Course Information
Title: Professional Counseling: Orientation
SAC (Subject Area Code) & Number: CED 6005
Section:
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information
Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin Description
Introduction to the counseling profession including history, philosophy, training, roles, functions, responsibilities, advocacy, organizations, laws, ethical codes and decision making models, licensure, credentialing, technology, and helping relationships. This course also orients students to Wayne State's Counselor Education (CED) Master's Degree concentrations.

Course Goal
The purpose of this course is to orient students to the Counseling master's degree program, as well as the broader counseling profession. After taking this course, students will be able to identify defining aspects of the counseling professional identity, including professional organizations, such as the American Counseling Association and CACREP. Students will also learn about the historic roots from which the counseling profession developed, so they can better understand how counseling history shapes current professional identities.
Course Learning Outcomes

<table>
<thead>
<tr>
<th>2016 CACREP STANDARDS</th>
<th>LEARNING OUTCOMES</th>
<th>WEEKS</th>
<th>MEASURED WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.C 2.F.1.f</td>
<td>1. Students will identify professional counseling organizations and their roles in promoting professional counseling identity and practice.</td>
<td>2,4,5</td>
<td>Final Exam Book chapters 1-8 11, 14-18</td>
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<tr>
<td>2.F.8,a, g, i</td>
<td>2. Students will critique research that informs counseling practice.</td>
<td>3,7,8</td>
<td>Written article review Multicultural paper</td>
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<td>2.F.5,d, f, g</td>
<td>3. Students will discuss the counseling process from the perspective of a counseling client</td>
<td>5,6</td>
<td>Practice Skills in class Attend 6 counseling sessions Self-awareness paper</td>
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<tr>
<td>5.C.2,a,c,i, k</td>
<td>4. Students will identify work settings that are likely to employ professional counselors.</td>
<td>7,8,9,10, 12,13,14</td>
<td>Site visit Oral presentation of site visit</td>
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</tbody>
</table>

Course Materials

**Required Text**


**Supplemental Texts (optional)**


Supplemental References (optional)


**Manuals**


**Journals**

Counseling Psychologist  
Elementary School Guidance and Counseling  
Journal of College Counseling  
Journal of College Student Development  
Journal of Counseling & Development  
Journal of Mental Health Counseling  
Journal of Multicultural Counseling and Development  
Measurement and Evaluation in Counseling and Development  
Michigan Journal of Counseling and Development  
School Counselor

**Assessment of Student Performance**

- JOURNAL ARTICLE REVIEW 5%  
- ATTENDANCE 5%  
- HELPING PROCESS ACTIVITY/PAPER 10%  
- WRITTEN ARTICLE REVIEW 10%  
- SELF-AWARENESS ACTIVITY/PAPER 15%  
- MULTICULTURAL PAPER 20%  
- ORAL PRESENTATION 15%  
- FINAL EXAM 20%  

**Course Assignments**

Readings assigned in the Course Schedule should be completed as indicated. Each class will begin with a discussion of key concepts within the assigned chapters for the week. Students should be prepared to summarize, discuss, and/or react to all readings. If you wish, written assignments may be turned in early.

**1) Journal Article Review**

It is imperative that you read weekly and show verbal evidence of this in each class. Each student will be required to bring in one current journal article (last 3 years) that relates to counseling.
Students will choose a date to present their article. Current journal articles must be selected (last 3 years). Contribution to grade: 5 percent.

2) Attendance and Timeliness
The Introduction to Counseling class is the foundation course for your program. Therefore, attendance and being on time is imperative. Points will be deducted for lack of attendance and lateness. Contribution to grade: 5 percent.

3) Helping Process Activity and Paper
A brief paper (3-4 pages) on a “helpful” moment in your life and what you learned about the helping process. Identify any significant events, people, and experiences that have influenced your beliefs and attitudes about helping people. This should be a specific time when someone helped you. The helpful person should not be a family member. Please do not merely relay the incident. What did you learn from this helping process? What effect did it have on you? (i.e., what you learned from it, and how you will apply what you learned as a result of this experience to being a counselor).
Grading Criteria:
- Paper must follow the APA manual and format
- Paper must be a FULL 3 to 4 pages in length
- Paper must contain a description of the experience and what was learned
- Paper must contain the impact that the experience had on you, the writer
- Paper must contain how you will apply what you learned about being a counselor
- Paper must be free of grammatical errors
Contribution to grade: 10 percent

4) Written Article Review (Three dates to present set in Class one)
Read a recent article (from one of the Journals listed in this syllabus) and write a brief (one to two pages) summary and your reaction to the article. Include the article’s citation.
Grading criteria:
- Paper must follow the APA manual and format
- Paper must contain a reference page in the correct APA format
- Paper must contain an abstract
- Paper must contain your response to the article
- Paper must be free of grammatical errors
Contribution to grade: 10 percent

5) Self-Awareness Activity and Paper
Students are expected to serve as a client for a minimum of six counseling sessions at the WSU Counseling Center Laboratory (313) 577-1681 or equivalent setting. This activity is to encourage reflection and self-examination with respect to the experience of “being a client.” (You were told about this experiential activity when you were interviewed). You are to evaluate this experience and complete a 5 to 6-page paper on this experience relating learning and self-awareness to your career objectives by addressing the following areas:
   a. Describe your experience(s) as a client. Include affective, cognitive, and behavioral dimensions. The use of “I statements” is strongly encouraged.
   b. What did you learn about yourself?
c. What did you learn about counseling and/or the counseling process?
d. What did you learn about "being a client"?
e. What did you learn about "being a counselor"?
f. Discuss the impact of the "counseling experience" on your goals for your training and career.
g. Discuss your learning of the entire process beginning with when you first were aware of the assignment.

Grading criteria:
- Paper must follow the APA manual and format
- Paper must contain an abstract in the correct APA format
- Paper must be 5 to 6 FULL pages in length
- Paper must be free of grammatical errors
- Paper must have the counseling verification sheet attached
- Paper must capture what the student learned about themselves, the overall counseling process, and what they felt when they first learned of this requirement.
- Paper must contain a description of what the student learned about being a client and a counselor
- Paper must contain a description of what the student gleaned from the experience, as it pertains to their training and career

Contribution to grade: 15 percent

6) Multicultural Interview and Paper
In this assignment, you will interview a person whom you perceive as being culturally different from yourself, about his/her experiences growing up. Ideally, this person is someone you do not already know or do not know well. It CANNOT be a family member.

You will ask the person to exchange information about his or her life experiences and the interface of race, ethnicity, culture, gender, spirituality, and socioeconomic status with those experiences. As a counseling student learning to become a multicultural competent counselor, you are expected to respond to the narrator’s stories by demonstrating to him or her, the extent of what you have heard. You should meet with this individual at least once for a minimum of 30 - 60 minutes. (If necessary, you may conduct the interview via telephone, but face-to-face is preferred).

You should prepare a general outline of questions or areas to explore, with an expectation that deviations from this outline are likely to occur.

Include in your report an analysis that emphasizes the social/cultural context in which the individual has lived. Describe how his/her life may have been affected by social factors such as race, gender, ethnicity, class, religion/spirituality, sexual orientation, age, gender of siblings, parent(s) and extended family, location of residence, historical events, and adult role models. Use examples and quotations from the interview to illustrate major themes and events. Discuss similarities and/or differences between your prior knowledge [based on beliefs, readings, mass media, etc.] regarding the race, culture, gender, ethnicity, class, religion/spirituality, sexual orientation, and class of the individual and
your experiences with this individual. Discuss factors that may account for these differences. Describe any counseling/clinical implications that you have discovered from this interview. Also exploring how this individual and his/her culture view counseling.

These interactions may range from meetings with a friend (or acquaintance) to meetings with a person whom you have introduced yourself for this project. While working with someone you already know may avoid the initial awkwardness of this activity, you are encouraged to challenge yourself multiculturally by finding and introducing yourself to someone new.

You need to inform the individual you are meeting with about the purpose of this class project, the length of the contact, and the written assignment that is required of you. It should be made clear that this individual is comfortable with both the interaction and the assignment.

Following the interview, you will transcribe your questions, paraphrase the answers, and comment on and summarize your experience. The paper should be 5 to 6 pages. It will also be marked on the appropriateness of the questions asked and the depth of your observations.

Grading criteria

- Paper must follow the APA manual and format
- Paper must contain a reference page in the correct APA format
- Paper must contain an abstract in the correct APA format
- Paper must be 5 to 6 FULL pages in length
- Paper must contain a separate page with a list of the questions asked. (Just the questions). This does not count in your 5 to 6 FULL pages in length
- Paper must capture how the interviewee was affected by social factors, such as race, gender, ethnicity, etc.
- Paper must capture how the interviewer discussed the similarities and differences between their prior knowledge and current interview
- Paper must contain counseling and clinical implications discovered in the interview
- Paper must be free of grammatical errors

*Contribution to grade: 20 percent*

7) Oral Presentation

Visit an agency (should be a “helping–type” agency that provides counseling) to gather information about the services provided. You should provide copies of a summary template to all members of the class. Gather brochures and other visual aids that may be circulated in the class (You do not need to make copies of these.) You will present this to the class. If you need special audio/visual equipment, it must be requested (through me) at least a week in advance.

Your presentation should include the following:
1. The purpose of the agency
2. The clientele serviced
3. How the agency helps its clients
4. Hours of operation
5. How the agency got started and how long in business
6. What credentials do “professional” staff members possess?
7. What are some challenges this agency faces? (If known)

Contribution to grade: 15 percent

8) Final Exam
The final exam will have multiple choice, true or false, and/or short answer questions.

Contribution to grade: 20 percent

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74%</td>
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</tbody>
</table>

Class Policies

1. Students are expected to attend and participate in all classes and all assigned out-of-class activities.
2. Assignments are to be completed on time. Any requests for extensions must be discussed before the due date and extension may, if granted, result in loss of points for grading.
3. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect the grade for that assignment.
4. Incomplete grades are not routinely given. The request for an incomplete grade must be made before the end of the semester. Such requests should be limited to unusual circumstances.

Wayne State University Policies

Religious Holidays (from the online Academic Calendar)
Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.
**Student Disabilities Services (edited statement from the SDS web site):**

- If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

**Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)**

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct: [https://doso.wayne.edu/conduct/student](https://doso.wayne.edu/conduct/student)

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new
combinations of words in an attempt to make the thoughts of another appear as your own.

- **College of Education policy on plagiarism:** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

- **Other forms of academic misbehavior** include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**Course Drops and Withdrawals**

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/Withdrawing_From_a_Course.php](http://reg.wayne.edu/Withdrawing_From_a_Course.php)

**Student Services**

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing) to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at http://library.wayne.edu/consult

Class Recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (coe.wayne.edu/tbf/counseling/center-index.php). Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do–for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.
# CLASS SCHEDULE (SUBJECT TO CHANGE)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings &amp; Content</th>
<th>Assignments Due (in addition to weekly readings/assignments on Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Overview: Syllabus / Getting acquainted</td>
<td></td>
</tr>
</tbody>
</table>
| 2    |      | Chapter 1 The Counselor’s Identity  
Chapter 2 History of the Counseling Profession | |
| 3    |      | ***UNDERGRADUATE LIBRARY ***  
Meet at Lab A, first floor at 4:30 | MEET AT THE LIBRARY RESEARCH INSTRUCTION |
| 4    |      | Chapter 3 Standards in the Profession: Ethics Accreditation, and Credentialing | |
| 5    |      | Chapter 4 Individual Approaches to Counseling  
Chapter 5 Counseling Skills | HELPING PROCESS ACTIVITY DUE |
| 6    |      | Chapter 4 Individual Approaches to Counseling  
Chapter 5 Counseling Skills | PRACTICE SKILLS IN CLASS  
***PRACTICE SKILLS***  
WRITTEN ARTICLE REVIEW PRESENTATIONS |
| 7    |      | Chapter 6 Couples and Family Counseling  
Chapter 7 Group Work  
Research Article Presentations | JOURNAL ARTICLE REVIEW PRESENTATIONS |
| 8    |      | Chapter 8 Consultation and Supervision  
Chapter 9 Development Across the Life Span | JOURNAL ARTICLE REVIEW PRESENTATIONS |
<p>| 9    |      | Chapter 10 Abnormal Development Diagnosis, and Psychopathology | WRITTEN ARTICLE REVIEW PRESENTATIONS |</p>
<table>
<thead>
<tr>
<th></th>
<th>Chapter 11  Career Development: The Counselor and the World of Work</th>
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<tbody>
<tr>
<td>10</td>
<td>Chapter 12  Testing and Assessment</td>
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<td></td>
<td>Chapter 13  Research and Evaluation</td>
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<tr>
<td></td>
<td>WRITTEN ARTICLE REVIEW PRESENTATIONS</td>
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<tr>
<td>11</td>
<td>Chapter 14  Theory of Multicultural Counseling</td>
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<td>Chapter 15  Skills of Multicultural Counseling</td>
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<td></td>
<td>MULTICULTURAL INTERVIEW DUE</td>
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<tr>
<td>12</td>
<td>Chapter 17  Community Counseling</td>
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<td>13</td>
<td>Chapter 16  School Counseling</td>
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<td>Chapter 18  Student Affairs &amp; College Counseling</td>
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<td>SELF-AWARENESS PAPER</td>
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<tr>
<td>14</td>
<td>Site Visit Presentation</td>
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<td>15</td>
<td>Final Exam</td>
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<td></td>
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**Important Reminder:**

*It is your responsibility to pay attention to the registration schedule, tuition, fees, etc. Also, remember to officially drop or add any classes. Keep hard copies of any transaction.*