COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Counselor Education
COURSE #: 21224
COURSE: CED 6070 Introduction to Counseling
SECTION: 001
COURSE CREDIT: Three (3) Credit Hours
TERM/YEAR: Winter 2015
COURSE LOCATION: Room 149, College of Education
TIME: Monday 4:30 – 7:15 p.m.
January 12, 2015 to May 5, 2015
First class is Monday, January 12, 2015
INSTRUCTOR: Dr. Michele White, PhD, LLP
OFFICE ADDRESS: College of Education
Office #325
OFFICE HOURS: Mondays 2:00 pm until 4:15 pm
Wednesdays 9:30 am until 12:00 pm
OFFICE PHONE #: 313-577-1613
E-MAIL: DrMWhite@wayne.edu or dv8913@wayne.edu
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 Failure to follow this rule may result in automatically being withdrawn from this course.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 OUTCOMES:**

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 TEXTS:


SUPPLEMENTAL TEXTS (OPTIONAL)


SELECTED REFERENCES

BOOKS AND ARTICLES:


**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

**COURSE ASSIGNMENTS:**

Written assignments may be turned in early.

**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. 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 event article that relates to the reading for a particular week. Students will choose a week to present their article, on the first day of the class. Current event articles are worth 2 percent.

3. 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.** Attendance and timeliness are worth 8 percent.

   Contribution to grade: 10 percent

**Helping Process Activity (DUE: February 2nd)**

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.

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.

**Rubric:**
- 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 the writer
- Paper must contain how the writer will apply what was learned to being a counselor
- Paper must be free of grammatical errors

Contribution to grade: 10 percent

**Article Review** (Due March 2nd)
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.

**Rubric:**
- 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: 5 percent

**Multicultural Interview:** (DUE: March 23rd)
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 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 45 - 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 5-6 pages (not including the questions). It will also be marked on the appropriateness of the questions asked and the depth of your observations.

**Rubric:**
- 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 of the questions asked. 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
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

Rubric:
   • 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 a minimum of 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, counseling process, and overall process with when they first learned of the 6 session requirement
   • Paper must contain a description of what the student learned about being a client and a counselor
   • Paper must contain a description of the student gleaned from the experience, as it pertains to their training and career

Presentation: (Due: Starting April 13th)
   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

Final Exam (December 15th)
The final exam will have multiple choice, true or false, and/or short answer questions. There will be at least one short essay.

Contribution to grade: 20 percent

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. All papers must be in APA format. 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.

5. The inappropriate use of cell phones 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.

6. If you are expecting an urgent call, keep your phone handy, not buried). • • Take all calls outside of the classroom.

7. Texting is also inappropriate and impolite.

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

9. 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.

ACADEMIC DISHONESTY/PLAGIARISM:
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). 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. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so 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.

### CLASS SCHEDULE (SUBJECT TO CHANGE)

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Date</th>
<th>Topic</th>
<th>Reading (TBD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>Overview: Syllabus Getting acquainted</td>
<td></td>
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<tr>
<td></td>
<td>1/19</td>
<td>NO CLASS- University Closed</td>
<td></td>
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<tr>
<td>2</td>
<td>1/26</td>
<td>Who Is the Counselor? What Is Counseling? Review of APA</td>
<td>Chapter 1*</td>
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<tr>
<td>3</td>
<td>2/2</td>
<td>History of the Counseling Profession</td>
<td>Chapter 2</td>
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<td></td>
<td></td>
<td>HELPING PROCESS ACTIVITY DUE</td>
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<tr>
<td>4</td>
<td>2/9</td>
<td>Standards in the Profession: Ethics Accreditation, and Credentialing</td>
<td>Chapter 3</td>
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<td>Chapter 4</td>
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<tr>
<td>5</td>
<td>2/16</td>
<td>Individual Approaches to Counseling Counseling Skills</td>
<td>Chapter 5</td>
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<td>Chapter 6</td>
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<tr>
<td>6</td>
<td>2/23</td>
<td>Family Counseling Group Work Consultation and Supervision</td>
<td>Chapter 7</td>
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<td>Chapter 8</td>
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<tr>
<td>7</td>
<td>3/2</td>
<td>Abnormal Development Diagnosis, and Psychopathology</td>
<td>Chapter 10</td>
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<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter/Assignment</td>
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<tr>
<td>8</td>
<td>3/9</td>
<td>Abnormal Development Diagnosis, and Psychopathology</td>
<td>Article Review Due</td>
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<td></td>
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<td>Chapter 10</td>
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<tr>
<td>9</td>
<td>3/23</td>
<td>Development Across the Lifespan Career Development: The Counselor and the World of Work</td>
<td>Multicultural Interview Paper Due</td>
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<td>Chapter 9</td>
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<td>Chapter 11</td>
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<tr>
<td>10</td>
<td>3/30</td>
<td>Testing and Assessment Research and Evaluation</td>
<td>Chapter 12</td>
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<td>Chapter 13</td>
</tr>
<tr>
<td>11</td>
<td>4/6</td>
<td>Theory and Concepts of Multicultural Counseling</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge and Skills of Multicultural Counseling</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>12</td>
<td>4/13</td>
<td>School Counseling [K-12] - POSSIBLY SELF AWARENESS PAPER DUE PRESENTATIONS BEGIN</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>13</td>
<td>4/20</td>
<td>Catch up Presentations</td>
<td>TBD</td>
</tr>
<tr>
<td>14</td>
<td>4/27</td>
<td>Catch up Presentation</td>
<td></td>
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<tr>
<td>15</td>
<td>5/4</td>
<td>Final Exam</td>
<td>All Chapters</td>
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</tbody>
</table>


**GRADING SYSTEM:**

**DISCUSSION/PARTICIPATION 10%**
HELPING PROCESS 10 %.
FINAL EXAM 20 %.
ARTICLE REVIEW 5 %.
SELF-AWARENESS 20 %.
MULTICULTURAL 20 %.
PRESENTATION 15 %.

Final grade will be based on the major requirements above.

GRADUATE GRADES:

<table>
<thead>
<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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<tr>
<td>A -</td>
<td>90-94</td>
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<tr>
<td>B +</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B -</td>
<td>80-83</td>
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<tr>
<td>C +</td>
<td>75-79</td>
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<tr>
<td>C</td>
<td>70-74</td>
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</tbody>
</table>

Below C is a failing grade (below graduate standards).

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.

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.

**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.

**ADDITIONAL RESOURCES:**

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.
To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.
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.