

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Preparing professionals to meet our diverse community's life-long educational needs
COUN 441/541: INTRODUCTION TO COUNSELING

Instructor: Lisa Aasheim, PhD, NCC, ACS
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Term: Summer 2011
Location: CH 449
Time: 11:45-1:00
Tuesdays & Thursdays, 6/20-7/17
Office hours: Flexible, By appointment

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Accommodation: Students in need of an accommodation should immediately inform the instructor. Students are referred to Disability Services (725-4150; TTY/Relay 725-4718) to document their disability and to secure support services when appropriate. I will work with you to arrange the supports you need in this class.

Program Policy Statement: The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.

Course Description

This course provides an overview and introduction to the counseling profession. This course focuses on theories and initial skills related to working with individuals, groups, and families in a wide variety of settings. It also provides an introduction to various career and educational options within the counseling profession. The course is crosslisted as an undergraduate and graduate course with different requirements for each. **IF YOU ARE PLANNING TO APPLY FOR AND/OR ENTER THE MASTERS IN COUNSELING PROGRAM, YOU MUST TAKE THIS COURSE AT THE GRADUATE LEVEL.**

Course Objectives

Upon completion of this course, participants will be able to:

- Develop professional attitudes and skills for working with individuals, groups, and families
- Understand the broad spectrum of services and specialties in the counseling field
- Understand the legal, ethical, and credentialing issues guiding counselors
- Describe basic counseling theories
- Understand the impact of culture on interpersonal relationships and the counseling process
- Expand self-awareness and an understanding of the relationship between personal growth and professional effectiveness

Required Reading Materials

Nystul, M.S. (2011). Introduction to Counseling: An Art and Science Perspective. 4th Ed. Pearson.

Note: You **MUST** use the **fourth** edition as material & chapters differ from prior editions.

Course Format

This course utilizes an active learning approach. Students will participate in weekly lectures, learning activities and discussion groups. Students will augment their learning experiences through reading assignments, applied learning activities, and in class activities.

Course Requirements (441 and 541)

100 points

1. Attendance & Active Participation

- Students are expected to attend all class sessions.
- Active participation in class activities is required.
- Students are expected to arrive in class on time and return from breaks on time

2. Comprehensive Exam (30 points) - Due July 14th

The comprehensive exam is a take-home exam that is designed to be completed with the use of your textbook integrated with in-class materials. The exam will be handed out on July 5th and is to be turned in on July 13th at the start of class. **No late exams will be accepted.**

3. Counseling Theory Project (20 points) – Due July 12th in class.

- Read about the counseling theories described in your text and in class
- Choose one theory that interests you
- Consider the benefits & risks of that theory
- Write a 2 page summary (double spaced) (441 students) or a 3-4 page summary (541 students; double spaced; at least 3 references) answering the following:
 1. What do you believe some of the benefits of this theory are?
 2. What do you believe are some of the problems or risks with this theory?
 3. Describe a counseling scenario in which this theory may be useful.
 4. (541 level) Do you imagine you would ever use this theory in practice? How does it interact with your personality traits, personal beliefs, values, and conceptualization of the counseling process?
 5. What are some cultural implications that should be considered?

4. Experiential Project (50 points) -- DUE JULY 19th by noon

("441" or "541" in subject line if sent by email)

▪ **Coun 441 students:**

Do ONE of the following:

Interview a counseling professional & complete a 2-3 page report about what you learned. Include the interview questions and information about who you interviewed, their credentials and education, and where he/she currently practices. Phone interviews are fine.

OR Experience 3 - 4 counseling sessions & complete a 2 page report on your experience. Describe the *process* of counseling, not what you discussed with your counselor. Include information about style, theory base, interventions used, relationship building techniques, atmosphere, etc...

Please include a letter from the counselor documenting the attendance dates & number of sessions, *not* content.

▪ **Coun 541 students:**

Do ONE of the following:

Experience 3 - 4 counseling sessions (individual or group) & complete a minimum 3 page report on your findings. Describe the *process* of counseling, not what you discussed with your counselor. Include information about style, theory base, interventions used, relationship building techniques, atmosphere, etc...

Use your textbook as a reference tool. Utilize terms and concepts from your textbook to guide your paper. Be certain to cite your sources utilizing APA style.

You may use either an individual or group counseling format and your hours WILL count toward your required hours for the program. Please get a note on letterhead stating the number of sessions you attended and save this documentation for your student file.

OR If there is a compelling reason that you cannot attend counseling at this time, please discuss this with your course professor to make arrangements for an alternate assignment. It is **HIGHLY** suggested that you complete the counseling sessions as a means of fully engaging in this introductory course: how or what you share is up to you and is not to be revealed to the course instructor nor peers. You will simply document the process and experience, *not* the content of your sessions.

You must speak with your professor prior to the second week of class to make arrangements for an alternate assignment.

Grading scale: 94-100% (A); 90-93% (A-); 87-89% (B+); 84-86% (B); 80-83% (B-); students with lower than a B grade in 541 will be encouraged to repeat the course

Learning Schedule

	Class Topic	To read for next class:
June 21	An overview of counseling Credentialing, Professional Framework Counseling Specialties	Ch. 1, 2
June 23	The Counseling Process Legal & Ethical Issues	Ch. 3, 6
June 28	Counseling in a Diverse World Helping Skills	Ch. 15
July 30	Mental Health Issues Diagnosis & Assessment	Ch. 7, 8, 9
July 5	Counseling Theories <i>Exam Handed Out</i>	Ch. 12
July 7	Group Counseling	Ch. 14, 13, 11
July 12	School, Career & Rehabilitation Counseling <i>Counseling Theory Paper Due</i>	Ch. 10
July 14	Couples & Family Counseling <i>Comp Exam Due</i>	