COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Counselor Education

COURSE #: 32767

COURSE: CED 6700 The Role of the Teacher in Guidance and Counseling

IMPORTANT – This class CANNOT be counted toward a MA in Counseling

SECTION #: 001

TERM/YEAR: Spring/Summer 2015

COURSE LOCATION: on-line class

DAY/TIME Review materials on line at least twice a week

INSTRUCTOR: Dr. Michele White, PhD, LLP

OFFICE ADDRESS: College of Education
Office #325

OFFICE HOURS: By appointment

OFFICE PHONE # 313-577-9356

E-MAIL: DrMWhite@wayne.edu or dv8913@wayne.edu

SECRETARY: Lei Juan Stewart-Walker (313) 577-1613
e-mail: ab2628@wayne.edu
Course Description:
Introduction to guidance principles, techniques, and roles with stress on classroom application. Experiential laboratory sessions are required to sensitize educators to the basic ideas and skills that are involved in being a helper. Primarily, this is a course for school personnel other than counselors.

Course Objectives:
1. To provide you with information about the counseling process and the practical elements in the school setting.
2. To provide you with the opportunity for self-exploration and to develop a more complete self-view.
3. To expose you to a variety of ethical and professional issues in counseling and to guide you in developing a position on these issues.
4. To practice special skills learned in the course. These include active listening, behavioral assessment, goal setting and referral.

Required Text:

References: Listed in the textbook

Course Assignments:

* Six Visits to the College of Education’s Counseling Center

You are responsible for scheduling and attending six (6) one hour long sessions at the Counseling Center on the 3rd floor of the College of Education. 313-577-1681. This activity is to encourage reflection and self-examination with respect to the experience of "being a client." This is a mandatory part of the class.

This receipt should be uploaded to the appropriate area on the Blog. If a counseling receipt is not uploaded, you will receive a 0 for this portion.

Due: July 20, 2015

* Personal Growth Exercise (based on counseling visits and readings)

You are to evaluate this experience and complete a 5-7-page paper on this experience relating learning and self-awareness to your career objectives by addressing the following areas:

a. Describe your experience(s) as a client.
b. What did you learn about yourself?
c. What did you learn about counseling and/or the counseling process?
d. What did you learn about "being a client?"
e. What did you learn about "being a counselor?"
f. Discuss the impact of the "counseling experience" on your goals for your training and career.
g. Discuss your learning because of the entire process beginning with when you first were aware of the assignment.

Rubric:
- Paper must follow the APA manual and format
- Paper must contain a reference page in the correct APA format
- Paper must contain an abstract in the correct APA format
- Paper must be a minimum of 6 FULL pages in length
- Paper must be free of grammatical errors
- Paper must capture what the student learned about themselves, counseling process, and overall process with when they first learned of the 6 session requirement
- Paper must contain a description of what the student learned about being a client and a counselor
- Paper must contain a description of the student gleaned from the experience, as it pertains to their training and career

Due: July 20, 2015

*Interview of Guidance Personnel, (Interview form on Blackboard)*
Use the Interview form to learn the skills and roles of guidance personnel and how they interact in the educational institution. The interview questions will be on blackboard. Provide a copy of the results of your interview on line. Add your interview to the blog set up for the interview so you may share your results
Due: June 8, 2015

*Participation in on-line discussions and topics*
Discussion Board: Except for the counseling sessions held on campus all of the work for the class will be conducted on line. The calendar will give dates to respond to each on-line question.

Questions will be posted on Friday and will remain open for ten days. Go to BLACKBOARD for the question, it may be different than what is found in this syllabus. For each question posted each week: each student will start a discussion thread to answer the question. You should try to demonstrate some mastery of the course material which relates to that question.(book, articles) You will then read the discussions of other students and respond to the discussion of at least one other student. Offer a reaction, affirmation or post another question. Include more than just agreement please. We hope this will allow for new thoughts, ideas and new information to be presented.

Each week you may earn two points for your participation in the discussion. An additional point will be given for responding to another student.

Two points: respond to the question being asked, demonstrate a reading of the text content, contribute a new idea, question, reaction; post by the due date. One point will be deducted for late postings.
An additional point is given for responding to another student with a question, reaction, interpretation, or a new perspective.

*Special Topic Presentation*

Find one topic you would like to explore with more depth. Examples: Students dealing with death, drug abuse, violence in the neighborhood, guidance activities in the classroom, assessing suicide /suicide prevention, career guidance activities, reducing stress and burnout among educators, assessing student needs and referral.

Read books and articles focused on your area of interest. Share your knowledge in a power point presentation, which includes lists of concepts and activities which may be used in the classroom. A list of references you reviewed should be included.

Choose your topic and post on blackboard by June 1, 2015. Power point is due on line by July 27, 2015.

**Class Policies:**

1. Have an open mind and be willing to try new behaviors. This course may challenge your fears and push you to become more active in your personal growth. You should attempt to think critically and take positions on issues. You will not be graded on your opinions or beliefs.

2. RESPECT Confidentiality. Being actively involved in the course discussions and small groups entails some level of self-disclosure. Because of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality.

**ACADEMIC DISHONESTY AND PLAGERISM:**
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
### Class Schedule with Discussion Questions:

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<th>Date</th>
<th>Assignment</th>
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| 5/11 | Week One: Review course outline. Put any questions on the open blog. Class Questions. Anyone can answer questions. Other students may have the same questions so check this page weekly.  
Post your personal introduction on the blog, getting to know each other. Please include a picture if you have one available.  
**Discussion Board is only open until May 21, 2105 for this thread.** |
| 5/18 | Week Two: Read Chapter 1 Adjusting to Multiple Roles  
Go to the discussion board for week two and respond to the question:  
As you begin a new semester, what different roles do you fill as part of your job as an educator? Which roles seem to be the most difficult for you? What could you change this semester to approach your roles in a different way?  
**Discussion Board is only open from 5/15/15 until 5/25/15 for this thread.** |
| 5/25 | Week Three: Multiple Roles: Focus on either your personal life or your work life. You have read the book chapter and reviewed the thoughts and suggestions of your colleagues. What one role would you like to focus on for change? What behavior changes can you focus on for this semester? What specific steps will you take to bring about change?  
**Discussion Board is only open from 5/22/15 until 6/1/15 for this thread.** |
| 6/1 | Week Four: Read Chapter 2 The Process of Helping  
Review the information you provided last week when you chose a role change. You may also choose another area of concern. Go to page 25 of the text and review item 2. Write your responses to the four steps of the process. Write this on a sheet of paper at home and then respond to the following questions.  
What strategies will you use to evaluate your success in making a positive change in your issue? Do not reveal the issue only the way you plan to evaluate success. How will you determine if you have made an improvement in this issue?  
Choose Topics and post to Blackboard today  
**Discussion Board is only open from 5/29/15 until 6/8/15 for this thread.** |
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<th>Date</th>
<th>Activity</th>
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| **6/8** | Week Five: Explain how understanding and using the process of helping can be beneficial to you in your classroom. What skills can you immediately use in your classroom?  
Interview of Guidance Personnel due on 6/8/15  
**Discussion Board is only open from 6/5/15 until 6/15/15 for this thread.** |
| **6/15** | Week Six: Read Chapter 3 Assessment in the classroom (depression, suicide, drug use, child abuse)  
Choose three or four young adults or older adults for your interview group. The interviews will be short. You may do this individually or in a small group.  
First, ask what do you remember as the best part of middle school and high school? What was the hardest part of school? In what ways could teachers have been more help to you while growing up? Did any of your teachers help you with personal problems?  
Take notes and summarize each interview. Do you see any themes among the interviews you conducted? Summarize the results of your interviews. Have you learned anything about the way students see teachers?  
**Discussion Board is only open from 6/12/15 until 6/22/15 for this thread.** |
| **6/22** | Week Seven: Read Chapter 4 Helping Skills/Active listening, Understanding empathy.  
Please review book chapter four and the power point on helping skills added to the content section to help you understand attending and listening skills.  
Your assignment for this week is to practice listening skills with a friend, family member or student. Try this at least three times. Remember to face the person directly, make good eye contact, use non verbal cues, and reflect content and feelings. At the end of the natural flow of conversation summarize what you heard the person say. Ask how they felt while you were listening and did they notice anything different about your behavior? Share what happened and what was the response?  
**Discussion Board is only open from 6/19/15 until 6/29/15 for this thread.** |
| **6/29** | Week Eight: Please go to Youtube.com/edu. Type Carl Rogers and Gloria in the search section. It will bring up some short videos on client-centered counseling which Carl Rogers developed. These are old videos as you will notice from Gloria's hairstyle and clothes but the work of Rogers is classic.  
Part one of the Carl Rogers tapes is his description of the theory. The actual work with Gloria starts in Part 2. Please review at least two videos. They are no more than nine minutes. Did you recognize any of the behaviors or verbal |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic and Discussion Board Details</th>
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<tbody>
<tr>
<td>7/6</td>
<td>Week Nine: Chapter 7 Consulting Effectively with Other Professionals.</td>
<td>Review some of your interactions with other professionals in the educational environment. Who has been the most helpful and how have you used their help? Please share that experience. Discussion Board is only open from 6/26/15 until 7/6/15 for this thread.</td>
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<td>7/13</td>
<td>Week Ten:</td>
<td>Chapter 8 Counseling yourself. What is your best coping strategy to avoid stress and burnout? How can you use some of the skills you have learned to improve your teaching and your personal life. Discussion Board is only open from 7/3/15 until 7/13/15 for this thread.</td>
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<td>7/20</td>
<td>Week Eleven:</td>
<td>Please respond to the following questions. What do you feel are the most important values you can help your students experience and learn? What experience or activity would you plan to help them learn these values? Personal Growth and receipt for 6 counseling sessions paper due on 7/20/15. Discussion Board is only open from 7/17/15 until 7/27/15 for this thread.</td>
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<td>7/27</td>
<td>Week Twelve:</td>
<td>Observer the dynamics and processes that take place in groups to which commonly belong (family, church, school, friends). What roles do you play in the group? What are your strengths and weaknesses as a member of a group? Special Topic Presentation due on 7/27/15. Discussion Board is only open from 7/24/15 until 8/3/15 for this thread.</td>
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**Grading System:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Six Counseling Visits</td>
<td>18 pts</td>
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<tr>
<td>Personal Growth Paper</td>
<td>14 pts</td>
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<tr>
<td>Interview</td>
<td>12 pts</td>
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<tr>
<td>Special Topic Presentation</td>
<td>20 pts</td>
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<tr>
<td>Discussion</td>
<td>36 pts</td>
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**GRADUATE GRADES:**

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<th>Letter Grade</th>
<th>Percent</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A -</td>
<td>90-94</td>
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<tr>
<td>B +</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B -</td>
<td>80-83</td>
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<tr>
<td>C +</td>
<td>75-79</td>
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<tr>
<td>C</td>
<td>70-74</td>
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Below C is a failing grade (below graduate standards)

**Enrollment/ Withdrawal Policy:**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**ATTENTION STUDENTS WITH DISABILITIES**

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are
available in alternative formats. Please request alternative format materials from the instructor of this course.

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**RELIGIOUS OBSERVANCE POLICY:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**ADDITIONAL RESOURCES:**

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.