Professional Education Unit
Department of Foundational and Graduate Studies in Education

Introduction to Counseling
EDGC 656-301 Internet
Spring 2010

Prerequisites: *None*

Associate Professor**:** Wanda L. Staley, Ph.D., LMFT, NBCC, NCCC
Office: 503C Ginger Hall
Phone: (859) 498-5953
E-Mail: w-staley@moreheadstate.edu
Office Hours: Tuesday afternoons: 3:00 – 6:00 pm, and by appointment

Course Description: (From MSU Graduate Catalog) History, philosophical principles, and development of guidance movement; place of specialist; guidance and the teacher; resent status of guidance meeting needs of individual school; objectives, types, and scope of guidance.

Additional Course Description:
This is an introductory course designed to give graduate students an overview of the counseling profession. Students will explore the basic cognitive and behavioral skills necessary for effective counseling in all work settings.

Course Purpose: To provide a comprehensive overview of the counseling profession and the opportunity to begin development of cognitive and behavioral skills necessary to provide professional guidance and counseling services to a wide variety of clients.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

As a result of active participation in the learning experiences provided, the student will be able to:

1. Formulate ideas about what it means to be a counselor and the process of developing a professional identity in terms of analyzing and evaluating personal factors that affect interpersonal relationships (Standard 1. b: Professional Identity).

2. Demonstrate an awareness of the history of counseling and the development of the mental health and school counseling fields (Standard 1. A: Professional Identity).

3. Identify the multiple roles and functions performed by professional counselors in various settings (Standard 5: Helping Relationships).

4. Recognize various counseling theories and describe selected counseling specialties (Standard 3: Human Growth and Development).

5. Be familiar with national and state licensure laws, certification, and accreditation processes (Standard 1.e.: Professional Identity).

6. Realize the need for sensitivity to the enormous diversity that characterizes individuals in our society and challenges facing the counselor to provide an environment conducive to self-exploration and personal growth for people from different cultural backgrounds (Standard 2: Social & Cultural Diversity).

7. Recognize how counselors can use technology in the counseling profession (Standard 1.c: Professional Identity).

KYS/KERA/NCATE/ EPSB/Counselor Standards Alignment of CFO's and SLO's:

Course Assessments Aligned with → Course Assessment (Percent Values) ↓	Kentucky Teacher Standards (KYS) http://kyepsb.net/teacherprep/standards.asp	Kentucky Education Reform Act (KERA) http://www.education.ky.gov/KDE/Instructional+REsources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/	National Council for the Accreditation of Teacher Education (NCATE) www.ncate.org	Education Professional Standards Board (EPSB) http://kyepsb.net/	Kentucky Standards for Guidance Counseling Programs approved by the 2005 EPSB and derived from CACREP Standards
Assigned Readings Assessed with Exams and Discussion Boards **CFO** 1,2,3,4 **SLO** 1-7	1.1;1.2;1.3;1.4;1.5;3.3;3.4;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,3,A4,A5,A6,A7.A8,A9,A10,B1.B2.3.B4.B5.B6.B7.B8.B9.B10,C1b,C1c,1d,C1e,C1f,C2a,C2c,2d,Cde,C2f,C3a,3c,C3d,D1a,D1b,1c,D2a,D2dD4a,D4b,D4d,4e,D5a,D5b; 7a, D7b
Weekly Discussion Boards (20%) **CFO** 1,2,3,4 **SLO** 1-7	1.1;1.2;1.3;1.4;1.5;3.3;3.4;5.1;5.2;5.3;5.4;5.5;7.1;7.2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,3,A4,A5,A6,A7.A8,A9,A10,B1.B2.3.B4.B5.B6.B7.B8.B9.B10,C1b,C1c,1d,C1e,C1f,C2a,C2c,2d,Cde,C2f,C3a,3c,C3d,D1a,D1b,1c,D2a,D2dD4a,D4b,D4d,4e,D5a,D5b; 7a, D7b
Weekly Exams 20% **CFO** 1,2,3,4 **SLO** 1-7	1.1;1.2;1.3;1.3,3;3,4;4;1.5;5.1;5.3;5.4;5.4;5.5;7.1;7,2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,3,A4,A5,A6,A7.A8,A9,A10,B1.B2.3.B4.B5.B6.B7.B8.B9.B10,C1b,C1c,1d,C1e,C1f,C2a,C2c,2d,Cde,C2f,C3a,3c,C3d,D1a,D1b,1c,D2a,D2dD4a,D4b,D4d,4e,D5a,D5b; 7a, D7b
Final Exam 20% **CFO** 1,2,3,4 **SLO** 1-7	1.1;1.2;1.3;1.4;1.5;6.1;6.2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,3,A4,A5,A6,A7.A8,A9,A10,B1.B2.3.B4.B5.B6.B7.B8.B9.B10,C1b,C1c,1d,C1e,C1f,C2a,C2c,2d,Cde,C2f,C3a,3c,C3d,D1a,D1b,1c,D2a,D2dD4a,D4b,D4d,4e,D5a,D5b; 7a, D7b
Reflective Journals 20% **CFO** 1,2,3,4 **SLO** 1-7	3.3;3.4;6.1;6.2;6.3;7.1;7.2;7.2;	1,2,5,6	1e;1f;1g;4a	Literacy/Reading Diversity	Cde,C2f,C3a,3c,C3d,D1a,D1b,1c,D2a,D2dD4a,D4b,D4d,4e,D5a,D5b; 7a, D7b
Consultation Report 20% **CFO** 1,2,3,4 **SLO** 1-7	3.3;3.4;6.1;6.2;6.3;7.1;7.2;7.2;	1,2,5,6	1e;1f;1g;4a	Literacy/Reading Diversity	Cde,C2f,C3a,3c,C3d,D1a,D1b,1c,D2a,D2dD4a,D4b,D4d,4e,D5a,D5b; 7a, D7b

Course Structure & Requirements:

This course is all online (internet). As an introductory course to the profession of counseling, an abundance of material will be covered during this upcoming semester. It is expected that students will study course materials, complete/submit all assignments on time. **Assignments are due on Sunday evenings by 11:55 p.m. unless otherwise indicated by the assignment description. Late work will not receive credit unless professor is informed prior to due date, and then only due to extreme circumstances.**

1. ***Communication*.** Students are to email assignments to the Professor via e-mail attachments at:
   (w-staley@moreheadstate.edu) using **rich text format** (rtf). Include your **name, date, title of assignment on each attachment**. Also**, e-mail a copy to yourself** so that you will know that the assignment has been received. Please do ***not*** use the Blackboard drop box. *Rich text format appears under the "save as type" box, which is beneath the "file name" box in which the name of your work is typed.* Format papers using APA style.

   When personal issues need to be addressed and a quick response is needed, students are encouraged to **call Dr. Staley at her home office (859) 498-5953.**

2. ***Technology Requirement.*** Students enrolled in this class are required to use the Internet. A reliable and high speed internet connection (ex. DSL, wireless, broadband) is highly suggested. Students must become familiar with and know how to use the multiple functions o Blackboard, email, word processing, submitting attachments in **rich text format (rtf).** Additionally, the World Wide Web will need to be accessed for designated assignments.

Assignment Descriptions:

Program: M.A. in Counseling Program EDGC 656 Introduction to Counseling	
Assessment (point value)	**Description**
Assigned Readings Assessed with Exams and Discussion Boards	Read the required text and other materials supplied.
Weekly Discussion Boards (20%)	Questions, statements, and/or case scenarios on topics being covered will be posted on the discussion board. Students are required to respond to all questions/statements/scenarios in order to facilitate continuous dialogue. Each student is required to respond to three (3) of his or her peers' **original** responses. Responses will be graded based upon comprehensiveness, clarity, originality of responses, focus, whether or not responses were made on 3 peers' **original** responses, and on on-time submissions. Writing "*I agree" or" disagree"," ditto"," nice post" or "I totally agree with you,"* without further explanation will not be considered for points. Students are required to be thoughtful in their expression of their own ideas. Each student's **original response** must be posted by Thursday, 11:55 pm. All comments to the original and subsequent responses must be posted by the end of the week, which is Sunday, 11:55 pm.
Weekly Exams 20%	**E**xams will be posted in Blackboard. Check the "Assignment" button of Blackboard to locate.
Final Exam 20%	The Final Exam will be available Monday through Friday 11:55PM of Finals Week.
Reflective Journals 20%	Knowing ourselves is a key component in becoming an effective counselor. Each student will submit a weekly reflection paper by e-mail attachment (**RTF format)** to Dr. Staley by Sunday evening*, 11:55 pm.* This paper will document the student's personal growth, challenges, questions and new understandings on their journey toward becoming a counselor. Journals should not exceed 1 typed page
Consultation Report 20%	Consult with a professional about some problem (doctor, dentist, banker, attorney, etc.) and note their professional and "helping skills" based on your readings. The consultation must take place during this present semester rather than a *recall* of past experience. Write a 2-3 page report of your analysis as a result of your studying about the importance of skills related to the helping profession. Discuss the counseling skills that you noticed (Example: *Specific Active Listening Skills).* Send as an e-mail attachment to Dr. Staley. **Due date: Sunday, March 7, 11:55 pm.**

Course Evaluation:

Exams…….40%
Discussion Board…...20%
Reflective Journal…...20%
Consultation Report…20%

Grading Scale

A = 90-100%
B = 80-89
C = 70-79

Required Textbooks:

Nystul, M. (2006). *Introduction to counseling: An art and science perspective* (3rd ed.). Boston: Pearson/Allyn & Bacon. ISBN 0-205-46410-6.

Attendance Policy:

Work must be completed on Blackboard during the week in which it is assigned.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar:

EDGC 656-301 Introduction to Counseling
Spring 2010 Tentative Daily Schedule

Date	Topic	Readings
WEEK 1	An Overview of Counseling.	CHAPTER 1
WEEK 2	Professional Preparation and Ethical and Legal Issues.	CHAPTER 2
WEEK 3	The Counseling Process.	CHAPTER 3
WEEK 4	Assessment and Diagnosis.	CHAPTER 4
WEEK 5	Counseling Research and Evaluation.	CHAPTER 5
WEEK 6	Developing a Personal Approach to Counseling from a Multicultural Perspective.	CHAPTER 6
WEEK 7	The Classic Theories of Freud, Adler, and Jung.	CHAPTER 7
WEEK 8	Experiential Theories and Approaches	CHAPTER 8
WEEK 9	Cognitive-Behavioral Theories.	CHAPTER 9
WEEK 10	Marriage and Family Counseling.	CHAPTER 10
WEEK 11	Child and Adolescent Counseling.	CHAPTER 11
WEEK 12	Group Counseling.	CHAPTER 12
WEEK 13	Career Counseling.	CHAPTER 13
WEEK 14	School Counseling	CHAPTER 14
WEEK 15	Mental Health Counseling.	CHAPTER 15
WEEK 16	Review and “catch-up” Week	ALL
FINAL EXAM AVAILABLE ON BLACKBOARD MONDAY 8:00 AM THROUGH FRIDAY 11:55 PM. CAN BE TAKEN DURING ANY TWO-HOUR PERIOD WITHIN THESE DATES.		