

COUNSELING 174/ PSYCHOLOGY 174: INTRODUCTION TO COUNSELING	
Semester: Spring 2020	Department of Counselor Education and Rehabilitation California State University, Fresno
Instructor: Dr. Jeff Crane, Assistant Professor Associate Marriage and Family Therapist	
Units: 3-Units	Office Location: ED 457
Time: Monday 4:00-6:50 pm	E-mail: Jcrane@mail.fresnostate.edu
Location: ED 172	Telephone: 559-278-0363
Office Hours: Monday 1-4, Friday 10-12	
Website: http://fresnostate.edu/kremen/graduate-counseling/index.html	

Course description: This course provides an overview of basic counseling models, contemporary therapeutic systems, the biological, social, psychological factors that affect behavior over the life span and addresses ethical and professional issues in counseling practice. Students are introduced to basic counseling theories which include the Person-Centered Theory of Rogers, Existential work of May, Perls' Gestalt work, psychodynamic work of Freud and Adler, and Cognitive Behavioral work of Skinner and Lazarus. The role of self-concept in a person's life is examined from different theoretical perspectives.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6-hours outside of class each week.

Type of Instruction: This course is designed to be given primarily in lecture format in class and is enhanced by online documents on Google Classroom.

REQUIRED COURSE MATERIALS

Required Texts and Readings:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy*. Boston, MA: Cengage Learning.

*You are welcome to purchase an older edition, but you are responsible for obtaining any text revisions.

COURSE SPECIFICS

Summary/outline of the course: This course is a prerequisite for the graduate programs in Counselor Education. The course introduces students to the theme of “making a difference in a diverse society” by focusing on the foundation skills and concepts of counseling and their relevance to different client groups. The model presented is that of reflective collaborative counselor, one who is sensitive to the subjective reality of clients and who works in collaboration with families, schools, and communities to achieve counseling goals. The course addresses the strengths and limitations of counseling theories and practices as they apply to diverse populations, including those with disabilities and different life-style orientations.

The knowledge base for the curriculum emphasizes four dimensions:

1) *Philosophical and ideological*, which exposes students to the historical and contemporary theories of counseling and encourages students to integrate these into their own perspective and personal life experience; 2) *Cognitive and reflective*, which exposes students to the principles and techniques of counseling, especially the core clinical skills of empathy, respect, genuineness, concreteness, immediacy, confrontation and self-disclosure, which are the building blocks of the reflective counseling approach that need to be mastered for success in later course work; 3) *Integration and application*, which introduces students to the specific strategies required for effective counseling interventions in a variety of settings and problem situations; and 4) *Diversity*, which highlights multicultural perspectives, strategies and issues in counseling.

Course goals:

This course is designed to enable students to do the following:

1. Recognize relational conditions required in establishing an effective therapeutic alliance. (Counseling and Helping Professions 5D and MCFC 1C)
2. Identify current legal and ethical issues in the field of counseling. (MCFC 2G, 2O-P, 3E)
3. Utilize counseling theories and knowledge to gain perspective on his/her personal life experiences. (Professional Counseling Orientation and Ethical Practice 1L, Counseling and Helping Relationships 5F, 5N)
4. Students will attend counseling sessions that are sponsored by the Department of Counseling and Rehabilitation. Students learn to recognize relational conditions required to establish a counseling relationship with clients. The student will gain perspective on his/her personal life experiences. (Professional Counseling Orientation

- and Ethical Practice 1L Counseling and Helping Relationships 5F, 5N)
- Understand an overview of basic counseling models, contemporary therapeutic systems, and addresses ethical and professional issues in counseling practice. (Counseling and Helping Relationships 5A-D, MCFC 1B, 1C)

Student Learning Outcomes:

CACREP 2016 Standard #	Common Core Curricular Category	Standard	Learning Activities & Experiences	Evaluation Method
5A	Counseling & Helping Relations	theories and models of counseling	Readings, Discussions, Lecture	Readings, Class Discussion, Group Role Play Assignment, and In-Class Exams
5B	Counseling & Helping Relations	a systems approach to conceptualizing clients	Readings, Discussions, Lecture	Readings, Class Discussion, and Lecture
5C	Counseling & Helping Relations	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Readings, Discussions, Lecture	Readings, Class Discussion and In-class Exam
5F	Counseling & Helping Relations	counselor characteristics and behaviors that influence the counseling process	Readings, Discussions, Lecture	Readings, Class Discussion, Counseling Sessions
1B	MCFC – Foundations	theories and models of family systems and dynamics	Readings, Discussions, Lecture	Readings, Class Discussion, and In-class exams
1C	MCFC- Foundations	theories and models of marriage, couple, and family counseling	Readings, Discussions, Lecture	Readings, Class Discussion, and In-class exams
2C	Social & Cultural Diversity	multicultural counseling competencies	Readings, Discussions, Lecture	Readings, Class Discussion, Group Role Play Assignment and In-class exams
2D	Social & Cultural Diversity	the impact of heritage, attitudes, beliefs, understands, and acculturative experiences on an individual’s views of others	Readings, Discussions, Lecture	Readings, Class Discussion, Group Role Play Assignment and In-class exams
2E	Social & Cultural Diversity	the effects of power and privilege for counselors and clients	Readings, Discussions, Lecture	Readings and Class Discussion

Course requirements/assignments:

- Counseling Sessions with a Reflection Paper (minimum 4 pages, typed, double-spaced, 12-pt. font, 1 inch margins). You may write out the questions as headers and answer each one.

The counseling sessions provide an important experiential component to the class. You are involved **as a client** in a counseling relationship. You will learn to recognize relational conditions required to establish a counseling relationship with clients. You will also gain perspectives on your personal life experiences. Consider the

counseling arrangement a contract. **If you do not follow through, you will NOT receive a grade for the class.**

You may arrange for this counseling experience through the Counselor Education Program Training Lab (your instructor will provide paperwork for this), or through other legitimate counseling services. The sessions in the Training Lab are free and are held in the clinical lab in the Atrium level of the Education Building. The Counseling 208 instructors will drop you from counseling services if you fail to show two times (without notifying your student counselor). If you miss a session, you may be able to make it up, and points will be deducted from your paper.

If you have seen a licensed or pre-licensed therapist for at least six individual sessions during the last 6 months you may bring in a signed verification (including dates of sessions) from your therapist and write your reflection paper from that experience. Your counseling sessions will not be evaluated for a grade per se, but your reflection paper will be evaluated on spelling, grammar, and on the basis of whether or not you address the questions on the grading rubric listed below. Your opinion of the sessions will not be reflected in your grade. The idea is to provide an honest reflection.

The counseling sessions are a **perquisite for receiving a grade** in this course. Your reflection paper should express your impressions of the experience.

Please specifically address the following 7 questions as you write your paper.

1. What were your feelings, thoughts, apprehensions, resistance, and expectations going into the experience?
2. Were these feelings and thoughts validated by your experience?
3. When did you sense rapport building with your counselor?
4. How did you know you were/were not making progress?
5. What did you learn/notice about the counselor and about yourself?
6. How did you feel at the end?
7. What was your overall evaluation of the experience?

Reflection papers must be APA format, typed, double-spaced, edited for grammar and spelling, and at least 4 pages in length (not including your title page). Attach the "session verification" form from your counselor (or a signed letter from your private counselor) to your paper.

This is an original reflection paper. Meaning, this paper is to be completed by you and you alone. Plagiarism will not be acceptable and will result in failing the course.

**The number of sessions that is required of you will vary and is dependent on the supervisor of your assigned counselor. You will be informed at the beginning of your counseling experience how many sessions will be required of you.

Due two weeks after your final counseling session. Points are deducted for late papers and for papers that are not the required length. You may directly type the questions as part of your responses.

2. Exams

There will be three exams for the course: Quiz 1, Exam 1 and Exam 2. The exams will be multiple-choice and true/false format. The study guide will be posted to Google Classroom.

Cheating on an exam is never okay. If you are caught cheating, you **will** fail the exam and possibly the course. Keep your eyes on your own exam.

Quiz 1: 10 questions. Will be made available on GC Friday Feb 21st. Must be turned in before class starts on Feb 24th.

Exam 1: 25 questions. Will be made available on March 20th. Must be completed before class begins on March 23rd.

Final Exam: 25 questions. Will be available Monday May 11th on GC. Needs to be completed between 4 and 7 pm.

3. Integrative case role play

You will work in groups. The amount of people per group will be discussed and decided in class. Each group participant will become an expert in one of the theoretical orientations. You will meet as a group at least twice and discuss a case of either your creation or one that is assigned and develop an integrative plan for working with the hypothetical client. If you are not able to meet as a group, there are a lot of online tools to help you collaborate. If you need help with online tools or guidance please talk to me.

Each of the students in the group will choose two interventions...techniques for working with the client that stem from their particular theoretical orientation. These techniques will be explored in the group discussion and the role play integrating a few key techniques which will be designed and rehearsed. The role play will be assigned a date and performed in front of the class. All group members are required to be present at the role play presentation, and explain and answer questions about their part in the process. More details regarding this assignment will be explained later in the semester depending on time frames.

A student who does not actively participate in the role play experience will have up to 10 points deducted from their course grade. Entire class participation and attendance is strongly encouraged.

One of the students will play the therapist another student will play the client and the third student will present the case setup to the class. Each group will have 10-12 minutes in front of the class to role play the theoretical approach that the group has constructed for the session. More information will be provided later in the semester regarding requirements. A rubric will be posted on Google Classroom later in the semester.

4. Attendance/Participation

The class will involve a variety of formats: lecture-presentations, discussions, films and videotapes, at home reflection writing assignments, small group activities and guest lecturers. Regular attendance in class and participation in small groups are

expected. Each week you will be assigned an activity to complete at home. This is for reflective purposes.

Please contact me via email if you need to miss a class session. When you email, please place your name and course ID (i.e. Coun. 174) in the subject line so I know the context of your question. My email address is: Jcrane@mail.fresnostate.edu

I cannot stress enough how important attendance is. I take attendance weekly and I keep track of those who are late or leave class early. Please make an effort to be in class and be there on time. You earn points for the class just by being in class, and lose points by being absent.

IMPORTANT: If you fail to contact me before class, and you have more than 2 un-excused absences, your attendance/participation total points will be lowered by a full letter grade. If you have more than 3 un-excused absences you will not be able to complete to course or receive a failing grade.

Grading

The University criteria for letter grades, as outlined in the university catalog, will be followed. Exams will be graded according to the following percentage scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60.

I do not bump grades. The grade you get is the grade that you earned. Please do not ask me to give you a higher grade. At the end of the semester I add up the points that you earned and divide that by the points possible and that is how I calculate your grade.

Extra Credit: This will not automatically be offered during the course of the semester. It is up to the discretion of the professor as to whether they will offer extra credit or not. Asking for extra credit opportunities will not prove fruitful and is discouraged.

How to earn a good grade in the class: (1) *Read the chapters*- this will help you on the exams, (2) *Be in class*- I supplement the readings in the text book and illustrate the week's concepts in lectures and activities (plus you get attendance points), (3) *Study*- nothing can replace studying for a test. If you need help or feel yourself falling behind, schedule an appointment with me. I'll be happy to give you tips to help you study and clarify any concepts with you.

The letter grade that you receive for this class will be based upon the following and **subject to change***:

The counseling experience is a prerequisite for receiving a grade in this course

Description	Points
-------------	--------

Counseling Sessions	10%
Reflection Paper	15%
Attendance/Participation	15%
Group Role Play	10%
Exam 1	10%
Exam 2	20%
Final Exam	20%
Total	100%

***The point value for exams and assignments may change.**

In case of instructor absence, you may have a quiz or discussion questions on Google Classroom. You will be notified as early as possible if I will be absent. In the case of having a quiz or discussion questions these will be worth points. This may alter the point distribution. If this were to occur you will be notified and an updated point distribution will be updated on Canvas.

COURSE POLICIES & SAFETY ISSUES

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL NOT** be available for your viewing.

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. If you need accommodation you are expected to make a formal request through the Services to Students with Disabilities office. For more information, contact

Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07):

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the

professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “silent mode” (**not** "vibrate mode"- though in my classes vibrate mode is acceptable if a student is “on call” or has other emergency needs) upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet

(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Theme	Leadership for Diverse Communities
Vision	The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs
Mission	The Kremen School of Education and Human Development’s mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

TENTATIVE COURSE SCHEDULE

COURSE CALENDAR

***Subject to change. Any changes in the schedule will be announced and updated on Google Classroom**

Schedule*:

Week	Date	Topic/Assignment	Readings
1	Mon., Jan 27	Introductions/Syllabus Introduction and Overview—Chapter 1 The Counselor: Person and Professional—Chapter 2	Read Ch. 1 & 2 Take Ch. 1 & 2 Read: Core Conditions
2	Mon., Feb 3	Ethical Issues in Counseling Practice Class begins at 5pm today- faculty interviews	Read Ch. 3 Read Code of Ethics for your profession CAMFT & ACA Code of Ethics found on GC
3	Mon., Feb 10	Psychoanalytic Therapy Form Integrative Role Play Groups	Read Ch. 4
4	Mon., Feb 17	No class Presidents day	
5	Mon Feb 24	Adlerian Therapy Assign Integrative Role Play Vignettes Due: Quiz 1 Chapters 1-5 on GC	Read Ch. 5
6	Mon., March 2	Existential Therapy Meet with Integrative Group	Read Ch. 6
7	Mon., March 9	Person-Centered Therapy Meet with Integrative group 4-5pm	Read Ch. 7
8	Mon., March 16	Gestalt Therapy Meet with Integrative Group 4-5pm	Read Ch. 8
9	Mon., March 23	Behavior Therapy--Cognitive Behavior Therapy Due: Exam 1 Chapters 6-10 on GC	Read Ch. 9 & 10

10	Mon., March 30	Post Modern Theories (narrative, experiential, solution focused) Meet with Integrative Group	Read Ch. 12
11	Mon., April 6	No Class- Spring Break	Read Ch. 14
12	Mon., April 13	Family Systems Therapy Meet with Integrative Group 4-5pm	Read Ch. 13
13	Mon., April 20	Integrative Role Plays	Class 5-7pm
14	Mon., April 27	Integrative Role Plays	Class 5-7pm Reflection Papers Due
15	Mon., May 4	Last day of Class- Integrative Role Plays-	Class 5-7pm
16	Mon., May 11	Final Exam Final Exam 4:00-7:00 pm	
		* Schedule is a flexible guide or approximation. Changes may occur.	

Candidate Professional Dispositions

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities

<i>REFLECTION</i>	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
<i>Critical thinking</i>	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
<i>Professional ethics</i>	Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
<i>Valuing diversity</i>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity..
<i>Collaboration</i>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<i>Life-long learning</i>	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.
