

The University of Northern Colorado
Course Syllabus
APCE 650: Orientation to Community Counseling
Three Semester Credits
Spring 2015

Instructor: Dr. Michael Bishop
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Campus Office
Location: Lowry Campus
Dept. Phone: 307-721-1583
Office Hours: I will be available briefly before and after class and other times can be arranged as needed. Please communicate your meeting needs to be via e-mail or in person and we can schedule a meeting time. I have a typical three-day turn around on e-mail therefore, I will respond to your e-mail request or question within a three-day window of time.

Class Meeting Times: February 6-8 and February 20-22, 2015. Friday, 4pm to 10 pm, and Saturday, 8 am to 5 pm and Sunday 8 am to 4 pm.

Course Description

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. NOTE: This course is designed to meet Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards.

Prerequisites: None

Required Text

Erford, B. T. (2009). *Orientation to the Counseling Profession*. Pearson: Boston, MA.
ISBN-13: 978-0-13-228351-9
ISBN-10: 0-13-228351-4

Gladding, S. T. (2005). *The Counseling Dictionary*. (2nd ed.) Prentice Hall: Upper Saddle River, NJ.

ISBN-10: 0131707728

ISBN-13: 978-0131707726

Course Objectives

Upon successful completion of this course, participants 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).
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).
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

Suggested Readings

Pipher, M. (2003). *Letters to a Young Therapist*. Basic Books: New York, NY.

Yalom, I. (2002) *The Gift of Therapy*. Harper Collins: New York, NY

Nugent, F. & Jones, K. (2005). *Introduction to the Profession of Counseling (4th ed.)*. Pearson: Upper Saddle River, NJ.

Complete Prior to the First Course Meeting

Students would ***benefit*** from doing the following activities prior to the first weekend of class.

- Purchase or bring a digital recorder or video recorder if you have one.
- Visit and peruse the American Counseling Association web site (www.counseling.org).
- Find and read two articles published by ACA or one of the divisions of ACA. Find these articles through the UNC Library Website-please do not pay for an article. See www.counseling.org for a complete list of the divisions.
- Locate a practicing counselor who has a master's degree in either community or school counseling who would be willing to be interviewed.
- Read assigned readings listed below from required textbooks as all reading assignments *must be completed prior to class meeting times*.

Instructional Methods

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include group discussions, individual projects, lectures, demonstrations, facilitated reflection, and simulated activities.

Course Requirements/Assignments (please contact us via e-mail prior to class if you have questions regarding the assignments)

Attendance and Participation: Attendance for this course is mandatory and necessary. Experiences that are conducted within the course are highly interactive and they cannot be replicated. In order to achieve an A in the course students must attend 95% of the class time; therefore if you will need to miss class time you may want to consider dropping the class or taking the class at a more convenient time. Points toward your final grade will be based on your attendance and participation.

Initial Position Paper (Please begin this paper, however, we will discuss this further in class): Students will prepare an initial position paper using APA Style in which they respond to the following topics:

- My beliefs about human nature (basic nature of people)
 - My beliefs about personality (how personality and traits develop)
 - My beliefs about etiology of psychological problems (maladaptation)
 - My beliefs about why and how people change and the counselor's role
 - My beliefs about optimal psychological well-being and what promotes it
- (Related Objectives: 2,4,6,7,8,7,11, 13, 12,22,25)

Interview: Following the protocol we develop during the first week of class, students will interview one (1) counselor in community practice or agency who has a master's in school or community counseling or doctoral degree in Counselor Education. Students are encouraged to interview counselors who practice in diverse settings. They are further encouraged (**strongly**) to audiotape the interviews with the permission of the interviewee.

Subsequent to the interview, you are asked to (a) send a letter of appreciation, and (b) write a summary of your findings using APA Style that may be supported by verbatim quotes from the interview. The summary should be well organized and demonstrate a personal reflection of the findings from the interview. This summary should not be a transcript of your interview. (Related Objectives: 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11,12,13,14,15,16,17,18, 19, 20, 21, 25.)

NOTE: Participation in this activity is clear evidence of counselors' professional generosity. You must regard all information provided to you as confidential. Tapes should be destroyed after you have completed your summary. Information they provide should be reported without revealing the identity of the counselors you cite.

Annotated Bibliography: Students will prepare an annotated bibliography using APA Style reflecting two (2) articles that are selected from various American Counseling Association journals (*Journal of Counseling and Development*, division journals, or branch journals). The articles should relate to general topics addressed in the course. We will discuss this assignment further in class. Please utilize the UNC library website to access these articles do not pay for articles online.

These annotated bibs are meant to include two or so paragraphs of article summary and a paragraph or two of your professional and personal reactions to the article.

(Related Objectives: 1, 13, 23, 25 (Could also relate to objectives 5, 6, 7, 8, and 10))

Active Listening Audiotape/Transcript: Students will prepare an audiotape reflecting a minimum of 10 minutes sustained dialogue. The tape will be transcribed. This dialogue will be completed during class time and transcription and reflection will be due during the second weekend.

Performance on the audiotape will reflect students' initial beliefs about appropriate and effective counselor responses. The segment must be transcribed as discussed in class.

The reflection and transcript of this tape should reflect understanding of course content. The segment must be transcribed and reflected upon in a reflection section in your paper and in relation to your responses throughout the transcription of dialogue.

(Related Objectives: 7, 11, 12, 24, 25)

For hints on APA Style you may want to visit and you are strongly encouraged to purchase an APA Style Manual:

<http://www.apastyle.org/styletips.html>

Grading Standards

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

A	(100-93 points)
A-	(90-92 points)
B+	(89-87 points)
B	(86-83 points)
B-	(82-80 points)
C+	(79-77 points)
C	(76-73points)
C-	(72-70 points)
D+	(69-67points)
D	(66-63 points)
D-	(62-60 points)
F	(59 points and below)

- Attendance and Participation: (Required for an "A") **25 Points**
 - Attendance at all class meetings both online and on campus (five points)
 - Active involvement in small group and large group discussions both on campus and online (five points)
 - Utilize computer and cell phones appropriately (five points)
 - Active listening during lectures (five points)
 - Respectful and professional interaction with faculty & peers (five points)

PAPERS ARE LATE AS OF END OF CLASS THE DUE DATE AND 10% WILL BE DEDUCTED FOR A LATE PAPER AND FOR EVERY 24 HOUR PERIOD AFTER DUE DATE FOR LATE SUBMISSIONS

- Initial Position Paper: (due: February 8th by end of class) **15 Points**
 - thoroughness, grammar, & organization (7 points)
 - evidence of critical analysis (8 Points)

- Oral Report of Interview and Annotated Bibliography: (date: during 2nd Weekend February 20-22nd) and to be discussed in class) **10 points**
 This is an informal in class report over:
 - Interview highlights
 - Processing of the interview
 - Precis highlights
 - Other observations
 This report is expected to last around ten minutes and be a sharing of information with peers regarding information collected during the course.

- Interview and Written Summary: (due: February 22nd) **15 points**
 - Thoroughness (5 points)
 - Quality of Interview Summary Organization/composition (5 points)
 - Reflection - relate finding to personal & professional standards (5 points)

- Annotated Bibliographies over two Articles of your choosing **15 points**
 - (due: February 22nd)
 - APA Format, including composition (5 points)
 - Summary and synthesis of main points (5 points)
 - Personal and professional reflection (5points)

- Active Listening Transcript and Reflection: (due: February 22nd) **20 points**
 - Completion of transcript & reflection as required (15 points)
 - Reaction/reflection to process (5 points)

Reading Assignments

(Please have assigned readings completed **prior** to class meeting times)

Weekend One: Chapters 1 to 12 in Erford & Review the Counseling Dictionary for unknown or new terms.

Weekend Two: Chapters 13 to 16 in Erford & review the counseling Dictionary for unknown terms.

Additional Information

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.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

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.

UNC's Policies: UNC's policies and recommendations for academic misconduct will be followed.

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 is 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.