

5732 Foundations of Counseling

CATALOG DESCRIPTION: An exploration of the history and philosophy of counseling, including marriage and family therapy along with professional roles, organizations, credentialing and licensing, accreditation standards and practices, and relationships with other human service providers. Technological competence, computer literacy, and APA writing standards are emphasized. Includes an overview of major counseling theories. Must be taken in the first year of Master of Arts in Counseling course work

Instructor:

John F. Kennedy, MA, LMFT, LPC-MHSP
1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2009 (1/5 – 4/27)

Format: Blended Online (On Campus)

Day(s) Class Meets: Monday

Time Class Meets: 8:00 A.M. – 10:55 A.M.

Office Location: Ijams Administration Building, Room 205

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Graduate Assistant for Counseling Department: Jennifer Farmer (jalgren@harding.edu)

*** All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed with the instructors. The syllabus is also subject to revision.**

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

LIBRARY RESOURCES: If you have not taken 5770-Research in Counseling, or took it more than a year ago, go to the HUGSR Web site (www.hugsr.edu) for information concerning library services to students. Under the “Library” tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

I. COURSE DESCRIPTION

This course provides a foundational framework for professional counseling and marriage/family therapy as professions. Students will become acquainted with insight-oriented and action-oriented approaches, varied counseling applications including group counseling, marital and family counseling, career counseling, addictions counseling and psychopharmacology, and

counseling culturally-diverse clients. Students will also explore ethical and legal issues. During the course, students will become familiar with licensure and credentialing organizations and requirements, as well as counseling professional organizations. Students will develop be challenged to improve their technological and writing skill, specifically in APA writing. Instructional methods include lectures, class discussion of readings, library research (printed and electronic), group projects, and experiential learning.

II. COURSE OBJECTIVES

Upon successfully completing the course, students will have:

1. Demonstrated an understanding of the history and philosophy of the counseling profession, including significant factors and events (measured by examination);
2. Demonstrated an understanding of professional roles, functions, and relationships with other human service providers (measured by examination);
3. Improved technological competence and computer literacy as evidenced by completion of an assigned project integrating web-search and technological presentation skills;
4. Become familiar with professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (measured by creation of interactive presentation project);
5. Explored ethical standards of ACA, AAMFT, and related entities, and applications of ethical and legal considerations in professional counseling;
6. Reviewed multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally (measured by examination);
7. Become familiar with career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems (measured by examination);
8. Demonstrated familiarity with a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (measured by examination). Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
9. Begun building a general framework for understanding and practicing as evidenced by the two papers on integration of faith and counseling. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; and,
10. Learned principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (measured by examination).

III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2001 Standards can be found at <http://www.cacrep.org/2001Standards.html>)

As a result of taking this course, students should be able to:

1. Demonstrate an understanding of all of the following aspects of professional functioning, by: (Fulfills CACREP common core curricular experiences 2001 Standards Section II K.1)
 - a. identifying and discussing the history and philosophy of the counseling profession, including significant factors and events;
 - b. identifying professional roles, functions, and relationships with other human service providers;
 - c. using technology to demonstrate computer literacy in a competent manner
 - d. identifying professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
 - e. identifying professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - f. identifying public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
 - g. identifying advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and,
 - h. identifying and discussing ethical standards of ACA, AAMFT, and related entities, and applications of ethical and legal considerations in professional counseling.
2. Demonstrate understanding and skill required for professional functioning, by: (Fulfills CACREP standards for marital, couple, and family counseling/therapy programs curricular experiences 2001 Standards Section II A)
 - a. identifying and discussing history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;
 - b. researching structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling/therapy (e.g., the International Association of Marriage and Family Counselors);
 - c. identifying and discussing ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy (e.g., the *ACA and IAMFC Code of Ethics*);
 - d. identifying and discussing implications of professional issues unique to marital, couple, and family counseling/therapy including recognition, reimbursement, and right to practice;
 - e. identifying and discussing the role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and
 - f. identifying and discussing the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

IV. USE OF TECHNOLOGY

This course is supported via **SKYPE** (free download from www.skype.com) and **Yugma** (free download from www.yugma.com) to facilitate synchronous class participation with off-campus students. The e-learning format of this course is a novelty. Use of technology in the counseling profession is a way to be on the cutting edge of the profession.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for postings, discussions, submissions, etc.
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Blackboard (text chat) and SKYPE (live text, audio, and visual chat)

Equipment Requirements:

- Internet access using a graphical web browser such as FireFox 2.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.
- SKYPE available free at www.skype.com

This course is designed to be completed in a blended face-to-face/online format. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, dialogue via SKYPE. You may be asked to participate in asynchronous and synchronous discussion and feedback forums, submit written assignments via attached document files, and utilize electronic databases as well as hard-copy resources for research papers. Blackboard can be accessed via the Harding Pipeline at <https://luminisweb.harding.edu/cp/home/displaylogin>. Many assignments for the course will be submitted via the Blackboard course interface. If you have problems gaining access to the Blackboard system, contact technical support for students by calling (501) 279-4545. You will need your HUGSR username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email addresses is jkenned1@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

V. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as

adult learners and responsible counseling professionals. A reduction in points per assignment may be made even with permission for late submission. (5 points/day for the first three days and one letter grade per day thereafter).

Self and peer ratings will be used to help determine the participation portion of your grade. **Students are to have read the assigned readings prior to the beginning of class per the course schedule.** You will be asked to evaluate your preparation for each class period at the beginning of class. I will assign a rating ranging between 0 and 3 points each week for 13 weeks. I will also have 1 additional point to assign to students who have participated as expected. Thus, a total of 40 points of the 50 available points will be assigned by the instructor. The remaining 10 points will be assigned by your peers. You will be working in groups and much of this portion of your grade will be based on how well you contributed to the group work. Peer assessment and evaluation is an important part of being a counseling professional. Remember, that this is not a popularity grade; rather, a qualitative assessment of your peers' work.

Each week you will also use the attached reading sheet to self-evaluate your preparation for each week's class. *Make copies of the form on page 11 of this syllabus for your evaluation. A total of 50 points can be earned in this area.*

Weekly evaluation of attendance and participation will be based on the following criteria:

Attendance and Participation Grading Rubric	Points
• Absent	0
• Present, but not involved in discussions.	1
• Demonstrates adequate participation: knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy)	2
<ul style="list-style-type: none"> • Demonstrates good preparation: knows readings well, has thought through implications of readings. • Offers interpretations and analysis of materials (not just recalling of facts). • Interacts with other students; able to hear other views, and respond professionally. <p style="text-align: center;"><i>13 class periods x 3 points per class = 40 points from instructor</i></p> <p><i>The additional 10 points will be given based on peer assessment during group work and peer interaction. (Students are not rated on exam days; therefore, only 13 class periods count, plus an additional awarded by the instructor for overall participation.)</i></p>	3

2. APA Mastery Test (90%)/ Workbook exercises

Students will be required to pass a mastery test on APA writing with a minimum score of 90%. You will need to read the first two chapters of the APA Student's Workbook and Training Guide, complete all of the exercises in Chapter 4 of the guide (Chapter 3 exercises are recommended, but not required for this course – Chapter 3 exercises are used for 5770-Research in Counseling), and then you will need to set up an appointment to take your mastery test with Jennifer Farmer, Counseling Department Graduate Assistant. She can be reached via email at jalgren@harding.edu. You have four opportunities to pass the mastery test. Should you fail to pass the test after four attempts, you will need to schedule a conference with me to discuss options for you to seek further tutoring in APA writing style. This assignment may be completed any time, **but no later than Monday, February 16th by 4:00 P.M.**

3. Integration of Faith and Counseling Paper-First Draft

Students will be required to develop a brief integration of spirituality/faith and counseling paper/statement due by **Midnight Sunday, January 18th**. This two-page maximum double-spaced paper should be a Microsoft word document, one inch margins, and typed in a 12 pt. Times New Roman font. The header should contain only your name, date, and the title Integration of Faith and Counseling 1. This paper should be uploaded through the assignments page in Blackboard and **should be titled and saved as “IFC1” only** (your name will be added to the document title for me once you upload it) any time **before Sunday, January 18th by Midnight**. *****Late submissions will receive half of the allotted points.**

This two-page paper should be your best attempt to make sense of how you approach counseling and your faith. The document should look at how the two influence and relate to one another. Do you use a specific approach or technique because of your faith and why? How is what you do as a counselor related to your faith and vice versa? It is a reflective piece that should demonstrate and explain why you do what you do. I will not view either version as your final and last position since as we grow, our understanding or manner of presenting our positions may change. This is not an evangelical piece but a piece for self-reflection. I do not expect or want a biblical exposition or declaration of faith, I am assuming this. I want you to tell me how you integrate the two (Christianity & Counseling) in your mind and in practice. There may be a discrepancy between the two, which is fine as well. I just want you to make an effort to begin to process this (if you have not already), or to bring further clarify to your thoughts (if you have already done this before). **No examples will be provided** – this is your personal struggle and therefore it will be your personal struggle to put it concisely into words. As noted, you will have the opportunity to post your second version later in the semester.

4. Midterm assessment

The midterm assessment will consist of questions in essay format. The exam will cover the readings and material discussed during class and will provide students with an opportunity to demonstrate proficiency in APA writing style. *The midterm exam is worth 100 points and will be given as an open-book/take-home exam, February 23, 2009. **The completed exam must be uploaded as a Word document via Blackboard before midnight, Sunday, March 1.** ***Late submissions will not be accepted.*

5. Research Project/Presentation

This assignment gives students an opportunity to be creative in demonstrating research and technological competency. Students will be assigned to work in groups of three. Each group will create an interactive CD using Word, Power Point, or any web page design software that provides comprehensive information and resources on the licensure process for professional counselors and marriage & family therapists in each of three states. One state will be assigned to each group; however, the other two states can be chosen by each group. No duplicate states will be permitted. I will provide a working lunch on using the technology from 11:30 am – 1:00 pm, Monday, January 12th in the Library Lab. Attendance is optional, but highly encouraged.

The interactive CD is due any time **before** the beginning of class on **Monday, March 30th**. *****Late submissions will receive half of the allotted points.** *This assignment is worth 150 points.*

6. Integration of Faith and Counseling Paper-Revised Version

This assignment is the second version of assignment 3 above (see for instructions). Students will be required to revise their initial integration of spirituality/faith and counseling paper/statement. This **two page maximum** double-spaced paper should be a Microsoft word document, one inch margins, and typed in a 12 pt. Times New Roman font. The header should contain only your name, date, and the title Integration of Faith and Counseling 2. This paper should be uploaded through the assignments page in Blackboard and **should be titled and saved as “IFC2” only** (your name will be added to the document title for me once you upload it) any time **before Sunday, April 19th by Midnight**. ***Late submissions will receive half of the allotted points. *This assignment is worth 75 points.*

7. Final assessment

The final assessment will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final exam is worth 100 points and will be given during class April 27, 2009.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage of points needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation	50 points
2. APA Mastery Test(<i>February 16th midnight</i>)	50 points
2. Integration Paper-Draft (<i>January 18th midnight</i>)	75 points
3. Midterm Assessment (<i>March 1st midnight</i>)	100 points
4. Research Project/Presentation (<i>March 30th midnight</i>)	150 points
5. Integration Paper-Final (<i>April 29th midnight</i>)	75 points
6. Final exam(<i>April 27th</i>)	100 points
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Total points available for course	600 points

VI. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possibly invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

VII. CONFIDENTIALITY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

VIII. TEXTS/MATERIALS

Required Texts/Readings:

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

*****Must use 5th edition.**

Paperback ISBN: 1-55798-791-2

Hardcover ISBN: 1-55798-790-4

Spiral ISBN: 1-55798-810-2

Gelfand, H., & Walker, C. J. (2007). *Mastering APA Style: Student's Workbook and Training Guide*. Washington, DC: American Psychological Association.

Jones, S. L., & Butman, R. E. (1991). *Modern Psychotherapies*. Downers Grove, IL: Inter Varsity Press. ISBN: 978-0-8308-1775-7

Kottler, J. A., & Shepard, D. S. (2008). *Introduction to Counseling: Voices from the Field* (6th ed.). Belmont, CA: Brooks/Cole. ISBN: 978-0-495-09209-4 *****Must use 6th edition.**

Student companion site for Kottler & Shepard (includes practice tests)

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495092094&discipline_number=7

Selected research articles or materials to be downloaded and/or collected by students:

AMP Testing Center (for NCE and NCMHCE exams) -

http://www.goamp.com/examination.aspx?p_exam_id=1111

National Board for Certified Counselors (NBCC) Exams -

<http://www.nbcc.org/stateLicensure/exams/Default.aspx>

NBCC National Certification - <http://www.nbcc.org/certifications/Default.aspx>

NBCC State Board Directory - <http://www.nbcc.org/directory/Default.aspx>

Rules Governing Marital and Family Therapists – Chapter 0450-2 (Tennessee) -

<http://www.state.tn.us/sos/rules/0450/0450-02.pdf>

Rules Governing Professional Counselors – Chapter 0450-1 (Tennessee) -

<http://www.state.tn.us/sos/rules/0450/0450-01.pdf>

Tennessee Department of Health-Professional Counselors and Marital & Family Therapists

http://health.state.tn.us/Boards/PC_MFT&CPT/index.htm

Bibliography (recommended but not required texts): In process:

Further information on APA format can be obtained from the following websites:

<http://www.wisc.edu/writing/Handbook/DocAPAHeadings.html>

<http://www.psywww.com>

<http://www.bedfordstmartins.com/online/index.html>

IX. COURSE SCHEDULE *(subject to modification)*

Date	Topics/Assignments Due	Kottler Readings	Jones & Butman Readings
Jan 5 (1)	Licensure Process <i>Review of syllabus in class</i>	Chapters 1	Integration of Christianity & Psychology- Ch. 1
Jan 12 (2)	History of Counseling/ Professional Organizations <i>Jan 18th- IFC Paper 1 due by midnight</i> <i>Technology Lunch 11:30-1:00 Library Lab</i>	Chapter 2	A Christian View of Persons – Ch. 2
Jan 19	No class meeting Martin Luther King, Jr. holiday observed	none	Classic Psychoanalysis – Ch. 3
Jan 26 (3)	Counseling Relationship	Chapter 3 & 4	Contemporary Psychodynamic – Ch. 4
Feb 2 (4)	Insight-Oriented Approaches	Chapter 5	Jungian Therapy – Ch. 5
Feb 9 (5)	Action-Oriented Approaches	Chapter 6	Behavioral Therapy – Ch. 6
Feb 16 (6)	Integrating Theory and Counseling Skills <i>Final date for APA Mastery Test 4 pm, Feb. 16</i>	Chapter 7	REBT – Ch. 173
Feb 23 (7)	Assessment, Testing, and Diagnosis <i>Mid-term exam (take home exam) due back via email by midnight, Sunday Mar 1</i>	Chapter 8	Catch up
Mar 2	No classes – Spring Break	Catch up	Catch up
Mar 9	No classes – Study Week	Catch up	CBT – Ch. 8
Mar 16 (8)	Group Counseling	Chapter 9	Adlerian & Reality Therapies- Ch. 9
Mar 23 (9)	Marital, Family, and Sex Counseling <i>Mar 30th- Research projects due by start of class</i>	Chapter 10	Person-Centered – Ch. 10
Mar 30 (10)	Career Counseling	Chapter 11	Existential Therapy – Ch. 11
Apr 6 (11)	Addictions Counseling & Psychopharmacology <i>Presentation – Group 1</i>	Chapter 12	Gestalt Therapy – Ch. 12
Apr 13 (12)	Counseling Diverse Clients & Ethical and Legal Issues <i>Presentation – Group 2</i> <i>Apr 19th- IFC Paper 2 due by midnight</i>	Chapters 13 & 14	Transactional Analysis Ch. 13
Apr 20 (13)	Wrap up topics <i>Presentation – Group 3</i>	Chapter 15	Family Therapy Ch. 14 Responsible Eclecticism – Ch. 15
Apr 27 (14)	Final exam		

Name _____ Date _____

5732 - Foundations of Counseling – Spring 2009

Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading . .

Kottler & Shepard: *Introduction to Counseling*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Jones & Butman: *Modern Psychotherapies*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Assigned Article(s): Author(s): _____ (on reserve in library)

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____



School of Psychology and Counseling

AUDIOVISUAL RECORDING CONSENT FORM

Doctoral Program in Counselor Education and Supervision

I _____, a student enrolled at Harding University Graduate School of Religion in the course 5732 – Foundations of Counseling agree to be videotaped by my instructor (John F. Kennedy), a student enrolled in the School of Psychology and Counseling at Regent University. I understand that the purpose of the videotape is to assist professors at Regent University and Harding University Graduate School of Religion as part of the learning/feedback process and professional development of my instructor. I further understand that all materials/information will be kept in the strictest of confidence with respect to privacy. I also understand that tape recordings will be erased after viewing by supervisors, unless special permission has been obtained from me, with the exception that some recordings may be used to provide a sample of the instructors teaching style and methodology. In this case, the recordings will be part of an electronic teaching portfolio stored on a secure server with appropriate secured access to Regent and Harding professors/supervisors.

I fully understand the information regarding audiovisual recording and its use, and my signature indicates my consent.

Participant's Signature

Date

John F. Kennedy, MA

Date