

Sam Houston State University
CNE 511 – WORKSHOP: ORIENTATION TO THE COUNSELING MASTER’S DEGREE
CNE 511 is required for the Masters Degree in Counseling.
College of Education
Department of Educational Leadership and Counseling
Spring, 2008

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PLEASE TURN OFF SOUND AND VIBRATION OF ALL CELL PHONES.

Course Description: The course, Introduction to Counseling and Guidance, is designed to introduce students to the field of counseling it’s theoretical and philosophical bases, historical antecedents, ethical issues, professional elements and an overview of current practice environments. Areas of practice include mental health settings, academic/career organizations, agencies, community centers, schools and private practice.

CACREP Objectives:

1. Professional Identity – Studies that provide an understanding of all of the following aspects of professional functioning:
 - K1a; history and philosophy of the counseling profession; including significant factors and events;
 - K1b; professional roles, functions, and relationships with other human service providers
 - K1d; professional organizations, primarily ACA, its divisions, branches, and affiliates, including Membership benefits, activities, services to members, and current emphases;
 - K1e; professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
 - K1h; ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
 - K8a; the importance of research and opportunities and difficulties in conducting research in the counseling profession

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards</i>
1. Introduce students to the field of counseling and guidance.	Discuss the field of counseling and current practice environments. Interview a professional in the field of counseling or a related mental health profession	Class discussion Written paper of professional interview.	SB – b1 CA – K1a NC - 1.2
2. Introduce students to the qualities of effective counselors.	Students identify characteristics and qualities of effective counselors. Students will respond to the following question: When qualities, characteristics, and qualifications are potential clients seeking when selecting a counselor?	Small group discussion	SB –b2 CA – K1b NC 1.2

3. Increase knowledge of the history, theory, role, ethics and legal concerns and trends of the profession.	Student reviews ACA and ASCA code of ethics.	Respond to ethical dilemmas presented during class activities.	SB - b8 CA - K1h NC - 1.6
4. Understand the competencies and requirements for state licensure (LPC), school counseling certification (TExES) and specialty certification for their practice environment.	Visit homepage of licensing board for professional credential of student's choice.	Report findings from computer search.	SB - a-g CA - K1e NC - 1.6
5. Attend six hours of professional workshops, seminars or conferences presented for counselors and mental health professional.	Students attend professional presentation(s) for counselors during the fall semester.	Documentation of attendance for each professional meeting and a one page reflection of the presentation(s).	SB - g5 CA - K1d

Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

NOTE: Students with a disability that affects academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted,

plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Course Format:

The course format includes lecture or narrative presentations, role-playing the role of the counselor and the role of the client, small group discussions, whole class discussions, self-selected inquiries, written assignments, individual presentations. Evaluation consists of self, peer, and professor assessments using feedback, discussions checklists and presentations.

Course Content:

Course overview, technology exploration
Identification of counseling skills
Participation in large and small group activities
Participation in class assignments and activities

Course Requirements:

(1).Students interview a mental health professional using the list of questions attached to the syllabus. You are **expected to add questions** (more than 2) appropriate to the specific mental health professional you interview. A reflection summary of the interview experience must be included. (100 points) **Due April 4, 2008.**

(2) Students must attend six hours of professional development experiences for mental health professionals. Students are required to provide proof of attendance documenting all six hours and prepare a one page reflection for each presentation. (Professional Meeting(s) 25 points for each hour, 150 pts.) **Due April 25, 2008.**

Course Evaluation:

Interview	- 100 pts.
Professional Dev. Meeting	- 150 pts.
Individual Approaches	- 50 pts.
Total Points	- 300 pts.

Points to Grade Equivalency:

A = 300- 270

B = 240 - 269
C = 210 - 239
F = 209 and below

CLASS SCHEDULE:

DATE	TOPICS
January 12, 2008	Introduction to counseling program, review syllabus and course requirements. Introduce program required texts - APA 5 th edition and DSM-IV-TR. Demonstration of Blackboard – electronic classroom. Complete temporary study plans. Discuss the field of mental health and the practice of counseling and psychotherapy. Review the history of and trend in counseling. Identify qualities of an effective counselor.
February 16, 2008	Review ACA and ASCA Ethical Standards of Professional
March 1, 2008	conduct. Review APA 5 th edition writing guidelines and EDLC Department writing guidelines. Library services presentation. Complete Individual Approaches to Counseling and bring to class. (Form available under Assignment link on Blackboard.)