

“Reflective Professionals Building Learning Communities”

COURSE TITLE

COUN 401 The Counseling Profession in a Pluralistic Society

INSTRUCTOR INFORMATION

name:  
office:  
phone Number:  
email:

COURSE DESCRIPTION

This course offers an orientation to the counseling profession, and ethical, legal, and professional identity issues. Students will study the history of the profession, ethical and legal standards, preparation standards, organizations, functions, and related journals. Students will also be oriented to skills required for multicultural counseling competency

PREREQUISITE

Graduate standing

RECOMMENDED TEXTS

Neukrug, E. (2006). *The world of the counselor: An introduction to the counseling profession*. (3<sup>rd</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

Nystul, M. S. (2005). *An introduction to counseling: An art and science perspective* (3<sup>rd</sup> Ed.) Boston: Allyn & Bacon.

INSTRUCTIONAL MODE

Lecture/discussion supplemented with experiential in-class exercises and occasional guest speakers

COURSE OBJECTIVES

The objectives of this course support the College of Education Performance Standards #1, Foundations, and #13, Diversity. (See Appendix A for table of Standards.) In addition, the objectives are designed to help students acquire

1. knowledge of the counseling profession, including its history, roles and functions of counselors, professional identity, organizations, credentialing, and related journals;
2. knowledge of ethical and legal standards and their application to various professional activities;
3. knowledge of diversity and systemic issues, including world view, race/ethnicity, gender, social class, spirituality, sexual orientation, and differing abilities; and
4. knowledge of effective characteristics of counselors and awareness of one's own personal characteristics and beliefs that influence her/his potential role as a counselor.

### REQUIRED PROJECTS

(See Appendix B for detailed descriptions)

1. Interview with a counseling professional. Students will interview a social services professional and write a reaction paper to the interview. (See Appendix C for list of possible questions for the interview.)
2. There will be a final examination on ethical, legal, and professional, and multicultural issues within the field of counseling.
3. Students are required to complete an autobiographical assessment paper, which will include an exploration of their role as a counselor.
4. Students are required to complete an annotated bibliography, including at least four articles, one from the Journal of Counseling and Development.

### STUDENT EVALUATION

Grades will be assigned on the basis of the student's performance on the assignments listed above:

Interview	20% of grade
Final Exam	30% of grade
Autobiographical Assessment	30% of grade
Annotated Bibliography	20% of grade

## GRADING POLICY

90-99% A  
89-89% B  
70-79% C  
60-69% D  
Below 60% F

## INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

## ASSESSMENT OF LEARNING

Assessment of learning begins in the initial class session and is on going through the course. Data from the specific assessment opportunities (exam, written assignments, etc.) will be analyzed and the results used to improve instruction and facilitate student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

## STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University Policy on Services for Students with Disabilities may be found at: <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and their learning experience.

## STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read assigned materials, participate in class discussions and experiential exercises, submit appropriate written assignments, and take the final examination.

## COURSE TOPICS AND SCHEDULE

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Standard</b>
1	Introduction to course: History and philosophy of counseling; roles and functions of counselors	Nystul Chap. 1	CACREP II.K.1.a,b II K.5.a
2	Developmental counseling: theories of lifespan development	Nystul Chap. 7	
3	Theories of counseling and therapy: experiential counseling approaches	Nystul Chap. 8	
4	The counseling process: Initiation, maintenance, and termination	Nystul Chap. 3	CACREP II K.5.a,b
5	Group counseling: types of groups and stages of group development	Nystul Chap. 12	
6	Professional Standards, ethical and legal issues in counseling; professional organizations and credentials; consultation and supervision	Nystul Chap. 2	CACREP II.K.1.d,e,f,h II.K.5.e
7	Midterm examination		
8	School counseling: Helping students with learning and behavior problems	Nystul Chap. 14	
9	Community and family counseling: Helping clients with personal and interpersonal problems	Nystul Chap. 15	CACREP II.K.5.d
10	Rehabilitation counseling: Helping persons with disabilities to advocate for access and equity	Handout	CACREP II.K.1.g
11	Social/cultural diversity: Dealing with barriers to effective multicultural counseling	Video by Derald Wing Sue Nystul Chap. 6	CACREP II K.2.a,c,d,e
12	Assessment techniques: the use of educational and psychological tests in counseling	Nystul Chap. 4	
13	Research and evaluation: overview of research methods in counseling	Nystul Chap. 5	
14	Presentations: Interviews of helping professionals		
15	Use of technology in counseling; the counselor as advocate for the profession	Handout Literature review papers due	CACREP II.K.1.c,f

## BIBLIOGRAPHY

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## Appendix A: Table of Standards

The course objectives for the Counseling Profession are linked to the following standards: (COE=College of Education; CACREP=Council for accreditation of Counseling and Related Educational Programs; CORE= Council on Rehabilitation Education)

- Objective 1: knowledge of the counseling profession, including its history, roles and functions of counselors, professional identity, organizations, credentialing, and related journals  
 COE Performance Standard #1  
 CACREP II.K.1.a, b, c, d, e, f, g, h; II K 5 e  
 CORE
- Objective 2: knowledge of ethical and legal standards and their application to various professional activities  
 COE Performance Standard #1  
 CACREP II.K.1.g, h  
 CORE
- Objective 3: knowledge of diversity and systemic issues, including worldview, race/ethnicity, gender, social class, spirituality, sexual orientation, and differing abilities  
 COE Performance Standard #13  
 CACREP II.K.2.a, c, d, e, II K 5 d  
 CORE
- Objective 4: knowledge of effective characteristics of counselors and awareness of one's own personal characteristics and beliefs that influence her/his potential role as a counselor  
 COE Performance Standard #1  
 CACREP II.K.1.b, g, h, II K 5 a, b  
 CORE

## Appendix B Course Assignment Detailed Explanations

Rigorous standards are in place for writing assignments. All papers must be written according to the American Psychological Association's (APA) Publication Manual. As students are preparing for careers as professional counselors, papers must be grammatically correct and reflective of this level of education. Papers will only be accepted if stapled or clipped in the left hand corner.

1. Interview with a counseling professional. Students will interview a social services professional on the social services profession, role of professionals, and changes and important issues within the field. (See attached sheet of interview questions.) students are to write a reaction paper to the interview, indicating issues raised within the student about the counseling profession, training, the role of the counselor, and current issues within the field. The paper should reflect the students awareness of the profession and role as a counselor as opposed to a summary of the interview. (20% of grade)
2. There will be a final examination on ethical, legal, and professional, and multicultural issues within the field of counseling. (30% of grade)
3. Students are required to complete an autobiographical assessment paper, which will include an exploration of their role as a counselor. Students should include in the paper
  - a. reason(s) for selecting (or considering) the counseling profession;
  - b. a discussion of the modalities and specializations that the student may be interested in pursuing;
  - c. personal characteristics, skills, values, beliefs, and cultural factors that will be beneficial for the specialization; and
  - d. a discussion of strengths and limitations or areas of growth in the role as counselor. The paper should be a minimum of 5 pages (30% of grade)
4. Students are required to complete an annotated bibliography, including at least four articles, one from the Journal of Counseling and Development. The annotated bibliography includes brief reviews of the articles (1-2 paragraphs). It should also contain a critique or reactions to the article, which should include but not be limited to: the relevance of the article to training issues; role as a counselor; feasibility or ease of implementation of techniques/interventions; appropriateness of research sample, methodology; generalizability of findings; questions raised/unaddressed concerns (1 paragraph). (20% of grade)

## Appendix C Possible Interview Guideline Questions

### Background:

What is your educational background?

Do you have a specialization? If so, did you receive training for your specialization outside of your graduate program?

How many years of clinical experience do you have?

What are the differences between psychology, social work, counseling, and psychiatry?

Why did you choose your field and/or specialization?

Are you currently licensed or certified?

### Training/Clinical Internship:

Where did you complete your internship? Was it a community mental health center, a hospital, residential treatment facility, private/group practice?

With what type of clients did you work? Children and adolescents, couples, families adults?

Do you run psychotherapy groups?

With what types of problems did clients present?

What type of supervision did you receive? Group or individual or both?

Did you perform co-therapy?

### Current Experience:

What is your current client base?

What types of issues are presented for therapy?

Are there certain types of clients with whom you feel more comfortable?

Are there certain types of clients with whom you feel uncomfortable?

How do you currently receive supervision?

How do you decide when to refer clients?

Do you perform co-therapy?

What type of paper work is involved in your practice?

### Theoretical Orientation:

What is your theoretical orientation?

What interventions do you use?

Are some treatment approaches more effective with certain types of problems?

What type of information do you use to determine the diagnosis of the clients? (any specific instruments?)

Do you give homework assignments to your clients?

### Professional Organization:

Do you belong to any professional organizations?

Are you involved in advocacy issues for your profession?

Do you attend professional conference?

Do you attend continuing education workshops?

Have you held an office in a professional organization?

Do you network with other professionals? Do you see this as important?

Personal Issues:

How do you resolve counter transference issues in therapy?

How do you handle resistant clients?

How do you deal with suicidal or homicidal clients?

How do you prevent burnout?

How do you work with clients whose values differ from yours?

State of the Field:

What are the benefits of being human services professional?

What are the limitations of being human services professional?

What do you think are the current issues facing the field of social services?

What impact does managed care have on our practice?

What advice would you give a novice counselor or someone entering the field?\*

Are you actively involved in political issues/activities that impact the field?