

Fall 2015

## CE 601 Syllabus: Foundations of Counseling

Robin Alcala Saner  
*Winona State University*

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

---

### Recommended Citation

Saner, Robin Alcala, "CE 601 Syllabus: Foundations of Counseling" (2015). *Counselor Education Syllabi*. 172.

<https://openriver.winona.edu/counseloreducationsyllabi/172>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact [klarson@winona.edu](mailto:klarson@winona.edu).

**Winona State University**  
**Department of Counselor Education**  
**CE 601: Foundations of Counseling**  
**Fall 2015**

**Title:** Assistant Professor Robin Alcala Saner, LSC

**Office Location:** Rochester Center, EA 205

**Phone:** 507-285-7581

**E-mail:** rsaner@winona.edu

**Office Hours:** Monday, 1-5; Tuesday, 3-5; Thursday 1-5; other hours by appointment

**Course Location:** SH 109

**Course Dates, Times, Delivery:** Alternating Mondays, 5-8pm: 8/24, 8/31, 9/14, 9/28, 10/12, 10/26, 11/9, 11/23, 12/7

**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. Grade only.

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

Abramsky, S. (2013). *The American way of poverty: How the other half lives*. New York, NY: Nation books.

Counselor Education Department Program Handbook 2015-16

**Prerequisite:** Admission to Counselor Education department

**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.

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)**

**Related Standards:** (include CACREP objectives for CMHC and SC as appropriate)

*Clinical Mental Health Counseling:*

A.1. Understands the history, philosophy, and trends in clinical mental health counseling.

3. 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.

C.1. 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.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

*School Counseling:*

C.1. Knows the theories and processes of effective counseling and wellness program for individual students and groups of students.

M.1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

## **Course Expectations and Requirements:**

Being prepared for class by reading the assigned material is also 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 if 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 reduction in the grade.

### ***Attendance and Class Participation (70 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 interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and WSU email.

### ***Assignments, Quizzes & Tests***

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 if agreed upon by the instructor and the student. Late assignments without instructor permission will result in a reduction in the grade. All assignments will be placed in the D2L dropbox unless otherwise indicated by the professor.

#### **1. Online discussions (70 points)**

Each student will be responsible for posting a question for discussion, based on a chapter in the Abramsky book. All students must participate in each discussion in a thoughtful and timely manner. Participation goes beyond simply responding to the question, but includes reading other posts and providing insight and feedback where appropriate.

#### **2. Personal Beliefs Statement (20 points)**

This 2-3 page statement should outline your motivations for choosing the counseling field. Answer the following questions as you write.

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 thoughts 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. If you choose to include references, you must adhere to APA style. Format utilizing APA (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 counselor and a professional school counselor about the role of professionals and 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 and work in 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 it. I am looking for your "inner dialogue" of the interviews. This paper should be 6-10 pages in length in APA format.

You must obtain informed consent from the professional you are interviewing and submit the signed form to the professor with your assignment. Any papers submitted without the consent form will receive a failing grade. An informed consent document is included in course content on D2L.

You will share your experience in class in a 5-minute presentation utilizing 2 powerpoint slides.

**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 form completed this semester 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 with the homeless population.

- a. We will be collaborating with IHN to learn about the local needs of homeless families, and you will be required to spend a minimum of 10 hours volunteering with the organization. The staff will come to class and teach you about their organization and roles you may fill as a volunteer. You track your hours and it is recommended that you journal your experience. You will be expected to adhere to the guidelines of the organization and our profession. *(50 pts.)*
- b. Students will develop an advocacy project related to poverty and homelessness. You may work individually, in pairs or in small groups. 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, etc.). Your project may be directly related to IHN, or you may choose to outreach to another organization. Your project may involve creating a plan, or implementation of a plan. We have some funding available to enhance your volunteer experience and advocacy. You will share your advocacy project in class. *(50 pts.)*
- c. The final part of this assignment will be the development of a newsletter, with each person submitting an article and some photos of your experiences. We will work with Google docs to create a cohesive product. Our newsletter will be sent out with the CED newsletter so we can share the expertise we have gained. *(50 pts.)*

## **6. Exams (50 points each)**

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

## **7. Final (20 points)**

The final will be on December 7 at the IHN location. Please dress comfortably as we will be working on site.

## **8. Attendance at Capstone Presentations (Required, 10 participation points)**

Wednesday, December 9 – 5:00 p.m. to 8:00 p.m.

Winona Campus Location – Gildemeister Hall

Rochester Campus Location – TBD

## **Grading:**

I will provide written feedback on written work. Evaluation includes both cognitive work and skill development. A letter grade 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, growing experience. Perfection is not expected, but improvement over the course of the semester is.

### **Total points possible for course: 500**

#### **Breakdown of points:**

Attendance, Class & On-line Participation (including Capstone): 150 points

Candidacy form: 10 points

Personal Beliefs Statement: 20 points

Interview with Professional Counselors: 50 points

Advocacy projects: 150 points

Exams: 100 points

Final: 20 points

A: 500 – 450

B: 449 – 400

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

## **CLASS SCHEDULE 2015**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ASSIGNMENTS</b>
<b>Week 1: August 24</b>	<ul style="list-style-type: none"><li>• Introduction &amp; syllabus</li><li>• Review assignments</li><li>• Student handbook &amp; candidacy</li><li>• History of Counseling</li></ul>	Advocacy Competency Standards
<b>Week 2: August 31</b>	<ul style="list-style-type: none"><li>• Professional Standards</li><li>• Advocacy</li></ul>	Neukrug, Ch. 1-3  <i>Personal Beliefs Statement due</i>
<b>Week 3: September 7</b>	<i>On-line discussion posted on Sept. 8</i>	Abramsky Prologue Part 1 – Chapter 1
<b>Week 4: September 14</b>	<ul style="list-style-type: none"><li>• Counseling Skills &amp; Strategies</li><li>• Theories</li></ul>	Neukrug, Ch. 5 & 4
<b>Week 5: September 21</b>	<i>On-line discussion 2 posted</i>	Abramsky Part 1, Chapters 2 & 3

<b>Week 6: September 28</b>	<ul style="list-style-type: none"> <li>• Development over the lifespan</li> <li>• School counseling vs. clinical mental health counseling</li> </ul>	Neukrug, Chpts. 9,16 & 17
<b>Week 7: October 5</b>	<i>On-line discussion 3 posted</i>	Abramsky, Part 1, Chapters 4 & 5
<b>Week 8: October 12</b>	<ul style="list-style-type: none"> <li>• <i>Presentations of counselor interviews</i></li> <li>• Multicultural Counseling</li> </ul>	Neukrug, Chpt. 14 <b><i>Professional counselors interviews due</i></b>
<b>Week 9: October 19</b>	<i>On-line discussion 4 posted</i> <b><i>Midterm – Chpts. 1-5, 9, 14, 16 &amp; 17</i></b>	Abramsky, Part 1, Chpt. 6
<b>Week 10: October 26</b>	<ul style="list-style-type: none"> <li>• The counselor working in systems</li> </ul>	Neukrug, Ch. 6 - 8 <b><i>Completed candidacy form</i></b>
<b>Week 11: November 2</b>	<i>On-line discussion 5</i>	Abramsky, Part 2, Intro & Chapter 1
<b>Week 12: November 9</b>	<b><i>Project presentations</i></b> <ul style="list-style-type: none"> <li>• Abnormal development</li> <li>• Career development</li> </ul>	Neukrug, Ch. 10 & 11 <b><i>Advocacy project due</i></b>
<b>Week 13: November 16</b>	<i>On-line discussion 6</i>	Abramsky, Part 2, Chapters 2 & 3
<b>Week 14: November 23</b>	<ul style="list-style-type: none"> <li>• Testing &amp; Assessment</li> <li>• Research &amp; evaluation in counseling</li> </ul> <b><i>Test – Chpts. 6-8, 10-13</i></b>	Neukrug, Ch. 's 12 & 13
<b>Week 15: November 30</b>	<i>On-line discussion 7</i>	<b><i>Summary reflection</i></b>
<b>December 7</b>	<b>Final</b>	<b>Final - IHN Course Evaluation</b>
<b>December 9</b>	<b>Capstone presentations</b>	<b>5-8 pm locations TBD</b>
<b>December 11</b>	<b><i>Article due</i></b>	<b>Final article due!</b>

### **University Expectations and Resources:**

Academic Integrity: 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>.

Accommodations: 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>.

### **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/](http://www.winona.edu/rochester/)):**

- RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://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 and Diversity Office is 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>