

Fall 2020

CE 601 Syllabus: Foundations of Counseling

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Recommended Citation

Calhoun, Anquinetta V., "CE 601 Syllabus: Foundations of Counseling" (2020). *Counselor Education Syllabi*. 4.

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Winona State University Counselor Education Department CE 601: Foundations of Counseling Semester Hours: 3		
Course Location	This class is an asynchronous online course; there are no scheduled on-campus class meetings.	
Instructor	Anquinetta V. Calhoun, Ph.D.	
Instructor Phone & E-Mail	Email: anquinetta.calhoun@winona.edu ; Cell: (352) 474-9343; Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	349 Helble Hall, Winona Campus [due to COVID-19 my campus office is closed.]	
Instructor Office Hours:	Mondays & Thursdays: 11:00 am – 5:00 pm; and Wednesdays by appointment.	

I. COURSE DESCRIPTION

This course introduces students to the profession of counseling. Through scholarly research and writing, students will examine the role and function of counselors in a variety of settings. Current trends and issues in counseling also will be addressed. Throughout the course, major emphasis will be placed on the learning and practice of basic helping skills in a supervised setting.

II. COURSE PREREQUISITES

Prerequisites: Admission to the Counselor Education Department. Grade only.

III. COURSE OBJECTIVES

After completing this course, students should:

1. Understand the historical, political, social, and philosophical factors that have influenced the development of counseling as a profession and how contemporary social issues (e.g., technological growth, diversification of the population) and present concerns of the profession (e.g., credentialing, accreditation, preparation standards) influence the practice of counseling in various settings.
2. Develop an awareness of their personal characteristics and beliefs that influence their place in the counseling field and their potential role as a counselor.
3. Identify roles, functions, preparation standards, credentialing, licensure, and professional identity of counselors.
4. Have a working knowledge of the ACA/ASCA code of ethics and standards of practice, of ethical decision-making processes, and of basic legal guidelines in the field.
5. Have knowledge of diversity issues, including worldview, race/ethnicity, gender, social class, spirituality, sexual orientation, age, physical and mental status, and equity issues in counseling.

6. Be able to identify counselor characteristics that influence helping processes and be able to identify the basic competencies and skills necessary to work with diverse populations of clients.
7. Be familiar with the settings where counselors work and the types of work settings where counseling professionals practice.
8. Have a basic understanding of counseling theories and how individuals grow and change in a systemic context.
9. Develop advocacy strategies directed toward (a) promoting the profession of counseling, (b) calling attention to institutional barriers that may impede access, equity, and success for clients, and (c) challenging social barriers that impede access, equity, and success for clients.
10. Develop an understanding of the importance of self-care, self-reflection, and preparation is for helping professionals.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

REQUIRED TEXTS:

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author. ISBN: 978-1-4338-3216-1

Neukrug, E. S. (2016). *The world of the counselor: An introduction to the counseling profession (5th ed.)*. Boston, MA: Cengage Learning. ISBN: 978-1-305-08729-3

Skovolt, T.M., & Trotter-Mathison, M. (2016). *The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-Care Strategies for the Helping Professions (3rd ed.)*. New York: Routledge. ISBN-10: 1138830070, ISBN-13: 978-1138830073

NOTE: All scholarly written work will adhere to the 7th edition of the *Publication manual of the American Psychological Association* formatting guidelines. If you do not already own this text, you will need it throughout your program of study for every scholarly assignment. It is strongly recommended that you purchase this text.

Additional materials, resources, and readings will be posted on the related course D2L page (see course schedule).

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION				
	Lecture, readings	Discussions	Self-care Inventory & Plan	Professional counselor interviews	Advocacy Project
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE					
1a. History and philosophy of the counseling profession.	x	x		x	
1b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.	x			x	x
1c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.	x			x	x
1d. The role and process of the professional counselor advocating on behalf of the profession.	x	x			x
1e. Counseling supervision models, practices, and processes.	x	x	x	x	
1f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.	x		x	x	
1g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	x			x	
1h. Current labor market information relevant to opportunities for practice within the counseling profession.	x			x	x
1e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	x	x			x
1j. Technology's impact on the counseling profession.	x	x	x	x	x
1l. Self-care strategies appropriate to the counselor role.	x	x	x		

2. SOCIAL AND CULTURAL DIVERSITY					
2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	x				x
2d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	x	x	x	x	x
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	x	x	x	x	x
4. CAREER DEVELOPMENT					
4a. Theories and models of career development, counseling, and decision making.	x			x	
5. HELPING RELATIONSHIPS					
5k. Strategies to promote client understanding of and access to a variety of community-based resources.	x			x	x

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION				
	Lecture, readings	Discussions	Self-care Inventory & Plan	Professional counselor interviews	Advocacy Project
1. FOUNDATIONS					
1a. History and development of clinical mental health counseling.	x			x	x
1b. Theories and models related to clinical mental health counseling.	x	x		x	x
2. CONTEXTUAL DIMENSIONS					
2a. Roles and settings of clinical mental health counselors.	x	x		x	x
2i. Legislation and government policy relevant to clinical mental health counseling.	x			x	x
2j. Cultural factors relevant to clinical mental health counseling.	x	x			x
3. PRACTICE					
3e. Strategies to advocate for persons with mental health issues.	x			x	x

2016 CACREP STANDARDS School Counseling	LOCATION OF EVALUATION				
	Lecture, readings	Discussions	Self-care Inventory & Plan	Professional counselor interviews	Advocacy Project
1. FOUNDATIONS					
1a. History and development of school counseling.	x	x		x	
2. CONTEXTUAL DIMENSIONS					
2a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools.	x	x		x	
2b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.	x			x	x
2f. Competencies to advocate for school counseling roles.	x	x		x	x
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	x		x		
3. PRACTICE					
3l. Techniques to foster collaboration and teamwork within schools.	x			x	

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- a. Lecture and readings
- b. Discussion
- c. Videotapes, film, and PowerPoint presentations
- d. Internet-based learning
- e. Case studies and responses to manual exercises
- f. Reflective self-evaluations
- g. Student presentations

VII. COURSE EVALUATION METHODS

A. Grading for Course

I will provide feedback on written work. Evaluation includes both cognitive work and skill development. Points will be assigned. If you have questions concerning any type of evaluation you receive, please see me immediately with the evaluation in question. Remember, this class is a learning and growing experience. Perfection is not expected, but improvement over the course of the semester is.

Total points possible for course: 100

A: 100 – 90 = 90%+

B: 89 – 80 = 80%+

C: 79 – 70 = 70%+

Below a C (69 or below): Remediation plan to continue in CED

Course Obj.	Assignment	Due Date	Points
1 - 9	Discussion Questions	8/31, 9/14, 9/28, 10/12 & 11/23/2020 5:00 pm w/peer comments the following Friday by 11:59 pm	10
2 & 10	Self-Care Reflections	Bi-weekly	14
3 - 8	Professional Counselor Interviews	10/19/2020 11:59 pm	12
	EPP & Handbook Page (screenshots)	8/31 & 10/05/2020 11:59 pm	*
1, 2, 4 - 9	Advocacy Project Presentation & Handout	11/23 & 11/30/2020 11:59 pm	10
1, 2, 4 - 9	Advocacy Project Research Paper (7-Article Literature Review or Annotated Bibliography)	11/09/2020 11:59 pm	15
2 & 10	Self-Care Inventory, Action Plan & Final Reflection	08/31 & 12/07/2020 11:59 pm	14
1 - 9	MIDTERM	10/12/2020 11:59 pm	10
1 - 10	FINAL	12/10/2020 11:59 pm	15
			100

B. Description of Assignments

All assignments will be placed in the D2L platform unless otherwise indicated by the professor.

Electronic Program Plan (EPP) & Handbook Page (screenshots)

An important part of your professional journey is the completion of all necessary components of the program, meeting with your advisor, and asking important questions. We will review the handbook and you should turn in the handbook page no later than **August 31**. After completing your EPP form, take a screen shot and upload it to D2L by **October 5** so you may move on through the program as planned.

Discussion Questions on Assigned Readings (10 points)

Students will submit questions on specific topics outlined by the instructor (see D2L “Discussion” page). We will have five discussion boards from Neukrug’s (2016) *The World of the Counselor 5th Ed.* throughout the semester. Course texts and scholarly literature should be used to support comments and opinions, include citing and referencing at the bottom of your comment post, at least one source in each post to support your comments and opinions about that topic. Students are expected to view peers’ posts and **required to respond thoughtfully to at least two questions posted by your peers.**

NOTE: There should be no more than two answers per question. If you read a question that already has more than two responses, please select a new question to answer.

- Discussion Question #1–Original post due Monday, 8/31/20 by 5:00 pm; comments to others due Friday, 9/04/20 by 11:59 pm.
- Discussion Question #2–Original post due Monday, 9/14/20 by 5:00 pm; comments to others due Friday, 9/18/20 by 11:59 pm.
- Discussion Question #3–Original post due Monday, 9/28/20 by 5:00 pm; comments to others due Friday, 10/02/20 by 11:59 pm.
- Discussion Question #4–Original post due Monday, 10/12/20 by 5:00 pm; comments to others due Friday, 10/16/20 by 11:59 pm.
- Discussion Question #5–Original post due Monday, 11/23/20 by 5:00 pm; comments to others due the next Monday* 11/30/20 by 11:59 pm **due to the Thanksgiving holidays.*

Self-Care Reflections (14 points)

Skovolt & Trotter-Mathison (2016) have researched the concept of self-care and offer wisdom on how helping professional sabotage ourselves based on our ideas of what care-giving looks like and overlooking the necessity of caring for the self.

A series of reflection assignments will be posted bi-weekly on D2L. After reading assigned chapters, students will write their reflections based on the following:

What? -- What did you learn?

So what? -- Reflect upon the learning. How is it relevant or why is it important?

Now what? -- Consider ways to extend the learning to your personal self-care plan.

Professional Counselor Interviews (12 points)

Students will interview both a professional clinical/mental health counselor and a professional school counselor about their role in the counseling field as well as changes and important issues within the field. The professional must have received his/her training and education as a counselor in a program similar to the Counselor Education program. That means they must have a Master's degree in counseling or a similar profession and work in counseling setting appropriate for someone completing this program. You may not interview a family member or close friend for this assignment. You are to write a reaction paper to the interviews, indicating issues that were salient for you regarding the counseling profession, training, the role of the counselor, how the two similarly trained professionals interface and current issues within the field. The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interviews, with a comparison and contrast of the two roles. This paper is not a summary of the interviews but your REACTION to them: reflection of the experience, comparison of the roles, and insights you developed from the interviews, as well as questions that were answered for you and questions that have arisen as a result of the experience. I am looking for your "inner dialogue" of the interviews. This paper should be 6-8 pages in length utilizing APA format.

You must obtain informed consent from the professional you are interviewing and submit the signed form to the professor with your assignment. An informed consent document is included in course content on D2L.

Advocacy Project (25 points)

As counselors and agents of social change, we impact the community and the profession in a variety of ways. Our voices and knowledge create change for our profession and for our clients. Our class will focus advocacy efforts for underserved or oppressed populations. You will identify a population that you have limited knowledge and experience with and an organization that serves that population. You may work alone, in a pair, or in a small group to complete the project.

- After you identify your population (deadline to be determined), you will need to do research in order to determine: (1) barriers that exist for this group, (2) access to and availability of resources, (3) needs of the group.
- You are required to develop an advocacy project related to your identified population. You may work individually, in pairs or in small groups. The project can involve a variety of activities that would be considered advocacy (e.g., volunteer work, developing a brochure, writing letters, speaking with legislative leaders, creating a new resource, fundraising, etc.). Your project may involve the creation of a plan or the implementation of a plan.
- Your final project is a Research Paper that will include a brief literature review (or annotated bibliography) of the population focus, a description of the organization(s) you worked with, and your actual project, along with a Poster and a presentation Handout. You may include any additional information gathered, photos you may have taken, etc. If

you are working as a group, only one poster and handout must be submitted. These will be shared with the class. **Each student must submit an individual research paper (7-article literature review or 7-article annotated bibliography).**

- Sample poster templates:

<http://www.winona.edu/psychology/media/corrigan.pdf>

<http://www.winona.edu/psychology/media/hammell.pdf>

http://www.posterpresentations.com/html/free_poster_templates.html?gclid=CIDX_cHi084CFQIaaQodAWgPaA

Self-Care Inventory, Self-Care Action Plan & Final Reflection (14 points)

In addition to completing the Self-Care Inventory included in the Skovolt & Trotter-Mathison (2016) text, each student is required to develop a Self-Care Action Plan following the outline as explained in Skovolt & Trotter-Mathison (2016) Chapter 14 (page 258) and after completing your plan, write a Self-Care Final Reflection describing your experiences of taking the inventory, reading the text, developing self-care strategies, and developing the action plan. Although plan length will vary, the final reflection should be approximately 250 words.

Exams (25 points combined)

There will be two exams that will test students' knowledge of the various topics in counseling discussed in class readings (specifically the Neukrug (2016) text). The midterm exam (10 points) will be multiple choice with one narrative, you will be allowed to use your text, and the multiple choice section will be time-limited. The final exam (15 points) will be narrative (essays).

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,
(www.winona.edu/rochester/):
RCTC Counseling Center, UCR Room SS133; 285-7260
(www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

IX. TENTATIVE* COURSE SCHEDULE

DATE	TOPIC	ACTIVITIES & ASSIGNMENTS
08/24	Introduction & syllabus Student handbook	<i>READ: Syllabus, Handbook, and Skovholt & Trotter-Mathison—Intro, Ch. 1 & 2</i> <i>Complete online introductions and take Self-care Inventory (Skovholt & Trotter-Mathison—p. xix)</i>
08/31	Professional Orientation, Standards & Advocacy	<i>READ: Neukrug—Ch. 1, 2 & 3; Professional Standards (ACA & standards of practice for specialization)</i> Discussion #1 Comment & Question due Self-care Inventory Assessment Summary & Signed Handbook page due
09/07	LABOR DAY HOLIDAY (No Class/Office Hours)	<i>READ: Skovholt & Trotter-Mathison—Ch. 3 & 4</i> <i>Complete self-care reflection #1</i>
09/14	Theories & Skills	<i>READ: Neukrug—Ch. 4 & 5</i> Advocacy Project idea submitted Discussion #2 Comment & Question due
09/21	<i>Hazards of Practice</i>	<i>READ: Skovholt & Trotter-Mathison—Ch. 5 & 6</i> <i>Complete self-care reflection #2</i>
09/28	Specializations	<i>READ: Neukrug—Ch. 16 & 17</i> Advocacy Project proposal submitted Discussion #3 Comment & Question due
10/05	<i>Resiliency</i>	<i>READ: Skovholt & Trotter-Mathison—Ch. 7</i> <i>Complete self-care reflection #3</i> Electronic Program Plan (EPP) due MIDTERM – chapters 1-5, 9, 10, 16, 17 due 10/12 (D2L)
10/12	Human Development	<i>READ: Neukrug—Ch. 9 & 10</i> Discussion #4 Comment & Question due MIDTERM DUE
10/19	<i>The Professional Self</i>	<i>READ: Skovholt & Trotter-Mathison—Ch. 8</i> <i>Complete self-care reflection #4</i>
10/26	Multicultural Counseling	<i>READ: Neukrug—Ch. 14 & 15</i> Professional counselor interviews Due 10/19
11/02	<i>Personal Renewal</i>	<i>READ: Skovholt & Trotter-Mathison—Ch. 9 & 10</i> <i>Complete self-care reflection #5</i>
11/09	Systems Counseling	<i>READ: Neukrug—Ch. 6, 7 & 8</i> Advocacy Project Research Paper due

11/16	<i>Burnout Prevention</i>	<i>READ: Skovholt & Trotter-Mathison—Ch. 11 & 12</i> <i><u>Complete self-care reflection #6</u></i>
11/23	Assessment & Research	READ: Neukrug—Ch. 12 & 13 <i><u>Discussion #5 Comment & Question due</u></i> <i><u>Advocacy Project Handout due</u></i>
11/30	Project poster presentations <i>Self-care Action Plan</i>	<i>READ: Skovholt & Trotter-Mathison—Ch. 13 & 14</i> <i><u>Complete self-care reflection #7</u></i>
12/02 (Wed.)	CAPSTONE PRESENTATIONS 5-8 pm (attendance is mandatory)	
12/07	FINALS WEEK	<i><u>Self-care Final Reflection & Action Plan due 12/07</u></i> <i>FINAL EXAM – all midterm chapters, plus 6-8, 12-15,</i> <i>(online)</i> <i>Due 12/10</i>

**Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.*