

CNS 5504
INTRODUCTION TO PROFESSIONAL COUNSELING
ASHLAND THEOLOGICAL SEMINARY
DETROIT COUNSELING PROGRAM

Fall 2020 - Wednesdays, 8:50 - 10:05 PM via Zoom
September 2 – December 17, 2020

1.5 CREDITS

Katherine E. James, PhD, LPC, M.Ed. NCC
kjames@ashland.edu ~ 313-587-3101

I. COURSE DESCRIPTION:

This course introduces the student to the history and trends within the counseling profession and information on professional counseling organizations. Students will obtain an overview of the roles and functions, as well as the professional, legal, and ethical responsibilities of licensed counselors. Preparation standard for licensure as Professional Counselors (LPC) will be discussed.

II. STUDENT LEARNING OUTCOMES (SLOs) (with DLOs):

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

- K.1. Students will demonstrate an understanding of the history, philosophy, and trends of Counseling.
- K.2. Students will demonstrate knowledge of the professional counseling organizations, preparation standards, and license credentials relevant to the practice of Professional Counseling.
- K.3. Students will demonstrate development of Professional Identity as a Professional Counselor within the context of community and mental health services and settings.
- K.4. Students will demonstrate knowledge of the roles and functions of the Professional Counselor in varied practice settings and the importance of interdisciplinary relationships between counselors and other professionals.
- K.5. Students will demonstrate understanding of professional issues that affect Professional Counselors.
- K.6. Students will demonstrate understanding of public mental health policies, services, and programs, including prevention, intervention, consultation, education, and advocacy, that promote mental health in a multicultural society.
- K.7. Students will demonstrate proficiency in verbal and written communication skills necessary for Professional Counselors.

III. Knowledge Base

Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure. This course meets the Michigan Administrative Code (SOAHR) requirement for Counseling Philosophy – R338.1753 Rule 3 (2)(e) and Professional Ethics—R 338.1753 Rule 3 (2)(g).

IV. COURSE REQUIREMENTS

A. Textbooks and Required Readings

Granello, D.H. & Young, M.E. (2019). *Counseling today: Foundations of professional identity (2nd Ed)*. NY, NY: Pearson. ISBN13--978-013-481642-5

1. American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author. (available for download from www.counseling.org/resources/aca-code-of-ethics.pdf)
2. Kaplan, D.M., Tarvydas, V.M., & Gladding, S.T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development, 92*, 366-372.
3. Mellin, E.A., Hunt, B., Nichols, L.M. (2011). Counselor professional identity: Findings and implications for counseling and interprofessional collaboration. *Journal of Counseling & Development, 89*, 140-147.
4. Moss, J.M., Gibson, D.M., & Dollarhide, C.T. (2014). Professional identity development: A grounded theory of transformational tasks of counselors. *Journal of Counseling & Development, 92*, 3-12.
5. Ohio Counselor, Social Worker, & Marriage and Family Therapist Board. (2010). *Ohio counselor, social worker, & marriage and family therapist boards laws and rules*. Columbus, OH: Author. <http://cswmft.ohio.gov/pdfs/4757.pdf>
6. Sommers-Flanagan, J. (2015). Evidence-based relationship practice: Enhancing counselor competence. *Journal of Mental Health Counseling, 37*,95-108.
7. Woo, H., Storlie, C.A., & Baltrinic, E.R. (2016). Perceptions of professional identity development from counselor educators in leadership positions. *Counselor Education & Supervision, 55*, 278-293.

B. Attendance

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor. **This policy also includes tardiness.**

Professionalism: It is the belief of program faculty that there are parallels between how the student approaches academic training and the student's future professional conduct in the field of counseling.

Participation: Given that classes will occur on Zoom, it is expected that students will have the camera on during class time except for official breaks and times of absolute necessity.

C. Assignments/Assessment of Student Learning

1. Community Mental Health Agency Project— (K 4,5,6,7)

Students will investigate 3 Community Mental Health Agencies, Private Practices, or other counseling clinical sites, and submit a report on their findings. This investigation will utilize both Internet searching and actual site contacts via phone or in-person interviews with an agency representative. Students will prepare a written report summarizing agencies investigated, types of clientele served at the sites, possibility of potential opportunities for future practicum experience at the sites, and the students' initial reactions/opinions of the sites. The professor will provide additional information. **Worth 40% of grade (80 PTS).**

2. Examination—(K 1,2,3,4,5,6)

There will be one take home examination, provided on week 10, to be submitted prior to class on week 11. The exam will cover history/trends in CMHC, professional organizations, preparation standards, licensing credentials, and principles of prevention, intervention,

consultation, education, and advocacy. Further details will be provided in class. **Worth 30% of grade (60 PTS).**

3. Professional Identity Formation—(SLO 1, 2, 3, 7) Students will write and submit a paper on the importance of development of a Professional identity as a Clinical Mental Health Counselor, and the relevance of professional

counseling organization membership to professional identity. Specific paper guidelines will be provided by the professor. **Worth 30% of grade (60 PTS).**

V. CALCULATION OF GRADE & CONNECTION WITH LEARNING OUTCOMES

<i>Assignment</i>	<i>ATS Degree Learning Outcomes</i>	<i>Percent of Final Grade</i>
Exam	K 1,2,3,4,5,6	30%
Agency Paper	K 4,5,6,7	40%
Professional Identity Paper	K 1,2,3,4,5,7	30%

VI. TENTATIVE COURSE SCHEDULE (*subject to change*)

Week	Date	Topic	Readings/Assignments
1	September 2	Introduction to the Counseling Profession	Granello & Young Ch. 5
2	September 9	What is a Profession?	G & Y Ch. 1 Kaplan et al. Moss et al.
3	September 16	What is Counseling? What is Professional Identity?	G & Y Ch. 2 Mellin et al.
4	September 23	Professional Organizations & Licensure	G & Y Ch.3 cswmft.4757
5	September 30	Personal & Professional Identity	G & Y Ch. 4 Woo et al. Agency Report Due
6	October 7	Counseling Theories & Mental Health	G & Y Ch. 6 Sommers-Flanagan
7	October 14	Counseling Research	G & Y Ch. 7
8	October 21	What is Counseling	G & Y Ch. 8

9	October 28	Multicultural & Social Justice Concerns	G & Y Ch. 8
10	November 4	Counseling & Advocacy	G & Y Ch. 10
11	November 11	Counselor Wellness	G & Y Ch. 9 EXAM AVAILABLE
12	November 18	Ethics & Law	G & Y Ch. 13 EXAM SUBMITTED PRIOR TO CLASS
13	November 25	NO CLASS THANKSGIVING BREAK	
14	December 2	Assessment	G & Y Ch. 12 Codes of Ethics
15	December 9	Future Trends; Supervision Practicum and Internship	G & Y Ch. 11; G & Y Ch. 14
16	December 16	Reflections on Counselor Identity	Professional Identity Paper Due

VII. RECOMMENDATION FOR LIFELONG LEARNING

In order to continue to develop adequate practicum skills, each student should make every effort to read additional materials on the subject, in addition to those listed in the bibliography. Students also need to ensure that they complete their personal counseling and shape their personal commitment to lifelong personal counseling as alignment with self-care. Additionally, join and become actively involved in American Counseling Association (ACA) and Michigan Mental Health Counselors Association (MMHCA).

It is very important for the professional counselor to be a lifelong learner, because the knowledge about mental and emotional health, wellness, and treatment modalities changes regularly with new research based information and with changes in states' laws and professional ethics codes. In addition, each state requires a specific number of CE credits and content therein for license renewal. Membership in professional organizations such as ACA, AMHCA, (and the state divisions of such) as well as attendance at national and local conferences are a vital source of

education and information. Additionally, journals such as the *Journal of Counseling & Development* and the *Journal of Mental Health Counseling* are included with the cost of membership. There are other excellent journals for professional counselors. There are numerous offerings of 1 hour, 3 hour, 6 hour, and 1 or 2 day trainings, and information about these can be obtained from the Ohio Counselor, Social Worker, Marriage & Family Therapist Board.

VIII. SEMINARY GUIDELINES

A. ATS Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the *Student Handbook*.

B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

GRADE	QUALITY	PERCENT	DESCRIPTION
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A	4.0	97-100	SUPERIOR ACHIEVEMENT OF COURSE OBJECTIVES, DILIGENCE AND ORIGINALITY, HIGH DEGREE OF FREEDOM FROM ERROR, OUTSTANDING EVIDENCE OF ABILITY TO UTILIZE COURSE KNOWLEDGE, INITIATIVE EXPRESSED IN PREPARING AND COMPLETING ASSIGNMENTS, POSITIVE CONTRIBUTIONS VERBALIZED IN CLASS.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	GOOD WORK SUBMITTED, COMMENDABLE ACHIEVEMENT OF COURSE OBJECTIVES, SOME ASPECTS OF THE COURSE MET WITH EXCELLENCE, SUBSTANTIAL EVIDENCE OF ABILITY TO UTILIZE COURSE MATERIAL, POSITIVE CONTRIBUTIONS VERBALIZED IN CLASS, CONSISTENCY AND THOROUGHNESS OF WORK COMPLETED.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	ACCEPTABLE WORK COMPLETED, SATISFACTORY ACHIEVEMENT OF COURSE OBJECTIVES, DEMONSTRATING AT LEAST SOME ABILITY TO UTILIZE COURSE KNOWLEDGE, SATISFACTORY CLASS CONTRIBUTION.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	PASSING BUT MINIMAL WORK, MARGINAL ACHIEVEMENT OF COURSE OBJECTIVES, POOR PERFORMANCE IN COMPREHENSION OF WORK SUBMITTED, INADEQUATE CLASS CONTRIBUTIONS.
D-	0.7	65-67	
F	0.0	BELOW 65	UNACCEPTABLE WORK RESULTING IN FAILURE TO RECEIVE CLASS CREDIT, INADEQUACY OF WORK SUBMITTED OR OF PERFORMANCE AND ATTENDANCE IN CLASS.

VIII. SELECTED BIBLIOGRAPHY or References (*NOT* required but intended to be of current and future help)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Washington, DC: American Psychiatric Publishing.

Corey, G., Muratori, M., Austin, J., Austin, J. (2018). *Counselor self-care*. Alexandria, VA: American Counseling Association.

Corey, G. (2010). *Creating your professional path: Lessons from my journey*. Alexandria, VA: American Counseling Association.

- Gladding, S.T. & Newsome, D.W. (2010). *Clinical mental health counseling in community and agency settings* (3rd Ed.). NY: Merrill.
- Kottler, J.A. (2010). *On being a therapist* (3rd ed.). San Francisco: Jossey-Bass.
- Kottler, J.A. (2000). *Nuts and bolts of helping*. Needham Heights, MA: Allyn & Bacon.
- McMinn, M.R. (1996). *Psychology, theology, and spirituality in Christian counseling*. Wheaton, IL: Tyndale House.
- Meier, S.T. & Davis, S.R. (2011). *The elements of counseling* (7th ed.). Belmont, CA: Brooks/Cole
- Mitchell, R. W. (2009). *Documentation in counseling records: An overview of ethical, legal, and clinical issues* (3rd ed.). Alexandria, VA: American Counseling Association.
- Neukrug, E. (2012). *The world of the counselor: An introduction to the counseling profession*. Belmont, CA: Brooks/Cole.
- Sangganjanavanich, V.F. & Reynolds, C.A. (Eds.). (2015). *Introduction to professional counseling*. Los Angeles: Sage.
- Silva, P.J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- West, J.D., Osborn, C.J., & Bubenzer, D.L. (Eds.). (2003). *Leaders and legacies: Contributions to the profession of counseling*. NY: Brunner-Routledge.
- Wicks, R. J. (2012). *The inner life of the counselor*. Hoboken, NJ: Wiley.
- Yalom, I.D. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. (P.S.) New York: Harper Perennial.