COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Counselor Education

COURSE: CED 6070 - Introduction to Counseling

SECTION: 21516

COURSE CREDIT: Three (3) Credit Hours

TERM/YEAR: Fall 2013

COURSE LOCATION: Room 149, College of Education

TIME: Monday 4:30 – 7:15 p.m.
January 6 – April 29, 2014
First class January 6th

INSTRUCTOR: Stuart G. Itzkowitz, PhD
Licensed Professional Counselor (LPC)
National Certified Counselor (NCC)
Licensed Psychologist (LP)

327 College of Education
(313) 577-1659 Wayne office

E-MAIL: S.ITZKOWITZ@WAYNE.EDU

OFFICE HOURS: Monday 2:00 – 4:00
Wednesday 2:30 – 5:00
Other days by appointment
Almost always available by e-mail

SECRETARY: Lei Juan Stewart-Walker (313) 577-1613
E-MAIL: ab2628@wayne.edu

NOTICE: To receive credit for this course you must be admitted to the Counseling program. Failure to follow this rule may result in automatically being withdrawn from this course.
COURSE DESCRIPTION: (from Wayne State University graduate bulletin)

An overview of the counseling profession including the helping process, theories of counseling and consulting, training, credentialing, ethical and legal standards, professional organizations, assessment [ex: IQ, MEAP, SAT], history and trends of basic research.

COURSE OBJECTIVES:

The major goal of the Counselor Education program is to provide an educational experience designed to help you become facilitative counselors who are reflective, innovative professionals committed and competent to help clients, colleagues, and themselves acquire knowledge, skills and understandings necessary to participate in and contribute to the quality of life in a complex, changing urban society.

Employing various class, individual and group activities, the specific objectives for this course are:

1. To encourage personal and professional development by reflecting upon counseling as a career choice [including such concentrations as school, agency, art therapy, agency, etc.] through clarification of value and belief systems and encouraging self-awareness.

2. To encourage development of professional writing skills which reflect expressive and critical reactions to class readings, lectures, and activities, and demonstrate ability in relating his/her feelings in writing.

3. To develop openness in the use of self-evaluation and feedback from others to improve interpersonal skills and self-knowledge.

4. To provide a basic understanding of the origin, theories, purpose, ethics, and techniques of counseling.

5. To provide basic knowledge of counseling and communication skills including attending, paraphrasing, reflecting feelings, observing non-verbal behavior, self-disclosure, and responding empathically. Students will use simulation techniques, role-playing, and interviewing to develop minimal levels of competency in these basic counseling skills.

6. To increase students' sensitivity and awareness of cultural, ethnic, age, gender, religious preference, physical disabilities, intellectual ability, sexual orientation, socioeconomic, and value differences.

7. To provide information about professional organizations, licensure, certification, and the interpretation and application of the legal requirements and ethical codes related to the practice of counseling.
8. To provide information about the organization, requirements, and activities of the Counselor Education program at Wayne State University.

9. To experience and evaluate a counseling experience from the client perspective.

10. To identify various settings providing counseling services and career opportunities for counseling degrees.

Other topics which are covered in this course include, but are not limited to, the following:

- historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement;
- roles, functions, and professional identity of community counselors;
- structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling;
- implications of professional issues unique to community counseling including, but not limited to recognition, reimbursement, and right to practice; and
- implications of socio-cultural, demographic, and lifestyle diversity relevant to community counseling.

**REQUIRED TEXT:**


(the third edition is also a possibility)

**SUPPLEMENTAL TEXTS (OPTIONAL)**


SELECTED REFERENCES

BOOKS AND ARTICLES:


**MANUALS:**


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

ASSIGNMENTS:

If you wish, written assignments may be turned in early.

A. Reading Assignments and Participation  (DUE: per class schedule)
1. 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.
2. A minimum of one (1) “current events” presentation is also recommended for full credit. <Details to be presented in class>

    Contribution to grade: 5 percent

B. Helping Process Activity  (DUE: January 27th)
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. Preferably, this 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.

    Contribution to grade: 15 percent

C. Article Review  (DUE March 3rd)
Read two counseling articles. Choose one and write a brief (one page) abstract (summary) and your reaction to the article. Include the article’s citation. [Available at BlackBoard under Course Documents]

    Contribution to grade: 5 percent
D. Midterm Exam (DUE: March 31st)

The midterm exam will have multiple choice, true or false, and/or short answer questions. There will probably be at least one short essay. While the emphasis will be on the lectures, you should read the appropriate chapters in the textbook as well.

Contribution to grade: 20 percent

E. Self-Awareness Activity (DUE: April 14th – or after completion of sessions)

1. Students are expected to serve as a client for a minimum of six counseling sessions at the WSU Counseling Center Laboratory [313/577-1681]. 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]

2. You are to evaluate this experience and complete a 5-7-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 because of the entire process beginning with when you first were aware of the assignment.

Contribution to grade: 20 percent

F. Multicultural Interview: (DUE: March 17th)

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 should not 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 multiculturally competent, 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. Exploring how this individual and his/her culture view counseling is also a topic to explore.

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 3 - 6 pages (including the questions). It will also be marked on the appropriateness of the questions asked and the depth of your observations.

Contribution to grade: 20 percent

**G. Presentation: (Due: Starting April 14th)**

Visit an agency [should be a “helping-type” agency] to gather information about the services provided. *<An information template will be available to assist you>*. You should provide copies of the 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 audiovisual 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
GRADING:

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment A</td>
<td>DISCUSSION/PARTICIPATION</td>
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<tr>
<td>Assignment B</td>
<td>HELPING PROCESS</td>
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<td>Assignment C</td>
<td>MIDTERM</td>
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<td>Assignment D</td>
<td>ARTICLE REVIEW</td>
<td>5 %</td>
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<tr>
<td>Assignment E</td>
<td>SELF-AWARENESS</td>
<td>20 %</td>
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<tr>
<td>Assignment F</td>
<td>MULTICULTURAL</td>
<td>20 %</td>
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<tr>
<td>Assignment G</td>
<td>PRESENTATION</td>
<td>15 %</td>
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</table>

100 %.

Final grade will be based on the major requirements above.

The following grades will be awarded for points accumulated:

GRADING SYSTEM:

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<tr>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<td>A -</td>
<td>90-94</td>
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<td>B +</td>
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<td>B</td>
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<td>B -</td>
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<td>C +</td>
<td>75-79</td>
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<td>C</td>
<td>70-74</td>
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Below C is a failing grade (below graduate standards).

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.
CELL PHONES, TEXTING AND PAGERS:

• The inappropriate use of these devices can be quite disturbing. Either turn these devices off or set to “ring” silently. If there is a compelling need, use these devices as unobtrusively as possible. (If you are expecting an urgent call, keep your phone handy, not buried). •
• Take all calls outside of the classroom.
• Texting is also inappropriate and impolite. It will earn the evil eye from Dr. Itzkowitz. Do not test my Counseling skills.

GUIDELINES FOR MAXIMUM PERFORMANCE:

1. All papers are to be word processed or typed. [Remember to have a cover page, a running header and paginate!]
2. Attendance is essential – any more than one missed session will affect grade. Tardiness will also influence grade.
3. Respect for others is very important! One speaker at a time.
4. In this class, you do not have to use APA format for papers (not for self-exploration papers), however you should use correct English, appropriate style, correct grammar, etc. You will be expected to learn and use APA format for all other Counseling classes.

Recommended format for this class is as follows:

a. Cover page with relevant information, a running header, and pagination are required. The body of paper should include an introductory paragraph. Following paragraphs elaborate on points from the introductory one, thus pursuing a central theme.

b. Spelling and grammar are very important. Remember to proof read!

c. A few quotations and a little paraphrasing from experts are permissible and desirable but your words and way of interpreting is essential. If you quote or paraphrase other material, a reference page must be included.

d. Your reactions and views from counseling and classroom experience(s), material read, professional explorations, and presenting your learning are really wanted and crucial.

PLAGIARISM:

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. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.
ACADEMIC DISHONESTY:

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should read the Undergraduate and Undergraduate Bulletins found at http://www.bulletins.wayne.edu/, The Student Due Process Policy at http://students.slis.wayne.edu/policies/index.php and any other formal documents that are created for students at WSU found through www.wayne.edu. You will be asked to sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

Enrollment/ Withdrawal Policy:

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

RELIGIOUS OBSERVANCE POLICY:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
ATTENTION STUDENTS WITH DISABILITIES

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of this course.

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours 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.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

NOTE: There are also several scholarships, which are administered by this office.

GUIDELINES FROM THE NRA

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: “the disabled,” “the deaf,” “the blind,” the “handicapped,” etc. It is more acceptable to say, “people who are deaf,” or “persons with disabilities.”

2) Where possible emphasize the importance of the individual rather than the disability by saying “person” or “individual” before describing the disability. For example, say, “persons with disabilities” or “people with learning disabilities,” rather than “ learning disabled people.”

3) Avoid using descriptors such as “unfortunate,” “pitiful,” “poor,” and other such value-laden words. When possible, use descriptors, which emphasize a person’s abilities, such as: “uses a wheelchair or braces” rather than “confined to a wheelchair,” since a wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: “afflicted with” or “suffering from.” It is more acceptable, and accurate to say, “the person has or had _____________,” “the person has experienced___________,” or a person with___________.”

5) Avoid implying sickness when discussing disabling conditions. To the public, “disease” has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.
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<tr>
<th>CLASS</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING (TBD)</th>
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<tbody>
<tr>
<td>1</td>
<td>1/6</td>
<td>Overview: Syllabus Getting acquainted</td>
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<tr>
<td>2</td>
<td>1/13</td>
<td>Who Is the Counselor? What Is Counseling?</td>
<td>Chapter 1*</td>
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<td>3</td>
<td>1/27</td>
<td>History of the Counseling Profession</td>
<td>Chapter 2</td>
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<tr>
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<td>HELPING PROCESS ACTIVITY DUE</td>
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<td>4</td>
<td>2/3</td>
<td>Standards in the Profession: Ethics Accreditation, and Credentialing</td>
<td>Chapter 3, Chapter 4</td>
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<td>5</td>
<td>2/10</td>
<td>Individual Approaches to Counseling Counseling Skills</td>
<td>Chapter 5, Chapter 6</td>
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<td>6</td>
<td>2/17</td>
<td>Family Counseling</td>
<td>Chapter 7</td>
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<td>Group Work</td>
<td>Chapter 8</td>
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<td>Consultation and Supervision</td>
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<tr>
<td>7</td>
<td>2/24</td>
<td>Abnormal Development Diagnosis, and Psychopathology</td>
<td>Chapter 10</td>
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<tr>
<td>8</td>
<td>3/3</td>
<td>Abnormal Development Diagnosis, and Psychopathology</td>
<td>Chapter 10</td>
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<td>ARTICLE REVIEW DUE</td>
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<td>3/10-15</td>
<td>SPRING BREAK</td>
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<td>9</td>
<td>3/17</td>
<td>Development Across the Lifespan Career Development: The Counselor and the World of Work</td>
<td>Chapter 9, Chapter 11</td>
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<td>MULTICULTURAL INTERVIEW PAPER DUE</td>
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<tr>
<td>10</td>
<td>3/24</td>
<td>Testing and Assessment</td>
<td>Chapter 12, Chapter 13</td>
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<td>11</td>
<td>3/31</td>
<td>MIDTERM EXAM</td>
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<tr>
<td>12</td>
<td>4/7</td>
<td>Theory and Concepts of Multicultural Counseling</td>
<td>Chapter 14, Chapter 15</td>
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<td>Knowledge and Skills of Multicultural Counseling</td>
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<tr>
<td>13</td>
<td>4/14</td>
<td>School Counseling [K-12] - POSSIBLY SELF AWARENESS PAPER DUE</td>
<td>Chapter 16</td>
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### REGISTRATION DATES

Registration for Spring 2014: starts February 3  
Registration for Fall 2014: starts March 24  
Academic Calendars:  

**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 transactions.*