



On-Campus Course Syllabus

CSL 650 SP.L1

Professional Orientation

Spring, 2020

Class Information

Day and Time: Spring 2020

Room Number: TBD

Contact Information

Instructor Name: Steve Hunter Ed.D., LPC-S, NCC

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-818-1371

Instructor Office Hours: Tuesdays and Thursdays 10:00 to 10:30; 2 to 4

Course Description and Prerequisites

Calls on students to practice their cumulative knowledge, and provides opportunities for learning communication and interpersonal skills, while demonstrating an ethical understanding under faculty supervision and through classroom interactions. Students will be assessed on demonstration of their competence, both in professional ability and healthy self-awareness. A review of the student's readiness for practicum will be performed by the professor in conjunction with the Counseling Program Director. Students who do not demonstrate such competencies may be required to take further courses, engage in further psychotherapy, or may be dismissed from the program. (It is highly recommended this course be taken the spring prior to the year of graduation, after 36 hours have been completed.)

Course Objectives^(enter course objectives)

1. Identify and practice essential interviewing and counseling skills to facilitate the student's ability to create a therapeutic relationship.
2. Establish a foundation for building a counselor identity through examining various counseling theories and associated techniques in the practice of individual, marriage, and crisis counseling.
3. Discuss professional issues, requirements, and responsibilities of counseling students in the context of the LPC Board for the State of Texas and other Credentialing Agencies, i.e. CACREP, ACA, NBCC, etc.
4. Demonstrate and apply knowledge of legal and ethical considerations as well as other professional issues related to counseling.
5. Learn self-care strategies appropriate to the counselor role.
6. Discuss membership in professional organizations, including membership benefits, activities, services to members, and current issues.
7. Foster a better understanding of the importance of the role of professional development, professional consultation, and networking in the local counseling community and beyond.

Required Textbooks

Erford, B. (2015). *Clinical experiences in counseling*. Boston, MA: Pearson. ISBN 978-0137017249

Young, M. (2017). *Learning the art of helping: Building blocks and techniques*. (6th ed.). Boston, MA: Pearson. ISBN 978-0134165783

Recommended Reading:

American Counseling Association. *Code of Ethics and Standards of Practice*. Alexandria, VA: Author.

DSM V, *Diagnostic and Statistical Manual of Mental Disorders*.

Texas Administrative Code, Title 22, Part 30, § 681-C: Code of Ethics.

Course Requirements and Assignments

1. Twenty percent (20%) of the student's grade will depend on the completion of a Midterm Exam.
2. Twenty percent (20%) of the student's grade will depend on the completion of a Comprehensive Final Exam.
3. Twenty percent (20%) of the student's semester grade will depend on the completion of an individual Research, Interview and Presentation Project (The RIP Project). The heart of the Project will focus upon the student's Theoretical Orientation and associated techniques. The student will write a Research Paper examining his/her "Theory of Choice" and the associated definition, description, principles, concepts, and techniques affiliated with the theory. The paper should have a minimum of ten different sources (books by leading experts and reputable journal articles). The body of the paper will be approximately ten to twelve pages according to APA Style and Format. The student will then be required to interview a Licensed Professional Counselor practicing in the field. Interview questions will focus upon greatest rewards, greatest challenges and the counselor's theoretical orientation (a basic description and the theory in practice). The student will present on his/her topic for approximately 30 minutes allowing for a time for questions. On the assigned date of the presentation, the student will provide a handout for each member of the class and submit an electronic version of the presentation to the professor before his/her presentation. No late work will be accepted.

When writing and organizing the paper, the student is to follow APA Style and Format. The following links provide all of the necessary details to create an APA Style paper:

- <https://owl.english.purdue.edu/owl/resource/560/01/> and
- <http://writershelp.bedfordstmartins.com/ebooks/helphandbook/pdfs/Hacker-APA-Format-01.pdf>.

In addition, the following are some key sections and related questions for the student to keep in mind while writing the paper:

- Introduction: _____ (15 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?

- Body of the Text: ____ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the counseling theory of choice? Is the research based upon quality books and reputable journal articles? Are these resources cited according to APA style? Are the writer's thoughts clear and easy to follow throughout the body of the paper? Does the writer use third person throughout the body of the paper?
 - Personal Interview ____ (20 pts.) Does the student ask interesting questions related to the counseling profession? Does the student ask questions related to the counselor's Professional Identity? Does the student ask about how the counselor implements his/her counseling theory in practice? Does the student ask additional creative and intriguing questions?
 - Conclusion: ____ (15 pts.) Does the paper have a conclusion that summarizes the main points, implications, and applications? Does the paper synergize the various aspects of the paper to draw some main conclusions related to the student's Professional Counseling Orientation? What does this mean for the student? What does this mean for the counseling profession, in general? Does the conclusion summarize the key insights and principles to keep in mind? What are the most important insights to leave with the reader as a result of the research?
 - Grammar and Style ____ (10 pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, reference page according to APA Style? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top?
 - Presentation: ____ (20 pts.) Does the presentation cover the main points of the topic in an interesting and engaging way? Does the student use PowerPoint effectively to emphasize the main points? Did the student provide a handout to the professor and other students at the time of the presentation? Did the student begin and end the presentation in a timely fashion?
4. Forty percent (40%) of the student's grade will depend on regular class attendance, class participation, and, a minimum of 4 mock video-taped counseling sessions to demonstrate basic counseling skills and techniques in order to build a therapeutic alliance, identify presenting problems, and move toward the working phase of the counseling process. In essence, the student will need to demonstrate a readiness to move to Practicum I through the demonstration of basic counseling skills and case conceptualization. Toward the end of the semester, the student will be evaluated according to the "Professional Orientation Approval Form" in order to determine whether or not the student is able to proceed to Practicum I.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	Dates	Learning Opportunities
1	1/20	MLK Day
2	1/27	Introductions, Syllabus Review

		Helping as a Personal Journey (Young, Chap. 1) Skill Building Practice
3	2/3	The Therapeutic Relationship (Young Chap. 2) Skill Building Practice
4	2/10	Invitational Skills (Young Chap. 3) Video Tape #1 Due, Case Conceptualization, Tape Review
5	2/17	Reflecting Skills Paraphrasing (Young Chap. 4) Skill Building Practice
6	2/24	Reflecting Skills Feelings (Young Chap. 5)
7	3/2	Advanced Reflecting Skills: Reflecting (Young Chapter 6) Video Tape #2 Due, Case Conceptualization, Tape Review
8	3/9	Mid Term Exam
9	3/16	Spring Break
10	3/23	Challenging Skills (Young Chapter 7) Video Tape #3 Due, Case Conceptualization, Tape Review
11	3/30	Maximizing Clinical Placements (Erford Chap. 1) Skill Building Practice
12	4/6	Supervision Process (Erford Chap. 2) Skill Building Process
13	4/13	Video Tape #4, Case Conceptualization, Tape Review CSL 630 Practicum I Approval Form and Interview
14	4/20	That First Impression (Erford Chap. 3) Skill Building Practice
15	4/27	Ethical/Legal Issues in Counseling (Erford Chap. 6)
16	5/4	Student Presentations (All assignments due) Review for Final Exam
17	5/11	Final Exam

Selected Bibliography

American College Personnel Association (1992). *Statement of Ethical Principles and Standards*. Washington, DC: Author.

American Counseling Association (2005). *Code of Ethics and Standards of Practice*. Alexandria, VA: Author.

American School Counseling Association (2004). *Ethical Standards for School Counselors*. Alexandria, VA: Author.

Bender, S. & Messner, E. (2003). *Becoming a Therapist*. New York: Guilford Press.

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- Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (1989). *Essential Interviewing: A Programmed Approach to Effective Communication* (3rd Ed.) Pacific Grove, CA: Brooks/Cole.
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- Nelson-Jones, R. (1993). *Lifeskills Helping: Helping Others Through a Systematic People-centered Approach*. Pacific Grove, CA: Brooks/Cole.
- Nelson-Jones, R. (1993). *Student Manual for Lifeskills Helping*. Pacific Grove, CA: Brooks/Cole.
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- Purkey, W. W., & Schmidt, J. J. (1987). *The Inviting Relationship: An Expanded Perspective for Professional Counseling*. Englewood Cliffs, NJ: Prentice-Hall.
- Texas Administrative Code, Title 22, Part 30, § 681-C: Code of Ethics (2005).
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