CSL6780.E1 Professional Counseling
SUMMER 2019

PROFESSOR INFORMATION:
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COURSE INFORMATION:
CSL6780.E1 Professional Counseling
Level: Graduate
Beginning Date of Session: Saturday, June 15, 2019
Ending Date of Session: Thursday, August 22, 2019
Student access available to the Student Portal: Saturday, June 15, 2019.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:
None

TEXTBOOK(S) AND REQUIRED MATERIALS:
Title: Theory and Practice of Counseling and Psychotherapy
Author: Gerald Corey
Publisher: Brooks/Cole Publishers
Year Published: 2015
Edition: Edition 10th
ISBN: 10: 1305664477 or 13: 978-1305263727
Price: Available at http://amberton.ecampus.com

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (6th ed., 2nd printing). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:
The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course presents an introduction and overview of the counseling profession. A variety of areas are explored including professional orientation, the helping relationship, theories and skills, systems theory, group work, consultation and supervision, lifespan development, abnormal development, diagnosis, career development, research and appraisal, agency counseling, and school counseling. Multicultural aspects of counseling are stressed as well as ethical, professional, and legal issues. Emphasis will be placed on student development of personal philosophy of counseling and theoretical orientation.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Discussing the historical development of the counseling profession.
2. Examining the contributions of each theory of counseling.
3. Identifying issues and trends in the field of counseling.
4. Understanding personality development from a lifespan perspective.
5. Demonstrating an awareness of personal motivation and goals for entering the counseling profession.
6. Interpreting graduate level research studies.
7. Using APA standards effectively with all course assignments.
8. Describing and analyzing the ethical, professional and legal issues in the counseling profession.
9. Defining the roles and functions of school, agency, and mental health counselors.
10. Distinguishing between counseling, guidance, and psychotherapy.
11. Analyzing the contemporary models of counseling assessment.
12. Examining the history of career development and vocational guidance.
13. Identifying the major theoretical frameworks for group work.
14. Understanding abnormal psychology reflective of the DSM-V.
15. Explaining the historical trends and major theories associated with marriage and family therapy.
16. Defining consultation and supervision as related to the counseling profession.
17. Evaluating the aspects of counseling from a multicultural perspective.
18. Understanding the referral/advocacy/triage related to the counseling profession.
19. Defining and understanding crisis intervention in the helping professions.
20. Examining the differences between crisis and psychotherapy.
21. Developing personal philosophy of counseling.

COURSE POLICIES:
(State any policies related to the course i.e. make-up exams, late assignments, incompletes, etc.)

Student's Responsibilities
This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:
Regular and punctual class attendance is expected at Amberton University. In case of absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. Ceasing to attend does not constitute official withdrawal.

Attendance in a Distance Learning course is defined as any submission to Moodle within the enrollment dates of the course, any required submissions outside of Moodle within the enrollment dates of the course, or initiating any communication with your professor regarding an academic assignment. A student in a Distance

Learning course is required to actively participate in the course and submit course assignments timely as described in the course syllabus. A student not meeting these requirements may be dropped at the discretion of the professor and Amberton administration.

Plagiarism Policy
Plagiarism is using another person's work as your own. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operated on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton University students are expected to abide by the honor system and maintain academic integrity in all of their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based anti-plagiarism services and applications at any time.

COURSE OUTLINE AND CALENDAR:
(Outline the course with topics and learning activities required to gain knowledge of course competencies, include number of assignments required, etc.

The course outline is the critical component of the course. It is in the outline that topics and learning resources are brought together. Aside from a personal lecture (not available to e-Course students) the course outline should sufficiently inform the student of all the information (type, source, and important due dates) that will be learned in the course. Do not include the actual assignments and exercises within the syllabus, but do include important due dates, activities scheduled, as well as, examination dates.)

The first paper, "Informed Consent and HIPAA," will review the ethical requirements of practicing professional counseling. You will be required to write a 2 to 5 page paper that will act as an informed consent for your clients. This paper should be written as a form that you would actually use in your practice. You will need to locate and become familiar with the current rules and regulations of the Texas State Board of Examiners of Professional Counselors and existing HIPAA requirements. Your form must include all of the requirements of the current Code of Ethics. Some of the items on the form may need to be hypothetical, do your best to develop the form to what you would actually want to use if you were in practice today as an Intern or Associate. Be sure to include a section about your supervisor. This assignment should read as a form and not an academic paper. You are free to use any format you like **BUT BE PROFESSIONAL**.

Informed Consent and HIPAA
- 2 to 5 pages
- Open format
- Must include all requirements from TSBEPC Code of Ethics and HIPAA
- Due at the start of Class 4
- 20% of your grade

The second paper, "An Interview with a Professional Counselor," will be an in depth interview with a mental health professional. You are encouraged to interview a counselor working in the same sector and practicing under the same license as you are working towards. However, you are free to interview any mental health professional. You will be required to write a 4 to 6 page paper describing in detail what you have learned and how the interview has inspired or deterred you from pursuing your professional goals. The interview should include multiple aspects of the counseling profession. This paper should be written as a professional academic paper. Do not simply write down the interviewee's answers to your questions. You are expected to develop an academic paper complete with scholarly support. For more information be sure to reference the Interview with a professional counselor handout.

An Interview with a Professional Counselor
- 4 pages
- APA format, third person, professional academic writing
- Must include an interview with a Mental Health Professional
- 5 scholarly articles to support your position
- 20% of your grade

The third and final paper, "Professional Identity Paper," will be a review of the course material and will serve as a guide for your professional development. In this paper you will be expected to identify with and review your personal view of counseling and how you believe change occurs. This paper will discuss your professional identity as a counselor including your professional goals, aspirations and ideologies. You will select one or two theories to review in this paper. The paper should be divided into two sections. In the first section you should discuss your ideology of how change occurs, how the theory or theories work, benefits and challenges to adopting this theory and how you will promote and develop the theory. In the second section of the paper, you will discuss the practical application of therapy and the act of practicing therapy. You should discuss the ins-and-outs of how you will conduct yourself in private practice, a group setting, or working with a government agency or medical facility. This section should discuss how you desire to practice, what a typical session would look like, what population you hope to work with, how much you will charge for your services, how you will take and store notes, and the kind of business plan you hope to develop. This paper MUST utilize APA format and third person academic language should be used, in specific areas that discuss your personal opinions you may use first person. However, you do need to support all of your thoughts and opinions with professional research. This paper will allow for a great amount of freedom, but please do ask if you are unsure about a section or a topic.

<u>Professional Identity Paper</u>
- 6 pages
- APA format, professional academic language,
- Will review your professional orientation to counseling
- Will review your practical approach to doing therapy
- Will discuss how and why you are driven to contribute to the field
- 8 scholarly articles to support your position
- Due at the start of class 8
- 30% of your grade

GRADING CRITERIA:
- Informed Consent and HIPAA paper 20% (class 4)
- Counselor Interview 20% (class 6)
- Professional Identity Paper 30% (class 8)
- Assignments 30% (class 1 to 10)

Week	Topic	Assignment	Competencies Covered	Due Date
1	The Counselor: Person and Professional	Corey Text Ch. 1 & 2	• Graduate level research • Consultation and Supervision	End of week one
2	Issues and Trends Legal and Ethical Issues	• Corey Text Ch. 3 • TSBEPC Code of Ethics	Ethics	End of week two
3	• Interviewing/Note Taking • Preparing a Treatment Plan • Group Counseling • Testing and Assessment	• Interviewing/Note Taking • Preparing a Treatment Plan • Group Counseling • Testing and Assessment	• Interviewing/Note Taking • Preparing a Treatment Plan • Group Counseling • Testing and Assessment	End of week 3
4	• Psychoanalytic Therapy	• Corey Text Ch. 4 • Corey Text Ch. 5	1-21	End of week 4

	• Adlerian Therapy	• **Informed Consent and HIPAA papers due**		
5	• Person-Centered Therapy • Existential Therapy • Gestalt Therapy	• Corey Text Ch. 7 • Corey Text Ch. 6 • Corey Text Ch. 8	• Person-Centered Therapy • Existential Therapy • Gestalt Therapy	End of week 5
6	Behavior Therapy Cognitive-Behavior Therapy	• Corey Text Ch. 9 • Corey Text Ch. 10 • **Counselor Interviews due**	• Behavior Therapy Cognitive-Behavior Therapy	End of week 6
7	• Family Systems Therapy An Integrative Perspective	• Corey Text Ch. 14 Corey Text Ch. 15	• Family Systems Therapy An Integrative Perspective	End of week 7
8	• Reality Therapy • Feminist Therapy Postmodern Approaches	• Corey Text Ch. 11 • Corey Text Ch. 12 • Corey Text Ch. 13 • **Professional Identity papers Due**	• Reality Therapy • Feminist Therapy Postmodern Approaches	End of week 8
9	• Developing your professional identity • Developing your practice	None	• Developing your professional identity • Developing your practice	End of week 9
10	• Course review • Open discussion	none	• Course review • Open discussion	End of week 10

GRADING CRITERIA:
(Grading Scale – Provide the number and percent value of assignments, exams, papers, reports, group projects, etc. **along with** the appropriate University's grading scale below. Be DETAILED to give your students the most information possible prior to the start of the session.)

Graduate
92 – 100   A
82 – 91   B
72 – 81   C
62 – 71   D
Below 62   F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:
A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are mailed approximately one week after the last day of the session to the student's address of record. Amberton University staff will not post or release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their University email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades
An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course
To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:
This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
   Internet browser settings and configuration
   e-mail and file attachments
   Uploading and downloading files
   Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal
Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (http://www.Amberton.edu) or at http://apps.Amberton.edu. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.
   * Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

   For example: James Jones, Jr.   SSN: 123-45-6789
   Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

   For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. <u>You must know your Amberton ID# to gain access to the course and to send email to your professor.</u>

Through the Amberton University Moodle Website
Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: http://moodle.Amberton.edu

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (http://moodle.Amberton.edu). Otherwise use the same username and password as previous session.

Moodle Tutorial:
Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:
Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.
Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith   SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit https://support.google.com/mail

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:
Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:
Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

ACADEMIC HONESTY/PLAGIARISM:
Plagiarism is the presentation of someone else's information as though it were your own. If you use another person's words, ideas or information, or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University's ethics policy.

RESEARCH RESOURCES:
The student is encouraged to use the Amberton Electronic Library as a research resource for this course. The Electronic Library provides access to full-text and abstract articles as well as links to a variety of remote research tools. Students can search Amberton Library Resource Center holdings through the on-line public access circulation system. The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the Library or email their questions to library@Amberton.edu.

RESEARCH TUTORIALS:
Online research resources are available through "Research Tools Database", accessible through the Student Portal. (For additional assistance, students may access the "Research Tutorials" link located in the General Tools area on the Student Portal.) Access the Portal by clicking "Student Portal" from the University's website. You must know your Amberton ID to access the Portal.

Library Live Chat Feature
The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. www.amberton.edu/current-students/library/index.html