

Fall 2014

CE 601 Syllabus: Foundations of Counseling

Robin Alcala Saner
Winona State University

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Winona State University Counselor Education Department
CE 601 – Foundations of Counseling Fall 2014 Course Syllabus
Rochester – East Hall 111
Alternating Mondays, 5-8pm

Instructor: Robin Alcala Saner

Winona State University – Rochester East Hall 205

(507) 285-7581

rsaner@winona.edu

Office Hours: Monday, 1-3; Tuesday 9-12

Thursday 10-2, 4-5, and by appointment

Prerequisites: Admission to Dept.

Required texts:

Neukrug, E. S. (2012). *The world of the counselor: An introduction to the counseling profession* (4th ed.). Belmont, CA: Cengage Learning.

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

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.

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.

Method of Instruction

- a. Lecture/ discussion
- b. Videotapes, films, guest speakers and Power Point presentations
- c. Modeling
- d. Internet-based learning
- e. Case studies and responses to manual exercises
- f. Reflective self-evaluations
- g. 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 turn off your beepers, cell phones, and any other electronic devices that make any noise while you are in class.

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. Use of these items during class lecture/activities are distracting to all members of the classroom and impedes learning, thus will result in losing participation points.

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:

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.

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 documentable extenuating circumstances are assignments accepted late. Late assignments without instructor permission will result in a reduction in the grade.

Attendance and Class Participation

Attendance is expected. Effective class participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective

discussion of course readings. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course.

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor **via phone** before the missed class. If it is necessary to miss a class for any reason, a make-up activity will be assigned to make up for the content missed.

Inclement Weather Policy

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 email.

Evaluation:

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 in judgment and techniques is.

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. Participation/attendance (150 points – 10 points/week)

Students are expected to attend all class sessions and participate in all on-line discussions. Points will be determined weekly based on level and quality of participation. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor **via phone** before the missed class. If it is necessary to miss a class, a make-up activity will be assigned the first time. If additional classes are missed, 10 participation points will be deducted from your grade. If you fail to participate in an assigned on-line discussion, 10 points will be deducted from your grade.

Note: Weather will undoubtedly interfere with class at times. Make smart decisions about winter travel and consult the instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the professor will provide updates about cancellations via e-mail by 2 p.m. on the day of class. Absences due to extreme weather conditions will not result in points taken off final grade.

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 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. Advocacy Projects (100 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. Students will work in small groups to develop an advocacy project, researching a group of people, a cause, or the counseling profession, developing a project, and then presenting on the project. We will discuss this concept further in class.

4. Interview Professional Counselors (50 points)

Students will interview in person (face-to-face) both a professional 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. *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 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. You may

discuss and refer to the interviews 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 8-10 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.

5. Counseling Reflection Statement (20 points)

This is an opportunity to reflect on what you have learned over the semester and further develop your professional identity. Answer the following questions as you complete the paper:

1. Utilizing your papers, assignments, class and community experiences, how has your personal belief system changed over the course of the semester? (*Be sure to reflect on the key elements of your personal beliefs paper*)
2. What did you learn or experience that surprised/disappointed you? What did you learn or experience that reinforced your beliefs?
3. What are the key issues you feel need further advocacy by counselors?

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

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

Winona Campus Location – Gildemeister Hall

Rochester Campus Location – TBD

7. Final Exam (50 points)

The Final Exam will test students' knowledge of the various topics learned over the course of the term. Review of the format will take place later in the semester.

Total points possible for course: 400

Breakdown of points:

Attendance and Participation (including Capstone): 160 points

Personal Beliefs Statement: 20 points

Advocacy projects: 100 points

Interview with Professional Counselors: 50 points

Final Exam: 50 points

A: 400 – 360

B: 359 – 320

Below a B: Remediation plan to continue in CED

CLASS SCHEDULE 2014

DATE	TOPIC	READINGS/ASSIGNMENTS
Week 1: August 25	<ul style="list-style-type: none"> • Introduction & syllabus • Review assignments • History of Counseling 	
Week 2: September 1	<i>First on-line discussion posted</i>	Neukrug, Ch. 1 Meier & Davis, Ch. 1 <i>Personal Beliefs Statement due</i>
Week 3: September 8	<ul style="list-style-type: none"> • Professional Standards • Advocacy • Development of the person 	Neukrug, Ch.'s 2 & 3 Advocacy Competency Standards
Week 4: September 15	<i>On-line discussion 2 posted</i>	Neukrug, Ch. 9 Meier & Davis, Ch. 5 <i>Advocacy project Part A due</i>
Week 5: September 22	<ul style="list-style-type: none"> • Counseling Skills & Strategies • Assessment in Counseling • Approaches to Counseling 	Neukrug, Ch. 5 Meier & Davis, Ch. 2
Week 6: September 29	<i>On-line discussion 3 posted</i>	Neukrug, Ch. 12 Meier & Davis, Ch. 3
Week 7: October 6	<ul style="list-style-type: none"> • Abnormal Development, Diagnosis, & Pharmacology • Supervision/Consultation 	Neukrug, Ch. 10
Week 8: October 13	<i>On-line discussion 4 posted</i>	Neukrug, Ch. 4 Meier & Davis, Ch. 6 <i>Professional counselors interviews due</i>
Week 9: October 20	<ul style="list-style-type: none"> • Presentations of counselor interviews • Family counseling • Group & Career Counseling 	Neukrug, Ch. 8
Week 10: October 27	<i>On-line discussion 5 posted</i>	Neukrug, Ch. 6
Week 11: November 3	<ul style="list-style-type: none"> • Research & evaluation • Multicultural counseling 	Neukrug, Ch.'s 7 & 11
Week 12: November 10	<i>On-line discussion 6 posted</i>	Neukrug, Ch. 13
Week 13: November 17	Presentations on Advocacy project	Nuekrug, Ch.'s 14 & 15 <i>Advocacy project due</i>
Week 14:	<i>On-line discussion 7 posted</i>	Neukrug, Ch.'s 16 & 17

November 24		Meier & Davis, Ch. 4
Week 15: December 1	Specialties – School Counseling & Mental Health Counseling Licensure	<i>Counseling Reflection Due</i>
December 8	Final No Class	Final Exam Course Evaluation
December 10	Capstone presentations	5-8 pm locations TBD

**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;

