REQUIRED TEXTS:

*Letters to a Young Therapist*
ISBN-10: 0465057675 by, Mary Pipher

ISBN-10: 1433805618 by, American Psychological Association

RECOMMENDED TEXTS:

*Encyclopedia of Counseling: Complete Review for the National Counselor Examination (NCE), State Counseling Exams, and Counselor Preparation Comprehensive Examination (CPCE).*
ISBN-10: 0415872391 by, Howard Rosenthal

COURSE DESCRIPTION:
This course provides a conceptual foundation for the counseling profession with emphasis on community counseling. Places the profession in an historical context; introduces associations, licensure, certification, accreditation, codes of ethics, and practice settings.

PREREQUISITE:
None

KNOWLEDGE AND SKILL OUTCOMES:
Upon successful completion of this course students will:

1. Discuss technology’s impact of the counseling profession (CACREP II.F).
2. Understand the history and philosophy of the counseling profession and trends in clinical mental health counseling (CACREP II.G.1.a & CACREP CMHC.A.1).
3. Understand professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP II.G.1.b).
KNOWLEDGE AND SKILL OUTCOMES: (continued)

Upon successful completion of this course students will:

4. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams (CACREP CMHC.A.3).

5. Recognize counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event (CACREP II.G.1.c).

6. Identify self-care strategies appropriate to the counselor role (CACREP II.G.1.d).

7. Discuss counseling supervision models, practices, and processes (CACREP II.G.1.e).

8. Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (CACREP CMHC.A.5).

9. Demonstrate an understanding of professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.G.1.f).

10. Demonstrate an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP II.G.1.g).

11. Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP CMHC.A.4).

12. Recognize the role and process of the professional counselor advocating on behalf of the profession (CACREP II.G.1.h).

13. Understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.G.1.i).

14. Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.G.1.j).

15. Have an awareness of professional issues that affect clinical mental health counselors (e.g., care provider status, expert witness status, access to practice privileges within managed care systems) (CACREP CMHC.A.7).

16. Understand the management of mental health services and programs, including areas such as administration, finance, and accountability (CACREP CMHC.A.8).

17. Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP CMHC.A.9).

18. Understand the operation of an emergency management system within clinical mental health agencies and in the community (CMHC.A.10).
KNOWLEDGE AND SKILL OUTCOMES: (continued)

Upon successful completion of this course students will:

19. Understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CACREP CMHC.C.6).

20. Describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (CACREP CMHC.C.1).

21. Understand professional issues relevant to the practice of clinical mental health counseling (CACREP CMHC.C.9).

22. Identify counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b).

23. Understand the importance of research in advancing the counseling profession (CACREP II.G.8.a).

24. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions).

25. Demonstrate elements of formal writing according to APA style.

COURSE CONTENT:

- Introduction to the counseling profession: history, philosophical underpinnings, professional standards, credentials, codes of ethics, areas of specialization, accreditation, contemporary trends.
- Comparison of counseling with other mental health disciplines (i.e. collaboration & consultation)
- Introduction to counselors’ roles and responsibilities
- Introduction to counselor impairment and self-care strategies
- Introduction to the helping relationship and basic helping skills basic skills, including skills and behaviors that influence the helping process
- Introduction to advocacy for the profession and clients
- Impact of Technology on the Counseling Profession
- Introduction to professional writing according to the Publication Manual provided by the American Psychological Association (6th ed.)
- Discussion of culture and its influence on counselors and clients

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and IPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. Additionally, any audio recording of class without the consent of the instructor and your classmates in an ethical violation. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

**Accommodations Statement:** Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Inclusivity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

*The instructor may make changes to the syllabus as the course proceeds.*

*If this is necessary these changes will be announced in class.*
**Grading Standards:**

Final letter grades will be assigned based on the following percentage distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 93%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>86% - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
</tr>
<tr>
<td>C</td>
<td>76% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
</tr>
<tr>
<td>D</td>
<td>66% - 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>below 59%</td>
</tr>
</tbody>
</table>

**Late Work:** Work turned in late will be reduced by 25% of the total points possible for every 24 hour period it is late. Therefore, assignments four days late will be recorded as a zero. Assignments turned into me through email (ernest.zullo@unco.edu) will not be considered accepted until you receive an email confirmation from me. Students are solely responsible for submitting work through email as a *Microsoft Word* document that is accessible. Only late work will be accepted over email, all other assignments are expected to be turned in during class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper</td>
<td>15%</td>
<td>Friday, September 11th, at the beginning of class.</td>
</tr>
<tr>
<td>Reaction Paper</td>
<td>15%</td>
<td>Sunday, September 13th, at the end of class.</td>
</tr>
<tr>
<td>Wellness/Self-Care Plan</td>
<td>15%</td>
<td>Sunday, September 13th, at the end of class.</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
<td>Friday, September 11th, at the beginning of class.</td>
</tr>
<tr>
<td>Basic Counseling Skills Worksheet</td>
<td>15%</td>
<td>Completed in Class.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Sunday, September 13th, at the end of class.</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>Mandatory.</td>
</tr>
</tbody>
</table>
LEARNING ACTIVITIES

- **Attendance (mandatory)**
  Attendance is mandatory for this class. If you will be unable to attend class for any reason, please contact me ASAP. It may be necessary for you to complete extra assignment(s) to make up any time you missed in class. Missing more than 5 hours of class will most likely result in an incomplete as your final grade. I will require proof of illness or family emergency.

- **Reflection Paper (15%)**
  This reflection paper should be double spaced and a maximum of eight pages.
  In this paper I want you to describe your beliefs about the following:
  - Human nature (basic nature of people)
  - Personality (how personality and traits develop)
  - Etiology of psychological problems (maladaptation)
  - Why and how people change
  - Optimal psychological well-being and what promotes it
  - The role(s) and responsibilities of counselors

- **Reaction Paper from “Letters to a Young Therapist” (15%)**
  This reaction paper should be double spaced and a maximum of five pages. This paper is an opportunity to reflect and react to the Mary Pipher book. What surprised you? What had you not thought about counseling before? Has your picture of counseling changed after reading the book? What questions do you have now about counseling after reading the book?

- **Wellness/Self-Care Plan (15%)**
  Please see the instructions regarding this plan on the next page.

- **Annotated Bibliography (15%)**
  You will complete an annotated bibliography on four research articles found from ACA journals. We will discuss more specifics about this assignment in class.

- **Basic Counseling Skills Worksheet (15%)**
  This activity will be completed in class during counseling role plays between students. We will discuss more specifics about this assignment in class.

- **Final Exam (25%)**
  This exam will be cumulative and will cover all the material presented in class. The final will contain: multiple choice, true/false, and long & short answer questions.
Wellness/Self-Care Plan

The ACA Task Force on Counselor Wellness and Impairment (2003) recommended all counselors-in-training, counselors, counselor educators, and supervisors develop a holistic wellness (self-care) plan to help guard against the potential negative impact of counseling hurting clients.

The purpose of this assignment is for students to develop a practical, individualized self-care/wellness plan to follow throughout their counselor training programs and work in the counseling field following graduation.

Instructions: Each student will develop a personal self-care/wellness plan that he/she can implement throughout his/her counselor training program and post-graduation. This self-care/wellness plan should address the areas of physical, emotional, cognitive, social, and spiritual wellness and include strategies that can be implemented daily, weekly, monthly, and/or yearly. Students are encouraged to be creative in the development of their self-care/wellness plans.

Please consider the following in the completion of this assignment:

- Identify specific, achievable goals to address each area of wellness (i.e. physical, emotional, cognitive, social, and spiritual)
  - Consider what you will do routinely (daily, weekly, monthly) to promote wellness
  - Consider what you will do during “tough times” (e.g., when you being feeling the personal and professional impact of this work on your daily life)
- What areas of wellness do you need to focus more time and energy?
- What specific strategies will you implement during your training program?
- How will your wellness plan change post-graduation?

Evaluation: Evaluation of this assignment is based on the completion and utility of the wellness plan. Students must address all areas of wellness and identify routine and non-routine (e.g., those implemented during “tough times”) wellness strategies. A copy of this plan will be kept in your academic/student learning outcomes file. It is the instructors’ hope that you will continue to review, modify, and implement this wellness/self-care plan throughout your training program and professional career as a counselor.

Resources:
http://www.counseling.org/wellness_taskforce/index.htm
At the completion of a counselor education program, students should:

____ 1. Be able to use productivity software to develop web pages, word processing documents (letters and reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

____ 2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units, and other applications available through education and training experiences.

____ 3. Be able to acquire, use, and develop multimedia software (i.e. PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

____ 4. Be able to use statistical software to organize and analyze data.

____ 5. Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.

____ 6. Be able to use email.

____ 7. Be able to help clients search for and evaluate various types of counseling-related information via the internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

____ 8. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.

____ 9. Be able to access and use counseling-related research databases.

____ 10. Be able to use the Internet to locate, evaluate, and use continuing education, professional development and supervision options in counseling.

____ 11. Be able to perform basic computer operation and maintenance tasks.

____ 12. Be knowledgeable about legal, ethical, and efficacy issues associated with delivery of counseling services via the internet.

Directions: For each of the competencies rate yourself on a scale from 1 to 5. 
1 = I cannot do this.
5 = I am confident and comfortable doing this.

_________________________  ________________________
Name  Date