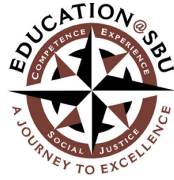


**ST. BONAVENTURE UNIVERSITY
SCHOOL OF EDUCATION
COUNSELOR EDUCATION PROGRAM**



SEMESTER & LOCATION: Fall, 2009, Hilbert, Session 1
PROFESSOR: Barbara C. Trolley, Ph.D, CRC, Licensed Psychologist
E-MAIL ADDRESSES: btrolley@sbu.edu

COURSE NUMBER & TITLE: CE 510: Introduction to the Profession of Counseling

TEXTS:

Required

Gladding, S.T. (2009). *Counseling: A comprehensive profession (6th Ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall Publishers.

Strongly Recommended:

Gladding, S. T. (2001). *The counseling dictionary: Concise definitions of frequently used terms*. Upper Saddle River, NJ: Merrill Prentice Hall Publishers.

*American Psychological Association Manual

CREDIT HOURS: 3 graduate credits.

APPROVED COURSE DESCRIPTION: To acquaint students with the field of counseling. This is the introductory graduate course in counseling in which is provided a general overview and survey of the profession. Roles and responsibilities of counselors across a variety of settings will be examined. Ethical codes and legal statues in the counseling field will be addressed.

PREREQUISITES: None.

F. PROGRAM GOALS:

Goal #1: Students will be able to demonstrate competency in the use of basic counseling skills to influence human behavior. {LG1, LG3, LG4}

Goal #2: Students will acquire the ability to develop an effective counseling treatment plan. {LG1, LG2, LG3, LG4}.

Goal #3: Candidates will demonstrate knowledge in the eight core areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). {LG1, LG2, LG3, LG4}.

G. LEARNING OBJECTIVES: Learning objectives and outcomes will follow the conceptual framework developed by the School of Education, which emphasizes the key concepts of knowledge, integrity, and community.

*The overall goal of this course is to give students a basic knowledge of, and foundation in, the counseling field. A gamut of topics will be introduced, which will be explored in greater depth in subsequent courses.

*Specific course objectives include educating students as to the:

OBJECTIVES	CACREP	PENNSYLVANIA	PROGRAM GOALS
History and philosophy of the counseling profession, including significant factors and events.	II.k.1.a	IA	G3
Professional roles, functions, and relationships with other human service providers.	II.k.1.b		G3
Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.	II.k.1.d.	IIIA	G3
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	II.k.1.e.	IIIA	G3
Public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.	II.k.1.f.	IIIA	G3
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	II.k.1.g.	IIIA	G3
Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling	II.k.1.h.	IIIB	G3

H. FIELD EXPERIENCES: None.

I. COURSE REQUIREMENTS

ASSIGNMENT MEASURES	CACREP OBJECTIVES
<p>QUIZZES (25% of Grade)</p> <p>a. There will be 4 take home, open book quizzes.</p> <p>b. Quiz material is taken from the text readings based on the assigned chapters for that week.</p> <p>c. These quizzes must be individually completed and handed in on time.</p> <p>d. Quiz Schedule: Quiz 1 & 2: Due second Friday Quiz 3: Due third Friday Quiz 4 & Bonus: Due fourth Friday</p>	<p>IIK.1a-b; d-h</p>
<p>CRITICAL REVIEW OF THE PROFESSION (25% of Grade)</p> <p>a. Students will select 4 examples each week related to their track specific counseling field. A total of 12 examples are to be included.</p> <p>b. Examples may be taken from the newspaper, professional/lay magazines/books, TV reports/shows, case conferences, personal contacts, etc.</p> <p>c. Each example will be put in a binder; non-pictorial examples are to be summarized in one paragraph.</p> <p>d. For each example: Describe the example State your Positive/Negative reactions to the example & Why Share constructive improvements of the example Reviews are due the third Friday night of class.</p> <p>f. Reviews are graded on: The diversity of examples The diversity of sources from which they were obtained Level of analyses Organization Creativity Thoroughness Overall presentation</p>	<p>IIK.1a, b, c, d, e, f, g and/or h;</p>
<p>COUNSELING PAPER (25% of the Grade)</p> <p>a. Students will complete a 3-5 page typed, APA formatted paper.</p> <p>b. Paper Process: Interview 2 counselors with diverse demographics In-person contacts are preferred, but phone contacts permitted Record responses on a separate form {Verbatim responses are not necessary, just the essence of each interview response}</p> <p>c. Paper Topics to be included: History and Philosophy of the Counseling Profession Counseling Roles, Functions, Relationships with Other Human Service Providers Consultation and Supervision Professional Counseling Organizations Professional Counseling Credentials Public and Private Counseling Policies Advocacy Ethical Issues in the Profession</p>	<p>IIK.1a-b; d-h</p>

<p>Other</p> <p>d. Paper Content: Brief summary of counselor demographics, confidentially described Compare & contrast the interviewees' responses, as well as your own reactions to, the above topics Review 6 professional journal articles related to topics addressed integrate citations from these resources throughout the text Include class readings (i.e. Gladding) as well Include a reference list</p> <p>e. Paper Format: Introduction Overview of Counselor Demographics Discussion of Responses (use headings cited in c; compare and contrast interviewee responses and integrate your own) Reference Lists Response Forms</p> <p>f. These papers are due the fourth Friday night of class.</p> <p>g. Papers are graded on: Clarity Organization Level of analyses Choice and integration of literature</p>	
<p>MINI-WORKSHOPS (25% of Grade)</p> <p>a. Students will self-select a dyad/triad with whom they will work.</p> <p>b. Students will pick <u>one</u> of the following topics: History and Philosophy of the Counseling Profession Counseling Roles, Functions, Relationships with Other Human Service Providers Consultation and Supervision Professional Counseling Organizations Professional Counseling Credentials Public and Private Counseling Policies Advocacy Ethical Issues in the Profession Counseling Skills, Techniques Counseling Modalities Other (specify)</p> <p>c. Define, demonstrate & critique the counseling topic in a 30" power point presentation involving audience participation.</p> <p>d. Students, on their presentation day, are to distribute to the class: Workshop brochure Workshop handouts Presentation evaluation form (created by presenters)</p> <p>e. Presentation formats may include lectures, debates, simulations, A-V materials, and/or small group activities.</p> <p>f. Mini-workshops are graded on: Content Application Organization Creativity</p> <p>A team grade is given; therefore, team involvement is essential!</p>	<p>IIK.1a, b, c, d, e, f, g or h</p>

Students missing more than 1/5 of the classes will not pass the course. Required readings need to be done prior to class. Attendance & participation will be considered in final grading process.

J. EVALUATION PROCEDURES/GRADING

GRADE VALUE	INDICATOR
A = 95-100 A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
B+ =86-89 B = 80-85	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 75-79	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
F < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice/
P	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

K. CALENDAR/OUTLINE:

1. READING SCHEDULE

Week 1	1, 2, 3, 4; App. A, B, D
Week 2	5, 6, 7, 8, 9
Week 3	10, 11, 12, 13; App. C
Week 4	14, 15, 16, 17, 18, 19, 20
Week 5	-----

L. ADDITIONAL COURSE INFORMATION:

Conceptual Framework. This course promotes the ‘conceptual framework’ of the SBU School of Education (‘Educator as Connector’).

‘Knowledge’ (Quizzes, Paper, Workshops, Critical Reviews)

‘Integrity’ (Review of Ethical and Professional Codes and Issues; Professional Organization Membership Encouragement; ‘Developmental Seminar’)

‘Community’ (Counselor Interviews; Critical Reviews).

School of Education Attendance Policy “Attendance is required and critical for success. It is the student’s professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession.

Courses may contain content that cannot be made up if classes are missed.

Failure to attend all classes may result in lowered grades or failing the course.

Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements.”

Technology. This course fosters the ‘technology’ of the SBU School of Education through the use of technology assisted lectures, professional counseling tapes, and the audio (visual) taping of ‘Developmental Seminar’ sessions, as well as via the course content.

Diversity. This course fosters the ‘diversity’ objective of the School of Education via the following activities: involvement in a comprehensive developmental counseling program for all students, lecture presentations on this topic, recognition of diverse learning styles within the classroom, respect for diverse opinions and beliefs shared within course discussions, encouragement of students to interview community counselors with diverse demographics..

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices,, penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

ADA Statement. Students with disabilities who believe that they may need accommodation in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class.

Method of Instruction: Friday evenings are devoted to lectures, discussion of required readings, and small group application of theoretical material. Saturdays involve weekly quizzes, class presentations and guest speakers.

Syllabus Change. This syllabus may be subject to change.

M. RECOMMENDED READINGS:

- Allen-Meares, P. & Fraser, M. (2004). *Intervention with children and adolescents: An interdisciplinary perspective*. Upper Saddle River, NJ: Pearson Education, Inc.
- Anderson, R.S. & Reiter, D. (1995). The indispensable Counselor. The School Counselor, 42, 268-276.
- Baker, S. (2003). *School counseling for the twenty-first century (4th Ed.)*. NJ:Prentice Hall.
- Baird, B. (2001). *The internship, practicum and field placement handbook (2nd Ed.)*. Upper Saddle River: Prentice-Hall.
- Barr, R. & Parrett, W. (2001). *Hope fulfilled for at-risk and violent youth: K-12 programs that work*. Boston, MA: Allyn & Bacon.
- Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. Journal of Counseling and Development, 70, 487-498.
- Boylan, J., Malley, P. & Reilly, E. (2001). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy (3rd Ed.)*. Philadelphia, PA: Brunner- Routledge.
- Bradley-Johnson, S. & Johnson, M.(-). *A handbook for writing effective psycho educational reports* Texas: Pro-Ed.
- Brill, N. & Levine, J. (2002). *Working with people: The helping process*. Boston, MA: Allyn & Bacon.
- Claywell, G. (2001). *The Allyn & Bacon guide to writing professional portfolios*. Boston, Mass: Allyn & Bacon.
- Cobia, D. & Henderson, D. (2003). *Handbook of school counseling*. Upper Saddle River, NJ: Pearson Education, Inc.
- Coll, K.M. & Freeman, B. (1997). Role conflict among elementary school counselors: A national comparison with middle school and secondary school counselors. Elementary School Guidance and Counseling, 31, 251-261.
- Dagley, J.C. (1987). A new look at developmental guidance: The hearthstone of school counseling. The School Counselor, 35, 102-109
- Davis, T.E. & Osborn, C.J. (2000). The Solution-focused School Counselor. Ann Arbor, MI: Accelerated Development.

- Dingman, R. & Weaver, J. (2003). *Days in the lives of counselors*. Boston, Mass: Allyn & Bacon.
- Dollarhide, C. & Saginak, K. (2003). *School counseling in the secondary school: A comprehensive process and program*. Boston, MA: Allyn & Bacon.
- Egan, G. (2007). *The Skilled Helper* (8th edition). Monterey, CA: Brooks/Cole-Thomson.
- Meier, S.T. & Davis, S.R. (2001). *The Elements of Counseling*. Belmont, CA: Brooks/Cole.
- Erfprd, B. (2003). *Transforming the school counseling profession*. Upper Saddle River, NJ: Prentice-Hall.
- Erk, R. (2004). *Counseling treatment for children and adolescents with DSM-IV-TR disorders*. Upper Saddle River, NJ: Pearson Education, Inc.
- Fischer, L. & Sorenson, G. (1996). *School law for counselors, psychologists, social workers* (3rd Ed.). Y, NY: Longman Publishers.
- Fuller, M. & Olsen, G. (1998). *Home-school relations: Working successfully with parents and families*. Boston, MA: Allyn & Bacon.
- Geroski, A.M., Rodgers, K.A., and Breen, D.T. (1997). Using the DSM-IV to enhance collaboration among school counselors, clinical counselors, and primary care physicians. *Journal of Counseling and Development*, 75, 231-239.
- Gladding, S.T. (2003). *Counseling: A comprehensive profession* (5TH Ed.). Upper Saddle River, NJ: Merrill Prentice-Hall Publishers.
- Gladding, S. T. (2001). *The counseling dictionary: Concise definitions of frequently used terms*. Upper Saddle River, NJ: Merrill Prentice Hall Publishers.
- Glicksen, M. (2004). *Violent young children*. Upper Saddle River, NJ: Pearson Education, Inc.
- Gysbers, N.C. & Henderson, P. (1988). Developing and Managing Your School Counseling Program. Alexandria, VA: American Association for Counseling and Development.
- Gysbers, N.C., Hughey, K.F., Starr, M., & Lapan, R.T. (1992) Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling and Development*, 70, 565-570.
- Hackney, H. & Cormier, S. (2001). *The professional counselor* (4th Ed). Boston, Mass: Allyn & Bacon.
- Hargens, M. & Gysbers, N.C. (1984). How to remodel a guidance program while living it: A case study. *The School Counselor*, 32, 119-125.
- Jongsma, A., Patterson, L. & McGinnis, W. (2000). *The child OR adolescent OR adult psychotherapy treatment planner* (2nd Ed.). NY, NY: Wiley Press.
- Lane, K., Gresham, F. & Shaugnessy, T. (2002). *Interventions for children with or at risk for emotional and behavioral disorders*. Boston, MA: Allyn & Bacon.
- Lawson, D.M., McClain, A.L., Matlock-Hetzel, S., Duffy, M., and Urbanovski, R.(1997). School families: Implementation and evaluation of a middle school prevention program. *Journal of Counseling and Development*, 76, 82-89.
- McLaughlin, M. (1990). Developing and implementing a developmental guidance program in a small, one-counselor elementary school. *The School Counselor*, 37.
- Meier, S. & Davis, S. ((2005). *The elements of counseling* (5th Ed.). Belmont, CA: Thomson Publishers.
- Morganett, R. S. (1990). Skills for Living: Group Counseling Activities for Young Adolescents. Champaign, IL: Research Press.
- Myrick, R.D. (1987). Developmental Guidance and Counseling: A Practical Approach. Minneapolis, MN: Educational Media Corporation.
- Myrick, R.D. (1989). Developmental guidance: Practical Considerations. Elementary School Counseling and Guidance, 24, 14-20.
- NYSSCA. (1993). New York State Comprehensive Developmental School Counseling Model.
- Payne, R. (1998). *A framework for understanding poverty*. Highlands, TX: RFT Publishing Co.
- Ramer, B. (1990). Are counselors necessary? *The New York Counselor*, 4, 1+.

- Schmidt, J. (1999). *Counseling in schools: Essential services and comprehensive programs (3rd Ed.)*. Boston, Mass: Allyn & Bacon.
- Russell-Chapin, L. & Ivey, A. (2004). *Your supervised practicum and internship: Field resources for turning theory into practice*. Belmont, CA: Thomson Publishers.
- Staley, W.L. & Carey, A.L. (1997). The role of school counselors in facilitating a quality twenty-first century workforce. The School Counselor, 44, 377-383.
- Stone, L. & Bradley, F. (1994). *Foundations of elementary and middle school counseling*. White Plains, NY: Longman Publishers.
- Thompson, R. (2002). *School counseling: Best practices for working in the schools*. NY, NY: Brunner-Routledge.
- Timberlake, E. & Cutler, M. (2001). *Developmental play therapy in clinical social work*. Boston, MA: Allyn & Bacon.
- Vernon, A. (1999). *Counseling children and adolescents (2nd Ed.)*. Denver, Colorado: Love Publishing Company.
- Vernon, A. (1989). *Thinking, feeling, behaving: An emotional education curriculum for children, grade 1-6/adolescents*. Champaign, Illinois: Research Press.
- Welfel, E. & Patterson, L. (2005). *The counseling process: A multitheoretical integrative approach*. Belmont, CA: Thomson Publishers.
- Whiston, S.C. & Sexton, T.L. (1998). A review of school counseling outcome research. Journal of Counseling and Development, 76, 412-426.
- Zwiers, M. & Morrisette, M. (1999). *Effective interviewing of children: A comprehensive guide for counselors and human service workers*. PA: Accelerated Development.