



**Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, except for "Other Course Information," are required elements.**

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Tina A. Williams</b>
Course Title & #:	<b>Introduction to Counseling</b>	Email:	<b>Tina.williams@imperial.edu</b>
CRN #:	<b>20869</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>On-line</b>	Office #:	<b>Zoom/email/telephone</b>
Class Dates:	<b>02/16-06/2021</b>	Office Hours:	<b>Tuesday /Thursday 4-5 Weekly</b>
Class Days:	<b>On-line</b>	Office Phone #:	<b>760-352-8320</b>
Class Times:	<b>On-line</b>	Emergency Contact:	<b>760-562-5404</b>
Units:	<b>3</b>	Class Format:	<b>On-line</b>

### Course Description

A study of the theory, process, and practice of interviewing and counseling in community service and other counseling situations. The course is designed to assist the student to gain knowledge and develop skills to help a client or interviewee in counseling situations. Theories of counseling and basic helping skills will be presented, demonstrated, and practiced. (Same as ADS 120) (CSU)

### Course Prerequisite(s) and/or Corequisite(s)

Recommended: Twelfth grade reading level is highly recommended

### Student Learning Outcomes

Language: Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Present active listening skills using body language and empathetic paraphrasing. (ILO1, ILO2, ILO3)
2. Demonstrate advanced cognitive behavioral therapy techniques. (ILO1, ILO2, ILO3)
3. Research a counseling theory and present material in class. (ILO1, ILO2, ILO3, ILO4, ILO5)

### Course Objectives

Required language: Upon satisfactory completion of the course, students will be able to:

1. Name therapies such as summarize and explain the principal methods of techniques used in client centered, Gestalt, rational, emotive, family systems, and psychoanalytic forms of counseling or psychotherapy, and will be able to compare each method or technique with the others.
2. Listen and empathize with a client for five minutes and then verbally reflect (repeat using other words) the gist of what the clients has expressed.
3. Explain the personal and professional characteristics of an effective counselor.
4. Demonstrate advanced empathetic understanding.



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5. Explain which of the methods of counseling he prefers and will be able to justify that choice.
6. Counsel a fellow-student (client) for one thirty-minute session.

## Textbooks & Other Resources or Links

Corey, Gerald (2013). Theory and Practice of Counseling and Psychotherapy (10th/e). Cengage. ISBN: 13:978-1305263727 2.

Recommended if you are an ADS student or want to do addiction counseling: Phelps, L (2011). Intervention, Treatment & Recovery: A Practical Guide to the TAP 21 Addiction Counseling Competencies (1st/e). Kendall Hunt Publishing. ISBN: 9780757587955

## Course Requirements and Instructional Methods

**Students will be required to read assigned chapters; current articles and/or sources from the internet. Students give written and/or verbal critical analysis of the readings. Practice active and advanced active listening, research and present counseling theories, critique counseling demonstrations.**

**Quizzes:** A quiz will be given after each chapter lecture. No late quizzes will be accepted. Each quiz will be worth 5 points.

**Discussions:** Each module has a discussion board. Students must participate in each discussion in the form of one original post, and one response post per module. Original posts must contain at least 150 words, and response posts must contain 75 words to receive full credit. Discussion posts are due at each module's due date. Late research assignments will be accepted up to one class period of the due date.

**Research Paper:** There will be a research paper due at the end of the semester based on Theory and Practice.

**Exams:** Two exams will be given. Exams will consist of multiple-choice and short-answer questions. The short-answer questions will usually be patterned after problems that we will work in class through discussions and group work.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

**Class participation and attendance:** Class participation will be measured by presence, active interest and involvement in discussions, exercises, and presentations.

### What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or another electronic device, please submit your request here:

<https://imperial.edu/students/student-equity-and-achievement>.

2. If you would like to access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI: -Park in every other space (empty space BETWEEN vehicles) -Must have facemask available -For best reception park near buildings -Only park at marked student spaces -Only owners of a valid disabled placard may use disabled parking spaces -Only members of the same household in each vehicle -Occupants MUST remain in vehicles -Restrooms and other on-campus services not available -College campus safety will monitor the parking lot -Student code of conduct and all other parking guidelines are in effect -Please do not leave any trash behind -



No parking permit required If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455

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## Course Grading Based on Course Objectives

Grading System:

90-100% A

80-89 % B

70-79 % C

60-69 % D

50-00 % F

## Course Policies

**What is netiquette?** Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

• **Students are to comply with the following rules of netiquette:** (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)? Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings.

**Follow the tips below for best results:**

1) Be RESPECTFUL Imperial Valley College Course Syllabus – Click here to enter text. 6 a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming) a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME. a. Crunching food or chugging drinks is distracting for others. b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU a. It is hard to see you in dim lighting so find a location with light. b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING a. If you are using the camera, show your face; it helps others see your non-verbal cues. b. You may be at home but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.



- 6) Be **READY TO LEARN AND PAY ATTENTION** a. Catch up on other emails or other work later. b. If you are Zooming, silence your phone and put it away. c. If you are in a room with a TV – turn it off.
- 7) **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS** a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It is best if you conference in a private space, but if you cannot find a quiet place, when noises arise **MUTE** your laptop.
- 8) **REMEMBER TO UNMUTE WHEN SPEAKING** a. Follow your instructor’s directions about using the “raise hand” icon or chat function to be recognized and to speak, but make sure you have unmuted your device. b. Do not speak when someone else is speaking.
- 9) **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING** a. Especially when the camera is on **YOU**, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked. b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.
- 10) **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING** a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## Other Course Information

**Imperial Valley College offers various services in support of student success. The following are some of the services available for students.**

**Please speak to your instructor about additional services which may be available. How do I access services now that we are mostly online?**

- **CANVAS LMS.** Canvas is Imperial Valley College’s Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** To accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services.** Visit the Spencer Library’s page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

## IVC Student Resources

- **VETERAN’S CENTER** The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources.
- The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141. **EXTENDED OPPORTUNITY PROGRAM and SERVICES (EOPS)** The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice.
- Also, under the umbrella of EOPS is the **CARE (Cooperative Agency Resources for Education) Program**, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - **EOPS/CARE Staff** **STUDENT EQUITY PROGRAM** the Student Equity & Achievement Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved.
- The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented.
- **SEA** addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC’s Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness.
- We strive to remove barriers that affect IVC students’ access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system.
- Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.
- What if I cannot afford food, books, or need other help? Imperial Valley College Course Syllabus – Click here to enter text. 18 We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>



## Anticipated Class Schedule/Calendar

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week 1</b> February 16 - 21	Chapter One: Introduction and Overview/Quiz	
<b>Week 2</b> February 22-28	Chapter Two: The Counselor: Person and Professional/Quiz	
<b>Week 3</b> March 1-7	Chapter Three: Ethical Issue in Counseling Practice/Quiz	
<b>Week 4</b> March 8-14	Chapter Four: Psychoanalytic Therapy/Quiz	
<b>Week 5</b> March 15-21	Chapter Five: Adlerian Therapy/Quiz	
<b>Week 6</b> March 22 -28	Chapter Six: Existential Therapy/Quiz	
<b>Week 7</b> March 29-April 4	Chapter Seven: Person-Centered Therapy/Quiz	
<b>Week 8</b> April 5-11	Spring Break	
<b>Week 9</b> April 12-18	Chapter Eight: Therapy/ Gestalt Quiz/Exam 1 thru 7	
<b>Week 10</b> April 19-25	Chapter Nine: Behavior Therapy/Quiz	
<b>Week 11</b> April 26-May 2	Chapter Ten: Cognitive Behavior Therapy/Quiz	
<b>Week 12</b> May 3-9	Chapter Eleven: Choice Theory/Reality Therapy/Quiz	
<b>Week 13</b> May 10-16	Chapter Twelve: Postmodern Approaches/Quiz	
<b>Week 14</b> May 17-23	Chapter Thirteen: Postmodern Approaches/Quiz	
<b>Week 15</b> May 24-30	Chapter Fourteen: Family Systems Therapy/Quiz	
<b>Week 16</b> May 31-June 6	Research Paper	
<b>Week 17</b> June 7-11	Final: Chapters 8 thru 14	

\*\*\*Subject to change without prior notice\*\*\*