Division: Theoretical and Behavioral Foundations

Program Area: Counselor Education

Course: CED 6700-001 – The Role of the Teacher in Guidance and Counseling

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

Course ID

Term/Year: Fall 2016

Course Location: on-line class

Day/Time Class materials will be available for twelve weeks August 30 – December 14, 2016

Instructor: JoAnne Holbert, EdD, LPC

Contact instructor: Email: jholbert@wayne.edu, office number 577-1691

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 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.


References: Listed in the textbook

Assignments:
1. Six Visits to the College of Education’s Counseling Center. Phone: 313-577-1681
2. Personal Growth Exercise (based on counseling visits and readings)
3. Interview of Guidance Personnel, (Interview form on Blackboard)
4. Participation in on-line discussions and topics
5. Special Topic Presentation (team or individually)

GRADING
Six Counseling Visits 18 pts (3 per visit)
Personal Growth Paper 12 pts
Interview 12 pts
Special Topic Presentation 18 pts
Discussion 40 pts (4 per week) (ten weeks)

Grading:
95-100 A
90-94 A-
85-89 B
80-84 B-
Below 80 C

Format for Assignments
1. Six Counseling Center Visits: 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 Upon completion of the sessions, your assigned counselor will provide you with a written receipt for your time. This receipt is to be stapled onto the back of your Personal Growth Paper.

2. Personal Growth Paper: 3-5 pages in length. Describe your experiences as a client during the five visits to the counseling center. Please address the following questions in the paper. (Due December 11, 2016) You may email the paper to me, or mail it Room 361, College of Education, Wayne State University, Detroit MI 48202
   a. How did it feel to be a client?
   b. What have I learned about myself?
   c. What have I learned about how I view others (i.e. family, students, coworkers)
   d. What did I learn about the counseling process?
   e. How is this experience going to change what I do professionally (and personally)?
   f. What skills can I use in my educational role?

Since this is a deeply personal and subjective assignment, total points will be awarded to serious attempts to address the questions. The instructor will read the papers and all information will remain confidential. The papers will be destroyed after the course
unless the student wants the paper returned by providing the instructor with a self-addressed, stamped enveloped.

3. Interview of Guidance Personnel: 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 by October 21, 2016. Add your interview to the blog set up for the interview so you may share your results.

4. 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 or a 2-3 page paper which includes lists of concepts and activities which may be used in the classroom. A list of references you reviewed should be included. Two people may work on this project together. Choices with names and email addresses will be listed on line. You may contact a classmate to create a team. Choose your topic and post on blackboard by October 21, 2016. Power point or paper is due on line by December 9, 2016. There will be a separate blog for the power point or paper.

5. 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. 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 three points for your participation in the discussion. An additional point will be given for responding to another student.

Three 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.
TO GAIN THE MOST FROM THE COURSE

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.

CALENDER

Sept 2  Review course outline. Put any questions on the open blog. Class Questions. This is not graded. 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.

Sept 9  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?

Sept 16  Week Three Discussion Board. What new roles have you experienced as a teacher? Give an example of experiencing a new role. What changes have you made to meet these new roles?

Sept 23  Week Four  Read Chapter 2 The Process of Helping
Check blackboard for the question.

Sept 30  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?

Oct 7  Week Six  Read Chapter 3 Assessment in the classroom (depression, suicide, drug use, child abuse) Using the referral process (Special presentation topic should be listed on the blog. Special Presentations. Include your name, topic, and email address.

Oct 14  Week Seven  Write about a time (either you or another teacher) when you used assessment in the classroom to decide about the referral of a student. Did you make a referral or not and what data influenced your decision? Was the student helped??

Oct 21  Week Eight  Read Chapter 4 Helping Skills/Active listening, Understanding empathy, attending and listening skills. Go to the discussion board for the assignment.
Oct 28  Week Nine  Write about an empathetic experience you have had. You demonstrated empathy for someone else or someone showed empathy to you. What behaviors demonstrated your response or the response of someone else to you? (Interview Paper due on line on blog)

November 4  Week Ten  Helping Skills  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 Roger developed. Go to the discussion board for week ten for the assignment.

November 11  Week Eleven  Chapter 5  Counseling Skills in the Classroom: Discussion Board: Observe the dynamics and processes that take place in groups to which you commonly belong (family, church, school, friends) What roles do you play in groups? What are your strengths and weaknesses as a member of a group?

November 18  Week Twelve  Communication with Parents  Review Chapter 6 and write a sample letter providing information to parents about your grading practices and other information about your class.

November 25  Thanksgiving break week

December 2  Week Thirteen  Consulting Effectively with Other Professionals. Read chapter seven, and think about some of your interactions with other professionals in the education environment. Who has been most helpful and how have you used their help? Personal Growth paper is do, please email to me and do not post. Final paper and power point is Due December 9

December 12 all assignments due.

TO ALL STUDENTS REGARDING ACADEMIC DISHONESTY AND PLAGERISM: The College of Education has a “zero Tolerance” approach to plagiarisms and other forms of academic dishonesty. Specific examples of academic dishonesty include what constitutes plagiarism; can be found in the University’s Undergraduate Bulletin and the Student Due Process Policy. It is each student’s responsibility to read these documents to be aware of which actions are defined as academic dishonesty. Sanctions include failure in the course, probation and expulsion. Students are advised to think carefully and ask for help from instructors if it is needed and to make smart decisions about their academic work.

ATTENTIONS STUDENTS WITH DISABILITIES: Wayne State University and the College of Education are 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 materials from the course instructor. If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in the David Adamany Undergraduate Library to request accommodations. EAS phone numbers are voice 313-577-1851 or TDD 313-577-3365