Introduction to Professional Counseling  
CPSY 503 Graduate School of Education and Counseling  
Lewis and Clark College  
Fall 2006

September 6th to October 4th,  
Wednesday 5:30-8:45  
Rogers 105

Margaret Eichler Ph.D. NCC  
Advising hours Wednesdays 3:00 to 5:00  
503-768-6076  
meichler@lclark.edu

Catalogue Description:  
Basic theoretical assumptions of the counseling profession, with an overview of its historical  
roots, social, cultural contexts, types of practice, ethical principles, and professional orientation.

Readings:  
Available for purchase in class

Learning Objectives: as guided by the CACREP standards of learning about professional  
identity. This class will provide an understanding of:

- History and philosophy of the counseling profession
- Professional roles, functions, and relationships with other human service providers
- Professional organizations like ACA, divisions, functions, and services to members
- Professional credentialing, certification, licensure, accreditation practices, professional  
  organizations, journals and effects on public policy
- The role of professional counselor in advocating on behalf of the profession
- Advocacy processes needed to address institutional and social barriers that impede  
  access, equity, and success for clients
- Ethical standards of ACA and related entities, and applications of ethical and legal  
  considerations in professional counseling
- The current modes and settings of the counseling practice
- How to be conversant about philosophical, ethical, and political issues regarding the role  
  of counselors in various settings through both discussion and writing
- Researching information about counseling which includes the use of technological  
  competence and computer literacy
Class Assignments:

Worldview paper: Two page paper describing your view of the helping profession as it is informed by your cultural, political & social context.

Library research: Find articles and journals on foot or online.
   a. Find and list three journals of interest- hand in
   b. Find and print the abstract from 2 articles related to your counseling interests (dated last 3 years)-hand in.

Quizzes based on class readings and discussions.

Design a system for organizing your portfolio requirements & include a print out of Ethical Guidelines related to your focus of study (MFT, SP, CMH.)

Write a 6-8 page position paper utilizing and integrating elements from at least 8 of the class readings (cite.) You can also incorporate ideas from class discussion then summarized with personal reflections on how these ideas and themes might inform your growth as a future professional counselor.

Grading:
Worldview paper=20 pts
Participation in class discussions 5 points each week=25 pts
Portfolio & Ethical Guidelines=10 pts
Library assignment=25 pts
8 quizzes 10 points each=80 pts
Paper=40 pts Paper will be evaluated on ability to integrate readings and class discussions into well thought out and developed paper that represents graduate level work.

A 200-180   B 179-160   C 159-140   below 140 failure of class

Attendance:
Notification of absence required. Any absence of more than an hour requires make-up assignment. More than 3 hours of absence is failure to complete the class.

Please notify instructor of any special learning considerations that need to be taken in to considerations as covered by the American Disabilities Act.
COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education

Course Name: Introduction to Counseling Individuals
Course Number: CPSY 503-02
Term: Fall 2006
Department: Counseling Psychology
Faculty Name: Margaret Eichler Ph.D. NCC

Catalogue Description (copy from current catalogue):
Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social, cultural contexts, types of practice, ethical principles, and professional orientation.

Fundamental Competencies Addressed in Course:

<table>
<thead>
<tr>
<th>Fundamental Competencies</th>
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<tbody>
<tr>
<td>Learning Environments</td>
<td>X</td>
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<tr>
<td>Content Knowledge</td>
<td>X</td>
</tr>
<tr>
<td>Teaching Approaches</td>
<td>X</td>
</tr>
<tr>
<td>Connection to Community</td>
<td>X</td>
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<tr>
<td>Educational Resources</td>
<td>X</td>
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<tr>
<td>Assessment</td>
<td>X</td>
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<tr>
<td>Research and Reflection</td>
<td>X</td>
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<tr>
<td>Leadership and Collaboration</td>
<td>X</td>
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<tr>
<td>Professional Life</td>
<td>X</td>
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Authorization Levels:
This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

<table>
<thead>
<tr>
<th>Authorization Levels</th>
<th>R</th>
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<tbody>
<tr>
<td>Early Childhood</td>
<td>R</td>
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<tr>
<td>Elementary 3rd-8th</td>
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<td>Middle Level 5th-10th</td>
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<td>High School 7th-12th</td>
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*R = Readings and In-class Discussions  *P = Practicum

Student Performance:
Student performance criteria appear on page(s) 1 & 2 of this syllabus (student performance includes goals, evidence, and levels of performance).