Instructor: Jennifer Smith, PhD, LPC, NCC, ACS, RPT-S
Office: McKee 294
Phone: 970-351-2731
Email: JenniferA.Smith@unco.edu

Class Times: August 24th, 25th, 26th
September 7th, 8th, 9th
Friday 4-10pm, Saturday 8am-5pm, & Sunday 8am-4pm

Office Hours: By Appointment

Prerequisite: None

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.

Required Text(s):
*The 2013 edition is also acceptable; however, the 2010 or earlier editions are not for this course. The ISBN for the 2013 edition is as follows: 978-0132850858

Reading Schedule:
Prior to the first weekend of class:
Chapter 1-7 (Erford)

Prior to the second weekend of class:
Chapters 8-12 & 15-16 (Erford)

Supplemental articles will be provided to enrich the course material during the first class meeting.

Recommended Readings (not required):


**Knowledge & Skill Outcomes (Objectives):**

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).
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 (5th ed.)

• Discussion of culture and its influence on counselors and clients

**Methods of Instruction:**
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. Students are expected to have completed all course readings as assigned and be prepared to stimulate class discussion through questions and thoughtful dialogue prior to class meetings.

**Course Requirements/Assignments:**
**Attendance and Participation (25 pts.):** 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 (10 pts.):** 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 optimal psychological well-being and what promotes it and detracts from it
My beliefs about why and how people change and the counselor’s role
My beliefs about diversity and the impact of culture
This paper does not need to include citations and the content of the paper is expected to be 3-5 pages in length.  
(Related Objectives: 2,4,6,7,8,7,11,13,12,22,25)

**Interview (10 pts.):** Following the protocol we develop during the first evening of class, students will interview one (1) counselor in community practice or agency who has a master's in clinical 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. This paper should be 2-3 pages in length.  
(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.

**Licensure Plan (15 pts.):** Students will write a 1-2 page reflection paper in APA Style on their plan for licensure. A folder or binder of all necessary paperwork to achieve licensure and certification will accompany the reflection paper. Your binder/folder should include the following sections/tabs: materials for National Counselor Examination, documents for Candidacy for LPC, documents for LPC, desired certification/registration for specialization, & continuing education. (Related Objectives: 9, 10, 11, 14, 15, 21, 25)

**Annotated Bibliography (15 pts.):** 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 2-3 paragraphs for each article summary and 1-2 paragraphs of your professional and personal reactions to the articles. (Related Objectives: 1, 13, 23, 25 (Could also relate to objectives 5, 6, 7, 8, and 10)

**Active Listening Audiotape/Transcript (15 pts.):** Students will prepare an audiotape reflecting a minimum of 10 minutes sustained dialogue. The tape will be transcribed. This dialogue will be completed outside of class time between the first and second weekend of classes. Transcription and reflection will be due during the second weekend. It is strongly encouraged that students select someone previously unknown to them. A signed consent form will be provided in the first weekend of classes and will need to be turned in along with the transcript. 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 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. The summary reflection in the reflection section of your paper should be between 1-2 pages in length. (Related Objectives: 7, 11, 12, 24, 25)

**Assignment Presentation (10 pts.):** Students will provide a brief presentation (approximately 5-10 minutes in length) on findings from the annotated bibliography assignment during the second weekend of class meetings. Presentations are expected to highlight content learned from the articles that were thoroughly read, address how the articles have informed the students view on topic(s) selected, and how the student plans to integrate what was learned from the articles. This...
assignment, while a professional exercise, is focused more on processing to assist students in learning from each other.

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

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

Assignments are late if not ready to submit by the start of class on the provided due date. Late assignments will be accepted up to three days after the due date for a 10 percent deduction for each day they are late.

Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1</td>
<td>Foundations of Counselor Identity, Licensure and Credentialing, &amp; Counseling Processes and Approaches</td>
<td>Erford Chapters 1-7&lt;br&gt;Initial Position Paper (due 8/24)&lt;br&gt;Licensure Plan (due 8/26)&lt;br&gt;***please note that you will have time in class for this assignment</td>
</tr>
<tr>
<td>Weekend 2</td>
<td>Advocacy, Ethics, Client Concerns, and the Effectiveness of Counseling</td>
<td>Erford Chapters 8-12 &amp; 15-16&lt;br&gt;Interview (due 9/7)&lt;br&gt;Annotated Bibliography (due 9/9)&lt;br&gt;Active Listening&lt;br&gt;Audiotape/Transcript (due 9/7)&lt;br&gt;Assignment Presentation (due 9/9)</td>
</tr>
</tbody>
</table>

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.
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.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.