

Fall 2010

## CE 601 Syllabus: Foundations of Counseling

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**Winona State University Counselor Education Department**  
**CE 601 – Foundations of Counseling**  
**Fall 2010 Course Syllabus**

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**Required texts:**

Neukrug, E. S. (2007). *The World of the Counselor: An Introduction to the Counseling Profession* (3rd ed.). Belmont, CA: Brooks/Cole Publishing Co.  
Meier, S. T., & Davis, S. R. (2011). *The Elements of Counseling* (7th ed.). Belmont, CA: Brooks/Cole Publishing Co.

**Purpose:**

The purpose of this course is to introduce students to the profession of counseling. Through scholarly literature review and writing, students will examine the role and function of counselors in a variety of professional settings. Contemporary issues in the field of counseling will be addressed throughout the course. The primary purpose of the course, however, is to provide students with the opportunity to learn and practice the basic skills of helping.

**Objectives:**

1. To develop a self-awareness of personal 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 learn to give and receive constructive feedback
5. To learn scholarly writing by 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

**CACREP Standards:** this course will provide students with an understanding of all of the following aspects of professional functioning:

Community Counseling:

- A.1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/ mental health movement;
- A.2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;
- A.3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;
- A.4. ethical and legal considerations specifically related to the practice of community counseling (e.g., the ACA Code of Ethics);
- B.1 the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;
- B.2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

- C.1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;
- C.2. models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education;
- C.3. effective strategies for promoting client understanding of and access to community resources.

**School Counseling:**

- A.8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
- B.1. advocacy for all students and for effective school counseling programs;
- B.3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K--12 students in maximizing their academic, career, and personal/social development;
- B.4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
- B.5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
- B.6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs;
- C.1.a. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;
- C.1.b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school;
- C.1.c. implementation and evaluation of specific strategies that meet program goals and objectives;
- C.1.d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
- C.1.e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program.

**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.

**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.

**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.

**Attendance and Participation:**

Attendance is required for this class. Students are allowed one absence for family or work emergencies and it will not affect their grade. In the event that attendance is not possible and it arises unexpectedly, please notify Dr. Bjornestad. More than two absences will lower your grade by a letter.

Participation is necessary for full learning experience between professor and student. It is expected that students will participate fully in every class: speaking up, asking questions, answering questions, and sharing in class about readings, research, and other course experiences. *You are responsible for bringing energy and enthusiasm to every class.*

Note: Weather will undoubtedly interfere with class at times. Make smart decisions about winter travel and consult instructor before class time to let her know you will not make it due to road conditions when this occurs. You will need to follow up with classmates. Also be on alert for e-mail notifications (up to 4pm) about class cancellations. Absences due to extreme weather conditions will not result in points taken off final grade.

**Policy on Late Assignments:**

Late assignments are due at the beginning of class and are subject to a penalty of 10% of the assignment grade for each day they are late. 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.

**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.

**Candidacy Form:**

Every student should meet with their advisor during the course of this semester and complete the candidacy form.

**Course Requirements:*****Taping (25%)******Breakdown: 1<sup>st</sup> tape (5%), 2<sup>nd</sup> tape (5%), 3<sup>rd</sup> tape (10%)***

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 'listening skills' as appropriate and meaningful).

Each student should own an audiocassette tape or digital recorder and bring these to EVERY class. Bring extra tapes, batteries, etc. Make sure you know how to use your equipment before coming to class. **MAKE SURE YOU CAN HEAR TAPE CLEARLY AS HIGH QUALITY OF TAPING IS ESSENTIAL.** You will be required to complete three counseling skills audiotapes demonstrating basic counseling skills. Tapes will be 10-15 minutes in length. Transcripts of each tape along with a skill analysis will be prepared and submitted to the course instructor on the specific due dates.

***Reflection Paper (10%)***

Submit a 3-5 page double-spaced paper (APA style) describing your personal theory/philosophy of counseling. Please include the following information:

- a. How did you decide to become a counselor?
- b. How would you describe an effective counselor?
- c. How do you believe people change?

**Scholarly Paper (25%)**

Through the use of journals, books, internet databases (Wikipedia is NOT an option), and interviews, the author discusses setting, training, salary scale, work values, supervision, skills, typical day, future employment trend, types of clients, and benefits and drawbacks of a (an) \_\_\_\_\_ (addictions, career, school, marriage and family, grief, mental health, employment, etc.) counselor. This portion of the paper should be written in APA style and should only be written in third person. Interviews should be cited as article/book citations. The page limit on this paper is 12 pages.

**Theory Presentation (20%)**

In groups of two, you will present on an individual counseling theory. The 15-20 minute presentation should include (but not limited to) the following information: brief historical background, basic premise(s) of the theory, interventions, target clients, etc. A minimum of five references should be utilized and cited using APA style, and a handout should be provided for each class member.

**Multicultural Experience (5%)**

You are expected to attend two multicultural events during the semester. These events may be offered through the university or the community. Write a two-page reflection paper regarding each experience and attach a brochure of the event.

**Participation (15%)**

You are expected to actively participate in small groups, ask questions and make comments that indicate familiarity with topics in class.

<i>Points Possible</i>	<i>Description</i>
0-9 points	-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
10-40 points	-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
41-70 points	-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
71-100 points	-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)

**Grading Scale:**

100-93: A  
92-86: B  
85-79: C  
78-72: D

### Tentative Course Schedule

Date	Topic	Assignment
August 26	Syllabus Introduction to Course Getting Acquainted Introduction to Counseling	Neukrug Chapter 1 Meier & Davis Chapter 5
September 2	D2L: Brief History of Profession; Setting the Stage	Neukrug Chapter 2 Meier & Davis Chapter 1
September 9	Structuring Client Sessions Counseling Skills: Attending Behaviors, Paraphrasing, Summarizing, Reflection of Feeling	Neukrug Chapter 5 Meier & Davis Chapter 2 <b>Reflection Paper Due</b>
September 16	Counseling Skills: Empathy, Discrepancy, Confrontation, Immediacy, Self-Disclosure	Meier & Davis Chapter 3
September 23	Counseling Skills: Encouragement, Interpretation, Clarification Practice Skills	<b>Tape 1 Due</b>
September 30	Ethics, Accreditation, & Credentialing; Consultation & Supervision	Neukrug Chapters 3, 8 Download & Read ACA Code of Ethics
October 7	Group Project, Practice Skills	
October 14	Theoretical Orientation	Neukrug Chapter 4 Meier & Davis Chapter 6 <b>Theory Presentations</b>
October 21	Theoretical Orientation	Neukrug Chapter 4 Meier & Davis Chapter 6 <b>Theory Presentations</b> <b>Tape 2 Due</b>
October 28	Group Work & Family Counseling	Neukrug Chapters 6 & 7 Meier & Davis Chapter 4
November 4	Multiculturalism	Neukrug Chapters 14, 15
November 11	No Class – Veteran’s Day	
November 18	Multiculturalism	Neukrug Chapters 14, 15 <b>Scholarly Paper Due</b>
November 25	No Class – Thanksgiving Break	
December 2	Counseling Specialty Areas Closure	Neukrug Chapters 16, 17, 18 <b>Tape 3 Due</b> <b>Multicultural Experiences Due</b>