

The University of Texas at Austin
EDP 381: Professional Issues in Counseling

Room: SZB 268: Unique (10845)

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Instructor:	Leslie Ann Moore, Ph.D.	Telephone:	512-471-0357
Office:	SZB 262J		512-934-3834 (cell)
Office Hours:	TTH 2-3	email:	lamoore@austin.utexas.edu
	By appointment		Email communication preferred
Teaching Assistant	Lauren Brooks		
Office Hours:	W 1-2	email:	lmbrooks@utexas.edu

ADA Compliance Statement

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. If they certify your needs, I will work with you to make appropriate arrangements.

Course Description and Objectives

With origins in the field of vocational counseling, counselors today have expanded to include personal, social and career concerns. Professional counselors work in a variety of settings and situations that involve a vast variety of clientele and human issues. These settings include, but are not limited to, community agencies, schools, colleges, universities, rehabilitation centers, hospitals and private practice. In view of the increasingly limited resources for mental health consumers, counselors are challenged to reach the maximum number of clients. Counselors in academic settings are uniquely positioned to provide mental health services at multiple levels - campus-wide prevention activities as well as interventions with small groups and individuals. Counselors providing these services are required to provide competent, multiculturally sensitive and ethical services. An important focus of this course is to provide a broad picture of the context and tasks of the counseling profession, with an emphasis on counseling in academic settings.

Students participating in the course will:

- a. examine the historical origins of counseling and guidance.
- b. identify future directions of counseling and guidance.
- c. target areas for their own professional development as a counselor.
- d. examine the role of a counselor in an academic setting.

The learning activities in the course will include lectures, role-plays, case discussions, video presentations and writing activities. There are no prerequisites for this course.

Required Texts

Erford, B. T. (2014). *Orientation to the counseling profession: Advocacy, ethics and essential professional foundations*. (2nd Ed.). Upper Saddle Creek, N. J.: Pearson, Inc.

Additional articles will be assigned via Blackboard or via a packet reading.

Course Requirements

1. **Professional Identity Exercises (10 Points): DUE: September 3rd**
 - a. Select one website (Professional Orientation) and find the following information:
 1. What is the mission of the organization?
 2. What are some of the professional resources available on the website?
 3. What type of student involvement is available?
 4. When and where are the national conventions?
 5. Are student scholarships available for education or training?
 6. What, if any, regional and local organizations are affiliated with the group?
 - b. Create an "Ideal Counselor Job Wheel" using the tasks of a counselor (from lecture).
Draw a circle and divide the whole area of counseling according to preference – e.g. I like one-on-one counseling better than paperwork so my slice apportioned to counseling would be larger than the slice for paperwork.
2. **Introductory Paper (20 points): DUE: September 10th**. Students will select a topic related to their self-reflections of themselves as a counselor. Prompts and specific questions are provided in Appendix A.
3. **Class Discussion: (10 Points):** Class discussion is an important factor in graduate level education. In addition to large class discussions, students will participate in small discussion groups and role-plays to apply the concepts covered in the course to the specific population of interest (elementary schools, secondary schools, colleges and universities).
4. **Mentoring & Mentoring Log (20 Points):** Students will work in the community providing mentoring or tutoring to 1 or 2 students per week. You will maintain a log of your experience of the mentoring relationship with an emphasis on self-reflections (rather analyzing the student). Suggested starters and procedures for the log entry are outlined in Appendix B. The reflection notebooks will be collected by groups – see the chart below:

Group A	Group B	Group C
Aleza Berube Stephanie Etkin Brooke Hinch David Lopez Josh Rodgers Megan Steinhardt Lorena Watson	Ricardo Betancourt Chelsea Hall Madison Juarez Madison Moore Morgan Sinnard Krista Talley	Carly Boeselt Brooks Harbison Bri Liu Rebecca Pence Kristin Smart Avianne Washington

5. **Research Paper (40 Points):** The students will write a research paper addressing a question in counseling in academic settings across the course of the semester. The paper assignment will be divided into sections with progressive due dates.
- A. Topic DUE: September 10th.** When submitting a topic, think of a question to be answered or an argument to be made which will be answered or supported by the readings that you discover. This is not a report on a topic but a research paper.
- B. List of suggested articles in APA format and proposed thesis: DUE: September 24th.**
- C. Annotated Bibliography: DUE: October 8th.** Students will identify a topic and develop an annotated bibliography of 6 articles on the topic, using a minimum of 2 different journals from the above list or other approved journals. The bibliography will conclude with a paragraph relating the content of the articles to implications for the profession of counseling. Please confer with the instructor on topics. The format of the bibliography will include:
1. A one-paragraph introduction stating the problem in counseling that is to be researched including the thesis, a rationale for the importance of the topic and goals for the research.
 2. 6 annotations which will include:
 - a journal citation in APA format.
 - a brief summary paragraph and
 - a critique of the article.
 3. a concluding paragraph which integrates finding and implications across all articles
- D. Completed Paper Due: DUE: November 5th.** The paper will be an **expanded and reorganized** version of the annotated bibliography which will include additional resources and integrate relevant information from the class. The reorganization will be thematic or chronological rather than by article. The paper will be approximately 10 pages. Bring 3 copies (2 for student review and 1 for professor).
- E. Revised Paper: DUE: November 19th.** The student will submit all parts of the paper – annotated bibliography, critiqued rough drafts and final copy for a final grade on the project.
6. **Case Application: Due: November 26th** (10 points) Students will be given a case study and questions in mid October to which they can apply the core knowledge gained in the course. They will work in small groups of 3 with other CE students to answer the questions. This can be done outside of the classroom or can be done in class on November 26th (the Wednesday before Thanksgiving.) The case discussion will be submitted online by 7:30 pm on November 26th and reviewed in class on December 3rd.
7. **Quizzes.** (30 points) For each topic, objectives will be placed on Canvas. You may use these objectives to study with your classmates and to ensure that you know the answers to the objectives. On days indicated on the syllabus, a quiz will be placed on Canvas. You will be given 48 hours to take the quiz. You may use your notes, texts and the internet to answer quiz items; however, you may not consult with classmates once you have initiated the quiz.

Grading Policy

With the exception of the Mentoring Log writing and class participation, each of these assignments will be assigned a grade based on the criteria specified in the assignment. The completion of the Mentoring Log entries and participation in the class discussions are necessary requirements for a grade of A. If the Mentoring Log entries are not completed (a no-credit grade), the average of the grades on the graded assignments will be lowered one grade level.

A - reserved for work that addresses each criteria specified for the assignment and elaborates with examples, synthesis and evaluation skills.

B - reserved for assignments that address each specified criteria.

C - reserved for assignments that address the majority of the criteria.

Assignments & Points

Professional Identity Exercises (10 Points)

Introductory Paper (20 Points)

Class Discussion (10 Points)

Mentoring Log (20 Points)

Research Project (40 Points)

Case Application (10 Points)

Quizzes (30 Points)

Total = 140

A = 94%

A- = 90-93%

B + = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%*

C = 74-76%

C- = 70-73%

A course grade below a B- is not acceptable in a graduate level class. This will result in academic probation and the student will be required to re-take the course.

CANVAS (for checking announcements from instructors and grades):

This instructor will participate in the course evaluation provided by the university.

Course Policies

1. Graduate studies rely on discussion and interaction as major tools of learning. Therefore, students are expected to attend class and read the assigned material before class. Please let the instructor know if you will be missing class for any reason. A consequence of choosing to not attend class may be a lowered grade. Missing more than 2 classes may result in a failing grade.
2. Students are responsible for class materials, including classes they have missed due to an absence. Networking with someone in class to obtain the information is recommended in case of absences.
3. Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. Consider your assignments as the beginning of your counseling profession. Please use proper spelling, grammar, and organization. Students are encouraged to visit the Graduate Writing Center for assistance with producing written material.
4. If using others' ideas or quoting others' thoughts, please use citation using APA style for citation, and provide a reference at the end of the assignments. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of Scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the UT Learning Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address.
http://deanofstudents.utexas.edu/sjs/acint_student.php
5. If having problems with the course, please assume responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: Richard Light, a Harvard professor, reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, using the Teaching Assistants, using the learning center, etc.).
6. The course is a team effort between instructor and students: feedback is welcome.
7. Students are requested to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
8. University policy is to respect religious holidays. Please advise the instructor of any upcoming holidays and the specific dates that you will be missing classes so that arrangements can be made for assignments and so that you are able to cover class materials.

9. Use of electronic equipment for personal use during class activities demonstrates a lack of respect toward the instructor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to, email, texting, Twitter, YouTube, Facebook, un-authorized web searching, etc.) may be considered as an absence.

September 12th is the last day to drop a class without a possible academic penalty.

October 24th is the last day to drop a class with the dean's approval or to change grade to pass/fail.

**Reading and Assignments
(Subject to Revision)**

Date	Topic	Readings and Assignments	Assignments
UNIT 1: COUNSELOR IDENTITY AND THE COUNSELING PROFESSION			
Aug. 27	Course Overview – The Counselor as a Person What is a mentor?	Counseling Theory Preference Sheet	
Sept. 3	Ethics and Standards for Counselors	Erford, Chapter 1-3 Sontag, D. (2002). Who was responsible for Elizabeth Shin? The New York Times, April 28, 2002. http://www.nytimes.com/2002/04/28/magazine/who-was-responsible-for-elizabeth-shin.html	Professional Identity Exercises
UNIT 2: COUNSELING COMPETENCIES AND ROLES			
Sept. 10	Theories and Process	Erford, Chapters 4 & 5	Introductory Paper; Research Paper: Topic Selection
Sept. 17	Counseling Microskills	Erford, Chapter 6	
Sept. 24	Developmental Issues in Counseling	Erford, Chapter 7 Small group discussions (according to developmental interests) <ul style="list-style-type: none"> Blanco, P.I.J. & Ray, D. C. (2011). Play therapy in elementary schools: A best practice for improving achievement. <i>Journal of Counseling & Development</i>, 89, 235-243. Oetzel, K. B. & Scherer, D. G. (2003). Therapeutic engagement with adolescents in psychotherapy. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 40(3), 215-225. Hall, A. S. & Parsons, J. (2001). Internet addiction: College student case study using best practices in Cognitive Behavior Therapy. <i>Journal of Mental Health Counseling</i>, 23(4), 312-327. Chickering Handout 	Mentoring Log – Group B
Oct. 1	Counseling in a Multicultural World	Erford, Chapter 8 Small group discussions (according to developmental interests) <ul style="list-style-type: none"> Shimabukuro, K. P. (1999). Addressing spiritual issues from a cultural perspective: The case of the grieving Filipino boy. <i>Journal of Multicultural Counseling and Development</i>, 27(4), 221-239. Constantine, M. G. (2002). Predictors of satisfaction with counseling: Racial and ethnic minority client's attitudes toward their counselor's general and multicultural counseling competence. <i>Journal of Counseling Psychology</i>, 49(2), 255-263. Lauren's presentation Competencies chart	Mentoring Log – Group A; Research Paper: List of articles and proposed thesis
Oct. 8	Advocacy in the Counseling Profession	Erford, Chapters 9 & 10 LGBTQ ALLIES TRAINING	Mentoring Log – Group C; Research Paper: Annotated

			Bibliography Due (all 3 parts!)
UNIT 3: COUNSELORS AT WORK			
Oct. 15	Counseling Settings	Erford, Chapter 11	Mentoring Log – Group A
Oct. 22	The Counselor as Information Provider – Advising, Prevention, & Psychoeducation	<ul style="list-style-type: none"> Weeks, A. M. (2004). Advising v. counseling: The Blackberry River approach. <i>Journal of College Admissions</i>, 20-26. Terpeka, J. B. (1998). Pangloss' wisdom: College counseling as an ethical activity. <i>Journal of College Admission</i>, 190, 2-7. Van Velsor, P. (2009). School counselors as social-emotional learning consultants: Where do we begin? <i>Professional School Counseling</i>, 13(1), 50-58. Beauchemin, J. (2014). College student-athlete wellness: An integrative outreach model. <i>College Student Journal</i>, 48(2), 268-280. <hr/> <ul style="list-style-type: none"> Shaffer, L. S., & Zalewski, J. M. (2011). "It's What I Have Always Wanted to Do." Advising the Foreclosure Student. <i>NACADA Journal</i>, 31(2), 62-77. Robbins, R. (2012). Everything You Have Always Wanted to Know about Academic Advising (Well, Almost). <i>Journal Of College Student Psychotherapy</i>, 26(3), 216-226. Lili, A. & Wolfe, R. E. (2010). Back on track to college: A Texas school district leverages state policy to put dropouts on the path to success. ERIC. http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED520107 Beauchemin, J. (2014). College student-athlete wellness: An integrative outreach model. <i>College Student Journal</i>, 48(2), 268-280. 	Mentoring Log – Group B;
Oct. 29	Client Issues – Substance Use and Abuse	Erford, Chapter 12, pp. 358-361 MOTIVATIONAL INTERVIEWING	Mentoring Log – Group C
Nov. 5	Client Issues – Mental Health, Career, Rehabilitation	Erford, Chapter 12, pp. 361-383 DISABILITIES ADVOCACY TRAINING	Mentoring Log – Group A; Research Paper: Completed Paper Due. Bring 3 copies!
Nov. 12	The Counselor and Assessment/ Case Conceptualization	Erford, Chapter 13	Mentoring Log – Group B
Nov. 19	Consultation and Supervision in Counseling	Erford, Chapter 14 POST ONLINE CASE ANALYSIS	Mentoring Log – Group C; Research Paper: Revised Paper Due.
Nov. 26	CASE APPLICATION	Students may meet together prior to this evening or may meet on this date to complete this activity.	
Dec. 3	Accountability and Research in Counseling	Erford, Chapters 15 & 16	

Appendix A

Introductory Paper (10 Points): Write a well-organized reflection paper on how studying counseling fits with who you are and who you want to become. Listed are questions and reflection prompts that may serve as possible food for thought for this paper. Use the ones that pertain to you now, in your past and/or in your future and disregard the others. Feel free to add other areas that pertain to your history. Please construct a thesis that directs the reader to the areas you will be addressing in your reflection paper.

Possible Thoughts to Address:

- Why have you selected counseling as your anticipated profession?
- What personal experiences have influenced you in this decision? These may include previous roles as helper; an influential mentor; or experiences as a student, advisee, or client.
- What aspects of counseling interest you the most as a potential area of specialization? Explain why.
- Describe a significant life experience that led you to believe you could become a good counselor and that becoming a counselor was a worthwhile goal.
- What are your personal strengths that you bring to the field of counseling? Where do you see personal weaknesses that you will have to address in becoming a counselor? How do you see yourself doing this?
- Identify the various cultural influences which you believe have shaped your personal development and how. Factors that may have a role in shaping your professional identity as a counselor may include, but are not limited to family, friends, ethnic or racial identity, gender identification, spiritual communities, sexual orientation, disability status, nationality, art, media and society.

DUE: September 10th.

Grading criteria: Since this is a personal reflection paper, I will be grading on a satisfactory-unsatisfactory basis. Papers at the satisfactory level will be well-organized, have a thesis statement, offer supporting details for major points and/or elaborate beyond the assignment in a meaningful way (demonstrates critical thinking or integrates material from a different discipline or integrates outside material.) Unsatisfactory papers – I will work with you to rewrite the paper until it reaches a satisfactory level.

Appendix B
Mentoring Project
What is a Developmental Mentor?

Developmental mentors are people who.....	Developmental mentors are people who
<ul style="list-style-type: none"> • Keep commitments for appointments. • Have life experiences that may benefit someone through being a role-model. • Demonstrate cultural awareness. • Respect the mentee as the expert in his/her own life. • Facilitate self-determination of the mentee. • Are focused on development not problems. • Facilitate the mentee's problem-solving skills. • Use good listening skills. • Notice strengths and competencies. • Facilitate the awareness of options. • Maintain mentoring boundaries – time, space, role, physical limits. • Limit self-disclosure. 	<ul style="list-style-type: none"> • Don't give advice or recommendations. • Don't provide counseling or insights. • Don't develop friendships or romantic relationships. • Don't impose values or goals or work-styles. • Don't presume to be the expert in another person's life. • Don't have the answers for everything. • Don't focus on their own successes and stories. • Don't give feedback on weaknesses. • Don't assume responsibility for either the successes or failures of the mentee. • Don't have contact (direct or social media contacts) with mentees outside of the mentoring setting. • Don't meet mentees outside of the scheduled mentoring time or place.

For more information:

"Mentoring Skills: Using Your Knowledge and Experience to Help Others See More." *Mindtools*.

http://www.mindtools.com/pages/article/newCDV_24.htm#sthash.rKgLeSid.dpuf

Appendix B Continued

Mentoring Log Entries

Prior to your submission date, you will make an entry (minimum of page, double spaced) in the Mentoring Log. The focus of the log will be on **the graduate student's experience** rather than about the development or challenges of the student being mentored. The self-reflections may also integrate the readings and discussion from class if appropriate. When making a mentoring log entry, please keep the identity of the student being mentored confidential by using a pseudonym. The following sentence starts may be used for your entry, but you are also free to use your own topic.

If your mentoring position has not yet started and you have a journal entry due, you may use the asterisked paragraph starters may be used when you have not had a mentoring interaction.

- Today I made an important breakthrough in my thinking about why people behave in certain ways. The thing I learned was...
- For me, the hardest part of today's mentoring experience is...
- Today, I experienced the impulse or acted in a way that took over for the student rather than promoting self-determination...
- One thing I learned about myself that is important for me as a developing counselor...
- I was pleased by an interaction that I had with my mentee...
- I was challenged today in an interaction with my mentee...
- *Something I really like about the role of a mentor is...
- *Something that I learned in class that came in or might come in handy in my mentoring interaction is...
- A multicultural concern or social justice issue that emerged while mentoring is...
- *My personal strengths for mentoring include...
- *A personal growth area for myself as a mentor that will help promote my growth as a counselor is...
- *An area of my cultural background (where I grew up, gender/race/ethnicity, social-economic status, sexual orientation, family values etc.) that became salient in my mentoring experience is...
- *An influential mentoring relationship that I have had that is influencing my response to my student is...
- *Make up your own prompt. If self-generating a topic, start the log entry with a question that your entry will explore.