



CMHC 5000
Introduction to Counseling
Fall

Course Syllabus

1. **Instructor:** Chad Betters, PhD, LCMHC, BCPCC
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Office Hours: Mondays-Thursdays at 1:30-3:30 pm, or by appointment.
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
3. **Textbook:** Neukrug, E. (2016). *The world of the counselor: An introduction to the counseling profession (5th)*. Boston, MA: Cengage. ISBN# 9781305087293.
4. **Course Description:** The purpose of this course is to introduce the counseling profession, specifically examining the roles and functions of clinical mental health counselors and various other counseling professionals. Orientation to the professional counselor identity and the professional counselor culture is provided, as well as an introduction to the curriculum for professional counseling.
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS (2016)	ASSESSMENTS
2.1.A) History/Philosophy or Counseling Profession and Specialty Areas	Quizzes, Discussion Boards, Personal Narrative, and Final Examination
2.1.B) Multiple Professional Roles and Functions of Counselors	Quizzes, Discussion Boards, Job Shadow, and Final Examination
2.1.C) Counselors' Roles in Interdisciplinary Community Outreach/Emergency Response	Quizzes, Discussion Boards, and Final Examination
2.1.D) Role and Process of Professional Counselor Advocating on Behalf of Profession	Quizzes, Discussion Boards and Final Examination
2.1.E) Advocacy Processes Needed to Address Institutional and Social Barriers	Quizzes and Final Examination
2.1.F) Professional Counseling Organizations	Quizzes and Final Examination
2.1.G) Professional Counseling Credentialing and Accreditation	Quizzes, Job Shadow, and Final Examination
2.1.H) Labor Market Information	Quizzes, Discussion Boards, Job Shadow, and Final Examination
2.1.I) Ethical Standards or Professional Counseling Organizations and Credentialing Bodies	Quizzes, Discussion Board, Personal Narrative, and Final Examination
2.1.J) Technology's Impact on Counseling Profession	Quizzes, Discussion Board, Personal Narrative, and Final Examination
2.1.K) Strategies for Personal and Professional Self-Evaluation	Quizzes, Discussion Board, Personal Narrative, and Final Examination
2.1.L) Self-Care Strategies Appropriate for the Counselor Role	Quizzes, Discussion Board, Job Shadow, Personal Narrative, and Final Examination
2.1.M) The Role of Counselor Supervision in the Profession	Quizzes and Final Examination
2.2.C) Multicultural Counseling Competencies	Quizzes and Final Examination
2.3.C) Theories of Normal and Abnormal Personality Development	Quizzes, Discussion Board, and Final Examination
2.4.A) Theories and Models of Career Development, Counseling, and Decision Making	Quizzes, Discussion Board, and Final Examination
2.5.A) Theories and Models of Counseling	Quizzes, Discussion Board, Job Shadow, Personal Narrative, and Final Examination
2.5.F) Counselor Characteristics and	Quizzes, Discussion Board, Personal

Behaviors that Influence Counseling Process	Narrative, and Final Examination
2.5.N) Process of Aiding Students in Developing Personal Model of Counseling	Quizzes, Discussion Board, Personal Narrative, and Final Examination
2.6.A) Theoretical Foundations of Group Counseling and Group Work	Quizzes and Final Examination
2.7.A) Historical Perspectives Concerning Nature and Meaning of Assessment and Testing in Counseling	Quizzes and Final Examination
5.1.A) History and Development of Clinical Mental Health Counseling	Quizzes and Final Examination
5.1.B) Theories and Models of Clinical Mental Health Counseling	Quizzes, Discussion Boards, and Final Examination
5.2.A) Roles and Settings of Clinical Mental Health Counselors	Quizzes, Job Shadow, and Final Examination
5.2.I) Legislation and Government Policy Relevant to Clinical Mental Health Counseling	Quizzes, Discussion Boards, and Final Examination
5.2.J) Cultural Factors Relevant to Clinical Mental Health Counseling	Quizzes, Discussion Boards, and Final Examination
5.2.K) Professional Organizations, Preparation Standards, and Credentials Relevant to the Practice of Clinical Mental Health Counseling	Quizzes, Discussion Boards, and Final Examination
5.2.L) Legal and Ethical Considerations Specific to Clinical Mental Health Counseling	Quizzes, Discussion Boards, and Final Examination

- 1) Students will develop an understanding of the primary roles and functions of the professional counselor, including the historical and philosophical influences of current practices within the current counseling context.
- 2) Students will develop an understanding of the professional counseling arena, including professional organizations, credentials and credentialing bodies, and the role of professional counseling accreditation.
- 3) Students will develop and understanding of the current professional counseling labor market and differing career paths for the professional counselor.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Twelve quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the preceding course materials as reflected in the course calendar. The

quizzes will be in multiple choice format. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.

- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of one substantial post and two substantial postings to two different colleagues to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.
- C) One professional orientation report will be required for this course. The narrative will provide a reflection of the experience within the course and allow personal discovery pertaining to the orientation of the counseling profession. The scheduled due date for this assignment is provided on the syllabus calendar. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the personal narrative in order to maximize points earned for this assignment:

	“A” Quality Work	“B” Quality Work	Below “B” Quality Work
Reflection of Course (6 points)	A detailed reflection of the experience within the course is provided, including a summarization of the personalization of the counselor identity. Details pertaining to personal development of counseling	One of the components of the personal reflection is not provided. A depiction of the initial counseling world view is absent.	Both reflection of philosophy and orientation are insufficient or missing.

	philosophy are provided, and a depiction of initial counseling world view is present.		
Orientation to Counseling Profession (6 points)	A synopsis of an initial personal trajectory within the counseling profession is shared, which is accompanied by rationale based on personal preference and reasoning for exclusions within the field. Alignment of both trajectory and philosophy are apparent and appropriate.	A vague summary is provided with no clear trajectory present. The rationale provided is lacking either personal preference or exclusionary items. The alignment of trajectory and philosophy is not apparent or appropriate.	No synopsis is present. No personal trajectory is provided, and no rationale is evident. Alignment of trajectory and philosophy is missing.
Writing Mechanics (4 points)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

D) A counselor interview report will be required for this course. The report will document the opportunity for a counselor interview experience of a practicing professional counselor. Arrangement for the counselor interview experience is the responsibility of the student. The counselor interview experience will provide content for the report, which will document the experience for the learning objective. The scheduled due date for this assignment is provided on the syllabus calendar. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the counselor interview report in order to maximize points earned for this assignment:

	"A" Quality Work	"B" Quality Work	Below "B" Quality Work
Introduction of Counselor Interview	A detailed description of the	An insufficient description of the	No description of the counselor experience

<p>Experience (2 points)</p>	<p>chosen counselor interview experience is provided, including therapist's name and contact information, the counseling location, and a brief depiction of the services provided at the counseling location.</p>	<p>counselor interview experience is provided, as demographic data is missing. The depiction of the services provided are vague.</p>	<p>was provided. No job shadow contract for was completed.</p>
<p>Counselor Interview Observations (3 points)</p>	<p>A synopsis of the counselor interview experience is provided, including what was asked and answered, as well as a summary of any dialogue experienced between self and the therapist. The experience is documented to the extent that a reader can successfully be aware of the experience.</p>	<p>An insufficient description of observational process is provided. An insufficient description of the documenting strategy is provided.</p>	<p>The observational process provides no depiction of the experience.</p>
<p>Interview Reflection (3 points)</p>	<p>A brief reflection of the counselor interview experience is provided, including what was found to be positive and negative. Any questions raised from the experience are provided, and an evaluation of the experience is provided.</p>	<p>An insufficient reflection is provided. The evaluation of the experience does not depict a position regarding the experience.</p>	<p>No reflection is present. The evaluation is missing and there is no way to ascertain the perception of the experience.</p>
<p>Writing Mechanics (2 points)</p>	<p>The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.</p>	<p>One grammatical, punctuation, or spelling error is present.</p>	<p>More than one grammatical, punctuation, or spelling errors are present.</p>

E) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice and open-ended question format. The examination date and time is scheduled on the course calendar. Students absent at the time of administration will not be able to complete the examination without valid documentation.

9. Course Evaluation:

Twelve quizzes @ 3 points each =	36 points
Seven discussion board entries @ 4 points each =	28 points
One professional orientation report @ 16 points =	16 points
One counselor interview report @ 10 points =	10 points
One final examination @ 10 points =	10 points

	100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. Extra Credit Policy: Extra credit will not be provided during this course.

11. Attendance/Valid Documentation Policy: Please refer to the Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:

Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:

A) Each student is personally responsible for regular and punctual class attendance.

B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.

C) *The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.*

D) *Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.*

E) *The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*

F) *The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.*

G) *If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.*

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

12. Academic Honesty Policy: Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone

dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.

13. **Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.

14. **Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.

15. **Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda For Week	Requirement For Week
Week 1	Introduction to Course, Review of Syllabus, The Clinical Mental Health Counselor's Identity, <i>Chapter 1</i> , The Clinical Mental Health Counselor's Profession and Professional Organizations, <i>Chapter 2</i>	Discussion 1
Week 2	Ethics, Accreditation, and Credentialing in Clinical Mental Health Counseling, <i>Chapter 3</i> , Individual Approaches to Clinical Mental Health Counseling and Counselor Self-Care, <i>Chapter 4</i>	Quiz 1, Quiz 2, Discussion 2
Week 3	Clinical Counseling Skills and Specific Roles and Functions, <i>Chapter 5</i> , Couples and Family Counseling, <i>Chapter 6</i>	Quiz 3, Quiz 4, Discussion 3
Week 4	Group Work, <i>Chapter 7</i> , Consultation and	Quiz 5, Quiz 6,

	Supervision, <i>Chapter 8</i>	Discussion 4
Week 5	Abnormal Development, Diagnosis, and Psychopharmacology, <i>Chapter 10</i> , Clinical Mental Health Counseling: Advocacy and Community Outreach, <i>Chapter 17</i>	Quiz 7, Quiz 8, Discussion 5
Week 6	Career Development, <i>Chapter 11</i> , Testing and Assessment, <i>Chapter 12</i>	Quiz 9, Quiz 10, Discussion 6
Week 7	Theories and Concepts of Multicultural Counseling, <i>Chapter 14</i> , Knowledge and Skills of Multicultural Counseling, <i>Chapter 15</i>	Quiz 11, Quiz 12, Discussion 7, Counselor Interview Report
Week 8	Review for Final Examination	Personal Narrative, Final Examination