

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Fall 9-1-2022

COUN 510.01S: Introduction to the Counseling Profession

Veronica I. Johnson

University of Montana, Missoula, veronica.johnson@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

Johnson, Veronica I., "COUN 510.01S: Introduction to the Counseling Profession" (2022). *University of Montana Course Syllabi, 2021-2025*. 1304.

<https://scholarworks.umt.edu/syllabi2021-2025/1304>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

COUN 510: Intro to the Counseling Profession

University of Montana Department of Counseling
Fall 2022 Course Syllabus

Instructor:

Veronica (Roni) Johnson, EdD, LCPC, NCC

Email: veronica.johnson@mso.umt.edu

Office location: EDUC 338

Phone: 406-243-4205

Office hours: Wednesdays 9-12, Thursdays 10-11, and by appointment

Class Location and Time:

Phyllis J. Washington College of Education, 334

Friday, September 2; Friday, October 14, 2022 – 8:00-5:00

Required Text/Readings:

Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial.

Other readings listed below, and all available on Moodle.

ACA Advocacy Taskforce (2020, June 3). Professional advocacy: A call to the profession. *Counseling Today*, <https://ct.counseling.org/2020/06/professional-advocacy-a-call-to-the-profession/>.

American Counseling Association (2014). 2014 *ACA code of ethics*. <https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf>

Ausloos, C. D., & Nelson, T. (2019, December 2). Human rights 101, part 2: Implications for graduate students and counselor education programs. *Counseling Today*. <https://ct.counseling.org/2019/12/human-rights-101-part-2-implications-for-graduate-students-and-counselor-education-programs/>.

Leahy, M. J., Rak, E., & Zanskas, S. A. (2016). A brief history of counseling and specialty areas of practice. In I. Marini & M. A. Stebnicki (Eds.) *The professional counselor's desk reference* (2nd ed., pp. 3-8). Springer. https://www.google.com/books/edition/The_Professional_Counselor_s_Desk_Refere/8IdmCgAAQBAJ?hl=en&gbpv=1

Chaney, M. P., Gill, C., & Super, J. (2019, November 19). Human rights 101: Implications for counselors and the counseling profession. *Counseling Today*. <https://ct.counseling.org/2019/11/human-rights-101-implications-for-counselors-and-the-counseling-profession/>.

Rollins, J. (2021, January 5). The forces that could shape counseling's future. *Counseling Today*, 63(7), 22-57. <https://ct.counseling.org/2021/01/the-forces-that-could-shape-counselings-future/>.

Myers, J. E. & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling and Development, 86*, 482-493.

Sommers-Flanagan, J. (2015). Evidence-based relationship practice: Enhancing counselor competence. *Journal of Mental Health Counseling, 37*(2). 95-108.

Course Description:

This 1-credit course is designed to help school and clinical mental health counselors-in-training gain an understanding of the counseling field and begin developing professional identity. Much of the material introduced in this course will be developed in greater detail in later courses. This course is an overview that prepares students to develop their professional identity and helps them understand professional counseling activities.

Course Objectives:

- Students in both Clinical Mental Health and School Counseling tracks will come to know the professional organizations, preparation standards, and credentials relevant to their chosen training program and career, as well as those of other human service providers.
- Students will learn about the history and philosophies of the counseling profession, including our orientation towards wellness and prevention as desired outcomes in our work with others and we will learn about advocacy necessary for our own profession.
- Students will learn about various self-care strategies necessary to become and remain effective counselors, including furthering our understanding of the effects of racism, sexism, power, and oppression in our own lives and those of our clients.
- Students will read and begin applying ethical standards from ACA, ASCA, and AMHCA to professional preparatory activities.
- Students will begin the process of learning about the barriers to access, equity, and success that clients face and how counselors can advocate for the reduction or removal of these barriers. This will include exposure to public policies affecting quality and access.

CACREP-Related Core Course Objectives: This course addresses, at least in part, the following core CACREP objectives.

- 2.F.1.a. history and philosophy of the counseling profession;
- 2.F.1.b. professional roles, functions, and relationships with other human service providers, including strategies for interagency-interorganization collaboration and communications;
- 2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession
- 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
- 2.F.1.f. professional organizations, including membership benefits, activities, services to members, and current issues;
- 2.F.1.g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- 2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession
- 2.F.1.i. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- 2.F.1.l. self-care strategies appropriate to the counselor role;

CACREP Specialty Standards: School Counseling

5.G.1.a. history and development of school counseling

5.G.2.l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling.

CACREP Specialty Standards: Clinical Mental Health Counseling

5.C.1.a. history, and development of clinical mental health counseling.

5.C.2.a. roles and settings of clinical mental health counselors

5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

Method of Instruction:

- a) Experiential learning
- b) Professor lectures
- c) Guest lectures
- d) Class discussion
- e) Presentation of audiovisual material when appropriate
- f) Internet-based learning
- g) Student presentations.

Disability Accommodations:

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted the [Office of Disability Equity](#) located in Aber Hall, first floor, please do so in order to verify your disability and to coordinate your reasonable modifications.

Expectations of Teaching and Learning:

This is an in-person class, and student attendance and participation are expected. If you face extenuating circumstances that prevent you from attending class in person, please communicate that to me as soon as reasonably possible to request an accommodation. Here's the current campus guidance for the fall semester as it relates to COVID-19:

- The university encourages COVID-19 vaccines and boosters, which are offered for both students and employees at the Health Services Pharmacy inside Curry Health Center.
- Masks are only required inside Curry Health Center and in some medical/research laboratories on campus. This requirement will be clearly posted. Required or not, we respect those choosing to wear a mask to reduce the spread of respiratory viruses.
- COVID testing for students is available at Curry Health Center. Free at-home tests can be [ordered online](#) or there may be tests available through the Health Services Pharmacy, call 243-5171.

Remote Learning Statement

The Department of Counseling is an in-person program. As we continue the transition from COVID, we are aware that the pandemic continues to present risk for some. Should you have health concerns preventing in-person learning, we will work with you to make accommodations.

Because nearly all classes are designed for an in-person curriculum, arrangements for continuous remote learning must be approved by the faculty. Should short term, immediate needs require remote learning (travel due to the loss of a family member, quarantine, illness) please consult with your instructor as soon as possible. Remote learning will not be used to facilitate convenience, accommodate vacations, or the like.

In the event that you test positive or are exposed to a COVID-positive case and required to quarantine, a Zoom option is available to attend class. I ask that you only use this option for health-related reasons, as the best learning environment is when everyone is present in person. When attending class on Zoom, please be prepared to engage in class discussion, and ensure that your environment is free from distractions. Plan to have your video enabled, and your microphone muted except when you are speaking. Please notify me ahead of time if you need to attend class via Zoom so that I can be sure to engage you in class activities appropriately.

We look forward to having you in class and creating rich learning environments together.

Personal Awareness

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate. Aspects of this course are designed to be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way to increase your personal awareness, and refine your counselor identity. Note: your evaluation in this class is *not* dependent on chosen levels of self-disclosure.

Readings

The readings for this class provide the foundation for the class. Students are expected to come to class having read the material and be prepared to discuss it and engage in activities focused around the readings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.

Late Assignments

Unless other arrangements are made with the course professor, course assignments are due on the date indicated in the syllabus. ***Assignments are subject to a 2-point deduction for each day late.*** Please call or e-mail the instructor if you are experiencing difficulties in turning in an assignment on time.

Academic Integrity

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. All students need to be

familiar with the Student Conduct Code. The Code is available for review online at the following link: <https://www.umt.edu/student-affairs/community-standards/default.php>

Respectful Behavior

I believe in creating a learning environment where students experience a sense of safety and trust to support risks of self-expression and class dialogue. This is an environment we must work together to create. Therefore, interacting respectfully (turning off cell phones, etc.) and maintaining a curious and engaged way of being with one another is essential.

Electronic Device Notice

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise. My informal policy is that if your cell phone rings during class, you have the privilege of bringing treats for everyone during the next class period.

E-mail Policy

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Land Acknowledgement:

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

Action statement: We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

–This statement was developed with the Leadership of Dr. Annie Belcourt (Blackfeet, Mandan, Hidatsa, Chippewa), Professor in the School of Community and Public Health Sciences.



Assignments:

1. Attendance and Participation (30 points)

Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. You should be an *active member* of this class and it is expected that you will be an *engaged learner*, bringing energy and enthusiasm to every class.

2. Reflective quizzes & Handbook quiz (50 points)

Once during each class there will be a reflective quiz focusing on readings and discussions. The quizzes will be multiple choice and/or short answer format. The first quiz will focus on the topics and readings for day one, and the second quiz will focus on the topics and readings for day two.

3. Volunteering and reflection (50 points)

For this assignment, you'll need to volunteer for at least 5 hours at a community organization related to promoting the mental health and wellness of our community. A sampling of volunteer activities can be found at the following website: <https://www.volunteermisoula.org/>. You must have your volunteer activity approved by me no later than our second class meeting, October 14, 2022. You should choose an organization of interest to you, and it can be one that serves community members across the life span. Of course, you may spend more than 5 hours volunteering if you like. After your volunteer experience you should write a 2-page reflection paper. Although the content of this paper is open, you should be sure to include:

- Your observations of relational interactions between organization staff and community members served
- Reflections on your observations of your relational interactions with community members served (including any emotional reactions you may have had).
- Any pre-existing assumptions you held about this population that were challenged or changed as a function of your volunteering.

The paper will be graded on:

- clarity of communication/grammar/attention to detail
- inclusion of sensitive and original observations between staff and clients
- inclusion of observations/reflections about yourself
- inclusion of ethical, social justice, or skills and theories topics as appropriate
- a concluding or summarizing statement.

Your reflection paper is due by midnight on **November 18, 2022**, although you can turn it in earlier.

Total points possible for course: 130

Breakdown of points:

Attendance and Participation: 30 points

Reflective quizzes (2): 50 points

Volunteer experience and reflection: 50 points

A = 93%+

B = 83-86%

C = 73-76%

D = 63-66%

A- = 90-92%

B- = 80-82%

C- = 70-72%

D- = 60-62%

B+ = 87-89%

C+ = 77-79%

D+ = 67-69%

F = Below 60

CLASS SCHEDULE:

Friday, September 2, 2022

- 8:00 a.m. Welcome and opening class activity
- 8:30 a.m. Review of assignments and course requirements
The Gift of Therapy groups - handout on Moodle for chapter assignments
- 9:00 a.m. **Getting to know Dr. Shannon Lollar**
- 9:30 a.m. Morning Break
- 9:45 a.m. Topic: The history of the counseling profession.
Read: **Leahy, Rak, & Zanskas (2016) "A brief history"**
- 10:15 a.m. Topic: Professional identity and advocacy within and outside the profession.
Read: **ACA Advocacy Taskforce (2020) "Professional advocacy"**
Chaney, Gill, & Super (2019) "Human rights 101"
Ausloos & Nelson (2019) "Human rights 101, part 2"
- 11:30 Lunch Break
- 12:30 p.m. Topic: Professional ethics
Read: **ACA Ethics Code preamble and purpose**
Peruse ACA/ASCA ethics codes
- 1:00 p.m. **The Writing Center: Shareen Grogan**
- 1:15 p.m. **Doctoral Student intros**
- 1:45 p.m. **Getting to know Dr. Jayna Mumbauer-Pisano**
- 2:15 p.m. Afternoon Break
- 2:30 p.m. **Getting to know Dr. Sara Polanchek**
- 3:00 p.m. **Getting to know Dr. Kirsten Murray**
- 3:30 p.m. Topic: Counselor Education Handbook . . . Handbook Quiz and verification of reading due October 14th, 2022
Read: **2022-2023 MA Student Handbook**
- 4:00 p.m. **Getting to know Dr. Emily Sallee and intro to Tevera**
- 4:45 p.m. Closing activities and planning for our next meeting

Friday, October 14, 2022

- 8:00 a.m. Warm up
- 8:15 a.m. Topic: Evidence-based relationship factors and client outcomes
Read: **Sommers-Flanagan (2015) “Evidence-based relationship practice”**
- 8:45 a.m. **Getting to know Dr. John Sommers-Flanagan**
- 9:15 a.m. Morning Break
- 9:30 a.m. *The Gift of Therapy* groups
Read: **Yalom (2017) *The Gift of Therapy***
- 10:00 a.m. **Getting to know Dr. Dan Salois**
- 10:30 a.m. Topic: Wellness as a core concept in counseling
Read: **Myers & Sweeney (2008) “Wellness counseling”**
- 11:00 Flexible time – Practicum/Internships/other topics
- 11:30 a.m. Lunch Break
- 12:30 p.m. Jigsaw reflective activity – *The Gift of Therapy*
- 1:15 p.m. Group reflections on Jigsaw activity
- 1:45 p.m. Topic: The Future of Counseling
Peruse: **Rollins (2021) “The forces that could shape counseling’s future”**
- 2:45 p.m. Afternoon break
- 3:00 p.m. Student Groups: Counselors for Social Justice and Chi Sigma Iota
CSJ Leaders: Lisandra Banks & Taylor Johnson
CSI Leaders: Becca Erdman, Timothy Kempff & Whitney Miller
- 3:30 p.m. Balancing school and life – planning for self-care and wellness
- 4:00 p.m. Creating a personal and group vision for your CMHC and SC education and training.
- 4:30 p.m. Closing activities