

Fall 2012

CE 601 Syllabus: Foundations of Counseling

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Winona State University
Department of Counselor Education
CE 601: Foundations of Counseling
Fall 2012

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Office Hours: Monday and Tuesday 11AM to 4PM, and Wednesday as needed; or by appointment

Course Location: Integrated Wellness Center 145

Time: 5-8PM

Course Description: This course introduces students to the profession of counseling, and basic counseling skills. 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. Prerequisite: Admission to the Counselor Education Department. Grade only.

Required Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Ivey, A.E., Packard, N.G., & Ivey, M.B. (2007). *Basic attending skills, 4th edition*. Alexandria, VA: Microtraining Associates, Inc.

Nassar-Mcmillan, S.C. & Niles, S. (2011). *Developing your identity as a professional counselor*. Belmont, CA: Brooks/Cole.

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

Required Materials

For this course (and future courses), you will need a way to record practice sessions. I prefer that students use MP3 devices or others that allow you to upload the audio/sound files to the computer so they can be heard through iTunes or similar software.

Other Required Readings

**Other required readings (including course materials such as the course syllabus) can be found under Content on the D2L website: <HTTPS://winona.ims.mnscu.edu/index.asp>. You can access D2L with your ID and password. If you have not set up your ID or password, or have forgotten it,

please contact Information Technology at <http://www.winona.edu/it/>.

Course Objectives:

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

- 1) To develop your self-awareness of your abilities, behaviors, values, and attitudes, and how they impact your performance as a counselor.
- 2) To gain an understanding of the role and function of a counselor in a variety of professional settings.
- 3) To begin to develop and apply basic counseling skills and techniques.
- 4) To give and receive constructive feedback.
- 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 begin to develop your identity as a professional counselor.

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

II.K.1.

- a. history and philosophy of the counseling profession, including significant factors and events;
- b. professional roles, functions, and relationships with other human service providers;
- c. technological competence and computer literacy;
- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

II.K.5.

- f. integration of technological strategies and applications within counseling and consultation processes.

COURSE EXPECTATIONS AND REQUIREMENTS

Being prepared for class by reading the assigned material and doing the assignments is a part of your professional preparation as well as a way to establish sound habits necessary to be an effective professional counselor. This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field, and also strengthens your stamina for the workload required of effective counselors. Therefore, assignments are expected on

time. If for some reason, a student has difficulty meeting the course expectations, students are responsible for notifying the instructor immediately to work out an alternate course plan if agreed upon by the instructor and the student. *This is for emergency purposes only.*

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 as such, is expected in this course. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible. Since this course includes online support on D2L, my definition of the classroom extends to the online components of this course including online assignments and course discussion posts. Therefore, the aforementioned expectations apply online as well.

Reading Reactions

This course will introduce you to the variety of roles, responsibilities, and careers in counseling. Professional growth and development really explodes when counselors-in-training explore: 1) their own thoughts, feelings and behaviors, and 2) others' thoughts, feelings and behaviors different from their own. Therefore, students are expected to engage in the discussion forum online throughout the week. Each student will be assigned a chapter or topic and be the person or persons for that week to initiate the discussion. When it is your week to post a thread, you will post the thread by Monday, 5 p.m. of the week prior to the readings for which you are responsible. Because there are more students in the class than there are weeks of the class, more than one student will be responsible for the same week's topics. However, each student is to initiate a unique conversation/thread that is different from his/her colleagues. Students can then respond to any thread that is posted for that week. Questions and ideas that students have while reading the material are the kinds of initial postings to make. These are to be thoughtful postings that demonstrate a depth of understanding of the readings. When you are responding to a posting or thread, you must respond by Sunday, 11:00 a.m. of the week for which we are discussing that topic. There will be no retrospective responses; discussion forums will be discontinued the night of class. This means that you must post a response during the week when the forum is active.

PLEASE NOTE: YOU MAY HAVE A DIFFERENCE OF OPINION FROM YOUR CLASSMATES (and me). This is not an indication of right or wrong, but rather a beautiful combination of differences that stem from stages of personal development, cultural beliefs and attitudes, and the societal influences placed on personal characteristics such as gender, socio-economic status, sexual orientation, disability, religion, country of origin, etc. Please open your mind, and embrace these different points-of-view (although you are not expected to adopt them).

Using Research Practice. Follow the steps below to complete this assignment.

- 1) Students are responsible for utilizing WSU databases to locate one scholarly research article in the counseling field. Download and print a copy of it.
- 2) Read the article.
- 3) Go back through the article and find the answers to the 12 Steps to Understanding a Quantitative Research Report (on D2L). Locate and highlight or underline the answers in the article and number the sections corresponding to the handout.
- 4) Using the information from the 12 Steps Exercise, write an Annotated Bibliography of the article in APA format. Make sure to start with the article citation. See the pdf file – *Annotated Bib Information* on D2L for a description and examples of Annotated Bibs.
- 5) Bring the rough draft of your Annotated Bibliography and the article to class the week before it is due. You will have time to exchange with classmates and ask questions about APA formatting during this class time.
- 6) Consider students' suggestions and revise rough draft after class.
- 7) Staple or clip the highlighted article, along with the 12 Steps sheet, to the Annotated Bibliography and turn in to the instructor during class the day it is due.

Counseling Skills Recordings

CE 601 is the course in which you will begin to learn basic listening and counseling skills (followed up by CE 658, CE 660, CE 680 and CE 690). We will learn about new skills in every class and students are expected to practice them during the week in their home and work environments as appropriate (students should not be trying to do counseling with family and friends, but rather practice *the skills* as appropriate and meaningful).

Each student should own a digital recorder (or MP3 player) and bring these to EVERY class. Charge your recorder before class or bring extra batteries, etc. to ensure your ability to tape effectively. Also, make sure you know how to use your equipment before coming to class. If you need technical support, make an appointment with technical support services in advance (<http://www.winona.edu/it/tsc.asp>). **IT IS YOUR RESPONSIBILITY TO MAKE SURE I CAN HEAR YOUR RECORDING CLEARLY, AS HIGH QUALITY OF AUDIO IS ESSENTIAL WHEN I GRADE YOUR COUNSELING SKILLS RECORDING ASSIGNMENTS.**

You will record and submit three Counseling Skills Recordings. Audio/sound clips should be 5-7 minutes in length. Students are required to hand in a transcript of each audio clip along to the instructor in class on the day it is due. This transcript should include the skill analysis. (see Directions for Transcriptions handout under Course Content on D2L for detailed information

about CSR1, CSR2, and CSR3). The audio/sound clip of the session should be attached to an email and sent to the instructor on the same day that you turn in the transcription and analysis.

Scholarly Research Paper

Students will prepare a scholarly literature review focused on a counseling specialty area discussed in (APA writing and reference style must be strictly followed). The intention of this paper is to learn research skills, to develop graduate level writing skills, and to learn APA formatting so that these skills can be used successfully throughout the rest of the Counselor Education program. Students are encouraged to use the writing center for this paper. Papers are to be 8 to 10 pages in length, including the reference pages (title page and abstract not included in the 8-10 pages).

Advocacy Project

Students will participate in advocacy by researching and presenting on an advocacy project. The project can involve a variety of activities to advocate for a group of people, a cause, or the counseling profession. You should obtain permission from the instructor on topic of activity. This activity will involve a minimum of 20 hours per person (either through volunteer work or through time developing a brochure, writing letters, visiting legislative leaders, etc.). Presentations will be 30 minutes in length, and will include: 1) a brief overview of the issue, 2) a description of the advocacy activity, 3) an explanation of the impact on the community, and 4) a report for how you will follow up on advocacy efforts in your careers. Students are expected to present the project as a group using multimedia technology. Students are also expected to have a handout for the class on their topic. Handouts will be emailed to the instructor prior to the presentation. It should contain key points, as well as evidence of your project (pictures, brochures, letters, etc). Groups will be assigned by the first course meeting of the term. Groups should consist of three to four members only. There is NO formal paper required for this presentation, but a copy of the presentation materials (e.g., handout, PowerPoint presentation, poster collage) should be turned in to the instructor (1 per group, please!).

Candidacy Form

Every student should meet with their advisor during the course of this semester and complete the candidacy form. Send an e-mail to the instructor, with your advisor cc'd on the email by October 14, 2011, to confirm you have completed this requirement.

POLICY ON LATE OR UNFINISHED ASSIGNMENTS

Late work is not accepted except in extreme circumstances and with prior permission of instructor. IMPORTANT: A grade of Incomplete (I) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

Grades

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your Final grade. The percentage system is below:

Percentage System

A = 100-90%
B = 89-80%
C = 79% -70%
D = 69% or below

Weighted Course Requirements

Reading Reactions (3% each)	27% of grade
Using Research Practice	3% of grade
Audio Recordings/Analysis (10% each)	30% of grade
Advocacy Project Presentations	20% of grade
Final Paper	20% of grade

Please see me if you have any questions about the course.

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, 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.

ACCOMMODATIONS: If you have a disability, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/disabilityservices/>

STUDENT GRIEVANCES: Procedures for filing student complaints are explained in Student Handbook. Student complaint procedures are available online at: <http://www.winona.edu/sld/studentpolicy.asp>

PLAGIARISM AND CHEATING: 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/studentpolicy.asp#ACADEMIC_INTEGRITY_POLICY

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/culturaldiversity/>

SEXUALLY EXPLICIT MATERIAL POLICY: As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related

interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or advisor.