COURSE # TITLE: CE 810 01 Foundations of Counseling

COURSE DESCRIPTION: The course provides an introduction and orientation to the broad field of counseling and the ethical standards governing this profession. This class will investigate the role of a practicing counselor, initiate students to the process of critical thinking in regard to selected counseling topics. In-Class format will include lecture, discussion, small group discussion, in-class assignments and project presentations. All course information, assignments, and handouts will be posted on line. There will be weekly participation in the CE 810 Discussion (online).

FACULTY MEMBER: Ms. Babs Quincy, M.Ed.
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724 301-7274 Cell
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American School Counseling Association, Ethical Standards for School Counselors. http://www.schoolcounselor.org (free download)

American Counseling Association, ACA Code of Ethics and Standards of Practice. http://www.counseling.org/resources/ethics (free download)

MEETINGS: On campus: Old Main 305
Tuesdays (August 22-October 10)
5-8 PM

STUDENT EVALUATION:
COURSE GRADE: (Based on 600 points)
1. Attendance, Class Participation and Discussion (online and in class): 200
2. Current issue in the School Counseling Profession: 100
3. 12 step Meeting Visit and Reflection Paper: 100
4. Genogram: 100
5. Mental Health Topic: 100

GRADING STRUCTURE:
A  95-100
A-  93-94
B+  91-92
B  87-90
B-  85-86
C+  83-84
C  79-82
COURSE REQUIREMENTS:

1. CLASS ATTENDANCE AND PARTICIPATION (FACE TO FACE AND ON-LINE)
   Class attendance, knowledgeable and personalized participation is essential. I understand that occasionally your job or personal life will demand priority (as it should!). However, if you must miss class for whatever reason, please leave me a voice message at my office. It will be your responsibility to get the notes and/or other material that you missed from another student. Any more than 1 absence will result in a drop in grade.

   The classroom is a communal space. Students share the responsibility for ensuring that nobody abuses it by diminishing opportunities to learn. Phones and/or laptops will be off unless we are using them as a class assignment. Repeated incidents of any interruptive behavior will result in a grade reduction at the Instructor’s discretion.

   Some of the issues that we discuss in this class may be controversial. People will have different and often very strong opinions. As we discuss some emotionally laden topics, a spirit of respect for these diverse opinions and convictions is to be embraced by students. As a counselor you must learn to be respectful of where your clients/students are in their life journeys, thus this class will serve as a “training ground” for your future work with clients or students.

   Foundations of Counseling is designed to be an introductory class in the Counselor Education program. This class is meant to be a “screening” for those not sure of this profession as well as an overview of topics that will be covered in greater detail in more advanced classes.

   If you have any type of disability or special circumstances that would interfere with your performance in class, please speak to me privately.

   You will be required to participate in an on-line Discussion about your reading assignments. The number of posts required for each reading assignment will be indicated when the assignment is posted.

2. SHARE A “CURRENT ISSUE” IN THE COUNSELING PROFESSION
   Find a current article to share with the class that is relevant and useful to counselors from the ACA, ASCA or other professional journal. This article needs to be CURRENT (within the last 2 years). We will take time at the beginning of each class to share and discuss the issues presented. Westminster College Library has available on-line resources. Please send the Instructor a copy of your article electronically prior to presenting.

3. ATTEND A TWELVE-STEP MEETING AND WRITE A REFLECTION PAPER
   Find an AA, Al-Anon, NA or Ala-Teen meeting in your area (or other area if you prefer) and attend this meeting. You will be responsible for choosing the meeting you’d like to attend. You can usually find listings in local papers, from churches, from people you know that may attend. Be sure the meeting you attend is listed as an OPEN meeting. That means anyone may attend.

   In almost all situations, you will be welcomed. If for any reason you should NOT feel welcome, just politely leave and find another meeting. Some students like to introduce themselves as a graduate student fulfilling an assignment; others prefer to not say anything. You may need to “play it by ear” and decide based on your own comfort level. Most students find this a little intimidating at first, but come away feeling changed by this experience. Feel free to take a friend, relative, partner or classmate with you.

   Write a 2-3-page paper reflecting on this experience. I am looking for a paper that reflects a high level of self-awareness, insight and emotional engagement with this experience. Be prepared to summarize this experience in a short 2-3 minute presentation on the due date. Please send the Instructor a copy of your reflection paper electronically on or before the due date.
4. GENOGRAM:
A genogram is a widely practiced, visual technique used to organize family information. It is used for assessment and for finding patterns in individual families. It is also a tool to assist you in achieving a higher level of insight about yourself, which, in turn will make you a more effective counselor. You will be taught how to construct a genogram and will begin working on this during class time. Be prepared to discuss your family “insights” in a small group on the due date. The genogram will include:

1. 3 generations: nuclear family and extended family (you, your parents, your grandparents both sides)
2. Important dates: births, deaths, divorces, marriages
3. Generational themes/patterns: For example: substance abuse, mother-daughter conflict, career choice, religious beliefs, divorce, communication styles, etc. Use a “key”.
4. Relationship tracking using the specific identified symbols.
5. The genogram will be done on 8 ½ x 11 paper (May use 2 side by side)
6. Legible

5. MENTAL HEALTH TOPIC:
The student will research a specific topic. These topics are common issues that counselors are likely to encounter in the school setting and the list from which to choose your topic will be given out in class. The student will give a 10-20 minute overview of the topic, covering the following items:

1. Description: This will tell us the definition and description of your topic.
2. Etiology (Causes): This will tell us why a person has the problem. Who is apt to struggle with this disorder/issue? What are the reason people develop this disorder? What people are most at risk?
3. Signs and Symptoms: This tells us what to look for, how to recognize this. What specific factors, symptoms are indicators of this disorder. How does one identify this disorder? Who is at risk for this disorder?
4. Effects: This explains how this disorder impacts the person his/her family/others; how it changes their life and the lives of others. How long does it last? How does it impact on school, classmates etc.?
5. Recommended Treatment Protocol: What kinds of treatments have been found to be effective in treating this disorder? Explain. Is medication recommended? If so, what kind of medication is effective? Where should a person go for help?
6. Prognosis: What are the chances of a person getting over this? Will it re-occur? Under what circumstances is the overall prognosis best? What needs to happen in order for the person to get well?
7. Role of the School Counselor: Is the school counselor likely to be aware and/or involved? In what ways? Identify at least one specific intervention a Counselor may implement in or out of the classroom. Think creatively.
8. Resources: Use at least one professional journal article, at least one recently published book (2010-1015), at least one credible .org website

Guidelines for Presentations:
1. PowerPoint
2. Correct spelling, grammar and word usage (no abbreviations)
3. Professionally presented
4. Organized and concise
5. The listener will have a clear understanding of this issue based on your presentation.

Rubrics will be provided for each assignment.
**COURSE SCHEDULE:**
The Instructor will adjust topics and assignments as needed throughout the class. Each week assignments are posted on line and students will follow those instructions.

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<th>Week 1</th>
<th>In Class Topics</th>
<th>Assignments</th>
<th>PDE Standards</th>
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| **Face 2 Face:** 8/22/17 | • Welcome and Introductions  
• Discuss Class Syllabus, Schedule, Confidentiality  
• Confronting Myths, Stereotypes, Stigma  
• Role Plays  
• Why do you want to be a counselor?  
• How is Counseling Different than Teaching  
• Major concerns for beginning counselors  
• Assign articles  
• Guided Imagery | • Read Chapters 1 and 2 in Text  
• Participate in on-line Discussion  
• Read History Article and Review Ppt.  
• Complete "Significant Other" Exercise: write or type out responses and be ready to discuss  
• Complete MBPTI | I.A.  
I.E.1.  
I.C.2. |
| **On-line assignments:** 8/22-29 | | | |

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<th>Week 2</th>
<th>In Class Topics</th>
<th>Assignments</th>
<th>PDE Standards</th>
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| **Face 2 Face:** 8/29/17 | • Current Topic Article  
• Discuss assignments  
• Counseling Specializations  
• MBPTI: "an exercise in self awareness"  
• Values: Yours and Your Clients’  
• Substance Abuse | • Read Chapters 3 and 4 and Discussion Participation  
"Helper, Know Thyself";  
"Common Concerns of Beginning Helpers"  
• Alcohol Issues Case Study and Discussion Participation  
• Read "Addiction as Metaphor" article | I.B.1.  
I.C.2.  
I.C.7.  
I.E.1.  
III.A. |
| **On-line assignments:** 8/29-9/5 | | | |

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<tr>
<th>Week 3</th>
<th>In Class Topics</th>
<th>Assignments</th>
<th>PDE Standards</th>
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| **Face 2 Face:** 9/5/17 | • Substance abuse (cont.)  
• Discuss case study  
• Begin Family Systems Theory  
• Genogram  
• Counselor "Manners"  
• Boundary Issues | • Read Chapters 5 & 6 in text and participate in discussion  
"The Helping Process";  
"Theory Applied to Practice"  
• 12 Step Meeting and Reflection Paper  
• Moyers video "A Family's Road to Recovery"  
• TedX Video "Transcending Addictions" | I.B.2.  
I.C.5. |
| **On-line assignments:** 9/5-12 | | | |

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<th>Week 4</th>
<th>In Class Topics</th>
<th>Assignments</th>
<th>PDE Standards</th>
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| **Face 2 Face:** 9/12/17 | • Current Topic Article  
• 12 Step Meeting Reflection  
• Genograms  
Video clip ("Parenthood") and practice  
Personal genograms  
• Skills  
Very basic "Counselor Manners"  
Initial session practice  
• Transference and countertransference in counseling  
• Working with difficult clients | • Read chapters 7 & 8 in text and participate in discussion  
"Understanding Diversity";  
Ethical and Legal Issues Facing Helpers"  
• Genogram due | I.C.1.  
I.C.2.  
I.C.3.  
I.C.6. |
<p>| <strong>On-line assignments:</strong> 9/16-9/22 | | | |</p>
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<th>Week 5</th>
<th>Face 2 Face: 9/22/15</th>
<th>On-line assignments: 9/23-9/29</th>
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<td>On-line assignments: 9/23-9/29</td>
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<tr>
<td><strong>• Current Topic Article</strong></td>
<td><strong>• Read Chapters 9 &amp; 10 in text and participate in Discussion &quot;Managing Boundary Issues&quot;; &quot;Getting the Most From Your Supervision and Fieldwork&quot;</strong></td>
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<td><strong>• Personal genogram reflection</strong></td>
<td><strong>• Watch this documentary, &quot;Growing Up Trans&quot; from Frontline</strong>&lt;br&gt;<a href="http://www.pbs.org/wgbh/pages/frontline/growing-up-trans/">http://www.pbs.org/wgbh/pages/frontline/growing-up-trans/</a></td>
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<td><strong>• Managed Care</strong></td>
<td><strong>Come to class prepared to discuss the questions listed in the Hand-out, Reflections to &quot;Growing Up Trans&quot;. Hand in your Reflections worksheet.</strong></td>
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<td><strong>• Stages of Counseling</strong></td>
<td><strong>• Read Chapters 11 and 12 and participate in Discussion &quot;Stress, Burn-out, and Self-Care&quot;; &quot;Working with Groups&quot;</strong></td>
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<td><strong>• Emotional Intelligence and Active Listening</strong></td>
<td><strong>• Read and study slides 75-99 from the 6th Edition Ppt. and reflect your thoughts, reactions, worries, questions, etc. in the Discussion (3 posts)</strong></td>
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<td><strong>• Psychotropic medications</strong></td>
<td><strong>• Complete the Quick Discrimination Index and bring to next class</strong>&lt;br&gt;<strong>• View the two transgender videos (See resources)</strong>&lt;br&gt;<strong>• View the Gender Dysphoria Ppt. (See Resources)</strong></td>
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<th>Week 6</th>
<th>Face 2 Face: 9/29-10/6</th>
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<td>On-line assignments:</td>
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<tr>
<td><strong>• Current Topic Article</strong></td>
<td><strong>• Read Chapters 11 and 12 and participate in Discussion &quot;Stress, Burn-out, and Self-Care&quot;; &quot;Working with Groups&quot;</strong></td>
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<td><strong>• Diversity Attitude Awareness</strong></td>
<td><strong>• Read and study slides 75-99 from the 6th Edition Ppt. and reflect your thoughts, reactions, worries, questions, etc. in the Discussion (3 posts)</strong></td>
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<td><strong>• Documentary Reflection Questions Discussion</strong></td>
<td><strong>• Complete the Quick Discrimination Index and bring to next class</strong>&lt;br&gt;<strong>• View the two transgender videos (See resources)</strong>&lt;br&gt;<strong>• View the Gender Dysphoria Ppt. (See Resources)</strong></td>
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<td><strong>• Gender Dysphoria (DSM 5)</strong></td>
<td><strong>• View the Gender Dysphoria Ppt. (See Resources)</strong></td>
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<td><strong>• Ethics and Ethical Decision-making</strong></td>
<td><strong>• View the Gender Dysphoria Ppt. (See Resources)</strong></td>
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<th>Week 7</th>
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<th>On-line assignments: 10/7-10/13</th>
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<td>On-line assignments: 10/7-10/13</td>
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<td><strong>• Documentary Reflection Questions Discussion</strong></td>
<td><strong>• Read Chapter 13 in Text and participate in Discussion &quot;Working in the Community&quot;</strong></td>
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<td><strong>• Ethics and Ethical Decision-making</strong></td>
<td><strong>• Read the ASCA Ethical Standards for School Counselors</strong></td>
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<td><strong>• Stress Management Techniques for Everyone</strong></td>
<td><strong>I.E.1. I.G.3.</strong></td>
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<td><strong>• Breathing for Relaxation</strong></td>
<td><strong>I.H.4 I.K.</strong></td>
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<td><strong>• Progressive Muscle Relaxation</strong></td>
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<td><strong>• Imagery</strong></td>
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<td><strong>• Mindfulness</strong></td>
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<td><strong>• Mental Health Topic Presentations</strong></td>
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