

Fall 2017

CE 601 Syllabus: Foundations of Counseling

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Winona State University Counselor Education Department CE 601: Foundations of Counseling Fall 2017 Semester Hours: 3		
Course Location	This class is a hybrid format, meeting face-to-face Alternating Mondays, 5-8pm: 8/21, 9/11, 9/25, 10/9, 10/23, 11/6, 11/20, 12/4 in Rochester, at Rochester Broadway , room 317.	
Instructor	Robin Alcala Saner, MS, LSC	
Instructor Phone & E-Mail	(507)535-2541; rsaner@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	400 South Broadway, Rochester	
Instructor Office Hours:	Mondays, 2-5pm; Wednesday 10am-noon; Thursday, 1-5pm. Other hours by appointment.	

I. COURSE DESCRIPTION

This course introduces students to the profession of counseling. Through scholarly research and writing, field activities, and counselor interviews, students will examine the role and function of counselors in a variety of settings. Current trends and issues in counseling also will be addressed. Grade only.

II. COURSE PREREQUISITES

Prerequisites: Admission to Counselor Education department

III. COURSE OBJECTIVES

This course will provide the essential learning necessary for the student:

1. To understand the historical, political, social, and philosophical factors that have influenced the development of counseling as a profession and how contemporary social issues and present concerns of the profession influence the practice of counseling in various settings.
2. To 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. To develop and apply basic counseling skills and techniques.
4. To give and receive constructive feedback with a positive disposition.
5. To write in a scholarly style using the American Psychological Association's Publication manual (6th edition) for researching and writing an academic paper.
6. To articulate a clear understanding of professional practice and ethical conduct in counseling.
7. To identify and discuss current professional issues and research in counseling.

8. To develop a general understanding of cultural diversity as it relates to the profession and practice of counseling.
9. To develop your identity as a professional counselor.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Required textbooks:

Neukrug, E. S. (2015). *The world of the counselor: An introduction to the counseling profession* (5th ed). Belmont, CA: Cengage Learning.

Meier, S. T. & Davis, S. R. (2011). *The elements of counseling* (7th ed.). Belmont, CA: Brooks/Cole

Counselor Education Department Program Handbook 2017-18

Recommended textbook:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association. ISBN# 9781433805615

**Additional materials and resources posted on the course D2L/Brightspace page.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2009) 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 601 are included.

2009 CACREP STANDARDS CORE	LOCATION OF EVALUATION				Advocacy Project
	Attendance and Participation	Quizzes	Personal beliefs & discussions	Interview	
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE					
1a. History and philosophy of the counseling profession.		X			
1b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.				X	
1e. Counseling supervision models, practices, and processes.		X			
1f. Professional organizations, including membership benefits, activities, services to members, and current issues.	X			X	
1g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	X			X	

1h. The role and process of the professional counselor advocating on behalf of the profession.					X
1i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.					X
1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	X				
2. SOCIAL AND CULTURAL DIVERSITY					
2b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.					X
2c. Theories of multicultural counseling, identity development, and social justice.		X			
2e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.			X		X
2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.			X		X
3. HUMAN GROWTH AND DEVELOPMENT					
3b. Theories of learning and personality development, including current understandings about neurobiological behavior.		X			
4. CAREER DEVELOPMENT					
4a. Career development theories and decision-making models.		X			
5. HELPING RELATIONSHIPS					
5b. Counselor characteristics and behaviors that influence helping processes.		X			
5f. A general framework for understanding and practicing consultation.		X			

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION				Advocacy Project
	Attendance and Participation	Exams	Personal beliefs & discussions	Interview	
FOUNDATION A. Knowledge					
A1. Understands the history, philosophy, and trends in clinical mental health counseling.		x			
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.		x	x		

A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.				X	
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.			X	X	
COUNSELING, PREVENTION, AND INTERVENTION C. Knowledge					
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.		X			
C5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	X				
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.		X		X	
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	X	X			
DIVERSITY AND ADVOCACY E. Knowledge					
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.					X
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.					X
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.			X		
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.				X	
RESEARCH AND EVALUATION I. Knowledge					
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.			X	X	X
	LOCATION OF EVALUATION				

2009 CACREP STANDARDS School Counseling	Attendan ce and Participat ion	Exams	Personal beliefs & discussion s	Interview	Advocacy Project
FOUNDATIONS					
A. Knowledge					
A1. Knows history, philosophy, and trends in school counseling and educational systems.		X			
A2. Understands ethical and legal considerations specifically related to the practice of school counseling.			X	X	
A3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.				x	
A4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.		x		x	
A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	X	x			
COUNSELING, PREVENTION AND INTERVENTION					
C. Knowledge					
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.		X			
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.				X	
C6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	x			x	
DIVERSITY AND ADVOCACY					
E. Knowledge					
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.				x	
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.				x	x
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.		X			
F. Skills and Practices					
F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.					X
RESEARCH AND EVALUATION					
I. Knowledge					

I1. Understands how to critically evaluate research relevant to the practice of school counseling.			x	X	X
I5. Understands the outcome research data and best practices identified in the school counseling research literature.					X
COLLABORATION AND CONSULTATION					
M. Knowledge					
M1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.				x	
M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.		X			X
M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.		X			
N. Skills and Practices					
N2. Locates resources in the community that can be used in the school to improve student achievement and success.					X
LEADERSHIP					
O. Knowledge					
O1. Knows the qualities, principles, skills, and styles of effective leadership.	X				
O2. Knows strategies of leadership designed to enhance the learning environment of schools.	X				
O4. Understands the important role of the school counselor as a system change agent.	X			X	

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning via hybrid format taught through a combination of in class and asynchronous teaching methods:

- class lectures,
- small and large group discussions
- experiential class activities,
- videos,
- case studies,
- D2L quizzes and
- discussion boards
- supplemental readings, and
- a community based advocacy project.

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1, 5, 9	Personal belief statement	2E, 2F/A2, A4, E5, I1/A2, I1,O4	9/5/2017	30
1,6,7,	Counselor Interviews	1b, 1f,1g/A3,A4,C8E6,I1/A2,A3,A4,C3,C6,E.,Ed,I1,M1,O4	10/9/2017	50
1,2,3,5,7	Advocacy Project	1h,1i,2b2e,2f/E1,E4,I1/E2,F2,I1,I5,M2,N2	11/27/2017	150
1,6,7	Exams	1a,1e,2c,3b,4a,5b,5f/A1,A2,C1,C8,C9/A1,A4,A6,C1,E4,M2,M5	10/9 & 12/4	100
2,4,6,7,8,9	Online discussions	2E, 2F/A2, A4, E5,I1/A2, I1,O4	Bi-weekly	80
1,2,3,4,7,8,9	Attendance & participation	1f,1g,lj/C5,C9/A6,C6,O1,O2,O4		80

A. Description of Assignments

Being prepared for class by reading the assigned material is part of your professional preparation. Assignments are expected on time. If for some reason, a student has difficulty meeting the course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan to be agreed upon by the instructor and the student. Only in the event of extenuating circumstances are assignments accepted late for full credit. Late assignments without instructor permission will result in a minimum 10% reduction in the grade.

Attendance and Class Participation (80 pts.)

Students are required to attend all class session and be an active and engaged learner. The expectation is that you come to class prepared by having read the assigned chapters or articles and participated in on-line discussions within the assigned time frame. Failure to attend class or meet these expectations will result in a reduction in your grade. If you need to miss a class due to an illness or emergency, you are expected to contact the instructor before class or as soon as possible. You will also be responsible for following through on your volunteer hours.

Inclement weather may occasionally interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation of class by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and WSU email.

Assignments, Discussions and Exams

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

1. Online discussions (10 points/discussion; total 80 points)

Each student will be assigned to an online discussion group. Online discussion topics will be posted by the professor each Monday that we are not meeting face-to-face. The topic will be based on course readings, in class experiences, and/or assignments. Students are expected to respond to posting by Wednesday, and are required to read all of their group mates posts and respond to at least 2 for complete credit.

CE 601 Netiquette Rules for Online discussions

1. Treat discussion posts as any other class contribution:
 - Use appropriate language without slang;
 - Use language that everyone can understand;
 - Identify sources when you quote something.
2. Read all of your group members' posts:
 - Provide constructive feedback in a respectful way;
 - Ask questions when you are unclear or want further information;
 - When you disagree, avoid attacking language and use "I" talk (i.e., "I have a different perspective, as my reaction to the book was . . .")
3. Maintain confidentiality:
 - Do not share another person's post without their permission;
 - Do not use identifying information when sharing another person's story.

2. Personal Beliefs Statement (30 points)

This 2 - 3 page statement should outline your motivations for choosing the counseling field. Answer the following questions as you write (not necessarily in this order).

1. What cultural identities, values, and experiences led you to consider a career in counseling?
2. Why do you view counseling as an important field today?
3. What are your beliefs about how people change?
4. What counseling settings and or populations do you think you are interested in serving? Why?
5. What skills do you believe you already possess that will help you in this field? What skills do you hope to gain from this program?

Your paper may be written in the first person, and you are not required to include references, however, utilize your best writing skills to create a personal and professional paper about why you chose the counseling profession. The paper should read as an essay and not a "question and answer" format. If you choose to include references, you must adhere to APA style. ***Format utilizing APA style (cover page, font, margins, running head, page number).***

3. Interview Professional Counselors (50 points)

Students will interview in person (face-to-face) 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 WSU Counselor Education program. That means they must have a Master's degree in counseling or a similar profession and work in a counseling setting appropriate for someone completing of 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 raised salience for you about 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 as well as questions that have arisen from the experience. I am looking for your "inner dialogue" of the interviews. This paper should be 5-8 pages in length utilizing APA format.

You will share your experience in class by creating ONE powerpoint slide about the highlights of one or both of your interviews that you will share for 3 minutes during class.

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 and in the Appendix of this syllabus.

4. Candidacy forms (10 points) 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 during class, and you should have your candidacy form completed with your advisor so you may move on through the program as planned.

5. Advocacy project (150 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 in a pair or in a small group to complete the project.

- a. After you identify your population (by September 19), you will need to do research and determine: (1) barriers that exist for this group, (2) access to and availability of resources, (3) needs that this group has that provide opportunities for volunteering and advocacy.
- b. You will be required to spend a minimum of 10 hours volunteering with an organization relevant to your topic. You must track your hours and it is recommended that you journal your experience as you will be reflecting upon it later this semester. You will be expected to adhere to the guidelines of the organization and our profession.

- c. Students will develop an advocacy project related to your identified population. The project can involve a variety of types of activities that would be considered advocacy (e.g., additional volunteer work, developing a brochure, writing letters, visiting legislative leaders, creating a new resource, fund raising, etc.). Your project may be directly related to your volunteer organization, or you may choose to outreach to another organization. Your project may involve the creation of a plan that or the implementation of a plan.
- d. Your final project is a “poster” that will include will include a brief literature review of the population (section “a”), a description of the organization(s) you worked with, and your actual project. You may include any additional information gathered, photos you may have taken, etc. If you are working as a group, only one poster must be submitted. These will be shared in class.
- e. Finally, you will write a Blog Post on the WSU Improve Our World Blog <http://improvingourworld.winonastateu.com/>. This is an opportunity to reflect on your experience, advocate for a particular issue/situation or just share what you gained through volunteerism. Your blog post can be submitted anytime during the semester, but must be done prior to December 6.
- f. Poster templates:
 - a. <http://www.winona.edu/psychology/media/corrigan.pdf>
 - b. <http://www.winona.edu/psychology/media/hammel1.pdf>
 - c. http://www.posterpresentations.com/html/free_poster_templates.html?gclid=CIDX_cHi084CFQIaaQodAWgPaA

6. Exams (50 points each)

The will be two exams that will test students’ knowledge of the various topics in counseling discussed in class lectures and the Neukrug & Meier & Davis texts. The exams will be multiple choice, you will be allowed to use your text, and they will be time-limited.

7. Attendance at Capstone Presentations (Required, 10 participation points)

Wednesday, December 6 – 5:00 p.m. to 8:00 p.m.

Locations- – TBD

B. Grading for Course

I will provide written feedback on all assignments submitted through D2L, and verbal feedback on class presentations and as requested. Evaluation includes cognitive work, skill development and professionalism. 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.

NOTE: Exams are graded immediately upon submission via D2L. If you believe there is an error

in grading, please contact me as soon as you are award.

Total points possible for course: 500

Breakdown of points:

Attendance (including Capstone): 80 points

Online discussions: 80 points

Candidacy form: 10 points

Personal Beliefs Statement: 30 points

Interview with Professional Counselors: 50 points

Advocacy projects: 150 points

Exams: 100 points

A: 500 – 450

B: 449 – 400

Below a B (399 or below): Remediation plan to continue in CED

CE 601 Online Discussion Rubric (10 pts./discussion – 80 pts. total)

Discussion #	1	2	3	4	5	6	7	8
Post response in timely manner (3pts)								
Articulate and thoughtful response (3pts)								
Read all group responses and respond to 2 members weekly (4 pts.)								
TOTAL								

Personal Beliefs Statement Rubric (30 points)

	9-10 points	8 points	6-7 points	5 points or below
<i>Content (10 points)</i>	Clear articulation of personal beliefs and reasons for entering the profession.	Mostly clear articulation of personal beliefs and reasons for entering the profession.	Vague articulation of personal beliefs and reasons for entering the profession.	Incomplete articulation of personal beliefs and reasons for entering the profession.
Content Grade				
	9-10 points	8 points	6-7 points	5 points or below
<i>Format (10 points)</i>	Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation	Good writing skills, few errors, complete and within the approximate page limitation	Poor writing skills. Several errors. Inadequate length.	
Format Grade				
	9-10 points	8 points	6-7 points	5 points or below
<i>Depth of Understanding (10 points)</i>	Student thoroughly addresses every component of paper,	Student adequately addresses every component of paper,	Student does not address every component of paper,	Student does not address every component of the

	and provides exceptional depth and reflection in writing.	and provides sufficient depth and reflection in writing.	or provides insufficient depth and reflection in writing.	paper, and writing is shallow and lacks evidence of reflection.
Understanding Grade				
Total Points:				REDO

Counselor interview rubric (50 points)

	20 points	15 points	10 points	Below 5 points
<i>Content (20 points)</i>	Clear articulation of counselor interviews; comparison and contrast of community and school counselors	Mostly clear articulation of counselor interviews; some mention of differences and commonalities	Vague articulation of interviews with little distinction between the roles.	Incomplete articulation of interviews.
Content Grade				
	10 points	5 points	0 points	
<i>Format (10 points)</i>	Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation	Good writing skills, few errors, complete and within the approximate page limitation	Poor writing skills. Several errors. Inadequate length.	
Format Grade				
	20 points	15 points	10 points	Below 5 points
<i>Depth of Understanding (20 points)</i>	Student thoroughly addresses every component of paper, and provides exceptional depth and reflection in writing.	Student adequately addresses every component of paper, and provides sufficient depth and reflection in writing.	Student does not address every component of paper, or provides insufficient depth and reflection in writing.	Student does not address every component of the paper, and writing is shallow and lacks evidence of reflection.
Understanding Grade				
Total Points:				REDO

Advocacy Project Rubric (150 pts.)

	10 points	7 points	5 points	0 points
<i>Advocacy project identified (10 points)</i>	Clear description of setting and plan. Turned in by due date.	Description of setting and plan lacking some detail or not on time.	Vague description of setting & plan.	Not done
Grade				
	30 points	20 points	10 points	0 points
<i>Depth of Understanding (30 points)</i>	Completely met guidelines of project. Research is thorough, member roles are clear, goals are achieved & measureable.	Adequately met every component of project: research, member roles & goals are understandable.	Does not meet every component of project, or provides insufficient depth of research and goals.	Does not meet every component of the project, and lacks evidence of adequate research, goals and member roles.
Understanding				
	30 points	20 points	10 points	0 points
<i>b) Volunteer work (30)</i>	Completed 10+ hours of volunteer time. Self sought opportunity	Completed 10 hours of volunteer time with support.	Completed less than 10 hours of volunteer time.	Did not complete volunteer time
Volunteer grade				
	20 points	15 points	10 points	0 points
<i>Presentation (20 points)</i>	Presentation is well-prepared, goals are understandable and it is clear that all members contributed.	Presentation is sufficient, prepared, and project goals are clear.	Presentation of goals is unclear and poorly prepared.	Clearly no preparation or teamwork.
Presentation				
	40 points	30 points	20 points	10 points
<i>Poster (40 points)</i>	All components of project included, poster is professional, creative and easy to follow. APA formatted resources.	All components of project included; Poster is easy to follow. Resources listed.	Missing some component of project.	Insufficient representation of project.
Poster grade				
	20 points	15 points	10 points	0 points
<i>Blogpost (20)</i>	Blog is completed on-time, well-written and creative.	Blog is completed and posted on-time. Well-written	Blog is completed, but either not well-written or not on time.	Did not blog.
Total Points:				REDO

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. COURSE SCHEDULE

DATE	Topic	CACREP Standards <i>Core/CMHC/School</i>	Content	Activities & Assignments
8/21/17	Introduction Personal counselor identity History of counseling	1a, 1h, 2b,5b/A1, E4/A1	Neukrug 1 & 2	Review handbook and candidacy form Icebreaker activity Complete handbook form
8/28	<i>Identify and discuss Professional standards</i>	1b, 1fCMH: A2, A4 SC: A4	Neukrug chpt. 3	<i>Online discussion</i> <i>Read Neukrug Chapters 1-2, Meier & Davis 5</i> <i>Read professional ethics (ACA/ASCA)</i>
9/5	<i>Advocacy/social justice in the counseling profession</i> <i>Counselor roles and challenges</i>	A4	Meier & Davis 5 Neukrug 3	<i>Online discussion</i> <i>Read: https://ct.counseling.org/2017/06/eight-step-process-implementing-social-justice-advocacy-interventions</i> <i>Read Meier & Davis Chapter 5</i> Personal beliefs statement due
9/11/17	Introduction to theories of counseling: concepts, skills & strategies	CMH: A5 SC: C1	Neukrug 4 & 5	Read Neukrug Chapters 5 & 4 Read Meier & Davis 1 & 6 Advocacy ideas discussion groups <i>Assess your theoretical & conceptual framework – Neukrug appendix C</i>
9/18	<i>Article discussion</i>	CMH: C1	Meier & Davis 1- 3	<i>Online discussion</i> <i>Read: https://ct.counseling.org/2015/03/what-would-yalom-do-ten-nuggets-of-wisdom-for-counselors-old-and-new/</i> <i>Read Meier & Davis 2-3</i> Advocacy project plan submitted
9/25/17	School counseling vs. CMH counseling	CMH: A3,C2 SC: A3	Neukrug 16 & 17	Read: Neukrug Chapters 16, 17 Guest speaker on working in various counseling settings Role play <i>Assigned definitions</i>
10/2	<i>Identify challenges in multiculturalism in the profession</i>	CMH: A1 & 2 SC: A1 & 2	Neukrug 14 Meier & Davis 4	<i>Online discussion</i> <i>Read Meier & Davis chapter 3 & 4</i> <i>Read : Neukrug 14</i>
10/9	Multicultural counseling theories & skills	CMH: A1 & 2 SC: A1 & 2	Neukrug 14 Meier & Davis 4	Read: Neukrug Chapter 15 & Appendix A Review for Midterm Professional Counselor interviews paper due & class presentations
10/16	Midterm <i>Online Discussion – Working with families in various settings</i>	All	<i>Neukrug Chpts. 1-5, 14, 16 & 17;</i>	<i>Online Discussion – Read Neukrug 6</i>

10/23	Working with couples, families, groups Importance of consultation & supervision	CMH: C8, CI, A5 SC: A3	Neukrug 6-8	Read Neukrug 7 & 8
10/30	<i>Counselors' roles in crises</i>	CMH: C6 SC: C6	Meier & Davis 4	<i>Online discussion</i> Candidacy forms due Read: https://ct.counseling.org/2017/07/lending-helping-hand-disasters-wake/
11/6	Human development: theories of normal & abnormal development,	3A	Neukrug 9 & 10	Read Neukrug 9 & 10
11/13	<i>Career development: what does that mean for clients?</i>		Neukrug 11	Read Neukrug 11 & 12 <i>Online discussion</i> <i>Interest inventory</i>
11/20	How does assessment, evaluation & research fit into the counseling profession?		Neukrug 12 & 13	Read Neukrug 13 Present advocacy projects in class Provide feedback to peers
11/27	<i>Reflection & review of semester</i>			<i>Online discussion</i> Advocacy project due Read Neukrug 18
12/4	FINAL: Neukrug chapters 6-8, 10-12, 18			Final exam online
12/6	CAPSTONE PRESENTATIONS			5-8 PM, Location TBD Blogpost due

Informed Consent for Interview

I am a graduate student in the Counselor Education Department at Winona State University. As an assignment for the course CE 601, Foundations of Counseling, in which I am enrolled, I am required to interview a professional counselor about his/her work. As such, I am requesting your permission to conduct an interview with you.

This interview will include questions about your position, the responsibilities you have, the clients you work with and the kinds of interventions you provide in your work setting. I will use this information to help me better understand the nature of the work in your agency, the roles of a professional counselor, how theory and skills are applied in a clinical/school setting and how you interact with the populations you serve.

In addition, this interview will be summarized into a written report. It will then be submitted to my instructor to fulfill the requirement of this assignment. The information you provide will not be used in any ways not stated in this contract.

Before beginning the interview, I will need you to sign this contract stating that you agree to this interview and understand how the information you provided will be used.

I agree to be interviewed.

Printed Name & Credentials: _____

Signature: _____

Educational Background: _____

Job Title: _____

Contact information: _____

Date: _____

Interviewer's (Student) Name: _____

Date of Interview: _____

Time of Starting Interview: _____

Time of Ending Interview: _____

Interview Questions

Please include all of these questions in your interview:

1. How long has the person been a professional counselor?
2. Does the professional counselor have a specialization or clinical focus, if so, what is it?
3. What led him or her to choose a career in the counseling field?
4. What theory(ies) guide(s) the professional counselor's practice?
5. What is his/her personal theory of how clients change?
6. What therapeutic techniques/counseling skills does he/she use with clients?
7. In what ways does the professional counselor utilize multicultural counseling competencies in his/her work? (May need to ask if they have a diverse population that they work with)
8. How does the professional counselor see him/herself as an advocate in the counseling profession?
9. What does he/she see as current issues that the profession is facing?
10. What s/he likes most (and least) about their work?
11. How did his/her training best and least prepare them for the realities of being a professional counselor?
12. What advice would they offer you as a beginning counselor-in-training?

In your paper, include a discussion of the impressions you had of the office/environment in which you interviewed the professional. What was it like? How would it feel to be a client in that setting?

The following questions are *guides* for your own reflection. Please include that reflection in your paper. Your reflections are to be the majority content for this paper

- What did you learn about the counseling profession from your interview?
- What thoughts and feelings do you have about your future career as a counselor?
- Were your expectations met of what a counselor is/does?
- How were the roles similar and different between the two professionals?
- What did you like most/least about the information you gathered?
- How does this experience change or enhance your perspective of counseling?