

Fall 2010

CE 601 Syllabus: Foundations of Counseling

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Winona State University
Department of Counselor Education
CE 601: Foundations of Counseling
Fall 2010

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Office Hours: Monday and Tuesday Noon to 4PM, and Wednesday
9AM-noon; or by appointment

Course Location: Minne' Hall, Room 109

Time: 5-8PM on the following Tuesdays: September 14th, Sept 28th, October 5th, October 12th, October 19th, November 2nd, November 9th, November 23rd. (We will *not* be meeting August 31st – we will meet October 5th instead).

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. Prerequisite: Admission to the Counselor Education Department. Grade only.

Required Text:

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

Recommended Text:

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

Required Materials

For this course (and future courses), you will need an audio-taping device and audiotapes. I recommend a recorder that uses the small tapes, or a device that can download the audio to a computer so that I can listen to them.]

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.

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 is also part of your professional preparation. 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. 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 if agreed upon by the instructor and the student.

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 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

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. So, the purpose of the Reading Reaction assignments is for you to explore yourself and others as you learn about the counseling profession. For this assignment, you are required to post a *reaction* (not a summary) to the readings you are required to complete in this course. You can discuss almost anything about the chapter(s) - the overall theme, one key point, or an "aha" moment the reading created for you – in a couple of paragraphs. You are also required to read *at least four* other student's reactions each week. Please rotate through the class, so over the course of the course (☺), you should have read *at least* one of everyone's posts. You may choose to comment on others' posts if you would like, but this is not required. 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).

Counseling Skills Tapes

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 an audiocassette tape recorder 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.

Tapes should be 5-7 minutes in length. Students are required to submit a transcript of each tape along with a skill analysis on the specified due dates. (see Transcript Format handout under Course Content on D2L).

Scholarly Research Paper

Students will prepare a scholarly research paper examining a counseling specialty area (APA writing and reference style must be strictly followed). Papers are to be 10 to 15 pages in length, including cover page and references.

Advocacy Project

Students will participate by researching and presenting an advocacy project that 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) the advocacy activity, 3) the impact on the community, and 4) how you will follow up on advocacy efforts in your career. Students are expected to present the project as a group using multimedia methodology. Students are 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 second 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!).

Annotated Bibliographies

Students are responsible for utilizing WSU databases to locate two scholarly articles related to counseling. Each article will be turned in to the instructor (in paper form) with a two-page, double-spaced critique per article. Each critique should contain the following: One paragraph summarizing the article, one paragraph describing the strengths and limitations of the article, and two paragraphs describing your opinion of the article and potential applications.

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 November 30, 2010 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)	15% of grade
Annotated Bibliographies (5% each)	10% of grade
Tape Recordings/Analysis (10% each)	30% of grade
Advocacy Project Presentations	20% of grade
Final Paper	25% 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.