Course Title: CE-810  Foundations of Counseling

Course Description: This online course provides an introduction and orientation to the broad field of counseling and the ethical standards governing this profession.

Course Objectives: This course provides an overview and introduction to students who are planning a career in human services, counseling, social work, higher education, or related helping professions. This course will focus considerable attention on the issues and professional work of those in the helping professions, and initiate students to the process of critical thinking in regard to selected counseling topics. Students will also explore the struggles, anxieties and uncertainties of counselors, as well as identify ways to meet the demands and strains faced by new practitioners.

Faculty Member: Michelle Tanner, M.Ed, NCC, LPC, PhD Candidate
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tannerme@westminster.edu

Virtual Office Hours: By appointment


Course Communication Instructions:
It is expected that students enrolled in this course will behave as mature adults engaged in graduate level study. As a mature learner, students will:
1. Interact with other students in a respectful manner. As we discuss course topics, a spirit of respect for diverse opinions is to be demonstrated 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 “training ground” for your future work with clients or students. Keep in mind courses such as Foundations of Counseling are designed to serve as an introduction to the field of school counseling. Thus, they can help students and faculty evaluate a student’s readiness for the counseling profession.
2. Accept responsibility for his/her behavior and learning
3. Assess his/her progress and request assistance when needed
4. Accept constructive feedback as an essential component of learning.
As the instructor of this course, I will be logging in to the course site to facilitate student progress frequently. Email is the preferred means of contact with the instructor. Please send your email messages from the your student Westminster account. You can either choose to do this by logging into your assigned email account, or using the email feature on the D2L course site. Please do not send emails from your personal email account. I will respond to student emails within 48 hours (emails not checked on Sundays). Students are expected to check their email and the course website at least three times each week for announcements and/or important messages.

**Grading Policy:**

Total Points = 100

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<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>94-100%</td>
<td>A</td>
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<tr>
<td>90-93%</td>
<td>A-</td>
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<tr>
<td>88-89%</td>
<td>B+</td>
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<td>84-87%</td>
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<td>80-83%</td>
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<td>70-73%</td>
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<td>65-69%</td>
<td>D</td>
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<td>65%</td>
<td>F (Failure of course)</td>
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**Academic Integrity Policy:**

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College. It is expected that all work submitted through this course is the student’s original work, generated for the express purpose of completing the requirements of this course.

In the interest of promoting academic integrity, all papers submitted through the D2L Dropbox in this course will be routinely screened for originality using Turnitin’s plagiarism detection software. Any form of dishonesty, including lying, cheating, or plagiarizing, will not be tolerated. Plagiarism may be defined as the act of taking the ideas and/or expression of ideas of another person and representing them as one’s own. It is nothing less than an act of theft and, as such, is subject to College disciplinary action. The penalty for plagiarism may include a failing grade for the assignment in question and/or a failing grade for the course. Clearly, plagiarism defeats the central purpose of education, namely, to enable one to think and formulate one’s own ideas. The student who has doubts about whether or not his/her work may constitute plagiarism should consult with the course instructor prior to submitting the work. The instructor can provide clear guidance on how the student can avoid committing this act of academic misconduct.

**Late and Make-Up Work Policy:**

Each assignment must be submitted correctly by the due date. Your work will be considered late if turned in after the time stated on the due date (**all assignments due by the end of**
**the week posted.** Late work will be subject to a 10% deduction per day that it is late. All email, discussion board and dropbox assignments are automatically dated with the time of submission. I suggest that you write most of your assignments using a word processing program. You can then copy and paste your work into the Discussion Board. Also, please read the instructions carefully for each learning activity you submit.

**Course Outline and Expectations:**

<table>
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<tr>
<th>Wk#</th>
<th>Topic(s) and Objectives</th>
<th>Student Activities</th>
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| 1   | • Welcome and Introductions  
• Important Resources in the Graduate Program/Orientation to Westminster  
• Orientation to Course/Syllabus  
• Minimum Requirements for Discussion Posts  
• Read Chapter 1 & 2 | • Submit Dropbox Assignment  
• Share discussion post and responses  
• Read over syllabus  
• Explore ASCA or ACA website and e-mail copy of proof of membership by the end of the semester as bonus (located in the week 1 section of the table of contents)  
• Read Corey Ch 1 & Ch 2 and view PowerPoints  
• Read assignment guide for School Counselor Interview  
• Read bonus assignment guide for attending an AA, etc. meeting |
| 2   | • Read Ch 3 & 4 | • Read Corey Ch 3 & Ch 4 and view PowerPoints  
• Submit Dropbox assignment  
• Share discussion post and responses  
• Complete additional readings |
| 3   | • Read Ch 5 & 6 | • Read Corey Ch 5 & Ch 6 and view PowerPoints  
• Submit Dropbox assignment  
• Share discussion post and responses  
• Complete additional readings  
• Watch Gloria Video |
| 4   | • Ch 7 | • Read Corey Ch 7 and view PowerPoint  
• Submit Dropbox assignment  
• Share discussion post and responses  
• Complete additional readings |
| 5   | • Ch 8 & 9 | • Read Corey Ch 8 & Ch 9 and view PowerPoints  
• Submit Dropbox assignment  
• Share discussion post and responses  
• Complete additional readings |
| 6   | • Ch 10 & 11 | • Read Corey Ch 10 & Ch 11 and view PowerPoints  
• Submit Dropbox assignment |
| 7 | Ch 12 & 13 | Read Corey Ch 12 & Ch 13 and view PowerPoints  
Submit Dropbox assignment  
Share discussion post and responses  
Complete additional readings |
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<tr>
<td>8</td>
<td>Final thoughts</td>
<td>Submit School Counselor or Clinical Mental Health Counselor Interview</td>
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**Assignments:**

**School Counselor or Clinical Mental Health Counselor Visit (20 pts.) 10 page maximum**  
The student will visit and interview a master’s level certified and/or licensed school counselor or clinical counselor. This person should provide direct service to individual students, student groups, families, and school staff or clients. I will provide interview guidelines. Responses should be in APA format (Times New Roman, 12 point font, 1 inch margins, double spacing, running head, citations and references where appropriate, and cover page).

**Discussion Posts (5 points each: total 40 points)** Students will be asked to respond to posted questions via the course discussion board. Students should strive to provide substantive responses/reflections that relate to the key principles/issues raised. Responses/reflections should be free of spelling and grammatical errors and be written in a language that is clear and easy to understand. If students are citing material in support of their responses/reflections, proper citation should be employed. *Please follow the “Minimum Requirements for Discussion Posts” for full credit.

**Reflection Papers (5 points: total 35 points) 5 page maximum** All topics found in weekly content and Dropbox for uploading reflection papers. Each will be graded based on quality of responses. Students should strive to provide substantive responses/reflections that relate to the key principles/issues raised. Responses/reflections should be free of spelling and grammatical errors and be written in language that is clear and easy to understand.  
*all reflection papers are due by the end of the week posted. Responses should be in APA format (Times New Roman, 12 point font, 1 inch margins, double spacing, running head, citations and references where appropriate, and cover page)

**Bonus Points:**  
*Here are a couple opportunities to not only earn bonus points but gain a couple awesome career opportunities and learning experiences as well.

1. To earn 5 bonus points, **attend any D&A open self-help group** (AA, NA, AL-ANON) in your area. An "open" group means that anyone can attend despite recovery status. You will submit a one-page summary of your experience and proof of attendance.
a. This can be submitted at any point up to 10/15/17.

2. **Student Membership** - please e-mail proof of membership to ASCA or ACA by the end of the course.
   
a. Student Membership, American Counselor Association.
      https://www.counseling.org/membership/aca-and-you/students
   
b. Student Membership, American School Counselor Association.
      https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/join-or-renew-today