



MHS 6006
Trends & Principles of the Counseling Profession
84371 900
Fall 2026

Instructor Name

Eric Davis

University Course Description

A study of trends in the counseling profession, its philosophical framework, its scope and functions, its organizations and administration. Introduction to basic skills needed in the counseling relationship.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course will primarily be conducted in synchronous face-to-face instruction.

Instructional

strategies include:

1. Weekly preparation. All weeks will have reading assigned based in the required texts or other supplemental materials. Materials will be available on Canvas at least one week prior to the class meeting.
2. Large group class meetings (5:00-7:45 pm). Synchronous class meetings each week will utilize mini-lectures, discussions, and application exercises.

Student Learning Outcomes

Student Learning Outcomes (SLO)	Evaluation
Describe the historical and philosophical perspectives of the counseling profession	Final Exam
Explain the multifaceted roles of professional counselors and their relationships with other helping professionals	Field Experience & School Interviews
Develop a professional counselor identity that integrates personal characteristics and values with that of the counseling profession	Skills Demonstrations; Field Experience & School Interviews; In-Class Practice; Self-Reflection
Communicate the overall purpose and process of counseling relationships and working with individual clients or students	Field Experience & School Interviews; Skills Demonstrations; Final Exam
Demonstrate core counseling skills for building therapeutic relationships	Skills Demonstrations; In-Class Practice

Course Objectives

Content Addressed (CACREP 2024 Standards)

- history and philosophy of the counseling profession and its specialized practice areas (3.A.1)
- the multiple professional roles and functions of counselors across specialized practice areas (3.A.2)
- counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management (3.A.3)
- the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (3.A.4)
- the role and process of the professional counselor advocating on behalf of the profession (3.A.5)

- professional counseling organizations, including membership benefits, activities, services to members, and current issues (3.A.6)
- professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas (3.A.7)
- self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (3.A.11)
- culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities (3.E.7)
- counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (3.E.8)
- interviewing, attending, and listening skills in the counseling process (3.E.9)
- counseling strategies and techniques used to facilitate the client change process (3.E.10)
- strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences (3.E.11)
- goal consensus and collaborative decision-making in the counseling process (3.E.12)
- suicide prevention and response models and strategies (3.E.19)
- crisis intervention, trauma-informed, community-based, and disaster mental health strategies (3.E.20)

Required Texts and/or Readings and Course Materials

Ivey, A.E., Ivey, M.B. & Zalaquett, C.P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed.). Cengage.

Neukrug, E. (2022). *A brief orientation to counseling: Professional identity, history, and standards* (3rd ed). Cognella.

How to Succeed in this Course

I recommend the following strategies to optimize your performance in this course:

1. Read the syllabus carefully and refer to it throughout the course.
2. Do not procrastinate (i.e., do not wait until “the last minute” to complete an assignment).
3. Take notes on key concepts and terms when reading the textbook and attending class.

4. Block off time in a calendar or planner to complete your coursework and treat those blocks of time like appointments.
5. Unless otherwise indicated, do not treat readings and videos in the modules as optional.
6. Information from them may appear in quizzes, exams, and written assignments!
7. Use spell check and grammar-check functions before submitting assignments.
8. 7. Pay attention to any emails from the instructor or any announcements posted in Canvas.

Grading Scale

Grading Scale (%)			
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0-59	F

Grade Categories and Weights

Grade: Grades in this class will be based on completion of the course requirements listed below.

40 points: Counseling Session 1 (20%)

40 points: Counseling Session 2 (20%)

40 points: Counseling Session 3 (20%)

20 points: Self Reflection (10%)

30 points: Counseling Field Experience (15%)

30 points: Final Exam (15%)

200 points TOTAL

Instructor Feedback Policy & Grade Dissemination

Graded tests and materials in this course will be returned individually. Graded materials are typically returned within one week of submission date; however, this may vary depending upon the assignment and date of submission. You can access your scores at any time using "Grades" in Canvas.

Major Topics and Course Schedule

Date	Topics	Readings	Assignments
<u>Date</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignment Due</u>
8/26	Course Overview What is Counseling & Who is the Counselor Characteristics of an Effective Counselor	Syllabus Neukrug 1 Neukrug 3	
9/2	Listening, Attending, & Empathy Observation Skills	Ivey 3 Ivey 4	
9/9	Questions Encouraging, Paraphrasing, & Summarizing	Ivey 5 Ivey 6	Insurance & Site Confirmation Signature
9/16	Observing & Reflecting Feelings SOAP notes	Ivey 7 SOAP notes resources	
9/23	5-Stage Interview Focusing the Counseling Session	Ivey 8 Ivey 9	Session 1
9/30	Empathic & Supportive Confrontation	Ivey 10	

Date	Topics	Readings	Assignments
10/7	Reflection of Meaning & Interpretation/Re framing	Ivey 11	
10/14	Termination	Termination Resources	Session 2
10/21	Predecessors & History of the Counseling Profession Current Issues & Future Trends in the Counseling Profession	Neukrug 4 & 5 Neukrug 6	
10/28	Accreditation & Credentialing in Counseling & Related Professions Action Skills for Building Resilience & Managing Stress	Neukrug 7 & 8 Ivey 12	Session 3
11/4	Professional Associations in Counseling & Related Fields Counseling Theory & Practice	Neukrug 2 Ivey 13	
11/11	No School	N/A	

Date	Topics	Readings	Assignments
11/18	Ethics in Counseling Suicide & Abuse	Neukrug 9 Suicide & Abuse Resources	Counseling Field Experience Report
11/24	Thanksgiving Break	None	Enjoy time with friends & family
12/3	Skills Interpretation, Determining Personal Style, & Transcendence Culturally Competent Healing	Ivey 14 Neukrug 10	Self-Reflection
12/10	Finals Week	None	Final Exam

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not

limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late assignments will be accepted for 24 hours beyond the due date without penalty.

Assignments submitted after the 24 hours will receive a grade of 0 unless discussed with the professor. Missed exams may be made up only if a documented emergency situation exists. Whether or not a situation constitutes an emergency will be determined by the instructor.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

We will use Canvas as a learning management tool throughout the course. You may access our course via <https://usflearn.instructure.com/>. Within Canvas, you will be able to view announcements, locate class materials, and submit all assignments. If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by phone 813-974-1222 or email help@usf.edu or visit <https://www.usf.edu/it/about-us/helpdesk.aspx>

For any potential virtual meetings, students **MUST** have their cameras on for the duration of class, be dressed appropriately, and be in a setting free of distraction.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's

assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made

available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing.

Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)