REQUIRED TEXTBOOKS AND OTHER MATERIALS:
Jeffery A. Kottler, & David S. Shepard,
Introduction to Counseling. ISBN:9781285084763

Livetext Student Edition (Membership Code Card) (2nd Ed.)
ISBN: 9780979663543
(Livetext is purchased only one time and used for all classes)

CATALOG DESCRIPTION: An introductory course to the world of professional counseling. Course content includes historical overview, concepts, approaches, philosophy and development of the counseling profession. Professional roles, organizations, credentialing, legal/ethical issues, and professional standards of care are covered. Prerequisites: Recommended first course.

ENTRANCE COMPETENCIES: This is an introductory course to counseling.

METHOD OF INSTRUCTION: Lecture style with student interaction, class discussion, videos, and student presentations.

OVERALL OBJECTIVES: The rationale of this course is developing an understanding of the helping relationship and characteristics of the counselor on this relationship. Emphasis will be placed on developing a personal theory of counseling based on a study of effective and cognitive counseling approaches. Counseling as a profession will be examined by reviewing both legal and ethical standards.

ASSIGNMENT OF GRADES: (see later in syllabus).

LIBRARY SUPPORT:
The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which serves all Global Campus students, is http://uclibrary.troy.edu. This site provides access to the Library's Catalog and Databases, as well as links to all Campus libraries and online or telephone assistance by Troy Library staff. Additionally, the Library can be accessed by choosing the "Library" link from the University's home page, www.troy.edu
**Goals**

**Goals and Objectives:**
The Counseling Programs are designed to provide quality academic programs that emphasize meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision makers. *(the Unit’s Conceptual Framework is included at the end of this syllabus).* In addition, this course provides opportunities for students to demonstrate knowledge of the following objectives:

**Course Objectives** *(course objectives align with CACREP 2009 Standards)*

1. To familiarize the student with the theory and practice of counseling. Section II G1-a, b and c
2. To develop a knowledge of the historical, philosophical, societal, cultural, economic, and political dimensions of the counseling profession. II G1a
3. To familiarize the student with work settings in which counseling is practiced, to include roles, functions, and professional identity. II G1 b, c and h
4. To develop technological competence and computer literacy for success in graduate school and career.
5. To introduce students to the evolution, structure, operation and preparation of credentialing, certification, and licensure. II G1 f, g and j
6. To familiarize the student with professional organizations, primarily ACA and NRA, their divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases. II G1 f, g
7. To familiarize students with the ethical standards of ACA, CRCC and related entities, and for students to develop the skills necessary to apply ethical and legal considerations in professional counseling. II G1, d, g and j
8. To familiarize students with public processes, community consultation and advocacy for use in school settings, agencies, and private practice. II G1, b, and c
9. To familiarize students with the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. II G1 h and i
10. To acquaint students with the implications of the professional issues unique to Clinical Mental Health Counseling, to include recognition, reimbursement and right to practice. II G1 f, and j
11. To outline the roles of Clinical Mental Health Counselors in various practice settings and the interactions between counselors and other professionals in these settings. II G1 b
12. To furnish students with general principles of community intervention, consultation education, and outreach that are available in local communities. II G1, c
13. To present effective strategies for promoting client understanding of and access to community resources II G1 c and, i
14. Students will practice authentic self-assessment, critical and reflective thinking and the continual monitoring of progress and development (COE Innovation concepts) II G1 d,
15. To use interpersonal skills (establishment of rapport, active listening, clarification, and summarization) and work effectively in cross-cultural situations. II G1 e

*Legend CACREP 2009 Standards met by objectives Section II G1 a-j*
ATTENDANCE POLICY: All classes missed must be made up, regardless of whether the absence was excused or unexcused. Contact professor for missed class assignments. It is the student’s responsibility to see that this make-up work is completed and turned in within two weeks from the missed class date.

TROY EMAIL (Troy address will be the only email used for contact)

Electronic Devices:
- CELL PHONES - (Are not to be used during class)
- LAPTOPS - (Are only to be used for classroom use)
- ELECTRONIC DEVICES - (Are only to be used for classroom use)

AMERICANS WITH DISABILITIES ACT (ADA):
Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University’s Office of Human Resources at http://www.troy.edu/humanresources/ADAPolicy2003.htm

A link to the Oracle, which covers all student policies, can be found on my main webpage.
COURSE REQUIREMENTS:

A. CLASS PARTICIPATION
The textbook readings must be completed prior to the class meetings in order to facilitate classroom discussion. You may be called on to share your understanding of the material. The key to success in this course is active participation and involvement. A wide variety of learning resources are available, all of which are directed toward enabling you to achieve an excellent result in the course.

B. MID-TERM AND FINAL EXAMINATIONS
Each exam will focus on identification and knowledge mastery and will be composed of 50 multiple-choice questions.

Study Guide - A copy of both the mid-term and final exam study guides can be downloaded from my Website.

Start studying as soon as possible. Each study guide is a listing of the questions on each test, with the answer choices removed.

APA Questions comes from the sample paper.

Suggestion -
• Read the study questions for the chapter first.
• Then read the chapter, answering the questions as you read.
• Next reread the chapter for a better understanding of the material.
• Focus more on understanding the word, concept or idea than trying to find a one word or one sentence answer.
• Make note of page numbers for reference and study group.

DO NOT WORK ON THE STUDY GUIDE DURING CLASS
DO NOT READ TEXTBOOK DURING CLASS
E. LiveText Course Requirement:

- LiveText is good for 5-7 years (based off when the student initially purchased it, 2018 forward is 7 years). Existing student accounts that have expired can be extended with an additional fee. They do not have to purchase a full account. Students in this category should contact LiveText directly at support@watermarkinsights.com

- Students in this course are required by the College of Education to have an active and registered LiveText account for Student Membership Field Experience Edition (ISBN 978-0-9796635-6-7).

- This software is used by the College of Education to track student mastery of program skills, competencies, and course-embedded assignments, and to monitor student performance on program and college accreditation requirements.

- Students must have an account purchased and registered no later than the last day of free schedule adjustment.

- Students who do not have a purchased and registered account and/or have not uploaded required course embedded assignments will fail the course.

- Access to the software can be purchased online at www.livetext.com or at a campus bookstore. (Please note that online purchase cannot be used with a financial aid voucher of any kind. It is just a straight out of pocket expense. If students intend to use financial aid to pay for the software they should buy from a campus bookstore).

- If a student has questions about the software they can contact the company directly at support@watermarkinsights.com or Technology Coordinator, Marci Shirley at mshirley@troy.edu or 334-670-5842. Her office location is 327 Hawkins Hall on the Troy Campus.

For LiveText Assistance
Marci Shirley, M.Ed.
Troy University – College of Education
Technology Coordinator
mshirle@troy.edu
The following are guidelines for this project:

• Compose a Seven (7) page APA style research paper.
• Select a client:
  • Problem
  • A counseling technique (solution) to work with that Problem.

Example: Problem - Anorexia
         Solution (Treatment) - Cognitive Behavioral Therapy

• DO NOT CREATE A CASE STUDY.

The paper will consist of:
• 1 Title page
• 1 Abstract page
• 4 Content Pages (with discussion section)
• 1 Reference page

• ONLY 7 Pages
• ONLY 4 References
• ONLY Cite Reference 1 Time in paper

The paper will have ONLY four (4) references:
• 1 Book
  • Written on the subject (problem)
  • No Textbooks
  • No Manuals
• 3 Journals (Proper Journals)

References:
• Must be from an original source.
• Each article must come from a professional academic journal
• DO NOT USE TEXTBOOKS
• Only site reference one time in paper.

Direct Quotations:
• 1 and only 1 Short quotation
• 1 and only 1 Long (block) quotation

Red Circle Markup

Use MY Template (Word Templates Found on my Website)

• APA Paper Cover Sheet
• Post paper on Turnitin
• Attach Turnitin receipt to front of paper
• Staple in upper left-hand corner
• No binders
**Weekly OUTLINE**

**Week 1**
Library Presentation (Lisa Vardaman)
Syllabus / Website

**Week 2**
Program Information / Advising

**Week 3**
Ch. 1 What Counseling is and How it Works
Ch. 2 Foundations of Counseling: Basics of History and Research
Ch. 3 Settings for Counseling
Ch. 4 The Therapeutic Relationship

**Week 4**
**APA**
Ch. 9 Group Counseling
Ch. 7 Integrating Theory and Counseling Skills
Ch. 5 Insight-Oriented Approaches

(Voluntary – Study Groups at end of class)

**Week 5**
......................................................MID-TERM EXAM

**Week 6**
**VIDEO – Learning**
Ch. 6 Action-Oriented Approaches
Ch. 11 Career Counseling

APA Project Paper Information Sheet / Presented to Class

**Week 7**
**VIDEO – Testing & Intelligence**
Ch. 8 Assessment, Testing, and the Diagnostic Process

APA Paper Due

**Week 8**
**VIDEO – Drinking: Are You in Control?**
Ch. 12 Addictions Counseling
Ch. 10 Marital, Family and Sex Counseling
Ch. 14 Ethical and Legal Issues
Ch. 13 Counseling Diverse Populations

Voluntary Study Session – End of Class

**Week 9**
......................................................FINAL EXAM

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**ASSINGMENT DUE DATES**

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<tr>
<th>LiveText</th>
<th>Week 2</th>
<th>(MOU) Memorandum of Understanding Memorandum of Understanding</th>
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<td>Week 3</td>
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<td>Fitness-to-Practice Evaluation Instructor’s Summary</td>
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<td>Week 6</td>
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<td>APA Paper Due with Turnitin Receipt</td>
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<td>Week 8</td>
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<td>LiveText Essays I/II/III Posted on Livetext</td>
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TURNITIN

Turnitin (http://turnitin.com/en_us/home)

First create a profile at Turnitin.com then register for this course using the Class ID & Password listed below.

Class ID: 16978746
Password: cp6600

TURNITIN PLAGIARISM SOFTWARE

WHAT IS TURNITIN?

TURNITIN is a commercial web-based service for use by faculty members and students. Its goal is to prevent and detect plagiarism in work produced in the academic setting. Troy University has contracted with TURNITIN.COM to provide its faculty members and their students with access to a product that should help deter plagiarism and develop writing skills. The product and other resources available through TURNITIN.COM hold the potential to help educate students about plagiarism, along with how to complete assignments that are original works, borne of the student’s study and efforts. TURNITIN.COM also provides faculty with ideas about how to create assignments that will encourage students to provide written evidence of original thinking. Through Troy University’s annual contract with TURNITIN.COM, both the faculty and their students will have the capability to submit work to TURNITIN.COM for evaluation of originality. This plagiarism service is one of many offered by TURNITIN.COM. Troy University has paid for the plagiarism service only and it is free for Troy University faculty, staff and students.

Purpose: To improve scholarship and written communication skills to deter plagiarism by providing students and Troy University faculty with a greater understanding of the concept of plagiarism, and a technologically sound means to evaluate if plagiarism has occurred.

Student Misconduct: Plagiarism is specified in the Troy University Oracle and in the University Bulletins as student misconduct. The Oracle states that an instructor may reduce the grade in the course, or on the assignment, to include assigning a failing grade, when the instructor is convinced the “. . . student represents to be his or her own any work which is not the product of his or her own study or effort.”

Penalties for Misconduct: The instructor may summarily reduce the grade for the assignment or the course, and is required to notify the student and the Department Chair of that action. Further the instructor may refer the case to the Student Affairs Committee which holds the authority through its proceedings for even greater penalties, to include suspension or expulsion from the University.
### GRADING CRITERIA

| 90–100=A, 80–89=B, 70–79=C, 60–69=D, Below 60=F |

### To Receive a Grade of “A”

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<th>Participation</th>
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<td>• Must be prepared for class</td>
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<td>• Initiate and lead classroom discussions</td>
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<td>• Contribute meaningfully to class discussions</td>
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<td>• Attend all classes</td>
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<td>Must complete all assignments with a 4 or better.</td>
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**ALL WORK MUST BE COMPLETED AND SUBMITTED BY DUE DATE.**

### To Receive a Grade of “B”

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<td>• Contribute meaningfully to class discussions</td>
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*If all livetext assignments are not completed by the last day of class an incomplete (I) grade will be submitted for this course. You will have 6 weeks into the next term to remove the “I” grade or it will automatically turn to an “F” grade.*

- ANY WORK BELOW THESE STANDARDS WILL RESULT IN A LESSER GRADE.
- WORK SUBMITTED LATE MAY BE PENALIZED ONE GRADE LEVEL.
- ALL WORK MUST BE ORIGINAL FOR THIS CLASS.

**DO NOT -**

- WORK ON THE STUDY GUIDE DURING CLASS.
- DO NOT READ THE TEXTBOOK DURING CLASS.
Setting: Clinical General (School)

Counseling Problem:

Counseling Treatment:

Running head: is only on the first page: Yes No

Number of Pages: _____
Number of Short Quotes: _____
Number of Block Quotes: _____
Number of Books: _____
Number of Journal Articles: _____
Total References: _____