

Fall 2014

CE 601 Syllabus: Foundations of Counseling

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**WINONA STATE UNIVERSITY
Counselor Education Department**

**CE 601: Foundations of Counseling
Fall 2014**

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Class Day: Tuesday
Class Hours: 5pm-8pm
Class Room: Gildemeister 329
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Prerequisites: Admission to Dept.

Required texts:

Kottler, J. A. & Shepard, D. S. (2015). *Introduction to Counseling: Voices from the Field* (8th ed). Stamford, CT: Cengage Learning.

STRONGLY Recommended text:

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

NOTE: All scholarly written work will adhere to the format of the 6th edition APA manual. If you don't 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.

Course Description:

This introductory counseling course is designed to provide students with an orientation to the field of counseling. It will familiarize students with the assumptions, theories, strategies, applications, and ethical and legal considerations related to development in counseling. Students will be introduced to the core requirements and multicultural competencies necessary to becoming a counselor, the various employment opportunities and settings in the counseling profession, and the roles and functions of counselors in these settings. Central to this course will be an on-going self-evaluation of the students' attitudes, values, interpersonal skills, and motives for choosing counseling as a potential profession. Threaded throughout the course will be the concept of counselor as social change agent and advocate for clients, the community, and the counseling profession. The primary purpose of the course, however, is to provide students with the opportunity to learn and practice the basic skills of helping.

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 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 (2009):

Students will demonstrate competence and understanding in each of the following areas:

II.G.1.

- a. history and philosophy of the counseling profession
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. self-care strategies appropriate to the counselor role;
- d. counseling supervision models, practices, and processes;
- e. professional organizations, including membership benefits, activities, services to members, and current issues;
- f. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- g. the role and process of the professional counselor advocating on behalf of the profession;
- h. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- i. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

II.G.2.

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

II.G.3.

- a. theories of individual and family development and transitions across the life span;

II.G.5.

- a. an orientation to wellness and prevention as desired counseling goals;

- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;

II.G.6.

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

II.G.7.

- a. historical perspectives concerning the nature and meaning of assessment;

II.G.8.

- a. the importance of research in advancing the counseling profession;

Method of Instruction

- a. Lecture/Discussion
- b. Videotapes, films, and Power Point presentations
- c. Modeling
- d. Internet-based learning
- e. Video and/or audio recorded role plays with peer feedback
- f. Case studies and responses to manual exercises
- g. Reflective self-evaluations
- h. Student presentations

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.

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.

Students with Disabilities Notice:

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.

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please put your cell phones on silent, as well as any other electronic devices that make any noise, while you are in class.

Laptop/PDA Policy:

You may use your laptops/tablets in class as long as their use is classroom related (e.g., No Facebook, Twitter, or Instagram on my time... unless you are posting **GREAT** things about me).

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.

Class Visitor Policy:

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.

Course Expectations:*Attendance:*

Students are required to attend all class sessions. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor (if possible) **before** the missed class. If it is necessary to miss more than one class for any reason, the student can expect a 10-point deduction from the final grade for each class missed, or an alternative assignment to replace missed class time.

As a future counselor, it is an expectation that you will be an active member of this class and it is expected that you will be an engaged learner, bringing energy and enthusiasm to every class.

The syllabus details readings for each week. When students come to class, it is expected that the readings will be finished, and the students will be prepared to engage in meaningful discussion about them. You will receive a participation grade and this will reflect your professionalism including attendance, participation, preparation for class, and professional conduct.

Assignments:

Assignments are to be turned via D2L on the day the assignment is due. Only in the event of documentable extenuating circumstances are assignments accepted late. With the exception of documentable emergencies, late assignments will be assessed a 2-point deduction per day of lateness up to two weeks, after which late assignments will not be accepted. With the exception of the Final Exam, you are encouraged to work together, however your finished work must always be unique to you, and is your individual responsibility to complete. The Final Exam **MAY NOT** be done late. All coursework **MUST** be completed in order to get a grade in this class (**you cannot opt out of doing assignments**).

Evaluation:

I will provide written feedback on all taped demonstrations and 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. Bring your evaluation in question. Remember, this class is a learning, growing experience. Perfection is not expected, but improvement in judgment and techniques is.

A grade of B or better in this course is required to continue in the Counselor Education Department programs.

Grade of "A" means you have done excellent work and are ready to continue your course sequence. Requires a minimum of 90% of total points.

Grade of "B" means you have done good work. With the assignment of a B you will be allowed to proceed through your program of study, and you will be given specific elements to work on as you proceed. Requires a minimum of 80% of total points.

Grade of "C" or below means you do not have the skill readiness that continuation in the department requires. A remediation plan will be developed between you and the CED faculty to support your success in the program.

Assignments:

1. Attendance and participation (30 points)

Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. If it is necessary to miss more than one class for any reason, 10 points will be deducted from the final grade, or a make-up activity will be assigned.

You should be an *active member* of this class and it is expected that you will be an *engaged learner*, bringing energy and enthusiasm to every class. Weather often interferes with class attendance. It is your responsibility to determine whether or not it is safe to travel. You will be notified within 2 hours of class if class is cancelled due to weather. When class is canceled, alternate web-based activities will be assigned.

2. Personal Beliefs Statement (10 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.

3. Completion of the Candidacy form (Required but not graded)

Students must meet with their individual advisors sometime before the week of **November 25th** to complete the Candidacy form and tentative program planning schedule (located on the CE website and in the Program Handbook). Students are required to contact the instructor to confirm that these two documents have been completed with the advisor.

4. Advocacy Projects (120 points total – 40 points for each component)

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. Two avenues to affect such change include contacting legislative bodies that create laws that affect our profession and clients and/or researching human services for our clients and ourselves. Both opportunities involve education and advocacy. You must engage in both projects below, but you can choose whether to fulfill Project 1 first or Project 2 first. Due dates for these projects are listed in the Course Schedule.

Advocacy Project 1: Research a Human Services Agency: You will select a human service agency that provides services to the community (this is important for all students regardless of concentration). You will contact the agency and schedule a meeting with someone on staff who can inform you of the types of services provided by their agency. You must visit the agency in person to conduct the interview. You will prepare a handout and will bring this handout to class to share and briefly discuss your chosen site. In addition, you will submit your handout on D2L for this course. A guideline for questions and handout are provided in Appendix A.

Advocacy Project 2: Counselor Advocacy through Legislative Influence: You will write a letter or email related to legislative action. You will need to explore the ACA/ASCA and state counseling association websites to become aware of the need for various legislative actions. Examples include legislative actions that provide reimbursement for counselors' services, that promote counselors' rights to practice within the limits of their training (e.g., counselors' rights to use assessment instruments), that advocate for services for students in schools, etc. To create a thoughtful and well-informed letter/email, you will need to engage in your own research on the subject and include that information in your letter/email with correct referencing of resources (you must cite at least two professional references of research in the body of your letter and include a reference page). You may not use a standard letter/email that an organization has prepared (this is plagiarism and will result in failure of the assignment and possibly the course). This letter must be in your own words. Finally, a copy of the letter/email is to be provided to the instructor with some evidence that your letter or email was sent. If an email is sent, you can blind copy the instructor (Bcc), or you can forward the message from your sent items.

Reaction Paper: A two to four (2-4) page Reaction Paper is to be written when submitting your last Advocacy Project. It should accompany the assignment handed in to your instructor (please see guideline for reaction paper in syllabus in Appendix B and add this Reaction Paper to your Advocacy Project at the end of your document).

5. Interview with a Professional Counselor (30 points)

Students will interview in person (face-to-face) a professional counselor about the role of professionals 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 degree in counseling. *Individuals who received training and education in social work, psychology (anyone who is trained in a counseling psychology program, for example, is not appropriate for this interview), marriage and family therapy, and psychiatry are NOT viable professionals for interviewing even if they are licensed as a LPC or LPCC.* If

you have any doubt about the training of the individuals you plan to interview, please ask them about their training **PRIOR** to your interview or contact me to verify that they are appropriate for this assignment. Also, you may not interview a family member or close friend for this assignment.

You are to write a reaction paper to the interview, indicating issues that raised salience for you about the counseling profession, training, the role of the counselor, 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 interview. I cannot stress enough how important it is not to offer a summary of the interview but your **REACTION** to it. I am looking for your “inner dialogue” of the interview.

You may discuss the interview but mostly in the context of your reaction to the responses. A running account of what was said is not important though it is important to include the items in the Interview Schedule available in this syllabus. This paper should be 6-8 pages in length.

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 Appendix C.

In addition, please request permission for release of their contact information so that students in class may contact them for future networking and informational interviewing if desired.

6. Attendance at Capstone Presentations (Required but not graded)

Wednesday, December 10, 2012 – 5:00 p.m. to 8:00 p.m.

Winona Campus Location – TBA

Rochester Campus Location – TBA

7. Final Exam (50 points)

The Final Exam will be multiple choice and will test students’ knowledge of the various topics learned over the course of the term. The exam will be taken online via D2L. The exam is open book. However, students may NOT use each other, the internet, or other resources. Only the textbook is permissible as a reference when taking the exam. Students will be allowed one attempt only.

Total points possible for course: 240

Breakdown of points:

Attendance and Participation: 30 points

Personal Beliefs Statement: 10 points

Advocacy projects: 120 points

Interview with a Professional Counselor: 30 points

Final Exam: 50 points

A: 240 – 216

B: 215 – 192

Below a B: Remediation plan to continue in CED **Class Schedule:**

Scoring Rubrics:

1. Attendance and Participation (30 points)

| Points | Description |
|---------------------|---|
| 24-30 points | <ul style="list-style-type: none"> -Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, -Attends class regularly (no missed classes or one with prior arrangement) |
| 18-23 points | <ul style="list-style-type: none"> -Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason |
| 11-17 points | <ul style="list-style-type: none"> -Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups -Misses no more than 1 classes w/o prior arrangement -Is occasionally late or leaves early w/out due reason |
| 0 -10 points | <ul style="list-style-type: none"> -Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Misses class often -Is often late or leaves early w/out due reason |

2. Personal Beliefs Statement (10 points)

| Maximum | 4 points | 3 points | 2 points | 1-0 points |
|---------------------------|---|--|---|--|
| Content (4 points) | 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 | | | | |
| Maximum | 2 points | 1 point | 0 points | |
| Format (2 points) | 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 | | | | |

| Maximum | 4 points | 3 points | 2 points | 1-0 points |
|--|--|---|--|---|
| Depth of Understanding (4 points) | 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: | | | | |

3. Advocacy Projects (120 points)

Research Human Services Agency (40 points)

| Maximum | 16 points | 14 points | 12 points | 11-0 points |
|--|--|---|---|--|
| Content (8 points) | Appropriate agency contacted. All aspects of agency thoroughly addressed. | Appropriate agency contacted. Most aspects of agency addressed. | Appropriate agency contacted, but some aspects of agency missing. | Inappropriate agency contacted, or several aspects of agency missing from brochure. |
| Content Grade | | | | |
| Maximum | 8 points | 4 points | 2 point | 1-0 points |
| Format (4 points) | Brochure is attractive, creative, and informative. Information presented in a way that is clear and user-friendly. | Brochure is acceptable. Information is presented is clear, but may lack organization or lack creativity. | Brochure is marginal. Several errors. Information presented is unclear or lacks attention to detail. | Brochure is poorly done with limited information and lacks creativity and attention to detail. |
| Format Grade | | | | |
| Maximum | 16 points | 14 points | 12 points | 11-0 points |
| Presentation of Agency (8 points) | Student is informed and clear about what agency offers and how this agency contributed to community. | Student is informed about what agency offers, and how this agency contributes to community. Presentation is adequate. | Student lacks depth of understanding of agency offerings, or inadequately explains how agency contributes to community. | Student does not adequately present agency offerings. |

| | | | | |
|---------------------------|---------------------------------------|--|--|--|
| | Thoughtful and complete presentation. | | | |
| Presentation Grade | | | | |
| Total Points: | | | | |

Counselor Advocacy Through Legislative Influence (40 points)

| Maximum | 16 points | 14 points | 12 points | 11-0 points |
|--|--|---|---|--|
| Content (8 points) | Letter is well-informed with at least 3 credible references. Issue addressed is current and relevant. | Letter is informed, with 2 credible references. Issue addressed is outdated, or lacks evidence to support. | Letter adequately addresses issue, but does not provide evidence to support, or lacks depth of coverage. | Letter does not adequately address issue, and does not include supporting resources. |
| Content Grade | | | | |
| Maximum | 8 points | 4 points | 2 point | 1-0 points |
| Format 4 (points) | Letter is well-written, with no errors, and presents the issue professionally with correct formatting of a business letter. References cited using APA format. | Letter is adequately written, but includes some errors or is not in an appropriate format. References cited using APA format. | Letter is poorly written with several errors. Incorrect formatting used. References not cited, or incorrect APA format. | Letter is poorly written and unprofessional with no references to support the issue presented. |
| Format Grade | | | | |
| Maximum | 16 points | 14 points | 12 points | 11-0 |
| Depth of Understanding (8 points) | Student thoroughly addresses the issue and demonstrates a clear and articulate understanding of the issue presented. | Student adequately addresses the issue and demonstrates a mostly clear understanding of the issue presented. | Student marginally addresses the issue and lacks a clear understanding of the issue presented. | Student does not show evidence of understanding of the issue presented. |

| | | | | |
|----------------------------|--|--|--|--|
| Understanding Grade | | | | |
| Total Points: | | | | |

Reflection Paper (40 points)

| | | | | |
|--|--|--|---|---|
| Maximum | 16 points | 14 points | 12 points | 11-0 points |
| Content (8 points) | All required components of the project included. Thorough reflection on the project. | All components of the project reported on. Complete reflection on the project. | Most components of the project reported on. Adequate reflection on the project. | Inadequate or incomplete reflection on the project. |
| Content Grade | | | | |
| Maximum | 8 points | 4 points | 2 point | 1-0 points |
| Format (4 points) | Reflection is well-written with no errors. Appropriate length. | Reflection is well-written with few errors. Appropriate length. | Reflection is poorly written or contains several errors. | Reflection is incomplete and poorly written. |
| Format Grade | | | | |
| Maximum | 16 points | 14 points | 12 points | 11-0 points |
| Depth of Understanding (8 points) | Reflection is thoughtful and demonstrates depth of reported experience. | Reflection is adequate. Demonstrates adequate depth of reported experience. | Reflection is marginal or lacks depth of reported experience. | Reflection is inadequate and lacks depth. |
| Understanding Grade | | | | |
| Total Points: | | | | |

4. Interview with a Professional Counselor (30 points)

| | | | | |
|----------------------------|--|---|---|---|
| Maximum | 11 points | 9 points | 8 points | Below 8 points |
| Content (11 points) | Interview reflection includes all required components. | Interview reflection includes most required components. | Some components of interview are missing in the reflection. | Inadequate reflection of interview experience. |
| Content Grade | | | | |
| Maximum | 8 points | 6 points | 5 points | Below 5 points |
| Format (8 points) | Reflection is well-written with no errors. Appropriate length. | Reflection is well-written with few errors. Appropriate length. | Reflection is poorly written or contains several errors. | Reflection is poorly written, or is inadequate in length. |
| Format Grade | | | | |
| Maximum | 11 points | 9 points | 8 points | Below 8 points |

| | | | | |
|---|--|---|---|--|
| Depth of Understanding (11 points) | Reflection is thoughtful and demonstrates depth of reported experience. Does not simply summarize interview. | Reflection is adequate. Demonstrates adequate depth of reported experience. Does not summarize interview. | Reflection is marginal or lacks depth of reported experience. Interview is summarized instead of adequately reflected upon. | Reflection is inadequate and lacks depth. Interview is summarized. |
| Understanding Grade | | | | |
| Total Points: | | | | |

5. Tape evaluation (60 points – 20 points each)

| Maximum | 8 points | 7 points | 6 points | 5-0 points |
|---|--|--|--|---|
| Demonstration of Skills (8 points) | Exemplary tape illustrating specific skills. | Above average tape illustrating specific skills. | Average tape illustrating specific skills. | Tape does not illustrate skills. |
| Skills Grade | | | | |
| Maximum | 8 points | 7 points | 6 points | 5-0 points |
| Therapeutic Presence (8 points) | Student demonstrates empathy, exemplary listening skills, and an inviting therapeutic presence. | Student demonstrates empathy, good listening skills, and an acceptable therapeutic presence. | Student lacks empathy, demonstrates marginal listening skills, and a difficult therapeutic presence. | Student lacks empathy, poor listening skills, and a poor therapeutic presence. |
| Presence Grade | | | | |
| Maximum | 4 points | 3 points | 2 points | 1-0 points |
| Structure of Session (4 points) | Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements | Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements. | Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements. | Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – weak statements are not replaced with preferred statements. |

| | | | | |
|------------------------|-------------------------------------|--|--|--|
| | replaced with preferred statements. | | | |
| Structure Grade | | | | |
| Total Points: | | | | |

Appendix A

Guidelines for Researching Human Service Agency

Name of Mental Health Agency

Contact Person

Address

Phone Number

E-mail Address

Website

Mission Statement

Catchment Area (Cities, Counties, etc. they serve)

Types of Clients (Children, Adolescents, Adults, etc.)

Typical Presenting Concerns (Grief and loss, Eating Disorders, etc.)

Services Provided (Individual, Family, Couples, Groups, etc.)

Types of Mental Health Professionals (PCCs, Psychologists, etc.)

Fees

Procedures to make a referral to the agency:

Are there internship opportunities at the agency for counselor trainees? Who is this contact?

How does the agency address the diversity of the clients it serves?

How does this agency advocate for its clients?

Appendix B

Advocacy Project Guidelines for Reaction Paper

Please use the following questions to inform your reaction paper:

1. What did you learn about the role of advocate as a result of both advocacy projects? Integrate the readings on advocacy into this discussion and reference appropriately.
2. What did you learn about yourself as an advocate as a result of both advocacy projects?
3. As a result of these projects, for what issues will you advocate in the future and how will you do so?

Appendix C

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: _____

Job Description: _____

Contact information: _____

Date: _____

Interviewer's (Student) Name: _____

Date of Interview: _____

Time of Starting Interview: _____

SCHEDULE

| DATE | TOPIC | READINGS/ASSIGNMENTS | X |
|-------------|--|---|----------|
| 8/26/14 | <ul style="list-style-type: none"> Welcome! | <ul style="list-style-type: none"> Introductions, Syllabus, and Explanation of Assignments | |
| 9/2/14 | <ul style="list-style-type: none"> What Counseling Is and How It Works | <ul style="list-style-type: none"> Read: Chapter 1 Due: Personal Beliefs Statement | |
| 9/9/14 | <ul style="list-style-type: none"> Foundations of Counseling | <ul style="list-style-type: none"> Read: Chapter 2 Read: Advocacy Competency Standards (D2L) | |
| 9/16/14 | <ul style="list-style-type: none"> Settings for Counselors | <ul style="list-style-type: none"> Read: Chapter 3 | |
| 9/23/14 | <ul style="list-style-type: none"> The Therapeutic Relationship | <ul style="list-style-type: none"> Read: Chapter 4 | |
| 9/30/14 | <ul style="list-style-type: none"> Insight-Oriented Approaches Team 1 Team 2 Team 3 | <ul style="list-style-type: none"> Read: Chapter 5 Due: 1st Advocacy Project | |
| 10/7/14 | <ul style="list-style-type: none"> Action-Oriented Approaches Team 1 Team 2 Team 3 | <ul style="list-style-type: none"> Read: Chapter 6 | |
| 10/14/14 | <ul style="list-style-type: none"> Integrating Theory/Skills Team 1 Team 2 Team 3 | <ul style="list-style-type: none"> Read: Chapter 7 | |
| 10/21/14 | <ul style="list-style-type: none"> Assessment, Testing, and the Diagnostic Process | <ul style="list-style-type: none"> Read: Chapter 8 | |
| 10/28/14 | <ul style="list-style-type: none"> Group Counseling | <ul style="list-style-type: none"> Read: Chapter 9 | |
| 11/4/14 | <ul style="list-style-type: none"> Family, Couples, and Sex Counseling | <ul style="list-style-type: none"> Read: Chapter 10 | |
| 11/11/14 | <ul style="list-style-type: none"> <u>VETERAN'S DAY- NO CLASS</u> | <ul style="list-style-type: none"> Due: 2nd Advocacy Project Due: Advocacy Reaction Paper | |
| 11/18/14 | <ul style="list-style-type: none"> Career Counseling | <ul style="list-style-type: none"> Read: Chapter 11 Due: Interview Paper/Presentations | |
| 11/25/14 | <ul style="list-style-type: none"> Counseling Diverse Clients | <ul style="list-style-type: none"> Read: Chapter 13 Candidacy form completed and signed by advisor | |
| 12/2/14 | <ul style="list-style-type: none"> Ethical and Legal Issues | <ul style="list-style-type: none"> Read: Chapter 14 | |
| 12/8/14 | <ul style="list-style-type: none"> <u>FINALS WEEK- NO CLASS</u> | <ul style="list-style-type: none"> Final Exam Course Evaluation | |
| 12/10/14 | <ul style="list-style-type: none"> <u>CAPSTONE- This is on a Wednesday.</u> | <ul style="list-style-type: none"> You MUST attend!!! Winona & Rochester, locations TBA | |