



## COUN 8110 | INTRO TO COUNSELING | FALL 2023

### PREREQUISITES

N/A

### COURSE DESCRIPTION AND CONTENT AREAS

This is an exploratory course for students entering, or considering entering, the field of professional counseling. The focus is on 1) the development of the profession of counseling, 2) your own professional and personal development as well as your understanding of what contributes to your development as an effective counselor, and 3) a general overview of specific requirements for successful completion of a master's degree in Counseling at UNO.

- Introduction to Counseling serves as an introduction to the UNO Department of Counseling, as well as several broad content areas that will be covered in greater depth through other required program curriculum. The course is designed to give entering students an orientation to the profession of counseling and a foundation for the development of professional identity as a counselor. In addition, students will be exposed to the tools necessary for success in graduate work.
- This course is required for all graduate students admitted into the Clinical Mental Health and Student Affairs in Higher Education programs.
- Prerequisites: Undergraduate Degree. This course is also open to non-degree-seeking students (space permitting).

This course provides the counseling student with knowledge of the overarching scope of the counseling profession, as well as specific information related to the programs offered by the UNO Department of Counseling. The aim of this five-week course is to provide students admitted to the program with information that will facilitate their success in the program, as well as in the field of counseling, and to provide non-degree students/potential applicants with a sense of the field of counseling, as well as the program offered at UNO. The course is designed to give entering students an orientation to the profession of counseling and a foundation for the development of professional identity as a counselor. In addition, students will be exposed to the tools necessary for success in graduate work.

After completing the course, successful students shall be able to do the following:

- Understand the history and philosophy of the counseling profession, as well as contemporary trends and issues in counseling (e.g., empirically based treatments, credentialing, licensure, accreditation, and ethical/legal considerations in the field)



- Understand the UNO Counseling Program and topics related to professional development as a counselor (e.g., self-care, academic/professional organizations)
- Gain a sense of individual professional identity and attributes of effective professional counselors, including role differentiation in the mental health professions (e.g., work settings), and professional roles/functions(e.g., professional advocacy and collaboration, crisis response, etc.)
- Gain an understanding of counseling in a multicultural society (e.g., institutional/cultural barriers impacting clients)
- Gain an overview of basic strategies of counseling (e.g., assessment, conceptualization, implementing/evaluating the counseling process), as well as terminology salient to the field.

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

**KNOWLEDGE, SKILLS AND LEARNING OUTCOMES AND CACREP STANDARDS CHART**

**CACREP Standards Chart**

Clinical Mental Health Standard(s)	Assignment/Learning Activity G/Y:
a. History and development of clinical mental health counseling	Ch. 1 (Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.) & PowerPoint “Who are Counselors”
i. Legislation and government policy relevant to clinical mental health counseling	Ch. 3 (Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.) & PowerPoint “How are Counselors Trained and Regulated”
Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.1.a. History and philosophy of the counseling profession and its specialty areas	Ch. 1 (Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.) & PowerPoint “Who are Counselors”; Ch. 4 (Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.) & PowerPoint; How Do Counselors Integrate Personal and Professional Identity?
F.1. b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency	Ch. 4 (Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.) & PowerPoint; How Do Counselors Integrate Personal and Professional Identity?; Three Consultation Articles (available in Canvas); Ch. 2 (Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.) & PowerPoint “What Do Counselors Do?”



<b>and interorganizational collaboration and consultation</b>	20/20: A vision for the future of counseling: The new consensus definition of counseling (Kaplan et al., 2014) (Available in Canvas)
<b>F.1. f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues</b>	Ch. 4 (Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.) & PowerPoint; How Do Counselors Integrate Personal and Professional Identity?
<b>F.8. j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</b>	Ch. 12 (Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.) & PowerPoint "How Do Counselors Make Legal and Ethical Decisions?"

## COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- 2.g. Impact of biological and neurological mechanisms on mental health
- F.3.b. Theories of learning
- F.3.c. Theories of normal and abnormal personality development
- F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior
- F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions
- F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions
- F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

## CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

## COURSE REQUIREMENTS AND METHODS OF INSTRUCTION

### Required Text

Granello, D. H., & Young, M. E. (2019). Counseling today: Foundations of professional identity. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.)

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.



### Recommended Text

Bergman, D.M. (2013). The role of government and lobbying in the creation of a health profession: The legal foundations of counseling. *Journal of Counseling & Development, 91*,61-67.

Bobby, C.L. (2013). The evolution of specialties in the CACREP standards: CACREP's role in unifying the profession. *Journal of Counseling & Development, 91*,35-43.

Chu-Lien Chao, R. (2012). Racial/Ethnic Identity, Gender-Role Attitudes, and Multicultural Counseling Competence: The Role of Multicultural Counseling Training. *Journal of Counseling & Development, 90*,35-44.

Collins, S., Arthur, N., Wong-Wylie, G. (2010). Enhancing reflective practice in multicultural counseling through cultural auditing. *Journal of Counseling & Development, 88*,340-347.

Even, T.A. & Robinson, C.R. (2013). The impact of CACREP accreditation: A multiway frequency analysis of ethics violations and sanctions. *Journal of Counseling & Development, 91*,26-34.

Generali, M.M., Foss-Kelly, L.L., & McNamara, K. (2011). Barriers to Evidence-Based Counseling Practices: A Counselor Educator Training Model. Paper based on a poster presented at the 2011 American Association of Counselor Education and Supervision Conference, October 27, Nashville, TN.

Healey, A.C. & Hays, D.G. (2012). A discriminant analysis of gender and professional identity development. *Journal of Counseling & Development, 90*,55-62.

Kaplan, D.M. (2014). Ethical implications of a critical legal case for the counseling profession: *Ward v. Wilbanks*. *Journal of Counseling & Development, 92*,142-146.

Kaplan, D.M., Tarvydas, V.M., & Gladding, S.T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling and Development, 92*,366-372.

Kocet, M.M., & Herlihy, B.J. (2014). Addressing values-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling & Development, 92*,180-186.

Lee, S.M., Cho, S.H., Kissinger, D., & Ogle, N.T. (2010). A typology of burnout in professional counselors. *Journal of Counseling & Development, 88*, 131-138.

Marquis, A., Douthit, K.Z., & Elliot, A.J. (2011). Best practices: A critical vision for the counseling profession. *Journal of Counseling & Development, 89*,397-405.



Mellin, E.A., Hunt, B. & Nichols, L.M. (2011). Counselor professional identity: Findings and implications for counseling and interprofessional collaboration. *Journal of Counseling & Development*, 89,140-147.

Neukrug, E.S., & Milliken, T. (2011). Counselors' perceptions of ethical behaviors. *Journal of Counseling & Development*, 89,206-216.

Reiner, S.A., Dobmeier, R.A. & Hernandez, T.J. (2013). Perceived impact of professional counselor identity: An exploratory study. *Journal of Counseling & Development*, 91, 174-183.

Sandage, S.J., Crabtree, S., & Schweer, M. (2014). Differentiation of self and social justice commitment mediated by hope. *Journal of Counseling and Development*, 92,67-74.

Savickas, M.L. (2011). The centennial of counselor education: Origin and early development of a discipline. *Journal of Counseling & Development*, 89, 500-503.

UNO Department of Counseling (2014). *Student Handbook*.

Urofsky, R.I. (2013). The council for accreditation for counseling and related educational programs: Promoting quality in counselor education. *Journal of Counseling & Development*, 91,6-14.

Wester, K.L., & Borders, L.D. (2014). Research competencies in counseling: A Delphi study. *Journal of Counseling & Development*, 92,447-458.

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## METHODS OF INSTRUCTION. (EXAMPLE BELOW FROM A HYBRID COURSE)

### **Fully Online Course Delivery.**

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## TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser

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## TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)



[unohelpdesk@nebraska.edu](mailto:unohelpdesk@nebraska.edu)

402-554-4347 (HELP)

Eppley Administration Building, Room 104

Monday – Friday 8:00 to 5:00 pm

## DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

The following assignments are utilized throughout the course to demonstrate mastery of CACREP2009 standards included in this course outline. Please note that all assignments should be turned in via Microsoft word document via your online platform (Canvas). A detailed rubric for each assignment can be found in the online course platform. Please note: some assignments will be assessed for “expectations” through the Via Livetext platform per CACREP 2009 requirements. Those assignments will have both a grading rubric and an expectation rubric. The contents of the rubrics will be similar; however, the expectations rubric will be in the following format: “Exceeds Expectations,” “Meets Expectations,” or “Does not Meet Expectations.”

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### DISCUSSION POSTS (195 POINTS)

Your active participation is expected and is worth a significant portion of your grade. Therefore, it is critical that you engage in your discussion posts and address all necessary requirements. Please see each discussion post located in your weekly module or under the Discussion tab in Canvas for specific requirements. Discussion posts will begin the Monday of the scheduled course week and be due by Friday, 11:59 PM of the scheduled course week. Throughout the semester, there will be 14 discussion posts.

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### WELLNESS PLAN (80 POINTS)

**Wellness Plan:** You will develop a Wellness Plan in order to begin reflecting on your personal well-being and begin your own personal wellness plan to track their wellness throughout the UNO counseling program.

#### **a) Identify Wellness Areas (2)**

Specifically, students will select two (2) areas of wellness and develop SMART goals in order to make measurable wellness changes throughout the semester. This Wellness Plan can be found in table format at the end of the syllabus. Example: social and physical wellness.

#### **b) One-Page Synopsis**

After filling out your two areas of wellness in the Wellness Plan Table, students will write a one-page synopsis (max) discussing the following:



- a) Identifying Self-Care Strategies for these two wellness domains,
- b) Discussing Personal Characteristics that might help or hinder growth in these two wellness domains,
- c) Goal Completion/Achievement for these two wellness domains,
- d) Obstacles to achieving goals in these two wellness domains,
- e) Optimal Human Development (e.g., what might this look like in each wellness domain you selected),
- f) Motivation (e.g., what is your motivation to change in these two wellness domains).

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### COUNSELING PORTFOLIO (310 POINTS)

**Counseling Portfolio:** The purpose of this project is to develop a brief counseling portfolio based on what you have learned throughout the semester and to observe a mental health professional in action **OR** participate in a related mental health activity. There will be a written component and a field experience component to this project, so make sure to plan ahead to give yourself enough time to complete the necessary requirements. Please see additional information at the end of this assignment description for relevant information.

The portfolio should contain the following sections:

**a) Professional Identity:**

- a. Identify your personal counseling specialty (e.g., school, SAHE, clinical mental health, rehab)
- b. Identify trends in your counseling specialty (e.g., current events in the field)
- c. Identify the roles of counselors in your counseling specialty
- d. Discuss the job outlook for counselors in your counseling specialty
- e. Discuss training and licensure required for counselors in your specialty
- f. Highlight pertinent professional organizations and ethical standards for counselors in your counseling specialty
- g. Discuss ethical and legal issues for counselors in your counseling specialty
- h. Discuss how you might navigate difficult issues faced in your counseling specialty
- i. Highlight recent public policy influencing your work as a counselor in your counseling specialty
- j. Discuss your role as an advocate in your counseling specialty
- k. Discuss the importance of being a multicultural counselor
- l. Discuss benefits and challenges of working within your counseling specialty
- m. Discuss how and when you might seek supervision as a counselor in your counseling specialty
- n. Provide a summary of your counseling professional identity portion

**b) Personalized Counseling Plan:**



- 1) Your Resume (plan as if you are graduating from the program and are applying for a counseling-related job)
- 2) Your goals as a counselor (In the SMART format),
- 3) Your specific counseling skills
- 4) Positives and Negatives of becoming a Counselor
- 5) The population you would like to work with

**c) Observation Hours & Synopsis:**

**Observation** – you *must observe a counselor or other mental health professional OR attend a professional meeting (or meetings) on the topic of counseling or mental health for a minimum of 1-3 hours.* Consider observing the following actions:

- a) group counseling sessions
- b) intakes
- c) class-room guidance sessions
- d) consultation
- e) individual counseling sessions
- f) staffing meetings
- g) an additional therapeutic activity of your choice.

\*\*\*These activities must be completed this semester, not something you did in the past or will do in the future. Also, personal counseling/group counseling (though amazing) will not count as an observation for this assignment. When choosing a site/mental health professional to observe, consider potential populations you might like to work with during your clinical courses later in the counseling program.

**Synopsis** – Following your observation(s) you will develop a 2-to-4-page double spaced, Times New Roman 12 Pt Font (Maximum) synopsis of your experience containing:

- 1) a summary of the individual/meeting you observed
- 2) a reflection of the observation
- 3) conclusions or take-aways from your experience

**Additional Information:**

\*\*\*A detailed rubric with more information is available in Canvas.

**\*\*\*Due to Covid-19, exceptions will be made for the “observation hours” portion of this assignment. If you are unable to physically observe a counseling professional or physically attend a seminar etc., please notify me at least two weeks in advance of the assignments due date to receive accommodations. Accommodations generally include: observing online counseling sessions, attending online seminars and/or professional development activities, observing other related professional development/counseling-related activities**



## OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment	Points
Wellness Plan	80
Discussion Posts	215
Counseling Portfolio	310
<b>Total</b>	<b>605</b>

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### GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F

Note: If you are on track for a D, you are failing the course.

Grade	% Range
<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	<60%

## UNIVERSITY POLICIES

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### ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with [Accessibility Services Center](#) (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu).)

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### ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Academic and Student Affairs](#) for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic



integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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### TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services \(CAPS\)](#) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

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### CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

## GRADING POLICIES

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### GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.



You will find the Department of Counseling grade appeal policy in the Student Handbook:

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

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### DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

## COURSE EXPECTATIONS

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### CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

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### PARTICIPATION AND ABSENCE

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course. Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature.

Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

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### GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class.



Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

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#### LATE WORK

Assignments are due at the time provided on canvas. At the beginning of the semester, I recommend going through and noting all of the times for submissions. Late assignments will not be accepted unless you have explicit permission for an extension prior to the assignment due date. I typically am willing to provide an extension on an assignment as long as you are proactive in asking for one. Please consult with the instructor as early as possible if there are extenuating circumstances.

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#### RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

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#### PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

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#### FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Dr. Adams is prohibited. All copies and recordings remain the property of UNO and Professor Dr. Adams. UNO and Professor Dr. Adams reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

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#### ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Ongoing asynchronous active participation for course lectures, class discussions, and guest speakers.



2. Ongoing asynchronous active participation and group collaboration for the group presentation project.
3. Consistent online access to Canvas, VidGrid, Zoom, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.
4. Due dates on assignments that require peer interaction, including but not limited to: group assignments, discussion boards, peer reviews, and video discussions are inflexible and do not qualify for an extension or modified due date

\*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.