**Introduction to Instructor’s Manual and Teaching Tips**

**for**

**The World of the Counselor**

**An Introduction to the Counseling Profession**

**5th edition**

**Introduction to Instructor’s Manual and Teaching Tips**

Although a survey course can be taught in many different ways, here I will share my thoughts on how to teach "Introduction to Counseling" or an equivalent course that might use the fifth edition of *The World of the Counselor.* Hopefully, you will find some of the things I do helpful. Of course, I would encourage you to adapt the book to your style of teaching. Therefore, you might want to stress certain chapters and not emphasize others.

The text presents an overview of the counseling profession by offering relevant content, vignettes, and think pieces for students to ponder. The book loosely follows the common-core curriculum standards of the Council for Accreditation of Counseling and Related Programs (CACREP), which include: (1) Human Growth & Development, (2) Helping Relationships, (3) Social & Cultural Foundations, (4) Group Work, (5) Career & Lifestyle Development, (6) Appraisal, (7) Research & Program Evaluation, and (8) Professional Orientation. The text also offers specific content in the specialty areas of Clinical Mental Health Counseling, School Counseling, and Student Affairs Practice and College Counseling (post-secondary counseling). Having the text adhere to the CACREP-accredited common-core areas assures compliance with a high standard in the profession and offers the student a broad knowledge base. For these reasons, the book could eventually be used as a source book and as a review for certification or licensing exams.

In recent years there has been an important focus on multicultural issues, advocacy, and ethical, professional, and legal issues in counseling. Because I believe these issues are crucial to how we define our profession in the 21st century, I have paid particular attention to them throughout the text. Thus, separate chapters provide information on ethical and professional issues (Chapter 3), and on multicultural counseling (Chapters 14 and 15). In addition, at the end of *each* chapter, I have included a focus on multicultural counseling and advocacy and on ethical, professional, and legal issues. Also, with my belief that each counselor should be a reflective person, I have concluded each chapter with a section entitled *The Counselor in Process* which stresses how the self-reflective counselor might deal with issues related to the chapter content. Finally, should you want additional experiential activities that focus on chapter content as well as ethical, professional, and legal issues, and multicultural concerns, consider using the companion workbook that can be found on the Cengage website. This workbook, *Experiencing the World of the Counselor: A Workbook for Counselor Educators and Students,* is filled with activities you can do in class or require as homework.

The *World of the Counselor* is separated into seven sections, and I have attempted to weave all of the eight common-core areas of CACREP listed above into the first six sections of the text, with the seventh section focusing on the three specialty areas that the vast majority of students go into: School Counseling, Clinical Mental Health Counseling, and Student Affairs Practice and College Counseling (Post-Secondary Counseling).

Finally, the Afterword offers some tips on applying for jobs or graduate school and provides some resource information on finding an appropriate master’s- or doctoral-level graduate program. The following offers some general teaching goals and this is followed by a very brief overview of the seven sections of the text with some additional pedagogical suggestions.

**General Teaching Goals**

In a typical 15-week semester long course, I would recommend spending about two weeks on each of the seven sections of the text. In addition, I give a midterm and a final that covers the content from the lectures and in the book (*see* sample syllabus on web site).

It has been my experience that in a course like this, many professors spend more time on some sections than on others, often spending an extended amount of time on counseling theories and counseling skills. However, this is not my style as I try to spend an equal amount of time on each section because I view this course as an important overview for the whole field. In deciding how much time you will spend on each section, consider your goals for the course and, of course, adapt the book to those goals.

Because the content of a course like this is extensive, I would encourage you to not become a “talking head” and lecture too much from the material in the book. To do so would take much time, and generally students do not like such a dry approach. Instead, I would recommend that students be given an assignment of developing questions from the readings that could be responded to in class. To facilitate a direction for the class, I would suggest using the PowerPoints of the chapters available for you on the Cengage website. Students could then make comments or ask their questions as you present the outline–without lecturing. In essence, you would be relying on the students to teach one another, with the instructor being an expert resource person. In addition, I would consider intermingling experiential exercises, such as those found in the companion workbook, *Experiencing The World of the Counselor: A Workbook for Counselor Educators and Students.* You might want to assign segments out of the workbook prior to each class so students will be prepared for activities when they come to class. Also, remember, that at the end of each chapter, multicultural issues, and ethical, professional, and legal issues are highlighted. Make sure some time is spent on these issues in every class. Finally, on the website is a sample syllabus which I have used to teach this course in the past. Feel free to use it, modify it, or discard it.

***Section I: Professional Orientation***

The name of this section reflects the CACREP common-core curriculum guideline of the same name, “Professional Orientation.” Three chapters in this section include, Chapter 1: The Counselor’s Identity: What, Who, and How? Chapter 2: The Counseling Profession’s Past, Present, and Future, and Chapter 3: Ethics, Accreditation, Credentialing, Multicultural Counseling, and the Standards Associated with them.

**Teaching Concerns:** This section begins with an analysis of the counseling profession. I have found that some students do not have a basic understanding of the differences among mental health professionals. Chapter 1 highlights these differences. Also in this chapter, you will find information regarding the nine characteristics I deemed critical for the effective counselor. These characteristics immediately immerse students in the values of the profession, and I think it is important that students be given the opportunity to discuss what these characteristics mean to them. Also, feel free to add your own characteristics. The ones I chose are by no means exclusive.

Chapter 2 presents the history of the counseling profession, and also offers brief histories of the related professions of social work, psychology, and psychiatry. This helps place our profession in perspective. A chapter on history is typically dry, and I encourage you to intermingle experiential exercises that will pique students’ interest.

The last chapter in this section presents information on ethics, accreditation, and credentialing. Typically, students know little about the accreditation process or the credentialing process, and it is particularly important that students learn about these standards in our profession. Ethics is always fun to teach; however, I encourage you not to get caught up in spending too much time on this section of the chapter. Discussion about ethical issues can overwhelm the rest of the chapter.

***Section II:***

***The Helping Relationship I: Theory and Skills***

Section II loosely follows the CACREP common-core curriculum guideline entitled, “Helping Relationships,” although consultation and systems theory, which are also listed under this CACREP guideline, are covered in Section III. The two chapters in this section are: Chapter 4: Individual Approaches to Counseling and Chapter 5: Counseling Skills.

***Teaching concerns:*** Counseling theories, which are presented in Chapter 4, are always fun to discuss with the class. However, as noted earlier, this chapter can overwhelm the course. I encourage you to focus the class on the highlights of this chapter so the material in the rest of the book does not get short-changed. The chapter is broken down by schools of theory that covers four broad conceptual frameworks: psychodynamic, existential-humanistic, cognitive-behavioral, and postmodern. A brief description of theories within each school is described. This is followed by a discussion of extensions and adaptations of the theories and an overview of what it means to take on an integrative approach (eclecticism). There’s a lot here, so it’s important that you don’t get bogged down into a discussion of any one theory. Obviously, you can spend a semester on any of these theories. Here, you want students to get a “taste” of all the various theories that are out there. And, the extension and adaption section provides some food for thought of the more recent and “up-and-coming” theories. You might want to break students form small groups and have them present on the various theories throughout the text. And, you can begin to ask them to examine their own theoretical orientation. Make sure you have them take the online survey that identifies the theoretical orientation they are closest too (see [www.odu.edu/~eneukrug/](http://www.odu.edu/~eneukrug/) and click “take survey”). This survey is also identified in the chapter, is fun, and students can take it relatively quickly at home. It offers a good focus for discussion in class.

The counseling skills chapter (Chapter 5) in this section of the book is another chapter in which one can become bogged down. Although I encourage you to have students role-play the skills in the chapter, remember there is much more to cover in the text. Also remember that students almost always have a separate class in counseling skills where they can practice such skills. Here, you’re just showing the students what a counselor does. This chapter also presents the important skills of case conceptualization, so leave some time for this important topic.