



The Citadel Graduate College
 Zucker Family School of Education
 Division of Counselor Education

EDUC 515: Introduction to the Counseling Profession	
Fall 2022	
Instructor: Aaron H. Oberman, Ph.D., NCC	Class Meetings: Tuesday (8/30, 10/11, 10/25; asynchronous all other weeks)
Office: Bond 359	Room: Online
Email: aaron.oberman@citadel.edu	Class Hours: 5:30 – 8:00 pm
Credit Hours: 3	Office Hours: by appointment

Required Texts and Materials:

Studer, J. R. (2015). *The essential school counselor in a changing society*. Thousand Oaks, CA: Sage Publications, Inc.

Student Information: This course serves as an introduction and professional orientation as part of the M.Ed. in Counselor Education - School Counseling program.

Learning and Developmental Goals: Students who are considering entering or just beginning graduate preparation in school counseling often have a limited understanding of the counseling profession. One of the purposes of this course is to provide students with an awareness of the development and history of the counseling profession and the role and function of the school counselor. Another purpose is to set forth the personal skills and characteristics, theoretical understandings, and research mastery required to deliver counseling services. This background will enable students to engage in self-development, delineate a plan of study for their professional preparation, and relate this plan to the curricular offerings of the program. Special attention will be given to credentialing, professional, ethical, and legal issues.

Description: This course is an overview and orientation to the school counseling profession including history, roles, functions, settings, specialties, organizations, credentialing, ethical, legal and professional issues.

Online Courses

The Canvas platform LMS is utilized in all digitally delivered courses as the required submission process for all course assignments, discussions, and related documentation.

All graded feedback from the course instructor will also be submitted and returned to the student in this manner.

Conceptual Base of the School of Education:

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable**, **reflective**, and **ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the place where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- Have mastered their subject matter and are skilled in using it to foster student learning;
- Know the self who educates (Parker J. Palmer) and integrates this self -knowledge with content knowledge, knowledge of students , and in the context of becoming professional change agents are committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable**, **reflective**, and **ethical professionals**:

Knowledgeable *Principled Educational Leaders*. . .

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning; and
5. Demonstrate a commitment to lifelong learning.

Reflective *Principled Educational Leaders*. . .

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;

8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment; and
10. Reexamine their practice by reflectively and critically asking questions and seeking answers.

Ethical Principled Educational Leaders. . .

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures; and
14. Establish rapport with students, families, colleagues, and community; and
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base:

The course will provide students with the following while referencing CACREP Standards and The Citadel School of Education conceptual framework and dispositions:

1. The history, current status, and future directions of the counseling profession in a rapidly changing, diverse society (*CF: 1-5*).
2. A learner-centered knowledge base, skills, and values required of a professional school counselor to promote the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate (*CF: 1-5, 14, 16*).
3. A commitment to life-long personal and professional development (*CF: 1, 3, 5, 6*).
4. A sampling of counseling journals which emphasize training and practice (*CF: 1-5*).
5. An orientation to career options, professional licenses and credentials, and professional organizations and role models (*CF: 1-17*).
6. The profession's ethical standards of practice (*CF: 3, 5, 12-17*).
7. Various school counselor roles and the potential for the development of ethical and legal dilemmas (*CF: 1-5, 12-17*).
8. Processes for the enhancement of the student's development of a professional identity, advocacy for all students and for effective school counseling programs, and its associated responsibilities (*CF: 1-17*).
9. An examination of school counselor functions in supervision, appraisal, consultation, and research in relation to values and ethical and legal standards (*CF: 1, 3, 4-17*).
10. An examination of the ethical decision-making process and its role in the counseling process (*CF: 12-17*).

11. Opportunities for the development of the student's own ethical posture (*CF: 7-17*).
12. A commitment to serve as leaders in education to promote, develop, and enhance effective teamwork within the school and at the local, state, regional, and national levels, including the role of the professional counselor in advocating on behalf of the profession (*CF: 3, 7, 12-17*).
13. An examination of prevention and intervention strategies (*CF: 1-2*).
14. An examination of a comprehensive developmental school counseling program (*CF: 1*).
15. An examination of issues that may affect the development and functioning of students (e.g., abuse, violence, alcohol/drug use, eating disorders, ADHD, childhood depression, and suicide) (*CF: 1, 4, 12-16*).
16. An examination of developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options) (*CF: 1, 8, 9, 12-16*).
17. An understanding of the role of racial, ethnic, and cultural heritage, nationality, socio-economic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling (*CF: 1-6, 12-17*).
18. Knowledge and understanding of community, environmental, and institutional opportunities (including pre-K – 12 curriculum) that enhance, as well as barriers that impede access, equity, student academic, career, and personal/social success and overall development (*CF: 1-17*).

CACREP 2016 Standards

- Section 2.1.a-1
- Section 2.7.a & c
- Section 5.1.a & c
- Section 5.2.a,b,d,e,l,m, & n

Course Policies, Expectations, and Requirements

COVID-19 Mandatory Mask Policy: You are mandated to wear a mask while in the classroom. If you do not wear a mask, you will be asked to leave class immediately and disciplinary action will be taken. Only time a mask can be pulled away in class is to drink water.

Updated Contact Information: Students must update contact information at the start of each semester to ensure instructor-student communication outside of Canvas, if required.

Course Material: Course material is for the sole use of students currently enrolled in the course and not for redistribution to electronic file sharing sites (share drives, Chegg, Course Hero, etc.).

Disability Policy: The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services for Students with Disabilities in the Student Success Center (117 Thompson Hall, 843-953-6877) to verify their eligibility and to identify appropriate accommodations. Students should speak to his/her professor and also make requests for academic accommodations to services for students with disabilities so we can ensure these accommodations and facilitate student success. If you have an immediate access need, please reach out to your faculty immediately in person, via email, or during office hours. Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the Services for Students with Disabilities as noted above. Please know that accommodations are not retroactive, so avoid any delays.

Weather & Campus Emergencies: In case of adverse weather, or other campus emergency, critical information will be posted on the Bulldog Alert homepage, as well as pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway (or Canvas).

If you have not yet updated your contact information, or set up course notifications within Canvas, you should do so immediately.

Continuity of Instruction (COI): During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and Canvas. In the event of such an emergency, check your Citadel email account and Canvas course announcements for instructions. The following areas will also adjust during COI:

1. Online Course Requirements

- Computer
- Reliable Internet connection and software (DSL, LAN, or cable connection desirable)
- Access to Canvas
- Webcam
- Scanning (possibly with smartphone)

2. Course Structure

This course will be delivered entirely online through the Citadel's Learning Management System, Canvas. You will need your Citadel CWID and password to login to the course from the Canvas home page (<https://lesesnegateway.citadel.edu/cp/home/displaylogin>).

3. Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

- Email the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL &DE) at ceitlde@citadel.edu
- Visit the Canvas tutorials found in your Citadel Online Student Resource course, or visit the HELP MENU in your course navigation bar.

4. Email

In this course we will use Canvas to send emails to your Canvas email account. Please check your messages regularly.

- Assignments will not be accepted via email.
- Check your Citadel email frequently and at least once daily.

5. Discussion Forums

Discussion Forums are a way for you to engage with each other about the course content. Each lesson module will have a question that links to a forum. You can also access each forum by clicking on the Discussion Board link in the course navigation menu. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the prompt and follow the criteria outlined on the forum rubric.

6. Virtual Office Hours *(optional, but recommended)*

Twice a week I will be available for virtual office hours on...

7. Attendance Policy:

Distance education (online) students are subject to The Citadel's attendance policy. Attendance in a distance education (online) course is defined by active participation. Logging into Canvas does not qualify as sufficient evidence of attending as per federal financial aid guidelines, and nonattendance may affect financial aid and/or veterans' benefits. Completion of tests, submission/completion of assignments, and participation in discussion forums are activities used to document enrollment. (Note: logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement). Students who have not documented enrollment and participation by the end of the official drop/add period will be administratively dropped from the roll as "never attended." Students who fail to maintain active participation throughout a distance education (online) course also may be administratively dropped after the official add-drop date without the possibility of reimbursement. For this purpose, an unexplained absence from the course for more than two weeks is considered "non-participation."

8. Complete Assignments

All assignments and discussions for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. Late or missing assignments and discussions will affect the student's grade.

Code of Conduct: Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students and cadets are expected to conduct themselves as responsible adults. All members of the campus community are expected to use

reasonable judgement in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in "Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School," which can be found online at: http://www.citadel.edu/root/images/cgc/cgc_catalog/cgc-academic-catalog.pdf

Academic Integrity Statement: Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel's Honor Manual and Honor Code apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-toleration. Cheating or evidence of academic dishonesty on any work submitted for evaluation will result in an "F" for both the assignment and the course. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional and negligent plagiarism. Plagiarism, intentional or negligent, may be referred as an honor violation. The complete Honor Manual may be found at: <http://krausecenter.citadel.edu/wp-content/uploads/2019/08/2019-2020-Honor-Manual-WEB.pdf> and the Honor Code can be found in the CGC Course Catalog: <http://www.citadel.edu/root/images/cgc/cgc-academic-catalog.pdf>

Student Use of Electronic Devices: (optional) Students may use laptop computers or tablets for taking notes so long as they do so in a manner that does not interfere with the learning of others. Students may not play games, work on other assignments, or use their electronic devices during class except for taking notes and/or completing instructor-assigned work.

Missed or Late Work Policy: *Clearly articulate the department's or instructor's policy for evaluating late submissions and penalties for and/or how to make up missed assignments.*

Attendance and Participation Requirements: *Clearly articulate the college's, department's, and instructor's attendance policy. (i.e. - I will record and report attendance for every class meeting. It is the student's responsibility to arrive to class on time, and to maintain class attendance throughout the duration of the semester. With this in mind:*

- Class attendance is mandatory.
- Students may miss class only for authorized reasons (athletic events, academic travel, special ceremonies, guard duties, etc.)
- Illness and personal emergencies may also cause students to be absent for legitimate reasons.
- Should a student miss class for any reason, he/she will make every reasonable effort to notify the professor in advance of the absence.
- The student will be responsible for any material covered in class.
- If a student knows he/she will be absent for an examination or on the due date of a major graded requirement, that student will coordinate with his/her instructor for completion/submission requirements.

- Whether excused or unexcused, absences in excess of 20% of the meetings of a particular course can, at the discretion of the instructor, result in a grade of “F” in the course.)
- Active participation in class discussions and activities is an expectation of this course.

Grading Criteria:

1.) Traditional Assessment

a) Midterm and Final Exams will consist of essay item(s). The exams will be completed during designated exam periods. (25 points each)

b) PowerPoint Presentation is a 10 minute presentation on a specific aspect or special topic area in the school counseling profession. The instructor will provide additional guidelines, assign topic areas. (25 points)

c) Professional School Counselor Interview involves interviewing a currently practicing professional school counselor. A list of interview questions will be provided to the student. A typed 3-5 page interview summary report should include the questions answered followed by the counselors comments. The report should also address: (a) what was most surprising to you concerning the interviewee’s comments? and (b) your overall reactions to the interview. The instructor will provide more details and additional questions in class. (25 points)

d) School Counseling Position Statement will consist of a 2 to 3-page paper outlining the student’s counseling philosophy and the nature of the counseling relationship as it relates to the role of the professional school counselor. This paper should also include how your cultural background and cultural values that may impact your role in the school, as well as your interaction with student/clients(s). This assignment is related to a professional disclosure statement, a tool that helps outline and explain the counseling process to clients, tell them about yourself and, in general, what to expect from the process. An outline will be provided by the instructor. (25 points)

e) Class Participation in Discussion Board - The expectation is a professional commitment to attending and participating in all classes synchronous and asynchronous. Completing the discussion boards, as well as replying to your classmates (as noted) is expected throughout the course. (25 points)

2.) Grading Scale

Grades are determined based upon the following scale.

A = 93 – 100%

B+ = 89 – 92%

B = 85 – 88%

C+ = 80 – 84%

C = 75 – 79%

A grade below 75% will result in the student repeating the course.

Faculty and Student Responsibilities

The Citadel's School of Education Division of Counselor Education is charged with the task of preparing professional school counselors and service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The Citadel's Counselor Education programs seek to promote a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected and by respecting the dignity and worth of each student. A student's progress in the program may, however, be interrupted for failing to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training-related requirements for self or others. For example, to ensure proper clinical training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, parents/legal guardians of minor clients, classmates, staff, administrators, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

Memberships

Encouraged student membership in:

- American School Counselor Association (ASCA)
- Palmetto State School Counselor Association (PSSCA)
- American Counseling Association (ACA)
- Association for Play Therapy (APT)
- South Carolina Counseling Association (SCCA)