

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department	Counseling and Counseling Psychology
Prefix	CAP Number	Title	Units: <u>3</u>
	120	Introduction to Counseling	

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials
N/A
(Required)

Course description: Provides an introduction to and broad overview of the field of counseling. Covers several counseling topics related to ethics, prevention, intervention and treatment, as well as multicultural counseling.

Requested designation: Social-Behavioral Sciences - SB **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Social-Behavioral Sciences core courses \(SB\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

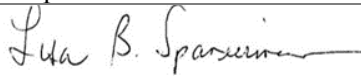
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Devina Wadhwa E-mail dbajaj@asu.edu Phone 480-273-0179

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Lisa Spanierman Date: 3/10/17

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">PSYCHOLOGY</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	PSYCHOLOGY	Syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	PSYCHOLOGY				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b style="color: yellow;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
CAP	120	Introduction to counseling	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1: Course is designed to enhance basic understanding and knowledge of human interaction	Psychology is the scientific study of mind and behavior and thus, human interactions underlie the core philosophies of this field. Counseling is a field within applied psychology that is particularly focused on learning about and building skills and competencies to train as mental health counselors. Counseling equips students with the skills and knowledge to apply solutions to complex problems faced by society across diverse cultural groups.	The primary objective of this course is to develop skills and competencies as a mental health practitioner (syllabus, page 1). The objective of this course has been met in various ways. 1. pages 4-5 of syllabus. The diverse topics/readings covered in the course emphasize the length and breadth of human interactions across several settings (e.g. home, school, college) situations (group, couples, family, students), contexts (marriage, career development), and ages (adolescents, children, and adults). 2. Page 3 of syllabus. The thought paper described in the syllabus also meets this criteria because it allows students to reflect on the roles and responsibilities of a counselor. 3. Page 3 of syllabus. The final reflection paper is a culmination of the objectives of this course i.e. students reflect on what they learned about counseling, the types of counseling they prefer, fears about counseling, and how they hope to use this knowledge to further their understanding of individual and cultural diversity in the helping profession.
2: Course content emphasizes the study of social behavior	The purpose of this course is to learn specific skills in counseling that involves social interactions and behaviors.	The primary objective of this course is to develop the skills and knowledge to help others. Thus, the very nature of this course is rooted in an understanding of social interactions and behaviors using empirical knowledge and scientific methods of inquiry about human behavior. This criterion has been met in several ways: 1. Pages 4-5 of syllabus. The assigned course readings and/or topics emphasize the study of social interactions and behaviors. For example, the first part of the course teaches students about the therapeutic relationship between the counselor and the client. Developing a therapeutic relationship involves a counselor assessing a client's needs, focusing on problem areas, and

		<p>then helping clients plan and achieve goals for therapy. These social relationships are further examined from an ethical and multicultural perspective. The rest of the course topics are focused on various counseling skills and techniques used with specific populations (e.g. school children, adolescents, adults, college students, families, couples, etc.)</p> <p>2. Page 3 of syllabus. The "informational interview presentation" meets the criteria for studying social behavior. This assignment requires students to interview a counseling psychologist professional on the nature, duties, and responsibilities of their work in the field.</p>
<p>3a Course emphasizes the distinct knowledge base of the social and behavioral sciences</p>	<p>Psychology is the scientific study of mind and behavior and thus, human interactions underlie the core philosophies of this field. Counseling is a field within applied psychology that is particularly focused on learning about and building skills and competencies to train as mental health counselors. Counseling equips students will the skills and knowledge to apply solutions to complex problems faced by society across diverse cultural groups. Specifically, students will learn about ethical codes, multicultural counseling, competencies, prevention, intervention, and methodologies of counseling.</p>	<p>The primary objective of this course is to develop skills and competencies as a mental health practitioner (syllabus, page 1) using psychological principles and theories. Thus, the very foundation of this course is built on psychology, a social and behavioral science. For example, page 4-5 of the syllabus lists all course readings that reflect the current objectives of this course i.e. to build skills and competencies in the development of a mental health counselor. Specifically, students will gain knowledge about human interactions across genders, ages, and diverse racial and/or ethnic groups.</p>
<p>4: Course illustrates the use of social and behavioral science perspectives and data</p>	<p>This course provides a brief overview of the field of counseling, a specialty within the field of psychology. Thus, counseling principles and theories are grounded in social and behavioral science perspectives and data. Through required texts, readings, lectures, exams, presentations, and in-class exams, students will learn about the empirical methods of counseling used in the field.</p>	<p>The primary objective of this course is to develop skills and competencies as a mental health practitioner (syllabus, page 1) using psychological principles and theories. Thus, the very foundation of this course is built on psychology, a social and behavioral science. There are several ways in which this criteria are being met.</p> <p>1. Page 4-5 of the syllabus lists all course readings that reflect the current objectives of this course i.e. to build skills and competencies in the development of a mental health counselor. Specifically, students will learn about the ethical principles and data used in the counseling field. Students will also learn about developing client-counselor relationships in several settings (school work, home), situations (family, couple, group, etc.) and age groups (children, adolescents, and adults) using empirical methods grounded in social behavioral science perspectives and data.</p> <p>2. Page 1 of syllabus. Required readings will also be supplemented by empirical, peer-reviewed journal articles that will emphasize course content.</p> <p>3. page 3 of syllabus. The informational interview presentation involves students collecting and</p>

		presenting data (i.e. nature of work, roles, responsibilities, duties, and challenges) on a current professional in the helping field.
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CAP 120 Introduction to Counseling (3 credits)
Semester and Year
Section Number and Class Time
This syllabus is open to revision.

Instructor Information

Name:

Office Location:

Office Hours: My office hours will be on _____ from _____ to _____. You can also make an appointment by contacting me via email.

Email:

Phone Number:

This course is offered by the College of Integrative Sciences and Arts. For more information about the school, please visit our website: <https://cisa.asu.edu>. If you have questions or concerns, please contact the instructor or send your inquiry to cisa@asu.edu.

Course Information

Objectives and Description: This course is designed to give students a brief overview of the counseling profession and to build skills and competencies as a mental health practitioner. In this course, you will learn about many counseling topics including ethical codes, multicultural counseling competence, prevention, intervention, and the different methodologies of counseling. This introductory course provides only a survey of the field; you will need to take subsequent courses for more comprehensive material in each topic discussed in this course.

Format: This class meets in-person two times per week. In class, there will be lectures, discussion, and in-class presentations. Because of the interactive nature of this course, it is expected that students come to class prepared to discuss and participate using knowledge from the previous lectures and required readings.

Learning Outcomes: Through in-class discussions, weekly lectures, assignments, and exams, you should be able to: 1) describe the history of counseling, 2) explain the role of the counselor, and 3) integrate ethics and multicultural competence into counseling.

Required Textbook and/or Materials: Neukrug, E. (2015). *The world of the counselor, an introduction to the counseling profession* (5th ed.). Boston, MA: Cengage Learning.

- Notes: Additional required readings (e.g., scientific articles, news articles, and/or handouts) will be posted on the class website.

Blackboard: It is your responsibility to be proficient in using Blackboard and its required processes. Students need to be proactive in ensuring they are skilled in Blackboard's processes in order to complete all assignments on time. Technology excuses for late or incomplete assignments will not be accepted. **You will be responsible for checking Blackboard daily.** If you have any questions about how to use Blackboard you can go to <https://asu.secure.force.com/kb/articles/FAQ/Blackboard-Help-for-Students> or contact staff at myasu-q@asu.edu or (480) 965-6500, bbhelp@is.asu.edu or (480) 965-6739 or dlt-tech@asu.edu or (480) 965-6922.

Student Conduct: You are expected to interact with each other and the instructor in a respectful manner. Role playing simulations and class discussions are for training purposes only and are not meant to serve as a substitute for professional clinical service. Resources are provided at the end of the syllabus for those who are interested in professional services. Students should be mindful of self-disclosures and respecting each other's boundaries during class discussions and role plays. At times, the instructor may need to discontinue a discussion or role playing simulation.

Academic Integrity: Students must submit original work in accordance with ASU's policy on academic integrity (<http://provost.asu.edu/academicintegrity>). Any act of cheating or plagiarism **can be** grounds for receiving an "XE" as a grade on your transcript. Self-plagiarism is subject to sanctions as well as copying another person's words, ideas, or materials without proper citation. Students are responsible for submitting original work for every assignment. Self-plagiarism falls under the umbrella of plagiarism per University Academic Integrity policies and is not taken lightly in this course or at this university. Depending on the severity of the offense, consequences may include receiving a zero, reporting offense to the University, or receiving an "XE" in the course.

Title IX. Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://eoss.asu.edu/wellness/sexualassault>.

Threatening Situations: All incidents and allegations of violent or threatening conduct by an ASU student must be reported to the ASU Police Department and the Office of the Dean of Students.

Disability Accommodations: Students who desire accommodations for a disability should contact Disability Resource Center (DRC) as early as possible (i.e., before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to contact the DRC and inform the instructor. Please visit ASU's disability resource center website for more information <http://www.asu.edu/studentaffairs/ed/drc/>.

Class policies

Attendance, Participation, & Grades: Class attendance is mandatory. Your participation is an integral part of what you learn. It is expected that all students will participate and invest in activities and discussions. Participation activities may include field experiences for homework. If you have made prior arrangements and have an instructor-approved excused absence, it is your responsibility to talk with the instructor about an assignment that may earn you those points you missed that day (this may not be possible in all cases).

- You can earn 2 points for attending and participating during each class session. If you choose not to attend you will not be eligible for those points. Engaging in thoughtful discussion and participating in class activities is a very important part of learning in this course. Inappropriate use of **cell phones** or **laptops** or reading other materials during class will be considered not participating, and you will lose participation points. Arriving late or leaving early from class will result in deductions from your participation.
- **Accommodation for religious practices:** If you must miss class for religious practices, please let me know at least 48 hours in advance.
- **Accommodation for university-sanctioned activities:** If you must miss class for university-sanctioned activities, please let me know at least 48 hours in advance.

Grades: As a student it is your responsibility to track your grade on Blackboard and to contact the instructor within 48 hours from when it appears, if there is an inconsistency. If you do not receive a response from the instructor within 48 hours, you can assume I did not receive your email and should send it again.

Late Assignments. In the **UNLIKELY** event that you are unable to complete an assignment on time, you must let me know at least one class period before the due date in order for an extension to be considered. An assignment that is turned in after class on the due date will be penalized 25% of the total points earned. If the assignment is not turned in

by the end of the following class period, 50% will be deducted from the total points earned. **No assignments will be accepted after 48 hours from the due date.** Technology failure is no excuse for turning in late work. There are open access computer centers on campus for your use in case something happens to your home computer. Also, saving your work often, having backups, and saving assignment upload receipts sent by Blackboard, are all methods of avoiding technology issues.

ASSIGNMENTS AND EXAMS

Assignment 1: *Thought paper.* You will write a paper (Times New Roman, size 12-point font; double-spaced; 1-inch margins; 3 page minimum) incorporate: 1) what you believe counseling is and what it is not, 2) how you see the role of the counselor, and 3) why you want to be in the counseling profession or learn more about how you can help others.

More information on this assignment will be provided in class. DUE DATE on Blackboard under SafeAssign.

Assignment 2: *Informational Interview Presentation.* You will research and contact a professional who is currently in the helping field (s/he does not have to be a counseling psychologist). You will prepare a list of questions that you would like to know about the profession. The presentation should be 5-10 minutes long and include: 1) the profession and educational background of your interviewee (2-3 minutes), 2) what his/her normal day is composed of (3-5 minutes), and 3) surprising information that you did not expect about his/her work (3-5 minutes). Make sure to be in-depth with your questions. This is meant to be beneficial to you, so ask questions that you would really like to know or that you think would be beneficial to take back to your classmates. Please consult with me if you have any questions about who to contact for this assignment. More information on this assignment will be provided in class. Presentations will be on: DATE (see schedule).

Assignment 3: *Final Reflection Paper.* At the end of this course, you will write a paper that describes your experience in this course. The paper (Times New Roman, size 12-point font; double-spaced; 1-inch margins; 5 page minimum) should include: 1) what you have learned about counseling, 2) the type of counseling you prefer, 3) your fears regarding counseling, 4) what you are looking forward to in a profession of counseling. More information on this assignment will be provided in class. DUE DATE on Blackboard under SafeAssign.

Exam: Exams will consist of both multiple choice and short answer questions. Each exam will include material covered up to the date of that exam, including readings, lectures, discussion, and videos. Although a majority of questions for each exam will focus on material covered in the section immediately preceding that exam, the material in this course is meant to be integrative, and many exam questions will focus on integration and review, particularly in the case of the third exam. Although lecture outlines will be available on the website, relying on the outlines without taking your own notes in class will not be sufficient to do well on the exams. Hence, attend lectures regularly and try to take good notes.

- **Missed Exams:** There are few acceptable reasons for missing an exam. Make-up exams are allowed only for those who provide *verifiable* documentation, obtain permission from the instructor 24 hours IN ADVANCE of the test, and have one of the following: Significant illness documented by a letter from a physician; an extremely serious family problem (e.g., death of a family member), or another very serious impediment (e.g., delivery of a baby, National Guard call-up, etc.). Students who miss an exam without satisfying these conditions will receive a ZERO for that exam. Arrangements to take a missed exam **MUST** be made within ONE WEEK of the exam date. Make-up exams differ from the original exam and include a number of short-answer/essay questions. It is possible for the make-up exam to include more difficult items.
- **Exam Grading:** Any questions you may have about the grading of your exam **MUST** be brought to the instructor within one week of reviewing your graded exam. Since you will not be allowed to take the test booklets out of the classroom, you will need to make an appointment with the instructor if you would like to go over your test results again.

Course Grading System:

Grades will be determined by the percentage you accumulate:

97-100 = A+ 93-96 = A 90-92 = A-

87-89 = B+ 83-86 = B 80-82 = B-

77-79 = C+ 70-76 = C 60-69 = D 59 & below = F

Point distribution:

Assignment	Due Dates	Points
Exam 1		50 points
Exam 2		55 points
Exam 3		60 points
Assignment 1		40 points
Assignment 2		50 points
Assignment 3		60 points
Participation		60 points
	Total Points Possible	375 points

TENTATIVE SCHEDULE

Week	Topic	Readings*
1	Introduction to the course	Syllabus Review class
	The Counselor Role	Chapter 1
2	Guest Speaker from ASU Counseling Services	
	The Counseling Profession ***ASSIGNMENT 1 DUE + DISCUSSION***	Chapter 2
3	Ethics in Counseling	Chapter 3
	Approaches to Counseling	Chapter 4
4	The Therapeutic Relationship	Horvath (2005)
	The Therapeutic Relationship (continued)	Shatell et al. (2007)
5	Counseling Skills	Chapter 5
	Multicultural Counseling Theories	Chapter 14
6	Multicultural Counseling Skills	Chapter 15
	EXAM 1 (40 Multiple Choice, 2 Short Answer) (emphasizes Weeks 1-6)	
7	Development Across the Lifespan	Chapter 9
	Abnormal Development	Chapter 10 (pp. 312-
8	Psychopharmacology	Chapter 10 (pp. 333-
	Clinical Mental Health Counseling	Chapter 17
9	Adolescent and Child Counseling	Myers et al. (2002)
	Couples Counseling	Chapter 6 (pp. 181-
10	Family Counseling	Chapter 6 (pp. 196-
	Group Counseling	Chapter 7
11	Career Development and Counseling	Chapter 11

	School Counseling	Chapter 16
12	Student Affairs and College Counseling	Chapter 18
	EXAM 2 (40 Multiple Choice, 2 Short Answer) (emphasizes Weeks 7-12)	
13	Consultation	Chapter 8 (pp. 250-
	Supervision	Chapter 8 (pp. 263-279)
14	*** PRESENTATION DAY 1 + DISCUSSION***	
	*** PRESENTATION DAY 2 + DISCUSSION***	
15	Testing and Assessments	Chapter 12
	Research and Evaluation ***ASSIGNMENT 3 DUE + DISCUSSION***	Chapter 13
FINAL	***EXAM 3 (45 Multiple Choice, 3 Short Answer)*** (cumulative including material from Weeks 1-15)	

* Chapters refer to Neukrug (2015) textbook. See Blackboard for other readings.

All content of the lectures, including the written materials distributed in class, are under copyright protection.

References

Horvath, A. O. (2005). The therapeutic relationship: Research and theory: An introduction to the special issue. *Psychotherapy Research, 15*(1-2), 3-7.

Myers, J. E., Shaffner, M. F., & Briggs, M. K. (2002). Developmental counseling and therapy: An effective approach to understanding and counseling children. *Professional School Counseling, 5*(3), 194-202.

Shattell, M. M., Starr, S. S., & Thomas, S. P. (2007). 'Take my hand, help me out': Mental health service recipients' experience of the therapeutic relationship. *International journal of mental health nursing, 16*(4), 274-284.

Additional Polytechnic Campus Support Resources

Students are encouraged to take advantage of the following resources during this course and throughout their time at ASU. Call or visit the ASU website for other campus locations that may be available.

Career Services: Academic Center Building (CNTR); Suite 110; (480) 965-2350; <https://eoss.asu.edu/cs>
Writing Center: Academic Center Building, Room 160; (480) 727-1452; <https://tutoring.asu.edu/writing-centers>

ASU Counseling Services: Academic Center Building Suite 92; (480) 727-1255; <https://eoss.asu.edu/counseling>

ASU Police Department: 480-727-3456; <https://cfo.asu.edu/police>

International Student Success: <https://students.asu.edu/international/support/academic>