CNEP 5304 INTRODUCTION TO COUNSELING

Course Description

CNEP 5304: Introduction to Counseling (3 SCH). This course is an orientation to the profession of counseling, its history, professional standards, code of ethics, credentials, areas of specialization, and the development of skills necessary to create a helping relationship. Specific topics covered include credentialing, licensure, professional organizations, theoretical paradigms, basic counseling skills, supervision, consultation, advocacy, multicultural, assessment, accountability, and outcome research. It covers the counselor’s professional identity in a variety of settings and roles. Opportunities are provided for students to discover through self-awareness their suitability for the helping profession.

Rationale

This course is designed to give students an overview of the counseling profession and to help examine personal motives for becoming helpers. It should be taken early in a student’s counselor preparation program.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 CACREP professional counseling identity (Section 2) and entry-level specialty area standards (Sections 2 and 5) for counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 2-F-1-a:** history and philosophy of the counseling profession and its specialty areas. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Historical Timeline assignment: History and Philosophy of Counseling Profession]

- **CACREP Standard 2-F-1-b:** the multiple professional roles, functions, professional identity and relationships with other human service providers, including strategies for interagency/interorganizational collaboration and consultation. [Students will
Students will successfully complete this learning objective by achieving a score of 80% or higher on the Panel Report and Reflection Paper and Quiz 14.

- **CACREP Standard 2-F-1-d**: the role and process of the professional counselor advocating on behalf of the profession. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Advocacy Project]

- **CACREP Standard 2-F-1-f**: professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Quiz 1]

- **CACREP Standard 2-F-1-g**: professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Quiz 2]

- **CACREP Standard 2-F-1-h**: current labor market information relevant to opportunities for practice within the counseling profession. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Professional Exploration]

- **CACREP Standard 2-F-1-j**: technology’s impact on the counseling profession. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Professional Exploration and Informed Consent]

- **CACREP Standard 2-F-1-k**: strategies for personal and professional self-evaluation and implications for practice [Students will successfully complete this learning objective by completing the Individual Development Plan.]

- **CACREP Standard 2-F-1-l**: self-care strategies appropriate to the counselor role [Students will successfully complete this learning objective by completing the Individual Development Plan.]

- **CACREP Standard 2-F-5-g**: essential interviewing, counseling, and case conceptualization skills. [Students will successfully complete this learning objective by achieving a score of 80% or higher on Quiz 5 and Role Play assignments]

- **CACREP Standard 2-F-5-j**: evidence-based counseling strategies and techniques for prevention and intervention. [Students will successfully complete this learning objective by achieving a score of 80% or higher on Quizzes 8 and 9 and the Advocacy Project]

- **CACREP Standard 2-F-5-l**: suicide prevention models and strategies. [Students will successfully complete this learning objective by achieving a score of 80% or higher on Quiz 9]
• **CACREP Standard 2-F-7-d:** procedures for identifying trauma and abuse and reporting abuse. *Students will successfully complete this learning objective by achieving a score of 80% or higher on Quiz 9 and the Panel Report and Reflection Paper*

• **CACREP Standard 5-C-2-k:** professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the Professional Exploration project*

**Major Course Requirements**

1) **Examinations**

There are online quizzes, and an in-class final exam. Questions are objective, in preparation for state licensure examination, such as multiple-choice, true and false, and case scenarios. There will be no make-up exams given unless documentation is provided by a professional stating the reason for the absence.

2) **Panel Report and Reflection Paper**

A panel of clinical mental health professionals will visit our class to discuss various aspects of the profession. To explore the world of a practicing professionals and to help students understand professional roles, functions, professional identity and relationships with other human service providers, students will prepare interview questions prior to the panel discussion to ask our guests. These questions should be developed in a professional, respectful manner, and will be evaluated by the professor. Work with your groups to develop at least 5 well thought out questions that inquire about the world of a practicing Licensed Professional Counselors. Questions must address the following areas: (a) professional roles, (b) functions, (c) professional identity, (d) relationships with other human service providers, and (e) how to address trauma and report abuse. Students may develop additional questions outside of the required areas listed above.

To maximize learning, students write a report of what they have learned from the panel, and a reflection regarding how this information influences their professional growth and development. This paper will be 5 to 6 pages in length (not including the cover page, list of questions, or reference page), using APA writing format. The paper must include the following:

- **Introduction** – Provide a brief overview of what is discussed in the paper
- **Panel Discussion Report** - including, what you learned, and your understanding of (a) professional roles, (b) functions, (c) professional identity, (d) relationships with other human service providers, and (e) how to address trauma and report abuse.
- **Reflection** – Provide a discussion regarding how this experience influences your professional growth and development as a counselor-in-training
- **List of questions provided**
- **Page length:** 5 to 6 pages in length (not including the cover and reference pages)
- **Correct APA writing format**
• References (You will need to list the people that were interviewed)

3) Historical Timeline: History and Philosophy of Counseling Profession

Students will work in groups of 2-3 to complete the following components of this assignment:

• Each group will be assigned a segment of the timeline (see your group segment on Blackboard)
• Students will supplement text information from their time segment with three or more lines of text for each entry
• Compile material into one document with visual aids
• Post completed assignment on Blackboard Discussion Forum for peer feedback
• After posting your document, visit each of your peers’ entries and provide feedback.

4) Group Case Studies and Role-Plays

Group of two to three members will create a case study that will be illustrated through role-play in class. Case studies will be created by groups (class time will be allotted for this), and posted on Blackboard (See Blackboard for an example case). Also, each group member must bring a copy of their case to class for discussion.

**Case Study Example Instructions:** Group members will create a case study together that will be illustrated through role-play in class. A Case Study is an example of a client counseling case. Case studies will be created by groups (class time will be allotted for this), and posted on Blackboard (See Blackboard for an example case). Also, each group member must bring a copy of their case to class for discussion. As a group, create the background information for your case (as illustrated in the example on Bb)-You will develop a case example of a real-life issue that may exist with a potential client. Choose a topic (i.e., presenting concern) that your client will present with (e.g., anxiety, depression, relationship concerns). After choosing a topic (i.e., presenting concern of the client), identify three different problems or issues that are related to the topic that the client may experience in regards to their presenting concern (e.g., when a client experiences anxiety they may also experience difficulties at work due as a result, or find themselves self-medicating with drugs or alcohol in an attempt to deal manage their anxiety)-Students must review the literature regarding their topic and provide citations for at least two peer-reviewed counseling related journal articles and include these references in a reference page with your case study submission. See example of case study in Bb. During this role-play, students will practice their interview/intake skills using a biopsychosocial form, while also demonstrating basic attending skills.

**Role-Play Instructions:** For the Role-Play, each group member will have an opportunity to play the role of the client, and the counselor.

• Be prepared for your role-play in class (dates assigned for each group are in the schedule below).
• Research the topic for your session. – Look into the literature regarding your topic/client’s presenting concern (e.g., anxiety, depression).
• Identify three different problems or issues related to the topic. – As explained above, this means what issues would accompany the clients presenting concern (e.g., when a client experiences anxiety they may also experience difficulties at work due as a result, or find themselves self-medicating with drugs or alcohol in an attempt to deal manage their anxiety).
• Take a minimum of 20 minutes and a maximum of 25 minutes for each counselor role. Remember, each group member will have the opportunity to play the role of the counselor
• No script needed!
• Demonstrate the use of microskills throughout your role-play. Refer to Chapter 6 of your textbook about microskills.
• Students are responsible for consulting the Guidelines for Providing Feedback Form prior to role-play demonstrations.

5) Professional Exploration Project

Students will explore the current labor market information relevant to opportunities for practice within the counseling profession. Decide on an area of interest within the counseling profession that you would like to become expert (e.g., addiction counseling, trauma counseling) and identify the following information as it related to this area of interest:

   • Degree needed
   • Employment opportunities (i.e., potential places to work)
   • Average salary
   • Additional training needed
   • Work related duties
   • Explain how technology is utilized, as well as the pros and cons
   • Resources

Students will create a PowerPoint Presentation that will be uploaded to the Discussion Forum within Blackboard for other student to view. Include your references in APA format. Each student will be responsible for visiting every student’s posting thru the Discussion Forum and providing feedback to each.

6) Informed Consent Form

Develop an Informed Consent Form: You are getting ready to open up your own private practice. You have gathered all the information to create your own Informed Consent Form. What will it look like? You must cite your source(s). Informed consents must include real credentials (i.e., you plan to have in the future, related to your work focus).

7) Advocacy Project

Students will choose a cause they are passionate about and develop a plan to take action to advocate for the profession. Projects should include the following components:
• Identify the problem and provide a clear explanation of the problem.
• Identify current prevention and intervention strategies utilized to address this problem.
• Identify and describe local resources you know about that could be utilized to help address this issue (e.g., thru treatment, prevention, intervention, support, psychoeducation)
• Describe the strategic plan for implementing your advocacy project in the community
• Provide a description of a training you would provide to professional counselors to advocate for the issue
• Consider and identify ways to implement the plan of action (i.e., explain exactly how you plan to implement your plan of action step-by step)
• Describe a plan of how to celebrate accomplishments (e.g., participants earn a certificate of completion, community celebration dinner, etc.)

Students will post their Advocacy Project through the Discussion Board of Blackboard, and provide feedback to each class member by adding something to strengthen their advocacy efforts. Projects may be completed in a Word Document format or using PowerPoint. Be creative! This is not a lengthy project, so be clear and concise.

9) Individual Development Plan

Students will develop an Individual Development Plan (using the link provided) that reflects their professional goals to develop a professional identity. Students must provide a copy of their results to the instructor as well as their faculty advisor.

10) Class Participation:
Students must complete all assignments, and actively participate in class and online to get credit for participation. Participation points are deducted for lack of participation, disrespectful participation, and partial participation. See Course Policies below.

**Point Allocation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Panel Report &amp; Reflection Paper</td>
<td>100</td>
</tr>
<tr>
<td>Informed Consent</td>
<td>100</td>
</tr>
<tr>
<td>Case Studies</td>
<td>100</td>
</tr>
<tr>
<td>Group Role-Plays</td>
<td>100</td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>100</td>
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<tr>
<td>Professional Exploration</td>
<td>100</td>
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<tr>
<td>Historical Timeline</td>
<td>100</td>
</tr>
<tr>
<td>IDP</td>
<td>80</td>
</tr>
<tr>
<td>Quizzes</td>
<td>120</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

**Grade Distribution**
Required or Recommended Readings

**Textbook:**


**Web Resources:**

Current Students SAIL / Blackboard
ISLANDER e-mail account (First, go to S.A.I.L. for your new ID #, Next, go to

**Recommended or supplemental readings:**


State Adopted Proficiencies for School Counselors

**School Counselor Standard I: Learner-Centered Knowledge**
The professional school counselor must have a broad knowledge base.

**School Counselor Standard II: Learner-Centered Skills**
The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

**School Counselor Standard VI: Learner-Centered Professional Development**
The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

**TExES Competencies (COE)**

**Competency 002 (Student Diversity):** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Course Policies**

**Attendance & Participation**

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.

For absences that are **not** excused, the following attendance policies are in place:

- The first **unexcused** absence will result in a 5% reduction in the student’s final grade.
- A second **unexcused** absence will result in a 10% reduction in the student’s final grade.
- Following a third **unexcused** absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an **unexcused absence**.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an **unexcused** absence will be issued.

**NOTE:** Please note, unexcused absences may adversely affect your performance as examinations missed or failure to submit assignments by their due date will result in a grade reduction.

Students will participate in course activities (both in and out of class) in a cooperative manner, complete homework assignments in a timely fashion, as well as remain receptive to feedback.
provided by the instructor and teaching assistant(s). Students who fail to actively participate in class, will lose course participation points. **Cell Phones:** Turn your cell phones off during class meetings. If you need to have this device on for a relevant reason, please consult with instructor prior to class. If you miss class, it is your responsibility to meet with your peers to discuss what you missed and get caught up.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Please do not email the instructor from your personal email account. Students must use their islander email account for email communication with the instructor. Students can expect to receive a response to their queries form their instructor within 48 hours (excluding weekends, university-recognized holidays, and during conference travel by the professor). Please be aware, that although I strive to respond to your emails a quickly as possible, there are times during the semester when this is not possible due to an overload of emails and/or unanticipated department or university related responsibilities. As such, please be patient and understand that I appreciate your emails and will answer them as soon as possible. Additionally, before sending an email to ask a question, please make sure that you have carefully reviewed all relevant resources (e.g., the syllabus, Master’s Student Handbook, TAMUCC website) where the answer may already exist, as it may be likely that the answer is located in one of these resources and therefore, you will receive a quicker response to your question.

**Late Submissions of Student Work**

One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in by the due date and time listed in the course schedule, most of which are due at the beginning of class on the due date. Any work turned in late will be subjected to a letter grade deduction for each day that the assignment is late with no assignments being accepted after the second day late.

**Extra Credit**

Generally, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.
Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high-quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Syllabus Disclaimer

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Students will be advised of such changes, and it is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

Tentative Course Schedule (Summer I 2019)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 06/04</td>
<td><em>ORIENTATION (TAMUCC COUNSELING PROGRAM, Specialties, IDP, Degree Plan, Syllabus, Blackboard, Class Structure, Group Formation, writing a strong paper, APA, etc.)  \n</em>In-Class: Wellness Wheel  \nREMININDER-STUDENTS TURN IN THE LAST PAGE OF THE MASTER’S STUDENT HANDBOOK SIGNED!  \n*BECOMING A PROFESSIONAL COUNSELOR: Philosophical, Historical, and Future Considerations  \nChapter 1  \nSTUDENTS TURN IN THE LAST PAGE OF THE MASTER’S STUDENT HANDBOOK SIGNED!</td>
</tr>
</tbody>
</table>
| Class 2  | 06/06 | *Professional Counseling: Licensure, etc.  
*In-Class: Groups Work on Developing Case Studies  
Chapter 2  
Quiz 1 (Due by 5:59pm)  
*Ethic and Legal Issues in Counseling  
*In-Class: Practice Informed Consents (Create, review, edit)  
Chapter 3  
Quiz 2 (Due by 5:59pm) |
| --- | --- | --- |
| Class 3 | 06/11 | *Ethic and Legal Issues in Counseling  
*In-Class: Practice Informed Consents (Create, review, edit)  
Chapter 3  
Quiz 3 (Due by 5:59pm)  
*Counseling Process (Helping Relationship/Working Together)  
*Counseling Microskills  
(Attending /Basic Listening)  
*In-Class: Practice establishing rapport  
Chapters 5 & 6  
Informed Consent Due (by 11:59pm)  
Quiz 4 (Due by 5:59pm) |
| Class 4 | 06/13 | *Multicultural (Counseling Issues)  
Chapter 11  
Quiz 5 (Due by 5:59pm)  
Case Study Examples Due  
In Class-Practice Role Play  
*Theories of Counseling  
Chapter 4  
Quiz 6 (Due by 5:59pm)  
Historical Timeline Due (by 11:59pm) |
| Class 5 | 06/18 | *Assessment (Case Conceptualization, Diagnosis, and Treatment Planning)  
*In-Class: Assessment & Practice treatment planning  
Chapter 12  
Quiz 7 (Due by 5:59pm)  
In Class-Practice Role Play  
*Consultation and Supervision  
*Accountability  
Chapters 13 & 16  
IDP Due (by 5:59pm)  
Quiz 8 (Due by 5:59pm) |
| Class 6 | 06/20 | *Crisis Prevention and Intervention  
Chapters 7  
Quiz 9 (Due by 5:59pm)  
*Professional Exploration  
Professional Exploration Due (by 11:59pm) |
| Class 7 | 06/25 | Panel Discussion-TENTATIVE  
*Settings and Counseling Career Choices |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Class 8   | 06/27    | Chapters 8 & 9  
*Human Development Through the Lifespan  
*Advocacy  
Chapter 10, 14 & 15  
*Quiz 10 (Due by 5:59pm)  
*Panel Report & Reflection Paper Due (by 11:59pm) |
| Class 9   | 07/02    | Chapter 17  
*Outcome Research  
*Wellness-Wheel  
*Advocacy Project Due (by 5:59pm)  
*Quiz 12 (Due by 5:59pm)  
*Final Exam Review  
Submit last page of the syllabus (due by 11:59pm) |
| Class 10  | 07/04    | Final Exam In Class  
RUBRICS |
## Panel Report and Reflection Paper Rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of interview</strong> including, but not limited to professional</td>
<td></td>
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<tr>
<td>(a) Duties</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) General nature of work</td>
<td></td>
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<tr>
<td>(c) Education and certifications</td>
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<tr>
<td>(d) How interviewee got the job and method of entry into the profession</td>
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<tr>
<td>(e) Additional comments or observations</td>
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<tr>
<td><strong>Total</strong></td>
<td>25 pts</td>
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</table>

| **Personal Reflection**                      |      |      |      |       |
| (a) Feelings/reactions during the interview  |      |      |      |       |
| (b) Any surprises?                           |      |      |      |       |
| (c) What will you like best about being a counselor? |      |      |      |       |
| (d) What will you dislike?                   |      |      |      |       |
| (e) What are you hoping for?                 |      |      |      |       |
| **Total**                                    | 20 pts |      |      |       |

| **Interview conducted** with an LPC in the local community |      |      |      |       |
| **Total**                                                | 10 pts |      |      |       |

| **Page length:** 5-6 pages                           |      |      |      |       |
| **Total**                                            | 10 pts |      |      |       |

| **Correct APA Format:** Title page, headings, subheadings (if appropriate), spacing, font, etc. |      |      |      |       |
| **Total**                                            | 10 pts |      |      |       |

| **Picture of counselor interviewed included** |      |      |      |       |
| **Total**                                      | 10 pts |      |      |       |

| **Oral report** Presentation uploaded to the Discussion Forum with visual tool (e.g., PowerPoint) including |      |      |      |       |
| (a) brief overview of key information learned through the interview and |      |      |      |       |
| (b) a description of the setting. |      |      |      |       |
| **Total**                                      | 15 pts |      |      |       |

| **Total**                                      |       |      |      |       |

## Informed Consent Rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough contract including, but not limited to: (a) confidentiality, (b) fee of services, (c) frequency and duration of services.</td>
<td></td>
<td></td>
<td>50pts</td>
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<tr>
<td><strong>Total</strong></td>
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<td>50pts</td>
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</tr>
</tbody>
</table>

| **Counselor’s name included.** 20pts |      |      |      |       |
| **Total**                           |      |      | 20pts |       |

| **Document is clearly written; no grammar errors, understandable.** 20pts |      |      |      |       |
| **Total**                          |      |      | 20pts |       |

| **Citations provided.** 10pts |      |      |      |       |
| **Total**                    |      |      | 10pts |       |

<p>| <strong>Total</strong>                     |       |      |      |       |</p>
<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Problem</td>
<td></td>
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<tr>
<td><strong>10 pts</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>20 pts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Strategic Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>20 pts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Training</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>20 pts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan of Action</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>20 pts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Celebrate Accomplishments</td>
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<tr>
<td><strong>10 pts</strong></td>
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</tbody>
</table>

**Case Study Example**

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the presenting concern</td>
<td></td>
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<tr>
<td><strong>10 pts</strong></td>
<td></td>
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</tr>
<tr>
<td>Identify three different problems or issues that are related to the topic that the client may experience in regards to their presenting concern</td>
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<tr>
<td><strong>40 pts</strong></td>
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<tr>
<td>Utilize at least two peer-reviewed counseling related journal articles</td>
<td></td>
<td></td>
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<tr>
<td><strong>30 pts</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>References page and in-text citations are in correct APA format.</td>
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</tr>
<tr>
<td><strong>20 pts</strong></td>
<td></td>
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</tbody>
</table>

**Individual Development Plan**

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student fully completes the IDP using the link provided and provides both the instructor as well as their faculty advisor a copy.</td>
<td></td>
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</tr>
<tr>
<td><strong>80 pts</strong></td>
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</tbody>
</table>

**Role-Play**

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was adequately prepared for their role-play session, with appropriate interviewing materials (i.e., biopsychosocial form).</td>
<td></td>
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<tr>
<td><strong>40 pts</strong></td>
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</tr>
<tr>
<td>Student demonstrated at least two basic attending skills.</td>
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<tr>
<td><strong>40 pts</strong></td>
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<tr>
<td>Student respectfully received feedback from the instructor and their peers.</td>
<td></td>
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</tr>
<tr>
<td><strong>20 pts</strong></td>
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</tr>
</tbody>
</table>

**Professional Exploration Project**
An area of interest in the counseling profession is identified and described.  
**10 pts**

Degree needed identified  
**10 pts**

Employment opportunities (i.e., potential places to work) identified  
**10 pts**

Average salary identified  
**10 pts**

Additional training needed identified  
**10 pts**

Work related duties described  
**10 pts**

An explanation of how technology is utilized as well as the pros and cons, are described  
**10 pts**

Resources utilized to located this information are listed (in APA format)  
**10 pts**

PowerPoint presentation including all of the above information is provided  
**10 pts**

Visit every student’s presentation thru Bb and provide feedback to each.  
**10 pts**

### Historical Timeline

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will supplement text information from their time segment with three or more lines of text for each entry</td>
<td></td>
<td></td>
<td></td>
<td><strong>50 pts</strong></td>
</tr>
<tr>
<td>Compile material into one document with visual aids</td>
<td></td>
<td></td>
<td></td>
<td><strong>20 pts</strong></td>
</tr>
<tr>
<td>Post completed assignment on Blackboard Discussion Forum for peer feedback</td>
<td></td>
<td></td>
<td></td>
<td><strong>10 pts</strong></td>
</tr>
<tr>
<td>After posting your document, visit each of your peers’ entries and provide feedback.</td>
<td></td>
<td></td>
<td></td>
<td><strong>20 pts</strong></td>
</tr>
</tbody>
</table>

**CNEP 5304: Introduction to Counseling Checklist**
Sign up for the Counseling and Educational Psychology Department listserv (please refer to your Master’s Student Handbook)

Date Completed: ___________  Student Initials: ___________

Complete an official IDP through the link that is provided in Blackboard, and set up an appointment with your advisor to review your IDP and discuss your degree plan (please refer to your Master’s Student Handbook)

Date Completed: ___________  Student Initials: ___________

Completely Read the Master’s Student Handbook and sign the Statement of Understanding, and turn in to the professor (please refer to your Master’s Student Handbook)

Date Completed: ___________  Student Initials: ___________

Meet with the professor and complete a Professional Issues and Behavior Rating Scale (please refer to your Master’s Student Handbook)

Date Completed: ___________  Student Initials: ___________

My signature below indicates that I have read, understand, and completed all tasks outlined above by the course CNEP 5304 Introduction to Counseling.

_____________________________________________________________________
Print Name (Student’s name)

_____________________________________________________________________
Signature (Student’s signature)

_____________________________________________________________________
Date