

**COUN 5020 Syllabus**

<b>Course</b>	COUN 5020 Foundations of Counseling - Section 58
<b>Term, Day, Time</b>	Fall 1, 2008, Saturdays 8am to noon, August 16-October 11
<b>Instructor</b>	<p>Name: Scott Berry, Ph.D.          Phone: (H) 812.282.4930          (W) 502.589.8085 ext 2344          (C) 502.550.8536          Feel free to call me, but not past 10:00 pm.          Email: scott_r_berry@hotmail.com</p>
<b>Catalog Description</b>	<b>COUN 5020: Foundations:</b> this course examines the philosophic bases of counseling and the helping relationship focusing on the foundational concepts necessary for working with individuals, groups, and families. Attention is given to the development of professional identity and client relationships.
<b>Course Level Outcome Objectives</b>	<p><b>Upon successful completion of this course students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the history of the counseling profession, its organizational structure, credentialing processes and memberships (<b>CACREP II.K.1.a; II.K.1.d; II.K1.e</b>).</li> <li>2. Articulate the personal qualities and characteristics of effective counselors. (<b>CACREP Section II. K. 5. a</b>)</li> <li>3. Demonstrate interviewing and counseling skills which facilitate the therapeutic relationship including goals, intervention, termination, and appropriate boundaries. (<b>CACREP Section II. K. 5. b</b>)</li> <li>4. Understand serving clients from a variety of settings such as schools, community settings, and agencies. (<b>CACREP Section II. K. 5.b</b>)</li> </ol>
<b>Materials</b>	<p><b>REQUIRED TEXTS</b></p> <p>Hill, Clara E. (2004). <i>Helping skills: Facilitating exploration, insight, and action</i> (2<sup>nd</sup> ed.). Washington, D. C.: American Psychological Association.</p> <p>Kottler, Jeffrey A. (2003). <i>On being a therapist</i> (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.</p> <p><i>Always Bring Your Books To Class.</i></p> <p><b>SUPPLEMENTAL READING</b></p> <p>Articles may be brought to class or links may be emailed to students for them to review.</p>
<b>Grading</b>	<p><b>GRADE BREAKDOWN</b></p> <p><u>Assignment-Total Points Possible</u></p> <p>Online Surveys &amp; Printed Results-40 points</p>

	<p>Quiz #1-80 points  Quiz #2-80 points  In-Class Role-Play Participation Points-5 x 60 points=300 points  Licensure Requirements Paper-200 points  Counselor Interview Paper-300 points</p> <hr/> <p>TOTAL POINTS: 1000 points</p> <table border="0"> <thead> <tr> <th>GRADE SCALE</th> <th>POINT DISTRIBUTION</th> </tr> </thead> <tbody> <tr> <td>89.5-100% A</td> <td>895-1000</td> </tr> <tr> <td>79.5-89.4% B</td> <td>795-894</td> </tr> <tr> <td>69.5-79.4% C</td> <td>695-794</td> </tr> <tr> <td>0-69.4% F</td> <td>0-694</td> </tr> </tbody> </table> <p>TRACK YOUR OWN GRADE HERE:</p> <p>Role Play 1: ____ Licensure Paper: ____  Role Play 2: ____ Quiz #1: ____  Role Play 3: ____ Counselor Interview Paper: ____  Role Play 4: ____ Quiz #2: ____  Role Play 5: ____ Online survey: ____  Any Extra Credit: ____</p> <p>Total Points: ____/1000</p> <p>The Graduate catalogue provides these guidelines and grading option:  Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W</p> <ul style="list-style-type: none"> <li>A/A- Superior graduate work</li> <li>B+/B/B- Satisfactory graduate work</li> <li>C Marginal work</li> <li>F Unsatisfactory work</li> <li>CR Credit given for practica/internships</li> <li>I Incomplete work</li> <li>ZF Permanent grade for unfinished incomplete grade which treated as an F</li> <li>W Withdrawn from the course</li> </ul>	GRADE SCALE	POINT DISTRIBUTION	89.5-100% A	895-1000	79.5-89.4% B	795-894	69.5-79.4% C	695-794	0-69.4% F	0-694
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<p><b>Activities</b></p>	<p><b>A NOTE ABOUT MY PHILOSOPHY OF EDUCATION</b>  I believe that generally most people learn well when they think about the material, relate it to themselves, and interact with others. I also believe that individuals may learn best differently, so I try to incorporate multiple methods. So, this class will include reading, writing papers, writing exercises, exams, video, lecture, discussion, interviewing other professionals, and role plays. I also see students as active learners. Don't expect me to just talk and inform you. I want you to be involved in the material. Ultimately, learning is your responsibility.</p> <p><b>EXPANDED ASSIGNMENT INFORMATION</b>  <b>Take Online Surveys &amp; Print Out Results for Class</b>  Taking the surveys requested, printing them out, and bringing them to class for discussion will be worth up to 40 points total.</p>										

**In-Class Role-Play Participation**

There will be 5 role-plays in class worth 60 points each for a total of 300 points. You must be present and actively participate to earn these points.

**Licensure Requirements Paper**

Each student will research information about requirements for becoming a Licensed Professional Clinical Counselor (LPCC) in Kentucky [or a Licensed Mental Health Counselor (LMHC) in Indiana]. This paper will focus on the steps to gain licensure as a counselor and steps to maintain licensure. Include in your report information about:

- Application & Licensing Fees (please attach application): 30 **points**
- Required Exams & some information about details of exam: 45 **points**
- Clinical experiences and hours needed; Amount of supervision needed prior to licensing and who is eligible to provide it: 75 **points**
- Continuing education requirements to maintain a license: 50 **points**

\*\*\*\*\*Attach to your report, an application for the type of license you plan to seek \*\*\*\*\*

This paper needs to be 2-3 pages and is worth 200 points. Points may also be deducted due to grammar, organization, and appearance.

**Quiz #1**

Your first quiz will include 20 multiple choice questions. The quiz will be worth 80 points. A study-guide will be provided to help focus your preparation.

**Counselor Interview Paper**

Each student will interview two mental health professionals at least one of which must be an LPCC in Kentucky (or an LMHC in Indiana). Students cannot interview people at the student's current workplace for this assignment. It is strongly encouraged that these interviews are conducted in-person if possible. You will write a paper including both of your interviews. Be prepared to share these experiences informally in class. If you have difficulty locating or accessing professionals to interview, please let your instructor know. You may want to consider what settings you may want to work in and arrange interviews with professionals in these types of environments. Make sure to include information about:

- Your interviewee's name, title, credentials, and work position
- Some brief information about the type of work setting
- Information about what the professional does in his or her role on a

daily basis

- The professional's educational background
- The professional's "theoretical orientation"
- Other mental health related jobs the person has had
- Information about what the professional finds most difficult and most rewarding about his or her career
- How the professional handles job stress
- What kind of therapy he or she practices
- Suggestions for someone planning to go into the field
- What tests do you need to take to get your current certifications and licenses?
- How the business they work for gets reimbursed for services

Other suggested information to gather includes:

- How do you deal with conflict in the therapeutic process?
- What types of crises come up in your job? How do you handle them?
- What training experiences were the most influential in shaping you as a counselor?
- What books were most influential in shaping you as a counselor?
- Whatever you as the interviewer are curious about or think is important
- What types of paperwork do you have to complete?

This paper needs 3-4 pages and is worth 300 points. It is recommended that at some point, you follow-up with the people you interviewed by sending a thank you note.

Here are some considerations regarding grading the Counselor Interview Paper assignment:

- Each interview write-up will be worth up to 150 points
- Up to 80 points per interview will be awarded for content in relation to including the information outlined above
- Up to 30 points per interview write-up will be awarded in relation to grammar and format
- Up to 40 points total for all interviews will be awarded based on meeting requirements for length

### **Quiz #2-Parts A & B**

Your second quiz will include two parts. One part will be a take home portion due on the last day of class. The other part will be 10 multiple choice questions and will be taken on the last day of class. The quiz will be

worth up to 80 points. A study guide will be provided to help focus your preparation.

### **Extra Credit Options**

There will be 2 opportunities for extra credit. Each will be worth up to a possible 60 points. The instructor must approve books or articles selected by the student. You may complete both of the extra credit opportunities, and can complete each option twice each. Each written option must be word processed and double-spaced. Type your name on the top left of your assignment. You may choose from the following:

1) Students may find a research study article in a scientific journal. The article must discuss either effectiveness of therapy or examine characteristics of effective helpers. An article can be about a debate in the literature on these issues, be a study on these specific issues, or be a review or meta-analysis article. Address the following questions in non-psychology jargon to the best of your ability:

- How is this article related to either or both of the two topic areas mentioned above?
- Summarize the main points of the article.
- If it is an original research project, what did the researchers do? What did they find out? What did they learn?
- If it is a debate type article, what are the issues being debated? What are the rationales each side gives in support of their position?
- What are the main conclusions the author make?
- Is there a general consensus in the field regarding the topic of interest? If yes, what is it? If not, what prevents a consensus?
- In a few sentences, state what you found interesting or surprised you about the study.

At minimum your paper needs to be 2 pages and limit your paper to 4 pages. Make sure to attach a copy of the article to your paper.

### 2) Self-Help Book

Select a self-help book and get it approved by the instructor. Read the book. Write a minimum 3-page paper discussing the following topics:

- What did the self-help book cover?
- What were the main topics and ideas presented?
- What did you see as strengths and weakness of this book?
- What was most helpful for you?
- Do you believe this book could be helpful to others?
- Would you recommend this book to others?

Make sure to limit your paper to 4 pages and list the title of the book in APA style

<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b> Should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b> Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>
<p><b>Course Policies</b></p>	<p><i>E-mail</i> Use of email will be mandatory for this course. I will ask each student for an email address. From time to time, I will send out information to students to expand on topics from the chapter or class and to offer help or suggestions on assignments. Email is one of the preferred ways for you to contact me.</p> <p><i>Confidentiality</i> During this course, you will be expected to participate in role-playing exercises. We will be sharing personal information. It is your duty to</p>

	<p>maintain confidentiality and trust. What is said in class must stay in class. You have the right and personal responsibility to only share of yourself what you want to talk about. You are expected to set your own boundaries for how much personal information you will share with the class. When in doubt about whether to share or not, please choose to keep information private.</p> <p><i>Word Processing/Typing</i>  Several assignments are required to be typed in this course. Any assignments completed out of class need to be word processed. All papers must be completed in APA style. Citations and a references page must be included if references are used. They also must be double-spaced, with 12 point font, have 1” margins, and be stapled if more than one page.</p>
<p><b>Weekly Schedule</b></p>	<p style="text-align: center;"><b>COURSE CALENDAR/SCHEDULE OF CLASSES</b></p> <p>(Students are expected to do assigned reading prior to the class covering those sections)  <i>(Assignments are due at the beginning of each class)</i></p> <p>1) Saturday, August 16<sup>th</sup></p> <p>Icebreakers  Discuss syllabus  Introduction to Course</p> <p><u>From Hill:</u>  Chapter 1 (p. 3-23)</p> <p><u>From Kottler:</u>  Preface (p. vii-xiii)</p> <p>In addition to reading, be prepared to discuss the following topics: <b>“Asking for Help: What it Means to Me” &amp; “My Ideal Counselor”</b></p> <p><b>=Following class, please send instructor an email with “COUN 5020” in the subject line. Say hello, ask a question, or let me know something about you. From time to time, I will send out information to students to expand on topics from the chapter or class and to offer help or suggestions on assignments.</b></p> <hr/> <p>2) Saturday, August 23<sup>rd</sup></p> <p><u>From Hill:</u>  Chapter 2 (p. 25-37)  Chapter 3 (p. 39-top part of p. 47)</p>

Chapter 4 (p. 61-middle of p. 73)

From Kottler:

Kottler: Chapter 1 (p. 1-24)

**Take Online Surveys & Print Out Results for Class** (instructions will be discussed at first class)

*In Class- Role Play #1: Your Natural Style*

\*\*\*(identify a problem for role play; use guidelines in Exhibit 1.1 on p. 18 of Hill's book)

Good Will Hunting segments

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3) Saturday, August 30<sup>th</sup>

From Hill:

Chapters 5 (p. 82, bottom p. 90-96)

From Kottler:

Chapter 2 (p. 25-41)

Chapter 3 (p. 43-73)

*In Class- Role Play #2: First Sessions*

\*\*\*(identify a problem for role play; use guidelines in Exhibit 1.1 on p. 18 of Hill's book)

DVD: Client-directed outcome-focused psychotherapy

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4) Saturday, September 6<sup>th</sup>

From Hill:

Chapter 6 (read *Exhibit 6.1* on p. 102)

Chapter 7 (p. 117-125)

Chapter 8 (p. 129-137)

Chapter 9 (p. 143-162)

From Kottler:

Kottler: Chapters 4 (p. 75-84; 92-94; 103-117)

*In Class- Role Play #3: Listening & Reflecting Skills*

\*\*\*(identify a problem for role play; use guidelines in Exhibit 1.1 on p. 18 of Hill's book)

Video: Psychotherapy with the Experts: Person Centered Therapy with Dr.

Natalie Rogers

*In Class- Practice Progress Notes*

**Licensure Requirements Paper Due**

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5) Saturday, September 13<sup>th</sup>

From Hill:

Chapter 10 (p. 169-184)

Chapter 11 (p. 199-205)

Chapter 12 (p. 213-225)

From Kottler:

Chapter 5 (p. 119-145)

**Quiz #1 (20 questions)**

DVD: Reality therapy

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6) Saturday, September 20<sup>th</sup>

From Hill:

Chapter 13 (p. 227-240)

Chapter 14 (p. 245-264)

Chapter 15 (p. 269-278)

Chapter 16 (p. 283-294)

*In Class- Role Play #4: Insight Stage Skills*

\*\*\*(identify a problem for role play; use guidelines in Exhibit 1.1 on p. 18 of Hill's book)

Good Will Hunting segments

*In Class- Develop Treatment Plan*

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7) Saturday, September 27<sup>th</sup>

From Hill:

Chapter 17 (p. 306-309)

From Kottler:

Chapter 6 (p. 147-181)

Chapter 7 (p. 183-206)

	<p><b>Counselor Interview Papers Due</b></p> <p><u>Good Will Hunting segments</u></p> <p><i>In Class- Role Play #5: Action Stage Skills</i>  ***(identify a problem for role play; use guidelines in Exhibit 1.1 on p. 18 of Hill's book)</p> <p><i>In Class- Practice Progress Notes</i></p> <hr/> <p>8) Saturday, October 4<sup>th</sup></p> <p><u>From Hill:</u>  Chapter 18 (p. 320-top of 326; middle p. 330-333)  Chapter 19 (p. 335-352)  Chapter 20 (Read <i>Exhibit 20.1</i> on p. 355)</p> <p><u>From Kottler:</u>  Chapter 8 (p. 207-215; p. 220-239)</p> <p><u>DVD: Brief Counseling: The Basic Skills</u></p> <hr/> <p>9) Saturday, October 11<sup>th</sup>  Wrap up; Brief lecture on history of counseling; <i>In Class- Relaxation Exercise</i></p> <p><u>From Hill:</u>  Chapter 22 (p. 401-418)</p> <p><u>From Kottler:</u>  Chapter 9 (p. 241-257)</p> <p><b>Quiz #2 Part A (10 questions in class) &amp; Part B (take home part due)</b></p> <p><b>LAST DAY TO TURN IN ANY EXTRA CREDIT</b></p> <p><u>Good Will Hunting segments</u></p>
<p><b>Additional Information</b></p>	<p><b>Course Requirements:</b></p> <p><b>Course Attendance:</b>  The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for</p>

excessive or unexcused absences.

**Conduct:**

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

**Course Contact Hours:**

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours

may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

**Note:**

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.