



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 503: INTRODUCTION TO PROFESSIONAL COUNSELING
FALL - 2007**

Time & Day: Mondays, 5:30 pm- 8:30 pm

Instructor: Teresa McDowell, Ed.D.

Office Hours: By Appointment

CATALOG DESCRIPTION

Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social, cultural contexts, types of practice, ethical principles, and professional orientation.

COURSE OBJECTIVES

The following objectives are in keeping with the CACREP Standards and AAMFT Core Competencies. At the end of this course, students are expected to:

1. Understand the history and philosophy of the counseling professions, including indigenous helping practices. Gain awareness of how theory and practice are socially constructed, emerging from specific socio-political, historical contexts.
2. Know the role of community counselors and family therapists in a variety of practice settings and in relation to other helping professionals.
3. Become aware of the various ethical standards of AAMFT, ACA and related groups and state laws - how these are developed and how they generally apply to practice (Specific knowledge of application of laws and ethics is expected in CPSY 580).
4. Know the structure and operations of professional organizations that support and regulate the practice of family therapy and community counseling (e.g., the International Association of Marriage and Family Counselors, American Counseling Association, American Association for Marriage and Family Therapy).
5. Recognize the interface between counselor/therapist responsibility and the professional, social, and political context of treatment, including the role of advocate. Understanding the behavioral health care delivery system, its impact on

the services provided, the barriers and disparities in the system, and how institutional barriers prevent members of varying cultural and class groups from using/benefiting from mental health services.

6. Begin developing a professional identity as a counselor/therapist.
7. Gain knowledge of required competencies, national exams, and licensure requirements.
8. Become familiar with the major journals in the field and how to research information about therapy/counseling including the use of technological competence and computer literacy.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a make up assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

CLASS ASSIGNMENTS

1. Worldview paper: Four-page (double spaced) paper describing your view of the helping profession as it is informed by your personal values and cultural, political, and social context. 40 points
2. Library research: Find three different journals associated with counseling/family therapy and print abstracts from three articles related to your counseling interests. 20 points
3. Design a system for organizing the elements of your portfolio. Include all elements listed on the portfolio requirement sheet handed out in class. 10 points
4. Complete all activities on Moodle, all course readings, and weekly assigned tasks as noted on the syllabus. 30 points

GRADING

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

READINGS

Hoshmand, L. (2006). *Culture, psychotherapy and counseling: Critical and integrative perspectives*. Thousand Oaks, CA: Sage.

Additional readings as assigned on the course schedule.

COURSE SCHEDULE

WEEK 1 – September 10: Introduction, History & Paradigms in Counseling/Therapy

Topics:

Course design and overview
Orientation to graduate education in counseling/therapy
Social construction of counseling/therapy theory
Paradigms as a metaphor for systems of thought/practice
History of counseling as defined in Western societies

Readings:

Hosman, Chapters 1-3

Hershenson, D. Power, P. & Waldo, M. (1996). Community Counseling: Contemporary Theory and Practice, Chapter 1: The Evolution of Counseling, pp. 3-18.

Cottone, R. (2007). Paradigms of counseling and psychotherapy, revisited: Is social constructivism a paradigm? *Journal of Mental Health Counseling*, 29(3), 189-203.

WEEK 2 – September 17: Professional Associations & Regulation

Topics:

Becoming a therapist/counselor
Professional organizations & journals
Core Competencies & Standards of Practice
Codes of Ethics & State Laws
Licensure

Readings & Task:

Review and read materials from the following websites:

NAADAC <http://naadac.org>

ACCBO www.accbo.org

MFT National Exam <http://amftrb.org/exam.cfm>

Advocacy Competencies

Multicultural Competencies

Licensure Requirements

National Association for Social Workers <http://www.socialworkers.org>

National Association for School Psychologists <http://www.nasponline.org/>

American Association for Marriage and Family Therapy www.aamft.org

American Counseling Association www.counseling.org

Psychologist for Social Responsibility <http://www.psysr.org>

Public Conversations Project <http://www.publicconversations.org/pcp/index.php>

Commission on Accreditation for Marriage and Family Therapy Education

<http://www.aamft.org/about/COAMFTE/AboutCOAMFTE.asp>

Commission on Accreditation for Counseling and Related Educational Programs:

Print the Code of Ethics that best applies to your professional field and find at least one additional site that you find and share with the class.

WEEK 3 – September 24: Professional Roles & Activities
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Topics:

- Therapist/counselor roles
- Collaboration with multiple systems
- Therapists as advocates
- Social empowerment
- Trauma response

Readings:

Hosman, Chapter 8

Task:

Find and summarize information on an area of counseling/therapy in which you are particularly interested. This might include: systems/organizational consultation, trauma response, life coaching, mind-body work, international collaboration, divorce mediation, conflict resolution, specialization in sex abuse or substance abuse recovery, domestic violence work, social policy, sex therapy or other area of interest. The focus should be on the role of counselor/therapist in this area. Try to answer the following questions:

1. Is additional training required? If so, where and how do most professional acquire what is needed?
2. Is there a license or certificate offered in this area? If so, what is required?
3. How might a professional with my upcoming training (e.g., family therapy, community counseling) approach this work so that it both extends and is in keeping with what I am learning?

Please be prepared to share what you learn with colleagues in class.

WEEK 4 – October 1: Power, Culture & Practice

Topics:

- Social, economic, political & cultural forces influencing service delivery
- Indigenous healing practices
- Counseling for social change

Readings:

Hosman, Chapters 5-7

Bennett, M. (2005). The purpose of counseling and psychotherapy, Ch. 6, Abstract systems and the colonization of self. pp. 161-195. NY: Palgrave Macmillan.

Karuppaswamy, N. & Natrajan, R. (2005). Family therapy from a Hindu Indian Worldview. In M. Rastogi & E. Wieling (Eds.). *Voices of Color: First-Person Accounts of Ethnic Minority Therapists*. Thousand Oaks, CA: Sage.

Sullivan, M. (2005). Kum Ba Yah: The relevance of family systems theory for clinicians and clients of African Descent. In M. Rastogi & E. Wieling (Eds.). *Voices of Color: First-Person Accounts of Ethnic Minority Therapists*. Thousand Oaks, CA: Sage.

Task:

Write one-two paragraphs and be prepared to articulate your position on the following question:

When and in what ways (if any) should family therapists/counselors consider social justice issues in their practices?

WEEK 5 – October 8: Values, Meaning & Self of the Therapist

Topics:

Therapist self-care
Morality and therapy
Intuition, experience, feelings and other “tools”
Values, biases, beliefs

Readings:

Hosman, Chapters 4, 9 & 10

Meyer, D. & Ponton, R. (2006). The healthy tree: A metaphorical perspective of counselor well-being. *Journal of Mental Health Counseling*, 28(3), 189-201.

Task:

Chose some aspects of your worldview paper that you would be willing to share with others and prepare to do so in class. Think through for yourself why you made the choices you did – what you decided not to write, not to say and why. You will not be asked to reveal anything beyond what you are comfortable sharing. Your worldview paper is due on this class date.

**The following evaluation of objectives must be filled out and turned in on the last day of class.

COURSE OBJECTIVES-MCFT CORE COMPETENCIES EVALUATION SHEET
Upon Completion of Lewis & Clark CPSY503: Introduction to Professional Counseling

TERM: _____

INSTRUCTOR: _____

Please rate each item according to how much you learned about the competency listed. Circle:
1=objective not met 2=objective somewhat met 3=objective adequately met 4=objective more than met

1. Understand the history and philosophy of the counseling professions, including indigenous helping practices. Gain awareness of how theory and practice are socially constructed, emerging from specific socio-political, historical contexts.
1 2 3 4

2. Know the role of community counselors and family therapists in a variety of practice settings and in relation to other helping professionals.
1 2 3 4

3. Become aware of the various ethical standards of AAMFT, ACA and related groups and state laws - how these are developed and how they generally apply to practice (Specific knowledge of application of laws and ethics is expected in CPSY 580).
1 2 3 4

4. Know the structure and operations of professional organizations that support and regulate the practice of family therapy and community counseling (e.g., the International Association of Marriage and Family Counselors, American Counseling Association, American Association for Marriage and Family Therapy).
1 2 3 4

5. Recognize the interface between counselor/therapist responsibility and the professional, social, and political context of treatment, including the role of advocate. Understanding the behavioral health care delivery system, its impact on the services provided, the barriers and disparities in the system, and how institutional barriers prevent members of varying cultural and class groups from using/benefiting from mental health services.
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6. Begin developing a professional identity as a counselor/therapist.
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7. Gain knowledge of required competencies, national exams, and licensure requirements.
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