

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

Instructor: Dr. Yvonne Garza
Teacher Education Center
P.O. Box 2119/SHSU
Office phone & vmail: (936) 294-3106
Email: yxg002@shsu.edu

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	Visit homepage of licensing board for professional credential of student’s choice.	Report findings from computer search.	SB – a-g CA – K1e

state licensure (LPC), school counseling certification (TExES) and specialty certification for their practice environment.			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

Web address for state standards: www.counseling.org/cacrep

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

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.

Students with Disabilities: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

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).

Electronic Devices: All cell phones, computers, and other electronic devices should be turned off during class. Unless directed otherwise by the professor.

Late Work: All course work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.

Attendance: Participation is both expected and required in class. Attendance is expected at **all class** sessions. Make every effort to arrive to class on time.

Academic Honesty: Academic honesty is expected. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.

Student Conduct: Graduate students are governed by the SHSU’s policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

Course Concerns: Please see the professor if there are any concerns before consulting the department chair or other program administrator.

Course Requirements: The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

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

(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.)

Course Evaluation:

- Interview - 100 pts. (Due 06/14/08)
- Professional Dev. Meeting - 150 pts. (Due 06/21/08)
- Total Points - 250 pts.

Points to Grade Equivalency:

- A = 250 - 225
- B = 200 - 224
- C = 175 - 199
- F = 174 and below

DATE	TOPICS
May 31, 2008	Introduction to counseling program, review syllabus, course requirements and department writing standards. Introduce program required texts - APA 5 th edition and DSM-IV-TR. 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. Review ACA and ASCA Ethical Standards of Professional Conduct.
June 7 th	
June 14 th	Chi Sig “Counselor Competence”
June 21 st	

Assignment: Interview a Profession in the Field

Using the list of questions below **as a guide**, interview one of the following mental health professionals:

human services worker, family therapist, social worker, licensed professional counselor, psychiatrist, psychologist, psychiatric nurse, school counselor, substance abuse counselor, or crisis hotline counselor. (A professional can be interviewed by only one member of the class).

I. Questions:

1. Why did you decide to enter the chosen profession?
2. What degree(s) do you hold?
3. What is your theoretical orientation of the professional? Has this changed since you entered the profession?
4. What are the job roles and functions as defined by the professional?
5. What could one entering this field expect as an entry-level salary?
6. What is your view of the differences among the varying helping professions?
7. What professional association(s) do you belong to?
8. What credentials, license, certifications, etc. do you hold?
9. What are your career aspirations?
10. Is there a different degree that would better prepare you to do the job you are doing?
11. How has the field changed since you began working as a professional in the field?
12. In your opinion, what are the future trends in the field?
13. Have you and a client had difficulty working together because of a difference in your value systems? If so, describe the situation(s).
14. How do you think your values influence the way you counsel?
15. Describe a success story with a client.

16 + Additional questions (more than one) appropriate to the field or individual you are interviewing. This portion is worth half of the overall grade.

II. Conclusion -

Discuss the interview experience and provide your personal reaction, comments, concerns, ideas, thoughts, what you learned new questions you have, etc. This should be on longer than one page in length.

Assignment Format:

The assignment is to be typed using double-spacing. For Section I. (Questions) number each question, type the question and the interviewee’s response. For lengthy responses you may summarize the key points. Section II.(Conclusion) is to be written in paragraph format.