

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Introduction to Professional Counseling
CPSY 503

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Office Hours: Contact office at 503-768-6060 to make appt

Course Reading

Texts:

Sensoy, O., & DiAngelo, R. (2011). *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*. New York: Teachers College Press.

Granello, D. H. (2012). *Counseling today : foundations of professional identity*. Upper Saddle River, N.J.: Pearson.

2) Moodle: Other readings are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Graduate School IT liason. (TBA)

3) Ethical Guidelines:

Students will obtain and bring a current copy of the most recent ACA Ethical Guidelines to class.

Catalog 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.

Learning Objectives:

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/Grading:

1. Attendance and participation: You **MUST** attend **AND PARTICIPATE** in all classes. If an emergency requires that you miss a class or any portion of a class, make up work will be required. The exact content of this makeup assignment will be determined by the instructor.

More than one absence may lead to a failure to complete requirements for credit.

Participation: Each week there will be an assignment related to the readings, you may be given questions to consider and be prepared to discuss, you may develop questions, there may be an activity to complete and share with classmates, or you need to be prepared to discuss your 12-step meeting attendance and diversity experiences on the assigned dates. **Look to the Moodle page to see if you are being asked to create discussion questions to bring to class – if so, these will be turned in as well.**

2. Two Part Social Locations and Professional Interests Paper:

Part 1: Describe your interest in the counseling profession and include elements of how your personal social locations have influenced your decision to become a professional counselor. Your social locations include but are not limited to the following elements: *physical ability, culture, race/ethnicity, gender, , socioeconomic status, exile/migration, religious and spiritual beliefs, language, education, sexual orientation and age.* This should also include a description of your personal educational and

professional goals. Please do not use your personal statement from your application to the program. This paper should focus on a self-analysis of the impact of your individual, cultural, and social context factors that have influenced you and your decision to become a counselor and your goals as a professional. Think about these as external influences based on your specific social locations. Example: How have society's or your family/friends messages about your gender influenced your career path. Maximum length: 4-6 pages, APA style double spaced, 12 pt font.

Part 2: 1) Look at the ACA subdivisions, choose the ones that are most related to your professional interests, find the journals associated with those divisions and find at least one article specifically related to your professional interests **from an ACA journal**.

2) After reading this article find two more articles from other sources related to this topic. List articles in APA style and write 3-4 sentences in review of each article

3) Write a summary paragraph about something new you learned about your area of interest.

Paper: 50 points each part – Total 100 October 9

3. Class work creating a history of counseling timeline **Sept 18** .

Timeline: 25 points

4. Power, Privilege, and Difference Experience: Spend 4 hours in an experience where you are **interacting with people different from you**. Goals: 1) Examine honestly your interest and comfort in interacting with people who are different from you 2) Determine how much you are ready to push yourself to do what feels uncomfortable, it is o.k. to stay in your comfort zone, for now. This is an exercise to help you get ready for the rest of your program where you will be pushed into your discomfort zone. However, the more you are willing to take a risk and push yourself now, the more you will benefit in your entire program. 3) Commit to an attitude of learning, not “cultural tourism,” your goal is to *experience* not to merely observe.

Your experience **MUST BE APPROVED** prior to completing it. Please write a one paragraph description of your activity and your reason for choosing it/what you expect to learn.

Write a reflection paper about the experience describing the activity and what you learned from it. (3-4 pages max)

Experience Approval Due: Sept 18

P, P & D Experience Paper/discussion: 100 points Due Oct 23

4. Attend a minimum of one 12-step meeting as required for your portfolio. Write one page summary.

12-step Attendance: 25 points :Due Sept 18

5. Professional Counselor Development Portfolio, *50 points, Due Nov 6*

See attached description for requirements, end of syllabus.

6. Background Check: Required to receive grade. You are required to initiate the background check to receive your grade; however, no points are awarded. The record is not required to be clear, but if a student's background check reveals a record not disclosed on the application to the program, procedures for student difficulties will be followed (See Professional Mental Health Student Handbook).

Grading Summary

Paper (2 part)	100
Timeline	25
Power, P & D experience/Paper	100
12 Step Meeting Attendance	25
Professional Dev. Portfolio	50
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Grading scale:

90-100% A

80-89% B

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Schedule –As a group who has come together to learn and share we are unique from any other class. The schedule may change to accommodate our particular class needs. The course schedule is posted on the Moodle webpage, please check the page each week for updates. The following is a screenshot from Moodle on 8/28/14, readings and schedule are subject to change. Generally, changes will be made with two weeks notice or discussed in class.

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4 September - 10 September

- **Week 1: September 4**

Topics: Becoming a Counselor/Counselor Identity

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Class Plan (will be added prior to each class)

5:30-6:15 Introductions

6:15-6:45 Syllabus, Portfolio

6:45-7:00 Break

7:00-7:45 Lecture - Who are Counselors? What do Counselors Do?

7:45-8:30 Reading/Chapter activity

- **Readings :** (these should be read prior to class)

Granello & Young Chapters 1 and 2 (start on 3)

- **Resources (supplemental materials, optional reading, web links, lecture notes, etc):**

-  [Professional Qualities Evaluation File](#)

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11 September - 17 September

- **Week 2: September 11**

- **Topics: Becoming a Counselor/Counselor Identity**

Counseling Training and Regulation (Licensing)




Readings :

Granello & Young: Chapters 3, 4 & 5

NOTE: If you can't access files open a separate browser, login to the library webpage and psychnet. This should put a cookie on your computer that will allow you access to files linked at the library.

- [Counselor Professional Identity: Findings and Implications for Counseling and Interprofessional Collaboration URL](#)
- [library PDF link for article listed above URL](#)
- Review website for Oregon board, or Board of your planned state of residence

Resources:

-  [Counselor Identity URL](#)
- [American Counseling Association URL](#)
- [National Board for Certified Counselors URL](#)
- [California license requirements as of 2012 URL](#)
-  [Licensure requirements/supervised practice by state File](#)
-  [Licensure Requirements by State 2010 File](#)
- [Changes in licensing requirements 2011-14 URL](#)

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18 September - 24 September

- Week 3: September 18
- Topics: History of the Profession

Due: 12-step meeting attendance summary, be prepared to share with class


Due: History timeline completed during class time, with group

Due: Power, Privilege, Difference experience approval paragraph

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Readings:

Granello & Young: Pages 1-12, Chapter 3

- Fair Use analysis: This book chapter was pulled from the internet in full, found on a Google search 5/9/13. The publisher has it available on the website as an example chapter of the book.
-  [History of Professional Counseling URL](#)
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- Resources:

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25 September - 1 October

- **Week 4: Sept 25**

Topic: The Personal is Professional is Political: Personal/Professional Identity

Class Plan:

5:30-5:45 Check-in

5:45-6:00 Background check information

6:00-6:30




6:30-6:45 Break

6:45 - 7:45 Video: People Like Us

7:45-9:15 Discussion/activity

- **Readings(suggested in this order):**
- **Sensoy & DiAngel0: Preface pages xvii, xviii; Prologue, Chapter 1,2,3,9**

Resources:

-  [Safety in the Classroom File](#)
- **Advanced Reading (Optional):**
-  [Feminist Social Identity Analysis Enns 2010: library link URL](#)
-  [Feminist Social Identity Analysis - Enns, 2010: Link 2 File](#)

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2 October - 8 October

- **Week 5: October 2**

Topic: Power, Privilege, and Oppression

Readings:

Sensoy & DiAngel0: Chapters 4,5,6

- **Resources:**

-  [ACA Multicultural Competencies URL](#)

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9 October - 15 October

- **Week 6: October 9**

DUE: Social Location and Professional interest paper

Topics: Power and Oppression in Mental Health Services

- **Class Plan:**
 - 5:30-5:45 Check in
 - 5:45-6:30 Discussion, review: Book chapters
 - 6:30-6:45 Break
 - 6:45-7:15 Lecture: Institutional Power in Mental Health
 - 7:15-8:15 Film: Diagnosing Difference

8:15-9:15 Discussion

• Readings:


Granello and Young: Chapter 10

Diagnosis reading linked below: If neither of the links work, go to:

Watzek Journal search, Feminism & Psychology, Issue Feb 2013, 23 (1)

- [Special Issue link: Read one article that interests you and be prepared to discuss/present URL](#)

• Resources:

-  [WPATH standards of care - trans and gender nonconforming URL](#)
- [DSM V website URL](#)

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16 October - 22 October

• Week 7: October 16

Topics: Racism, White Privilege, Advocacy

Class Plan:

5:30-5:45 - check in

5:45-6:45 Share experiences

6:45-7:00 Break

7:00-8:15 Share experiences continued

8:15-9:15 Activity/discussion - Book

- **Readings:**

Sensoy & DiAngelo: Chapters 7,8,10

-  [Advocacy Competencies File](#)

- **Resources:**

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23 October - 29 October

- **Week 8: October 23**

Topics: Racism, White Privilege, Advocacy - Continued from last week

Due: Reflection paper from P,P,D experience, share experience with class

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30 October - 5 November

- **Week 9: October 30**

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Topic: Ethics

- **Readings:**

Granello & Young : Chapters 12

ACA Ethics code: Find on ACA website and READ

- **Resources:**

- [Oregon Board of Licensed Professional Counselors and Therapists \(OBLPCT\) URL](#)
- [Teleological/deontological ethics URL](#)
-  [Ethical Decision Making Model File](#)
-  [Counselors and Social Media URL](#)
- [child abuse reporting law URL](#)

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6 November - 12 November

- **Week 10: Nov 6**

Due: Portfolio

- **Topic: Self Care**

Due: Portfolio items listed as due in 503

- **Readings:**

Granello & Young : Chapter 13

- **Resources:**