

PVAMU Course Syllabi – Whitlowe R. Green College of Education

COURSE TITLE: CNSL 5053 Professional Orientation			
Spring 2013			
Department of	Educational Leadership and Counseling	College of Education	
Instructor Name:	Dr. Carl Lloyd Gardiner		
Office Location:	Room 113		
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Fax:			
Email Address:	clgardiner@pvamu.edu		
U.S. Postal Service Address:	Prairie View A&M University		
	P.O. Box	P.O. Box 519	
	Mail Stop	MS 2400	
	Prairie View, TX 77446		
Office Hours:	By Appointment		
Virtual Office Hours:	E-mail is generally checked at least twice a day, 5 days a week.		
Course Location:	Internet		
Class Meeting Days & Times:	Online		
Course Abbreviation and Number:	CNSL 5053		
Catalog Description:	<p>Catalog Description: This course is a study of obligations and problems in the professional practice of guidance, counseling, human development services, and research. Professional ethics, legal considerations, relationship with other professionals and with the public will be studied. Current trends and issues in the field of counseling will be emphasized.</p>		
Prerequisites:	Admission to Master's Counseling Program		
Co-requisites:	None		
Required Text:	<p><u>Required Texts:</u></p> <p style="text-align: center;"><u>Introduction to the Profession of Counseling.</u> 5th ed. Upper Saddle River, N.J.: Pearson Prentice Hall. By: Nugent, F.A. & Jones, K.R. (2009). ISBN-13: 978-0-13-514430-5. ISBN-10: 0-13-514430-2</p> <p>I Read Book: 1.I Read- The Present: The gift for changing Times by Spencer Johnson 978-0-307-71954-6ISBN</p> <p><u>Recommended Text:</u></p> <p>American Psychological Association. (2010) Publication manual (6th ed.). Washington, DC: Author.</p> <p><u>Required References:</u></p> <p>1. American Counseling Association:</p> <p style="text-align: center;">http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</p>		

<p>Required Readings:</p>	<p>2. Council for Accreditation of Counseling and Related Educational Programs (CACREP) http://www.cacrep.org/2009standards.html</p> <p>3. National Board for Certified Counselors http://www.nbcc.org/ethics/Default.aspx</p> <p>4. Texas State Board of Examiners of Professional Counselors http://www.dshs.state.tx.us/counselor/lpc_rules.shtm http://www.dshs.state.tx.us/counselor/lpc_enforce.shtm</p> <p>5. Access to Learning Resources: PVAMU Library Phone: (936) 261-1500 Web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; Web: https://www.bkstr.com/Home/10001-10734-1?demokey=d</p>
<p>Please Note: House Bill 2504 does allow students the choice not to purchase the class textbook(s). Student's have the choice of using alternative methods to access textbook information (internet websites, books on reserve at the library, etc). Students are required and held accountable to complete all assignments as noted in the syllabus.</p>	
<p>Course Goals, Overview, and/or Description:</p>	
	<p>At the end of this course, the student will be able to</p> <ol style="list-style-type: none"> 1. Examine and define the key terms and concepts associated with the ethical practice of counseling. 2. Be able to identify codes, standards, and guidelines for ethics established by CACREP, ACA, NBCC, and TSBPC. 3. Differentiate between ethical and legal issues in counseling. 4. Be able to identify the professional practice of counseling and ethical issues that are defined by professional counselors. 5. Be able to analyze a variety of case studies to develop ethical solutions to common counseling problems. 6. Be familiar with ethical decision making models.
<p><u>Course Objectives/ Accrediting Body (NCATE) Standards Met:</u></p>	
<p>At the end of this course, the student should be able to:</p>	
<ol style="list-style-type: none"> 1. To prepare professionals as problems solvers, critical thinkers, and decision-makers who are able to communicate these skills to others. 2. To prepare professionals as facilitators of growth and development who exhibit a positive self-esteem, self-concept and are able to transmit these effective components to others. 3. To prepare professionals as reflective and continual learners who initiate, distribute knowledge and skills, and utilize effective teaching counseling practices. 4. To prepare professionals who understand and appreciate human diversity and demonstrate TExES Domains/Standards/Competencies. 	
<p>SBEC STANDARDS & TExES Competencies for School Counselors that Relate to CNSL 5053 Standard I. Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base. The professional school counselor knows and understands: 1.8 Legal and ethical standards, practices, and issues.</p>	

Standard VI. Learner Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

The professional school counselor:

6.1 Uses reflection, self -assessment, and interactions with colleagues to promote personal professional development.

6.3 Strives toward the highest level of professionalism by adhering to and modeling professional, ethical and legal standards.

6.5 Engages in continuous professional development to improve the school guidance and counseling program.

TExES Competencies for School Counselors that Relate to CNSL 5053

006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession

DOMAIN I— UNDERSTANDING STUDENTS	<i>Competency 001</i> Human Development	<i>Competency 001</i> Human Development
	<i>Competency 002</i> Student Diversity	<i>Competency 002</i> Student Diversity
DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM	<i>Competency 003</i> Factors Affecting Students	<i>Competency 003</i> Factors Affecting Students
	<i>Competency 005</i> <i>Developmental Guidance Program</i>	<i>Competency 005</i> <i>Developmental Guidance Program</i>
DOMAIN III— COLLABORATION, CONSULTATION, AND PROFESSIONALISM	<i>Competency 006</i> Counseling	<i>Competency 006</i> Counseling
	<i>Competency 008</i> Collaboration with Families	<i>Competency 008</i> Collaboration with Families
	<i>Competency 009</i> Collaboration with Others in the School and Community	<i>Competency 009</i> Collaboration with Others in the School and Community
	<i>Competency 010</i> Professionalism	<i>Competency 010</i> Professionalism

Program Objectives for the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

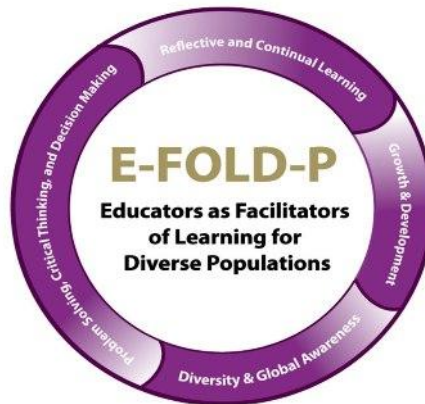
Section II: Program Objectives and Curriculum

Subsection K:

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;

- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter organization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
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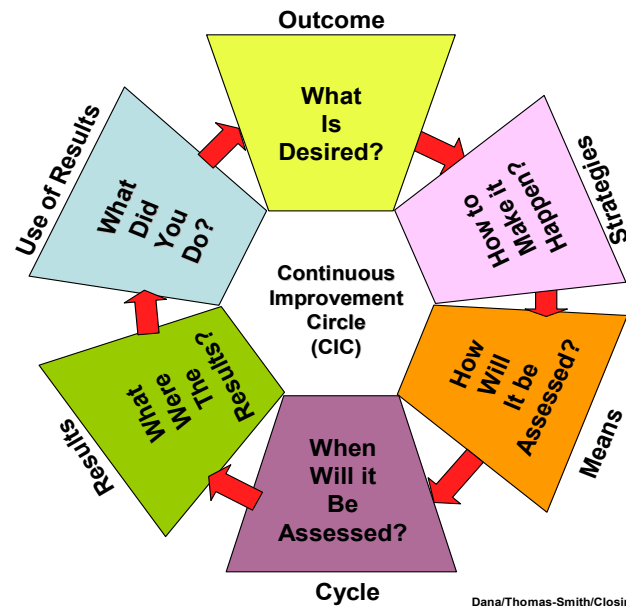


E-FOLD-P (CONCEPTUAL FRAMEWORK)

Educator as Facilitator of Learning for Diverse Populations

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

**Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University**



Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Discussion Boards – participation in online discussions

RESEARCH ASSIGNMENTS

1. Your Therapeutic orientation to counseling
2. Legal and ethical Issues of counseling
3. I - Read Book Assignment
4. Role of the school counselor
5. Counselors Field Interview Assignment

Individual class Project – PowerPoint Presentations

Assume that you have been invited to speak to a group of counseling interns on any of the topics below. Select one, and prepare a power point presentation that includes content that is critical discussion of the implications of this topic for you as a counselor as well as its influence on the counseling process. PowerPoint slides must not be less than (15) in number. All slides must be bulleted and professional executed.

PRESENTATION TOPICS

- Counseling racially diverse clients
- Counseling gay and lesbian clients
- The importance of cultural competence during the therapeutic process
- Counseling suicidal clients
- Counseling homicidal clients
- Counseling teenage parents
- Issues with on-line counseling
- Counseling with the elderly
- Strategies use with angry clients
- Therapist attraction to a client
- Client attraction to a therapist
- The importance of ethical issues and guidelines in counseling
- Power point Presentation on Carl Rogers Client Centered Therapy
- Counseling via the internet

Weekly Reflections Logs:

Each student is required to write eight one page reflection logs from the previous chapter. All logs must be posted via ECourse by 11:00pm on the day assigned. Logs must be typed **one page**, double space; Times Roman and size 12 Font (**Late logs will be unacceptable**). Submit a total of eight logs, each will have a value of 10 point. In order to achieve full credit logs presented must be thorough, critical, and on-time.

- **Guidelines for Reflection Logs**
- Submit your reflections in this order, numbering each log from “1” through “8.”
Articulate your personal reactions about each chapter in your text and delineate any specific information that has resonated with you; such as, your discoveries, your interests, and concerns.)

Therapeutic orientation Paper

Write a three page content paper delineating your therapeutic orientation to counseling. Explain the reasons why you have made this choice and how your thoughts, skills, beliefs and values resonate with this career. If you have chosen to eclectic, expand on all of the theories that you have chosen. In order to achieve maximum point's papers must be written following the APA format with running headers, cover and reference pages.

Counselors field Interview Paper:

Students will be required to interview two practicing counselors (LPC) in different settings and write a two page paper comparing and contrasting various aspects of their roles, beliefs and therapeutic orientation.

I Read Book Assignment:

Write a 3 pages summary of the book entitled. The Present: The gift for changing Times by Spencer Johnson. Articulate how the content of this book has resonated with you as a counselor

Role of school counselor

Write a two page content paper delineating the role and functions of a school counselor. Please observe APA guide lines

Legal and ethical Issues in counseling

Write a three content page paper on the Legal and Ethical Issue in the field of counseling. Some of the topics to be discussed are as follows: confidentiality, duty to warn, informed consent, privileged

communication, dual relationship, sexual encounters with clients, scope of practices, defamation of client's reputation, Use of CPT Codes before a bill is sent to a client insurance company, accepting gifts from clients also referred to as pro bono (etc). Your text does not contain this information, so please read an ethics book or use online resources. In order to receive maximum points please have a cover page and reference page along with APA Format and running headers

GRADING MATRIX SAMPLE

Name:						
Assignment	Grade	Weekly logs	Grade	Quiz	Grade	Final Exam
Therapeutic orientation Paper	/50	1	/10	1	/ X 10	/100
Legal and ethical issues in counseling	/50	2	/10	2	/ X 10	
I - Read Assignment	/50	3	/10	3	/ X 10	
The role of a professional school counselors	/50	4	/10			
Professional counselors interview	/50	5	/10			
		6	/10			100
		7	/10			
		8	/10			
TOTAL	250		80		30	100

Instrument	Point Value	Total	Final Grade
Online Discussions	8 weekly online discussions logs at 10 points each	80	
Assignments	5 assignments @ 50 points each	250	
Power point presentation	Selected counseling topic 100 points	100	
Quizzes	3 quizzes at 10 points each	30	
Final Exam	100 points	100	

Total course points		560	
Bonus	Attendee's at the Waymon Webster Counseling conference 10 points Bonus	10	
GRADE		570	A

GRADING MATRIX

Grade assignment scale

570 - 520	A
519 - 469	B
468 - 418	C
417 - 367	D
366 and <	F

The submission of the (5) artifact assignments will be selected from the five assignments that is assigned.

General Class Evaluation Procedures

All materials required for submission to the instructor are graded according to the University's grading system. All component of the class grading system listed below carry equal weight in determining your final grade. Students are expected to take quizzes, exam and submit all assignment at scheduled time

Prairie View A&M University is an accredited institution of NCATE. Therefore, a Rubric Scoring guide is implemented in this course. The scoring scale is:

COUNSELING CONFERENCE

The 21st annual Waymon T. Webster conference is scheduled to be held on Saturday March 2, 2013 from 8am-12pm at Prairie View A&M University Memorial Center. The cost of the conference is (\$35.00 early registration) and (\$45.00 onsite). Students who are unable to attend the conference will be required to submit a research paper in lieu of your attendance. This research paper shall be written in an autobiographical format delineating the conference speaker experience, research and other relevant information regarding his counseling publications. A minimum of 3 pages not including cover and reference pages, written based on APA format. This research paper is due no later than 03/12/2013 via an assigned E – Course link. The URL link to register for the conference on or before the deadline of 2/25/2013 is below:

<http://www.pvamu.edu/pages/174.asp>**Extra Credit** 10 points (certificate of attendance, or paper must be submitted before class credit is awarded.

SCHEDULE OF CLASS EVENTS

Week	Dates	Instructional Focus
1	01/20/13- 01/26/13	Introduce yourself to your classmates. Take the pre test Review class syllabus
2	01/27/13 – 02/02/13	Chapter 1: History of Counseling Chapter 2: Professional, Ethical, and Legal Issues Log #1 Due
3	02/03/13 -02/09/13	Chapter 3: The Effective Counselor Chapter 4: Counseling in A Multicultural World Log #2 Due
4	02/10/13 – 02/16/13	Chapter 5: Human Development Theories Chapter 6: Counseling Theories & Techniques Assign.1.Therapeutic orientation Paper due in e-course at 11pm Quiz 1 Chapter 1 - 4
5	02/17/13 – 02/23/13	Chapter 7: Assessments, Testing, and Diagnosis Chapter 8: Individual Counseling Counseling Types Assignment Due Log #3 Due
6	02/24/13 – 03/02/13	Chapter 9: Group Counseling Chapter 10: Consultation Assign 2 Legal and ethical issues in counseling due in e-course Log #4
7	03/03/13 – 03/09/13	Chapter 11: Marriage and Family Counseling Quiz 2 Chapters 5 - 8
	03/10/13 -03/16/13	Chapter 12: Career Counseling Log #5 Due PowerPoint presentation Assign 3 Read Assignment due in e - course
9	03/17/13 – 03/23/13	Chapter 13: Substance Abuse Counseling Chapter 14: Counseling Older Adults Log #6
10	03/24/13 – 03/30/13	Chapter 15: Counseling Programs in Colleges and University Chapter 16: Mental Health & Community Counseling Quiz 3 Chapters 9 - 14
11	03/31/13 – 04/06/13	Chapter 17 Log #7 Due
12	04/07/13 – 04/13/13	Assign. 4 Role of the school counselor due in e-course
13	04/14/13 -04/20/13	Log # 8
14	04/21/13 – 04/27/13	Assign 5 Field Interview Assignment Due
15	04/28/13 – 05/04/13	FINAL EXAM

Certification Students ONLY

All student pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

All student pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

WWW.CERTIFYTEACHER.COM<<http://WWW.CERTIFYTEACHER.COM>

Submission of Assignments:

ALL ASSIGNMENTS SHOULD BE SUBMITTED IN THE ASSIGNMENT DROP BOX AREA OF **eCourses** under the appropriate assignment heading. . **All designated assignments must be uploaded to EPORTFOLIO!**

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). There will be two exams. Each exam will include multiple-choice questions and will be graded for content on the subject matter. Integration of the concepts of substance abuse will be central to the exams. Exam dates will be on the days according to the syllabus unless otherwise announced in class. Exams will be online or in class.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams

Title: Equal Opportunity Compliance Officer/Title IX Coordinator

Institution: Prairie View A&M University

Office of Student Affairs & Institutional Relations

Address: P.O. Box 519: MS 1107

A.I. Thomas Building, St 013

Prairie View, Texas 77446

Telephone: 936-261-2123

Fax: 936-261-2138

Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman

Title: Administrator for Diagnostic Testing and Disability Services

Institution: Prairie View A&M University

Email: kfnorman@pvamu.edu

University Rules and Procedures

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. **Attendance to all classes is mandatory.** Students are expected to participate in all online discussions.

Use of PV Email Accounts

All email correspondence will be through the PV email system or eCourses. Please check your email through your e - Courses or PV email account daily for correspondence and announcements.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

APPENDIX A

Field Interview report guidelines

Interviews with two practicing “helping professionals” in different settings (e.g., school, mental health agency, private practice) are required. The written paper will compare and contrast various aspects of the roles and functions of the professionals interviewed.

Guidelines

The guidelines for you to follow for the interviews of two currently practicing helping professionals are as follows:

1. Select to interview two professionals (e.g., counselors, social workers, clinical psychologists) who work in different settings (e.g., school mental health agency, private practice, hospital, employment agency, higher education counseling center, business and industry).
2. Call ahead to schedule an appointment. Ask for 45 minutes to an hour of the professional's time. You may audio tape your interview provided the participating professional gives his/her permission. Should the individual offer to show you around the facility, this would be beneficial for information gathering.
3. Questions you may consider for the interviews should address the focus of the interview and provide relevant information for the paper you will write. Some questions you may want to ask are:
 - What is your job title?
 - What is your training/education and experience? In what ways did your training prepare you well for the job? In what areas was your training lacking?
 - To whom do you report? What is the attitude of your superior/s (e.g., principal to counselor) about counseling?
 - To what professional organizations do you belong? How are they useful/helpful to you?
 - What is the typical salary range for a position such as yours?
 - What is your client/case load? How are clients assigned to you? What types of clients do you typically work with? What kinds of problems or concerns do the clients most frequently bring to you?
 - What referral sources do you use? What types of clients/problems do you typically refer?
 - Who are your professional peers? Do you work with other "counselors" or do you work alone?
 - What is your theoretical orientation? How did you select your particular orientation?
 - What counseling techniques do you typically use? What techniques do you avoid using? Why? How would you describe your counseling style?

Format for Reporting Interviews

Use a narrative style to report what you have learned. The paper will consist of four sections:

- a) An introduction to the assignment/paper that includes an overview of the paper contents
- b) Descriptive information for each counselor
 - date of interview
 - length of interview
 - type of setting

- description of counselor
- c) Compare and contrast the two counselors and settings
- education/training
 - work experience
 - structure of setting (e.g., who the counselor reports to, professional peers, types of clients, typical salary, professional organizations to which they hold membership, client load, referral resources)
 - theoretical orientation (e.g., structural framework, techniques they do/don't use, counseling style, problems/concerns they generally deal with)
 - describe the typical day (e.g., hours worked, client time, record keeping, on-site visits)
- d) Conclude with your personal reactions or perspectives of each individual
- What appeals to you about the work of each counselor?
 - What you see as drawbacks or problems inherent in working in each setting?
 - What you learned that surprised you?
 - Use "I learned" statements which summarize what you have gained from this interviewing experience, which will serve as the summary for the paper

Final papers should be typed and double-spaced with each page numbered in consecutive order.

- ✓ The first line of each paragraph is to be indented one-half inch (5 spaces).
- ✓ Margins for each written page should be a minimum of one-inch at the top, bottom, right, and left.
- ✓ Pages are to be numbered consecutively beginning with the title page as page one. The page number should appear in the upper right-hand corner at least one-inch from the right-hand edge of the page.
- ✓ Lines of the text should *not* be justified.
- ✓ Remember to use standard written English, which includes adherence to the mechanics of written language.

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling

By virtue of my signature I hereby certify that I have received a copy of the syllabus for Counseling Technique 5013 for FALL 2012 semester. I have also read and fully comprehend my responsibilities and will execute the requirements contained herein.

Please print your name legibly.

Dr. Carl Gardiner
Assistant Professor

Date