Angelo State University
PSY 6329: Professional Orientation to Counseling
Spring 2019, Tuesday 5:00 pm – 7:50 pm
Room 105A

Instructor: Dr. Connie Johnmeyer
Office: 204H Academic Bldg
Email: TBA
Office Hours: 1 hr. before class & as needed
Phone: 325-486-6167

Course Prerequisite: None

Required Text:

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)/

NOTE: Access to exams will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through this practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. Instructional videos and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable (WiFi tends to drop connections)
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Recommended Reference Reading:
Course Description

**PSY 6329 Professional Orientation to Counseling (3-0).** 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
4. Be aware of professional organizations, including membership benefits, activities, services to members, and current issues
5. Understand professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
6. Be aware of current labor market information relevant to opportunities for practice within the counseling profession
7. Be aware of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
8. Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency/ interorganizational collaboration and consultation
9. Understand the role and process of the professional counselor advocating on behalf of the profession
10. Understand the roles and settings of clinical mental health counselors
11. Be aware of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
12. Articulate strategies for interfacing with integrated behavioral health care professionals
13. Understand strategies to promote client understanding of and access to a variety of community-based resources
14. Generate examples of self-care strategies appropriate to the counselor role
15. Identify the major courses required within counseling programs and be able to articulate why the course content is important to the work of a counselor

Policies/Expectations
- Read the syllabus thoroughly. If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
- 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.
- 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.
- 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.
- Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
- The instructor reserves the right to use plagiarism prevention software.
- All due dates are considered “firm.” Any deviation in content or form should be discussed with the instructor prior to the due date. Late and/or incomplete work will result in a significant grade reduction.
- Typically, graded assignments will be returned within 1 week.

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.

Communication
- Email is the best way to contact your instructor.
- All emails should include the course title or number in the subject line.
- All emails should include your first and last name.

Course Requirements:
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The course requirements and grade point distribution is given in the table below.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Quantity</th>
<th>Pts</th>
<th>Due Date</th>
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3
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Professional Organization Project</strong>&lt;br&gt;Students research a professional counseling organization, create a written summary, and present information to classmates. <strong>8% of total grade</strong></td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td><strong>Interagency Roundtable Project</strong>&lt;br&gt;Students research an allied mental health profession and represent that profession in a case conference roleplay. <strong>8% of total grade</strong></td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td><strong>Self-care List Project</strong>&lt;br&gt;Students will develop a list of self-care activities and a list of community resources. <strong>6% of total grade</strong></td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Community Resource List Project</strong>&lt;br&gt;Students will develop a list of community resources for prospective clients. <strong>4% of total grade</strong></td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td><strong>Participation in Class Discussion</strong>&lt;br&gt;<strong>13% of total grade</strong></td>
<td>15 @ 3 pts. Per class</td>
<td>45</td>
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<tr>
<td><strong>Mid-Term Exam</strong>&lt;br&gt;Students will take a mostly multiple-choice exam on content covered in the first half of the course. <strong>15% of total grade</strong></td>
<td>1</td>
<td>50</td>
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<tr>
<td><strong>End-of-Term Exam</strong>&lt;br&gt;Students will take a mostly multiple-choice exam over material from the second half of the semester. <strong>15% of total grade</strong></td>
<td>1</td>
<td>50</td>
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<tr>
<td><strong>Reaction Papers</strong>&lt;br&gt;Students will respond to readings and class discussions in 1½ - 2½ page reaction papers throughout the class. At times there will be prompts to guide reactions – at times the topic(s) of the reaction will be student choice. <strong>39% of total grade</strong></td>
<td>10</td>
<td>100</td>
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*Course attendance and participation will be considered when a student’s final score is within one percentage points of the next grade; For instance, a student with a final percentage score of 89 and with...*
perfect attendance and exemplary participation might be elevated to a final grade of “A”. *Students with perfect attendance and with frequent, thoughtful, appropriate participation may be graded up in those instances.*

**Specific Assignment Expectations**

**Discussion & Reaction Papers.** Discussion is an integral part of the classroom experience. Individual participation is encouraged and expected. Good reaction papers have many similarities to good discussions.

Here are characteristics of a quality student discussion and reaction papers: (adapted from Sloan Consortium http://www.sloan-c.org):

- Substantial – cites PowerPoint, textbook, or video segments
- Concise – focused response.
- Provocative – student asks a question to facilitate discussion
- Interpretative – expands concepts or connects ideas in new ways
- Timely – demonstrates student has read the assigned material
- Respectful – listens, encourages, is helpful
- Reflective – explains one’s process for arriving at decisions

In order to receive full-credit for discussion posts, you are encouraged to participate in the discussion at various times throughout the discussion week.

**Reaction Paper Assignment Expectations**

The ideal reaction paper is 2 pages long so aspire to keep papers between 1 ½ and 2 ½ pages. All written assignments must be typed in rigorous APA format, 12-point font, Times New Roman, with standard 1” margins on all sides. *They must be proof read - not rough drafts.* They must be in accordance with APA guidelines in regard to style (pp. 65-70), reducing bias (pp. 70-77), grammar & usage (pp. 77 – 86), mechanics (pp. 87-124), and crediting sources (pp. 169-192). Headers and title pages are not necessary. Reaction papers are due on the date/time of the class meeting and should be submitted in class.

For all other assignments, see separate instructions and/or grading rubrics when they are handed out in class.

<table>
<thead>
<tr>
<th>Tentative Course Schedule</th>
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<tbody>
<tr>
<td><strong>Dates</strong></td>
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<tr>
<td><strong>Basic Introduction to Profession</strong></td>
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<tr>
<td>15 Jan</td>
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<tr>
<td>22 Jan</td>
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| 29 Jan | ● Chapter 4, Schafersman  
● Chapter 2, Ruscio  
(chapters will be provided) | ● Reaction Paper # 1 |
<p>| <strong>The Container within which Counselors Practice: Ethics, Accreditation &amp; Credentialling</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Resources</th>
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<tbody>
<tr>
<td>5 Feb</td>
<td>● Chapter 3, Neukrug</td>
<td>● Reaction Paper # 2</td>
</tr>
<tr>
<td>12 Feb</td>
<td>● TSEBPC, Title 22, TX Administrative Code, Chapter 681:</td>
<td>● TX Board of Examiners of Psychologists Rulebook:</td>
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<td>19 Feb</td>
<td>TBA</td>
<td>● Reaction Paper # 3</td>
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<td>26 Feb</td>
<td>TBA</td>
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**What Counselors Study and Why**

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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Resources</th>
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<tbody>
<tr>
<td>5 Mar</td>
<td>Chapters 4-5, Neukrug</td>
<td>● Reaction Paper # 4</td>
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<tr>
<td>12 Mar</td>
<td>No Readings – No Assignments</td>
<td>IT'S SPRING BREAK!</td>
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<tr>
<td>19 Mar</td>
<td>Chapters 6-7, Neukrug</td>
<td>● Reaction Paper # 5</td>
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<tr>
<td>26 Mar</td>
<td>Chapter 8-9</td>
<td>● Mid-term exam (Chap 1-7, 16-18 &amp; extra rds.)</td>
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<tr>
<td>2 Apr</td>
<td>Chapters 10-11</td>
<td>● Reaction Paper # 7</td>
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<tr>
<td>9 Apr</td>
<td>Chapters 12-13, Neukrug</td>
<td>● Reaction Paper # 8</td>
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<tr>
<td>16 Apr</td>
<td>Chapter 14-15, Neukrug</td>
<td>● Reaction Paper # 9</td>
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**Self-care for the Counselor**

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<th>Date</th>
<th>Assignment</th>
<th>Resources</th>
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<tbody>
<tr>
<td>23 Apr</td>
<td>Chapter 13, Corey &amp; Corey (chapter will be provided)</td>
<td>● Self-care/Community Resource Projects due</td>
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<tr>
<td>30 Apr</td>
<td>Chapter 14, Corey &amp; Corey (chapter will be provided)</td>
<td>● Reaction Paper # 10</td>
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<tr>
<td>7 May</td>
<td>None</td>
<td>● End of term exam</td>
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* Please note that this syllabus is subject to change throughout the semester.

**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
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code. 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."

PLAGIARISM
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.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. 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.

STUDENTS WITH DISABILITIES
1. “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.”

2. 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.

Tutoring:
The ASU Tutor Center is located in the Library C301 (3rd floor). Tutoring is free to all ASU students.
Withdrawals:
Please review withdrawal policies:
http://www.angelo.edu/services/registrars_office/withdrawals_refunds.php