Introduction to Professional Counseling
CPSY 503 Graduate School of Education and Counseling
Lewis and Clark College
Fall 2006

September 6th to October 4th,
Wednesday 5:30-8:45
Rogers 105

Margaret Eichler Ph.D. NCC
Advising hours Wednesdays 3:00 to 5:00
503-768-6076
meichler@lclark.edu

Catalogue 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.

Readings:
Available for purchase in class

Learning Objectives: as guided by the CACREP standards of learning about professional identity. This class will provide an understanding of:

- ❖ History and philosophy of the counseling profession

- ❖ Professional roles, functions, and relationships with other human service providers

- ❖ Professional organizations like ACA, divisions, functions, and services to members

- ❖ Professional credentialing, certification, licensure, accreditation practices, professional organizations, journals and effects on public policy

- ❖ The role of professional counselor in advocating on behalf of the profession

- ❖ Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

- ❖ Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling

- ❖ The current modes and settings of the counseling practice

- ❖ How to be conversant about philosophical, ethical, and political issues regarding the role of counselors in various settings through both discussion and writing

- ❖ Researching information about counseling which includes the use of technological competence and computer literacy

Class Assignments:

Worldview paper: Two page paper describing your view of the helping profession as it is informed by your cultural, political & social context.

Library research: Find articles and journals on foot or online.
> a. Find and list three journals of interest- hand in
> b. Find and print the abstract from 2 articles related to your counseling interests (dated last 3 years)-hand in.

Quizzes based on class readings and discussions.

Design a system for organizing your portfolio requirements & include a print out of Ethical Guidelines related to your focus of study (MFT, SP, CMH.)

Write a 6- 8 page position paper utilizing and integrating elements from at least 8 of the class readings (cite.) You can also incorporate ideas from class discussion then summarized with personal reflections on how these ideas and themes might inform your growth as a future professional counselor.

Grading:
Worldview paper=20 pts
Participation in class discussions 5 points each week=25 pts
Portfolio & Ethical Guidelines=10 pts
Library assignment=25 pts
8 quizzes 10 points each=80 pts
Paper=40 pts Paper will be evaluated on ability to integrate readings and class discussions into well thought out and developed paper that represents graduate level work.

A 200-180   B 179-160   C 159-140   below 140 failure of class

Attendance:
Notification of absence required. Any absence of more than an hour requires make-up assignment. More than 3 hours of absence is failure to complete the class.

Please notify instructor of any special learning considerations that need to be taken in to considerations as covered by the American Disabilities Act.

Course Name	**Introduction to Counseling Individuals**
Course Number	**CPSY 503-02**
Term	**Fall 2006**
Department	**Counseling Psychology**
Faculty Name	**Margaret Eichler Ph.D. NCC**

Catalogue Description *(copy from current catalogue)***:**
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.

Fundamental Competencies Addressed in Course:
)

Fundamental Competencies	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	**X**
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	**X**
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	**X**
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	**X**
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	**X**
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	**X**
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	**X**
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	**X**
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	**X**

Authorization Levels:
This course addresses preparation at specific authorization levels through <u>readings and in-class discussions</u> (indicate with an "R" in the appropriate box) and/or through a <u>practicum experience</u> (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4th Grade	**R**
Elementary 3rd-8th Grades in an Elementary School	R
Middle Level 5th-10th Grades in a Middle or Junior High School	R
High School 7th-12th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions   *P = Practicum

Student Performance:
Student performance criteria appear on page(s) __1 & 2__ of this syllabus (student performance includes goals, evidence, and levels of performance).