Instructor: Steffany J. Homolka, Ph.D.
Office: 204H, Academic Building
Office Hours: M 1:30 pm – 3:30 pm, T 10:30 am – 3:00 pm, W 9:30 am – 11:30 am, Th. 10:30 – 12:00 pm
Email: steffany.homolka@angelo.edu
Phone: 325-486-6167
Graduate Assistant (GA): Stephanie Crank
GA Email: scrank@angelo.edu

Course Prerequisite: None

Required Text:
Selections from Norton, D. J. (2009). The realities of outpatient mental health practice. (To be provided on Blackboard)
Texas State Board of Examiners of Professional Counselors (TSEBPC), Title 22, Texas Administrative Code, Chapter 681: https://www.dshs.texas.gov/counselor/lpc_rules09(2)/
Additional readings on Blackboard

Course Description: An introduction to the counseling profession including specialty areas. This course introduces students to the role and function of counselors and related professions in various areas of practice. The history of counseling, professional goals and objectives, ethical standards, legal issues, professional trends, professional associations, credentialing, and the academic preparation of counselors are covered.

Course Objectives:
1. Gain factual knowledge (terminology, classifications, methods, trends)
2. Develop specific skills, competencies, and points of view needed by professionals in counseling
3. Learn to apply course material (to improve thinking, problem solving, and decisions)

Student Learning Outcomes:
By the end of the semester you should be able to:
1. Articulate a knowledge of historical and contemporary theories of counseling, including the role and function of counselors
2. Demonstrate a knowledge of therapeutic factors and mechanisms of change in counseling
3. Identify appropriate goals for counseling in a variety of settings with different clients

Policies/Expectations
1. Read the syllabus thoroughly. If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
2. Use of cell phones and laptops for anything other than taking notes or participating in class activities is restricted to before and after class and during breaks. You will be asked during class to shut down your electronics if you are observed using them for anything but class-related notes and activities. If you are waiting for an important call, please inform the instructor before class begins.

3. Cheating, plagiarism, and misrepresenting yourself or another student will not be tolerated. Familiarize yourself with the ASU academic honesty regulations at http://www.angelo.edu/content/files/17358-university-honor-code

4. You are responsible for taking your own notes during class. If you miss a regular class, you should get notes from your classmates.

5. You are responsible for all material covered in class, including announcements, discussion and lecture material, and changes to the syllabus.

6. Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.

7. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices). Please be respectful of others in all ways.

8. If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.

9. Material from class will be posted to Blackboard. Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.

10. The instructor reserves the right to use plagiarism prevention software.

11. The syllabus is tentative and is subject to revision during class.

12. Please understand that GAs are never given access to graduate students’ final grades or data that will allow them to calculate a graduate students’ final grades. GAs do grade assignments but they are never tasked with grading those aspects of assignments in which they are not already skilled to do so. For further information, please speak with the professor.

13. Feedback on assignments graded other than complete/incomplete (see grade point distribution) will be provided in as timely a manner as possible. Due to the fact that a significant portion of your grade depends on your performance on the final project, it is difficult for students to receive feedback on this. Students are strongly encouraged to contact the professor at the beginning of the next semester in order to receive this feedback.

14. Late Submission Policy:
   a. Late submissions of typed material (not including scored protocols) will not be penalized if they are received in a timely manner, which will be determined at the professor’s discretion. Please email professor with a message that the typed material will be late if this happens (and sign your name to the email). I strongly encourage you to submit your assignments before their due dates.
   b. All lab activities designed to help you practice test administration and scoring must be completed prior to class or you will be penalized.
   c. Proof of attendance required by the professor (e.g., class selfie) will only be accepted via Blackboard within the time frame allowed on Blackboard. Emailed attendance submissions will NOT be accepted.

Class Sessions
- The majority of the class will be discussion-based with some lecture.
- You MUST take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always encouraged.
This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Furthermore, this course aims to raise students’ self-awareness of their identity and values and how these may influence their professional mental health work. Issues of culture and diversity will be discussed at length. Please understand that the goal is not to make students feel bad or guilty about any social privileges from which they may benefit. However, for many individuals feeling this way initially is common and often one of the first steps in the process of recognizing and addressing social injustices in our personal and professional lives. If, during the course of the class, you feel stuck in this mode, I strongly encourage you to arrange to speak with me during office hours and/or supervision sessions. Additionally, some students may experience distress in regards to values conflicts, diversity, multiculturalism, or other sensitive topics explored in the course. Please speak with me during my office hours or a supervision session if these do not resolve themselves in a timely manner or if they are causing you such distress that they are interfering with any important aspect of your life (e.g., academics, social life, family, work).

**Communication**
- The best way to communicate with me is to schedule office hours to meet with me. The second best way to communicate with me is email.
- All emails should include the course title or number in the subject line.
- All emails should include your first and last name.
- Unless I have responded to your email, there is no guarantee that I have received it.
- If you ask me whether I received your email, please be specific about the content of the email to which you are referring.

**Course Requirements:**

*Readings:* See Blackboard and the Course Schedule provided in Blackboard for each week’s reading assignments. Read all of the assigned material before their assigned class, during which we will discuss the material. In order to have meaningful class discussions you must come to class having read the assigned material. Some material in the text may be challenging upon first read, but lectures and discussions will be easier and more advantageous if you have read the assigned reading. If I feel the class is not keeping up with the reading, I will have the option to start giving quizzes at any time during any class. Just remember that reading prior to class is really to your benefit. Students may request a final bibliography of the required readings at the end of the semester for the purposes of submitting your syllabi for licensure, if so desired.

*Attendance and Participation:* Attendance and graduate-level participation in discussion and other course-related activities is **mandatory**. Students will be expected to report their attendance and rate their participation at the end of each class according to the following scale:
  0 = No participation  
  1 = Minimal participation  
  2 = Some participation  
  3 = Moderate participation  
  4 = Fully engaged and participated in class

*Response Notes:* Throughout the semester you will be required to turn in brief, informal comments and questions in response to the readings (see Course Schedule on Blackboard for due dates). The purpose of these
response notes is to (a) prepare you for class discussion and exams, (b) demonstrate that you read the material, and (c) engage your interest regarding the readings. Notes should be approximately 1-2 pages, double-spaced, 12 pt. Times New Roman font. The notes should:

1. Reference each reading
2. List at least one question the student may still have based on the readings
3. Explore any information they found interesting within the readings and why
4. Explore any information the student found helpful within the readings and why
5. Describe any reading material that was confusing to the student
6. Describe any reading material with which the student disagrees
7. Explore how the readings apply to the student currently, demonstrating self-awareness in terms of strengths, “stretches,” and identity
8. Explore how the readings may apply to the student’s future mental health career
9. Include any other applicable comments.

*Mandated Reporter and Trauma-Informed Care Training:* Students will be required to participate in mandated reporter training and trauma informed care training. Trauma-informed care training is vital for mental health professionals, especially in situations in which you are mandated to report child trauma. It will take 1-3 hours to complete, so be sure to set aside some time to complete this. Please complete the training at the following links and upload the certificates to Blackboard by the date listed in the course schedule:

https://www.dfps.state.tx.us/Training/Reporting/default.asp
https://www.dfps.state.tx.us/Training/Trauma_Informed_Care/begin.asp

*Practice Respondus Quizzes:* There are two practice Respondus system quizzes that are designed to familiarize yourself with the technology associated with Respondus System testing. Students are required to go through these practice quizzes in advance of taking the graded exam. **In order to take the practice quizzes and exam, you must have the following:** (1) a computer with Mac or Windows Operating System, (2) access to high speed internet via (3) an Ethernet cable, and (4) webcam. You will be graded based on whether you attempted to complete these quizzes, not how you answer the quizzes. Failure to attempt these quizzes will result in a 5% deduction to your grade.

*Exams:* There will be a multiple-choice midterm exam available on Blackboard using the Respondus system. The exam content will be based on in-class lectures and discussions, readings, and classroom activities. You will have 7 days to complete the exam. The *exam must be completed by the beginning of the assigned class.* Once you open the exam, you will have to complete it in that sitting. You will have 2 hours and 50 minutes to complete the exam. This exam will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor. If you lose connection to the internet while taking this exam, you will be unable to continue taking it once you reconnect.

Since this exam is online, available for 7 days, and all students are required to complete two practice quizzes to ensure the technology works, failure to complete the exam on time will results in a ‘0’ for the exam, unless you provide reasonable documentation explaining failure to complete it (e.g., doctor’s note of hospitalization).

In addition to the multiple-choice midterm exam on Blackboard Respondus, there will also be take-home midterm and finals essay exams consisting of 4 multi-part essay questions. The final essay exam is also paired with a small group oral exam. Further details will be provided in class regarding the oral exam. All essay and oral exams must be submitted via Blackboard. Students may communicate with one another regarding the essays and use their class notes. *All essays must be the original work of each individual student.* To do well on these exams you will need to think critically about the course material and be able to integrate material across multiple topics. Exams will cover material from lectures, readings, activities, and class discussions.
Students will have seven days to work on the take-home essays exams. Make up for the small group oral exam will only be allowed for emergency situations. It is the student’s responsibility to contact the professor within 24 hours to reschedule. Failure to do so will result in a zero on the exam. Make up exams will be scheduled at the convenience of the instructor and will be scheduled as quickly as possible. Unless the student can provide reasonable evidence that it was impossible to complete a take-home essay exam within the seven days provided all students, take-home essay exams will not be accepted late and students will not be given an opportunity to make up such exams.

**Assignments:**
You will be required to complete several assignments throughout the semester. These may include papers, homework activities from your book, reviews of counseling-related books, self-care practices, and more. Most of these assignments are designed to increase self-awareness and/or increase your knowledge of specific techniques and methods. More details regarding these assignments will be provided in class, within the course schedule posted to Blackboard, and Blackboard.

**Professional Orientation Competency Evaluation**
- **Supervision & Evaluation:** You are required to schedule and meet with the professor for a 45-minute supervision/mentoring session during office hours several times during the semester (at least once per month). Please see the course schedule on Blackboard for deadlines to do so. This requirement is designed to promote self-awareness and relevant professional counseling competencies while giving each student time to explore any course topics they may find difficult to discuss in class. Similar to how counseling trainees will be evaluated by their supervisors periodically, Dr. Homolka will provide you with competency feedback during these sessions and then, at the end of the semester during your last supervision session, Dr. Homolka will formally evaluate your competency on a variety of topics taught in the course and give final feedback. The competency requirements and evaluation form will be provided on Blackboard and discussed further in class. Students are allowed to reschedule supervision sessions as needed so long as the supervision session occurs within the timeframe listed in the course schedule. Failure to attend the total number of required supervision sessions and demonstrate beginner-level competency on the final competency evaluation as indicated on the aforementioned competency evaluation form will result in a failure of the class, regardless of all other assignments’ grades. However, the professor reserves the right to provide struggling students with an Incomplete grade and remediation plan in order to allow the students to address competency concerns and, thus, meet the competency requirements within a reasonable time frame.
- **Self-evaluation:** Complete the professional orientation competency evaluation baseline, midterm, and final form, to be provided in class and via Blackboard. Discuss with the professor during their assigned supervision sessions. This is designed to also promote self-awareness and help students track their progress in terms of competency while also provide the professor with feedback in order to improve upon the course and meet students’ counseling orientation needs.

**Grade Points Distribution:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Percentage</th>
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</thead>
<tbody>
<tr>
<td>Practice Respondus Quizzes</td>
<td>*</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Response Notes</td>
<td>10%</td>
</tr>
<tr>
<td>Mandated Reporter and Trauma-Informed Care</td>
<td>5%</td>
</tr>
<tr>
<td>Training</td>
<td></td>
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<tr>
<td>Midterm Multiple-Choice Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Take-Home Essay Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Oral Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Take-Home Essay Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>
Assignments 25%
Self-Evaluation 5%
Supervision and Evaluation Pass or Fail/Incomplete
*Failure to complete both Respondus quizzes will result in a 5% grade deduction.

Final Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5-100%</td>
</tr>
<tr>
<td>B</td>
<td>79.5-89.4%</td>
</tr>
<tr>
<td>C</td>
<td>69.5-79.4%</td>
</tr>
<tr>
<td>F</td>
<td>\leq 69.4 %</td>
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</tbody>
</table>

Student Support
Throughout the semester I am available to meet with students for both further exploration of the class’ topics and academic support for those who may struggle with the class’ requirements or topics. If there is a particular professional development topic not covered in class that interests you, please let me know. I would be happy to help you further explore different professional development topics outside of class and may even consider incorporating such topics into the course. I encourage you to speak with me before or after class or set up a time to meet with me.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

*Students registered with the Office of Disability Services* are especially encouraged to set up a time to meet with me so we can discuss any needs for additional individual arrangements.

Parents:
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.
Tutoring: The ASU Writing Center and ASU Tutor Center are available and I strongly encourage you to take advantage of these resources. These services are likely to increase students’ grades and future academic performance. The ASU Tutor Center (C301) and ASU Writing Center (C305; 942-2093) are located on the third floor of the ASU Library. Writing Center and Tutor Center can work with students in any discipline and at any skill level. Both centers are free to all ASU students. Students struggling to understand the material or keep up with class are also encouraged to contact me. I am happy to offer whatever support I can provide within reason.

Title IX: Angelo State University is committed to the safety and security off all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357.

Student Absence for Observance of Religious Holy Days: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

Academic Honesty & Honor Code: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/honorcode5.pdf. Academic honesty is expected on all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology and Sociology adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2017-2018) http://www.angelo.edu/student-handbook/. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

Writing Support & Plagiarism
Plagiarism and self-plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. Self-plagiarism is when you submit part or all of your own work (e.g., a paper) that you have previously submitted for a different assignment without proper citation and my expression permission. In your assignments, **it is unacceptable to copy word for word without quotation marks and the source of the quotation.** Plagiarism and self-plagiarism will NOT be tolerated in this course and will result in a 0 for the assignment in question. Further actions may be taken if such behavior appears to be blatant or repetitive.

We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. **It is expected that you will summarize or paraphrase ideas, giving appropriate credit to the source both in the body of your paper and the reference list.** Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php. **Tips for writing and a description of how to cite sources using APA style are also available on Blackboard.** You are also welcome to ask me or my Graduate Assistant for help along these lines.

Students with Disabilities
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or
activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

Persons with disabilities which may warrant academic accommodations and any student who feels they may need an accommodation based on the impact of a disability must contact the Office of Student Affairs in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

* Please note that this syllabus is subject to change throughout the semester.