



Course: CPY 525: Counseling Theories and Practice

Course Schedule: Spring Semester 2016
• **Wednesdays: 6:45 – 9:15** (CCS 229)

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Course Description: This course focuses on the development of fundamental counseling skills. In addition to in-class presentation and skill demonstration, students are involved in laboratory and supervision meetings designed to facilitate skill development. This course assists students in developing an understanding of counseling processes from initial client contact to termination. The objectives are to build upon students' previously learned behaviors and to acquire additional knowledge and skills. Course content includes counseling process models, critical dimensions of helping, and experiences designed to assist students in the formulation of a personal philosophy system of counseling. Prerequisite: CPY 520.

Course Structure: Because the emphasis in this course is on *skills* rather than *knowledge* (though intention behind skills is vital for success in this course), the primary format for the course will be experiential. Class discussions, demonstrations, video reviews, and practice sessions will be supplemented by brief lectures with an emphasis on the enactment of basic counseling techniques.

Course Objectives:

| Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes: | SLOs | Learning activities that facilitate development of knowledge, skills, and/or practices of this content: | SLO Assessment Point <i>By Rubric or Exam Score</i> |
|---|-------------|--|---|
| 2.F.5.a. theories and models of counseling | | Readings, Lectures, In-Class Clinical Role-Plays, Counseling Tapes 1 and 2, Volunteer Client Project, Mid-Semester Quiz, Final Exam, and Class Discussions | |
| 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted | S | Readings, Lectures, In-Class Clinical Role-Plays, Counseling Tapes 1 and 2, Volunteer Client Project, Final Exam, and | Counseling Tape #2 |

| | | | |
|---|---|--|--------------------------|
| relationships | | Class Discussions | |
| 2.F.5.e. the impact of technology on the counseling process | | Readings, Lectures, In-Class Clinical Role-Plays, Counseling Tapes 1 and 2, Volunteer Client Project, Final Exam, and Class Discussions | |
| 2.F.5.f. counselor characteristics and behaviors that influence helping processes | S | Readings, Lectures, In-Class Clinical Role-Plays, Counseling Tapes 1 and 2, Volunteer Client Project, Mid-Semester Quiz, Final Exam, and Class Discussions | Counseling Tape #2 |
| 2.F.5.g. essential interviewing, counseling, and case conceptualization skills | S | Readings, Lectures, In-Class Clinical Role-Plays, Counseling Tapes 1 and 2, Volunteer Client Project, Final Exam, and Class Discussions | Volunteer Client Project |
| 2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention | | Readings, Lectures, In-Class Clinical Role-Plays, Counseling Tapes 1 and 2, Volunteer Client Project, and Class Discussions | |
| 2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources | S | Readings, Lectures, In-Class Clinical Role-Plays, Counseling Tapes 1 and 2, Volunteer Client Project, and Class Discussions | Volunteer Client Project |
| 5.C.1.b. theories and models related to clinical mental health counseling | | Readings, Lectures, In-Class Clinical Role-Plays, Counseling Tape 1 and 2, Volunteer Client Project, Mid-Semester Quiz, Final Exam, and Class Discussions | |
| 5.C.2.g. impact of biological and neurological mechanisms on mental health | | Readings, Lectures, and Class Discussions | |

Required Texts:

Ivey, A. E., & Ivey, M. B. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed.). Belmont, CA: Thompson Brooks/Cole.

Recommended Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Required Articles:

Paladino, D. A., Barrio Minton, C. A., & Kern, C. W. (2011). Interactive training model: Enhancing beginning counseling student development. *Counselor Education and Supervision*, 20, 189-206.

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Counseling Psychology*, 21(2), 95-103.

Seligman (2004a). *Technical and conceptual skills for mental health professionals*. Upper Saddle River, NJ: Pearson Education.

Seligman (2004b). *Technical and conceptual skills for mental health professionals*. Upper Saddle River, NJ: Pearson Education.

Short, D. (2011 – January/February). First impressions: Getting off to the right start is crucial in

therapy. *Psychotherapy Networker*, 15-16.

NOTE: Students must present proof of liability insurance coverage in the first class.

Beginning with your second semester and continuing through to graduation, students must carry professional liability insurance. Failure to do so will prevent you from seeing clients and fulfilling course requirements. You should have insurance with purchase of a membership to the American counseling Association. Healthcare Providers Service Organization *website* <http://www.hpsso.com/profession/counselor.jsp?refID=WL9ACj>

Required Assignments and Learning Experiences:

Participation in Client Role Plays

- 1) Students are required to:
 - a. Create a client role using the “Client Role Play Form” (due the second week of class – keep a copy for yourself). This role **should not** be you in any manner, but you may use issues that you connect to make the role feel more real. Please be mindful that this is an introduction to counseling skills when creating your role. Keep in mind that you or a peer will be playing this role. **See APPENDIX A**
 - b. Rotate in the roles of Client, Counselor, and Counselor Advisor (using the Interactive Training Model) during several weeks of in-class simulation.
- 2) To gain full credit for this activity (part of your participation grade), students must be involved in All Roles of this experiential role-play

Counseling Tapes (Two)

See Appendix B for detailed Grading Rubric and Instructions

Completion of 20 and 30 minute (maximum), **non-therapeutic**, counseling practice tapes (with all required paperwork) as both a counselor and client are required.

Video Assignment Expectations: (for all video assignments)

- Students are expected to act professional in their roles as both client and counselor.
- The session will be evaluated on everything that occurs within the session (client and counselor).
 - Failure to uphold the responsibility of a professional in the tape will result in a reduced grade.
 - Failure to uphold the responsibility of a professional in all communication with peer clients and volunteer clients will result in a reduced grade and further departmental action.
- Students are required to maintain client confidentiality in line with the ACA 2014 code of ethics and moral principles.
 - Do not discuss your partner’s (“client’s”) session around other students or with any additional party (e.g., friend, family, significant other).
 - Failure to maintain confidentiality may result in repeating the course and your status in the program will be reviewed.
 - All peer clients and volunteer clients are defined as clients for this course therefore you are required to work under the ACA code of ethics and MAC professional expectations.
- Do not discuss your written feedback or impressions of the session with your partner

- (“client”).
- Sessions should be in video form and are not allowed to be e-mailed

Mid-Semester Quiz and Final Examination

The Mid-Semester Quiz and Final Exam will cover all reading assignments, lectures, and class discussions prior to the date of the examination. Exam format may include Multiple Choice, Reflection Exercises, Short Answer Format Questions, and Essay.

Volunteer Client Project

See Appendix C for detailed Grading Rubric and Instructions

Each member of the class will provide a friend or acquaintance who will agree to serve as a voluntary client for another student for 2 sessions of approximately 45 minutes each, **one week apart** (Selection considerations will be described in class; the client must be a stranger to the student counselor). The first session will be gaining a detailed understanding of the client’s concerns (normally this would occur during the intake session) and goal setting, followed by a second session in which clients will be invited to address any prominent theme noted, discussed and processed in the first interview. There is no expectation of “progress” or problem resolution for this brief, 2-session counseling experience, and voluntary clients will be so advised. The goal of this activity is to acquire additional practice in the use of basic attending and assessment skills with a “stranger” client.

Both sessions are to be videotaped in the Cornell Counseling Clinic and **must** be observed by a classmate from a remote location (i.e., Cornell Counseling Clinic Graduate Assistant Rooms). You are required to use headphones when viewing the session. Note: the observer should not be acquainted with the stranger-client. A form for the observer to use during observations can be found On Blackboard. Clients must be advised of the purposes for the sessions and give their written consent to be observed. You will keep the signed form and give a blank copy to your client – these form can be found in the Cornell Counseling Clinic. After each of the two sessions the observer gives the completed form to the counselor along with immediate face-to-face feedback. Observe guidelines for confidentiality at all times and obtain a signed informed consent. Record your discussion of informed consent.

In order to receive full credit for this assignment please hand in **(TYPED and stapled in order)**:

- a. 2 Videos (on DVD or jump drive)
- b. APA Style Title Page
- c. Signed Informed Consent for the first session
- d. Session Observation Form (1 from each session)
- e. A one-page session summary using DAP notes for each session
- f. One-page Summary of 2 Community resources that may benefit this client
- g. A two page (maximum) self-evaluation of performance and development during the 2 sessions discussing 1) How you felt during the experience, 2) what you did well, and 3) what you would like to work on and dedicate yourself to.

Class Attendance/Participation

Graduate students are training to be professional helpers responsible for the welfare of counseling clients. Attendance and participation in courses is required to evaluate the readiness and preparedness of each student to enter the profession. Success in this graduate program requires students to be fully present academically, physically, personally, and interpersonally during all learning experiences.

Attendance and participation constitute a portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and engaging in class discussion.

The instructor will not make judgments or decisions regarding “allowing” student absences and will not evaluate which reasons are acceptable to qualify as an excused absence. If a student does not attend class, he/she cannot earn the participation points for that class meeting or for activities that occur during the missed class. **A student who misses two or more classes will be subject to action by the professor, which includes, but is not limited to:**

- Recommendation to withdraw from the class.
- Requiring additional assignments(s) to complete the class.
- Reduction in the final grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the professor in consultation with the full faculty.

Each student gets one free absence regardless of reason. Your final grade will be lowered one half of a letter grade for every absence after this. Arriving late to or departing early from a working group on the part of one person disrupts the flow of learning for the professor and other students. As a result, chronic tardiness will result in the lowering of a final grade (2 equal 1 absence). Class will start on time and time agreements for class breaks will be honored. Breaks during class meetings are at the discretion of the professor and may range from 0-15 minutes scheduled at times that the professor determines within the individual class session. Please return promptly from breaks. Not all assigned readings will be reviewed in class; students are responsible for asking questions about material they do not understand.

Penalty for late work: Students will forfeit a half a letter grade when an assignment is turned in beyond the announced class deadline (beginning of class on the due date). This half a letter grade reduction will continue for each day beyond the deadline.

Class Participation is accounted for in appropriate professional participation in all of the following:

- Attendance at all class meeting times
- Completing all assigned readings prior to class
- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis of the topic forward;
- Builds on the comments and contributions of other peer colleagues;
- Transcends the “my opinion” syndrome; i.e., your contribution includes evidence (when appropriate), rationale, and reflective thinking.
- Participation in all in-class assignments and graded activities
- Any additional homework assignments
- Participation in all parts of class role-plays to further the experiential component of the course
- Appropriate professional participation in all of the above criteria
 - Professional participation includes students refraining from engaging in non-class related activities (e.g., sleeping in class, working on their laptop or phone, side conversations, working on material not related to course content, etc.). If this behavior is witnessed by the professor, **it will not be brought to the student's attention**. The student will find a reduction in their overall semester grade. The number of points will be at the discretion of the professor.

Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.

Attendance Notification Policies: Advance notification of anticipated absences is expected (phone call or e-mail) out of courtesy to the instructor and class peers. In the event of an unanticipated emergency or illness, students are responsible for notifying the instructor at the earliest opportunity via phone message or email. Students are responsible for the content of all assignments, lectures, announcements, and class discussions even when not present. Make-up tests or extra credit will not be given. If you have a conflict with an exam date, speak with the instructor at least seven days in advance.

Method of Evaluation and Grading:

| <u>Activity</u> | <u>Maximum Points</u> | <u>Points Earned</u> |
|--|------------------------------|-----------------------------|
| Class Participation | 03 | |
| • Includes ITM roles and general participation | | |
| Counseling Tape #1 | 16 | |
| Counseling Tape #2 | 25 | |
| Volunteer Client (two tapes) | 31 | |
| Mid-Semester Quiz | 10 | |
| Final Examination | 15 | |

TOTAL POSSIBLE-----100 Points

Final Grades will be based on a point accumulation basis. Points will be converted in a percentage score based off earned points vs. total points. Your Final Grade can only be rounded up greater than or equal to .5. Hence a 93.5 will earn a grade of "A" and a 93.4% will earn a grade of "A-".

| | | |
|--------------------------------------|---------------------------------------|--------------------------------------|
| | A = 94 – 100 % of total points | A- = 90 – 93% of total points |
| B+ = 87 – 89% of total points | B = 84 – 86% of total points | B- = 80 – 83% of total points |
| C+ = 77 – 79% of total points | C = 74 -76 % of total points | C- = 70 – 73% of total points |

[You are advised that success in this course does not rest exclusively upon intellectual abilities, that it is necessary for the instructor to rely on professional judgment in evaluating various aspects of student competence, including interpersonal skills, capacity for empathy, etc. Every effort will be made to evaluate performance fairly and accurately, and students are encouraged to participate fully in this process. Ultimately, some subjective judgment will occur in assigning grades. Please speak to the instructor if you have any concerns or questions.]

Note: a grade of "B-" or higher must be earned to be eligible for Practicum.

Course Policies and Expectations of Graduate Students

This is the "fine print" for which you are fully responsible for knowing and following. Please read this section of the syllabus carefully!

Academic and Professional Integrity

By accepting this syllabus, you pledge to uphold the principles of Academic Honesty and student conduct guidelines published in *the Rollins College Graduate Studies Catalog*, and the policies published in the current edition of the *Graduate Studies in Counseling Student*

Handbook (both available online on the Rollins Graduate Counseling website. You also agree to abide by the current version of the *American Counseling Association Ethics Code* (available at www.counseling.org.) Students who are unable to perform in a reliable, competent, and ethical manner, or exhibits performance that results in being terminated by an internship or other field site, will necessitate a review by the faculty and may result in student remediation, suspension, or dismissal from the Graduate Studies in Counseling program.

Please consult the documents named above to refresh your understanding of the expectations, policies, and procedures required of students throughout their enrollment in the graduate counseling program. Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.

Academic Honesty and Professional Conduct --

The Philosophy of the Rollins Academic Honor Code: Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

The Honor Pledge: Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the all work, including papers, quizzes, exams, etc., the handwritten signed statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.

All material submitted electronically or in paper form should contain the pledge followed by the student's name. Submission implies signing the pledge.

Respect for Individual Differences – The Graduate Studies in Counseling program faculty endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way, but are expected to be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and world views are different from their own. Students' ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

Self-Disclosure Expectations and Guidelines – During this and most courses in the Graduate Counseling program you will be asked to share thoughts and feelings that are

personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in private conversations; however, they may consult with other faculty if there are concerns about ethical, personal safety or functioning, or professional standards.

Confidentiality – To protect the confidentiality of clients, any case material discussed in class will be presented anonymously (without identifying information) to protect the right to privacy and maintain ethical and legal confidentiality standards. To provide a safe learning environment and create safety for student peers, guests, and professors in the class, personal information and/or reactions shared in class should be considered as confidential as client information and respected accordingly. Interns will maintain strict confidentiality according the *ACA Code of Ethics* (2014) by refraining from discussing case material and the personal information of others outside of class.

Professionalism and Classroom Civility – Graduate students are expected to observe a level of professional conduct in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

Talking to or interrupting other students: Students are expected to refrain from talking while attention is expected for lecture instruction or student presentations.

Students failing to act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance and Participation Policy section.

Please abide by the attire policy described in the student handbook. If you are unsure of your attire, please consult with a core faculty member to assure that you are meeting expectations.

Professional Association Membership – All students are required to maintain membership in the American Counseling Association throughout their enrollment in the graduate program. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the profession of counseling. Membership in ACA also include professional liability insurance coverage, which provides protection to you and the clientele with whom you come in contact during external course assignments, pre-practicum, practicum and internship.

Incomplete Policy – Students that are unable to complete course requirements within the time limitations of this semester are responsible for initiating and proposing an arrangement for completing requirements with the professor prior to the end of this term in order to avoid failing this course. The plan for completion must be agreed upon by the professor and must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following semester, the incomplete grade will convert to an “F.”

Technology Policies

E-mail – All e-mail communication and dissemination of information from the professor will be via the Rollins e-mail account. This is the official means of communication used by Rollins College. Students are responsible for all information sent to their Rollins e-mail account. Students are also requested to communicate with faculty and staff using their Rollins email account to avoid losing important communications to SPAM filters. If you have problems, contact the IT Help Desk at 407-628-6363.

BlackBoard – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources **prior to class**.

Laptop Computers – Use of laptop computers in class is at the discretion of the professor and is only permitted for note taking or other class-related activities unless prior arrangements have been made with the professor. Please do not use laptops for any other reasons. Non-class use is distracting to others. Students found using laptops for other purposes, such as e-mailing, web-surfing, working on assignments, will not be permitted to use technology in class. If a student uses any electronic device not authorized as part of the classroom activity, they will be warned to turn off the device. Second offenses will result in loss of participation points without warning.

Other Technology Devices – Out of respect for the professor and your classmates, do not use cell phones or any other portable communications devices during class. Please silence or turn cell phones off to avoid disrupting others. There are times when emergencies arise and communication with family or others is necessary. In those events, please inform the professor prior to class and make provisions to leave the classroom when the situation arises. Emergency calls may be taken outside the class but frequent call interruptions will not be tolerated. If the vibrate setting becomes a nuisance, you will be asked to turn it off completely. Texting in class is unacceptable.

Professional Paper Formatting – All papers are required to be submitted in the formatting style detailed in the most recent edition of the *Publication Manual of the American Psychological Association*. This includes an appropriately formatted title page, abstract, headers, heading levels, citations, and reference pages. Points will be deducted from the grade if this style format is not followed. Students should assume that these formatting components are expected for each and every assignment unless stated otherwise in the syllabus.

Use of Student Work: Copies of student work in this course, including copies of any submitted papers or other written work, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously as example of aggregate data.

Students with Disabilities -- Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2764) 1000 Holt Ave., Winter Park, FL, 32789 or email or call the Director of Disability Services, Grace Moskola at 407-975-6463, gmoskola@rollins.edu.

Instructor Availability – If, at any time, you wish to discuss class-related concerns, particularly those may affect your performance in this course, please do not hesitate to contact me. Sometimes students are emotionally impacted by class experiences. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don't wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class. The best way to contact this instructor is via his Rollins email address. If communication is urgent please email, text, and leave a voicemail message. Thank you.

Course And Instructor Evaluation – At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

The instructor reserves the right to modify the schedule and grading policy as needed

Spring 2016 Tentative Course Schedule: CPY 525 Counseling Theories and Practice

| wk | Date | Topics (Students are responsible for Only items in bold) | Due |
|----|--|--|---|
| 1 | 1/20 | Personal Introductions, Introduction to Course & Review of Syllabus, Introduction to ITM Role Play; Create Your Counseling Center Motto and Name; Power differentials; Corey-Stan: PCT; Feeling Vocabulary I & I Ch. 1: Toward Intentional Interviewing, Counseling, and Psychotherapy I & I Ch. 3: Attending to Behavior and Empathy Article: Paladino, Barrio, & Kern (2001) (This will be our learning model for the semester. Please read this article and come to class with questions) | Proof of liability insurance coverage |
| 2 | 1/27 (Class will begin at 7:00 this week) | I & I Ch. 6: Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening I & I Ch. 7: Reflecting Feelings: A Foundation of Client Experience Articles: Rogers (1957); Short (2011) Empathy Exercise Paraphrasing exercises Tape #1 Session Example without Questions Corey DVD Ch. 7 (Emotive focus in counseling) | Client Role-Play Form (keep a copy for yourself): Appendix A Review the "Case of Ruth" |
| 3 | 2/3 | I & I Ch. 4: Observation Skills I & I Appendix C Counseling Technique #1: Scaling | |
| 4 | 2/10 | I & I Ch. 2: Ethics, Multicultural Competence, and the Positive Psychology and Wellness Approach I & I Ch. 5: Questions: Opening Communication Counseling Technique #2: Exceptions Corey DVD Ch. 4 (Understanding and dealing with diversity) | |
| 5 | 2/17 | I & I Ch. 8: How to Conduct a Five-Stage Counseling Session Using only Listening Skills Counseling Technique #3: Miracle Question Corey DVD Ch. 1 (Beginning of counseling) Corey DVD Ch. 2 (The therapeutic relationship) Corey DVD Ch. 3 (Establishing therapeutic goals) | Tape #1 |
| 6 | 2/24 | I & I Ch. 9 Focusing the Counseling Session: Exploring the Story from Multiple Perspectives Counseling Technique #4: Role Play Tape #2 Session Example Working Through Sessions; Terminating Sessions; Counseling Practice Corey DVD Ch. 8 (Behavioral focus in counseling) Corey DVD Ch. 6 (Cognitive focus in counseling) | |
| | 3/2 | Spring Break | No Class |
| 7 | 3/9 | I & I Ch. 9: Empathic Confrontation and The Creative New: Identifying and challenging Client Conflict Counseling Technique #5: Behavioral Rehearsal Working Through Sessions Cont. DAP Notes Counseling Practice | |

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|----|------|---|--|
| | | Corey DVD Ch. 5 (Understanding and dealing with resistance) | |
| 8 | 3/16 | Mid-Semester Quiz Counseling practice | |
| 9 | 3/23 | I & I Ch. 11: Reflection of Meaning and Interpretation/Reframing: Helping Clients Restory Their Lives I & I Ch. 12: Self-Disclosure and Feedback: Immediacy and Genuineness Counseling Technique #6: Flagging the Minefield Corey DVD Ch. 13 (Evaluation and termination) | Tape #2 |
| 10 | 3/30 | Continuous Client Role-play: Session #1 Article: Seligman (2004)A Article: Seligman (2004)B | |
| 11 | 4/6 | I & I Ch. 13: Concrete Action Strategies for Client Change: Logical Consequences, Instruction/Psychoeducation, Stress Management, and Therapeutic Lifestyle Changes Continuous Client Role-play: Session #2 | |
| 12 | 4/13 | I & I Ch. 14: Skill Integration, Decisional Counseling, Treatment Planning, and Relapse Prevention Corey DVD Ch. 9 (An integrative perspective) Continuous Client Role-play: Session #3 | |
| 13 | 4/20 | I & I Ch. 14: How to Use Microskills and the Five Stages with Theories Continuous Client Role-play: Session #4 | Volunteer Client Material Due 4/28/16 by 5pm |
| 14 | 4/27 | I & I Ch. 16: Determining Personal Style and Future Theoretical Practical Integration. Final Examination & Course Wrap-up | Final Examination Course Wrap-up Counseling Center Motto Part 2 |

Syllabus and Schedule Subject To Change

APPENDIX A: Client Role Play Form

Create a client role using the "Client Role Play Form." This role **should not** be you in any form, but you may use issues that you connect to make the role feel more real. Please stay away from crisis situations as this is a beginning level course. Be mindful that you or a peer will be playing this role in class. ***This form should be typed.***

Student's name:

Brief Description of Client including Demographics:

Client's Presenting Issue:

Bullet potential feelings this client may be experiencing: (e.g. I feel...)

Bullet potential beliefs or cognitions this client may be experiencing: (e.g. I am..., I wish...)

Bullet what is the client looking for from the counselor: (e.g. I need ...)

Bullet what is the client hoping to gain from counseling by the end? (e.g., I need...)

APPENDIX B: Client Tape #1 and #2 Instructions

Tape #1

- Counseling session should be 20 minutes in length (Maximum)
- As client, talk about hope and fears at this point in the program OR something that you have already overcome **(As a client please be prepared for this session as your preparation will affect the counselor's grade)**
- The counselor **can only ask one question** outside opening and closing management
- Video must be labeled: "Tape #1: Your Name"
- In order to receive full credit for this assignment please hand in **(TYPED and stapled in order)**:
 - a. Video (burned to dvd or jump drive)
 - b. APA Style Title Page
 - c. ***Transcript of 10 best consecutive verbal responses (Skip minimal encouragers)
 - d. Basic Counseling Skills: Analysis Chart
 - e. Strengths, Goals, and Reflection Sheet
 - f. One-page List and Summary of 2 Community resources that may benefit this client outside of individual counseling

Counseling Tape #1 Grading Rubric

| Points for: | Possible | Received |
|---|-----------|----------|
| Reflection of Content and Feeling: Appropriate Use | 6 | |
| Question Limiting: Appropriate Use (No more than 1 between opening and closing) | 2 | |
| Additional Microskills (Summarization, Immediacy, Silence, etc.): Appropriate Use | 2 | |
| Shows Interest and Appreciation in Client (Body Language, Tone, Minimal Encouragers, Evoking and Punctuating Client Strength, Develops Therapeutic Relationship, Unconditional Positive Regard, Empathy, Congruence, etc.): Appropriate Use | 2 | |
| Advice Limiting: Appropriate Use | 1 | |
| Good Session Flow | 1.5 | |
| Professional Demeanor Throughout | .5 | |
| Completed 20 Minute Session | .5 | |
| Paperwork: Complete, Comprehensive, and Followed Directions | .5 | |
| TOTAL | 16 | |

Tape #2

- 1) Counseling session should be 30 minutes in length (Maximum) and will have the additional requirements per the rubric
- 2) You may choose to use the same peer from Tape #1 or choose a new peer
- 3) As client you may continue the topic from the prior session (only if you have the same counselor from tape #1) or begin a new one **(As a client please be prepared for this session as your preparation will affect the counselors grade)**
- 4) There are no session limits for questions outside opening and closing management (Please keep in mind "working alliance," "building trust" and "building a relationship"). Make sure all questions are intentional and move towards discussing the client's goal(s)
- 5) Video must be labeled: "Tape #2: Your Name"
- 6) In order to receive full credit for this assignment please hand in **(TYPED and stapled in order)**:
 - a. Video (burned to dvd or jump drive)
 - b. APA Style Title Page
 - c. ***Transcript of 10 best consecutive verbal responses (Skip minimal encouragers)

- d. Basic Counseling Skills: Analysis Chart
- e. Strengths, Goals, and Reflection Sheet
- f. A one-page session summary using DAP notes
- g. One-page List and Summary of 2 Community resources that may benefit this client outside of individual counseling

Counseling Tape #2 Grading Rubric

| Points for: | Possible | Received |
|---|-----------------|-----------------|
| Reflection of Content and Feeling: Appropriate Use | 6 | |
| Open-ended over Close-ended Questioning, Bridging Reflection use, and Close-ended questions: Appropriate and intentional Use | 3.5 | |
| Determining Goals & Desired Outcomes (Movement Towards Goals if Appropriate): Appropriate Use | 3.5 | |
| Additional Microskills (Summarization, Immediacy, Silence, etc.): Appropriate Use | 3 | |
| Shows Interest and Appreciation in Client (Body Language, Tone, Minimal Encouragers, Evoking and Punctuating Client Strength, Develops Therapeutic Relationship, UPR, Empathy, Congruence, etc.): Appropriate Use | 3 | |
| Advice Limiting: Appropriate Use | 2 | |
| Good Session Flow | 1 | |
| Professional Demeanor Throughout | 1 | |
| Completed 30 Minute Session | 1 | |
| Paperwork: Complete, Comprehensive, and Followed Directions | 1 | |
| TOTAL | 25 | |

*****Transcript**

Critique: Choose your **10 best consecutive verbal responses** and create a typed transcription using the format shown below:

- Number each exchange
- Begin with the first and last few words the speaker said with three ellipses (...) in between. Do not write out the entire speaker dialogue unless it is very brief in nature.
- **Write out your entire response** to the speaker, and leave room for a Better Response (BR).

Your transcript will look like this:

1. **Speaker (Client):** Well, when I got my boss's attention and said ... he just stared at me.

Listener (Counselor): You felt very uncomfortable and didn't know what to say next.

BR: (Here you will list a better response. Should be written how you would say it - in vivo)

2. Speaker: [etc.]

APPENDIX C: Volunteer Client Project - Tape #3 and #4 Instructions

Counseling Tapes # 3 and # 4 – Volunteer Client Project – Grading Rubric

| FIRST SESSION - Points for: | Possible | Received |
|---|-----------------|-----------------|
| Completed Informed Consent Discussion and Structure of Session | 1 | |
| Review and Understanding of Confidentiality | 1 | |
| Reflection of Content and Feeling: Appropriate Use | 3 | |
| Open-ended over Close-ended Questioning, Bridging Reflection use, and Close-ended questions: Appropriate and intentional Use | 2 | |
| Determining Goals & Desired Outcomes for Future Sessions (Movement Towards Goals if Appropriate): Appropriate Use | 3 | |
| Additional Microskills (Summarization, Immediacy, Silence, Working with Discrepancies, etc.): Appropriate Use | 2 | |
| Shows Interest and Appreciation in Client (Body Language, Tone, Minimal Encouragers, Evoking and Punctuating Client Strength, Develops Therapeutic Relationship, UPR, Empathy, Congruence, etc.): Appropriate Use | 1.5 | |
| Good Session Flow | 1 | |
| Advice Limiting: Appropriate Use | .5 | |
| Professional Demeanor Throughout | .5 | |
| Completed 45 Minute Session | .5 | |
| SUBTOTAL | 16 | |
| SECOND SESSION - Points for: | Possible | Received |
| Reflection of Content and Feeling: Appropriate Use | 3 | |
| Open-ended over Close-ended Questioning, Bridging Reflection use, and Close-ended questions: Appropriate and intentional Use | 3 | |
| Exploration, Movement Towards Goals, and Implementing Strategies: Appropriate Use | 3 | |
| Additional Microskills (Summarization, Immediacy, Silence, Working with Discrepancies, etc.): Appropriate Use | 1 | |
| Shows Interest and Appreciation in Client (Body Language, Tone, Minimal Encouragers, Evoking and Punctuating Client Strength, Develops Therapeutic Relationship, UPR, Empathy, Congruence, etc.): Appropriate Use | 1 | |
| Advice Limiting: Appropriate Use | 1 | |
| Good Session Flow | 1 | |
| Professional Demeanor Throughout | 1 | |
| Completed 45 Minute Session | .5 | |
| Paperwork for Entire Assignment: Complete, Comprehensive, and Followed Directions | .5 | |
| SUBTOTAL | 15 | |
| TOTAL | 31 | |

In order to receive full credit for this assignment please hand in **(TYPED and stapled in order)**:

- h. 2 Videos (on DVD or jump drive)
- i. APA Style Title Page
- j. Signed Informed Consent for the first session
- k. Session Observation Form (1 from each session)
- l. A one-page session summary using DAP notes for each session
- m. One-page Summary of 2 Community resources that may benefit this client
- n. A two page (maximum) self-evaluation of performance and development during the 2 sessions discussing 1) How you felt during the experience, 2) what you did well, and 3) what you would like to work on and dedicate yourself to.

Strengths, Goals, and Reflection

My three (3) strengths from this Counseling Session:

1.

2.

3.

Developmental goals I will commit to for the remainder of the semester (based off my personal assessment for this session):

1.

2.

What cultural considerations were important for me to recognize with this client?

What culturally relevant strategies did I employ for establishing and maintaining this counseling relationship?

Basic Counseling Skills: Analysis Chart

- 2) For your first twenty responses on your tape, mark an "X" in the box indicating which basic counseling skill you used. You may mark more than one skill.
- 3) Evaluate each response (below each #) as Excellent, OK, or Needs Improvement
- 4) After completing the grid fill in the "Basic Skill Category Comments" box provided. Here you will give a brief reflection regarding the particular skill.
- 5) Answer the questions at the bottom of the chart.

| Response # ► | E | X | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Reflect on how you generally did in each Basic Skill Category (type) ▼ |
|---|----------|----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|---|
| ▼ Basic Counseling Skill Categories | E | X | | | | | | | | | | | | | | | | | | | | | |
| Open-ended question | | | | | | | | | | | | | | | | | | | | | | | |
| Closed-ended question | | | | | | | | | | | | | | | | | | | | | | | |
| Reflection of content | X | | | | | | | | | | | | | | | | | | | | | | |
| Reflection of feeling | | | | | | | | | | | | | | | | | | | | | | | |
| Summarization | X | | | | | | | | | | | | | | | | | | | | | | |
| Information-giving | | | | | | | | | | | | | | | | | | | | | | | |
| Self-disclosure | | | | | | | | | | | | | | | | | | | | | | | |
| Confrontation | | X | | | | | | | | | | | | | | | | | | | | | |
| Interpretation (advanced empathy) | | | | | | | | | | | | | | | | | | | | | | | |
| Immediacy | | | | | | | | | | | | | | | | | | | | | | | |
| Clarification | | | | | | | | | | | | | | | | | | | | | | | |
| Other (specify) | | | | | | | | | | | | | | | | | | | | | | | |
| Other (specify) | | | | | | | | | | | | | | | | | | | | | | | |
| Other (specify) | | | | | | | | | | | | | | | | | | | | | | | |
| For each response # evaluate your level of response in the same column | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent | | X | | | | | | | | | | | | | | | | | | | | | |
| OK | X | | | | | | | | | | | | | | | | | | | | | | |
| Needs improvement (NI) | | | | | | | | | | | | | | | | | | | | | | | |

- 1) Reviewing your completed chart above, what overall pattern(s) do you notice:
 - a. Positive?
 - b. Negative?
- 2) What does this chart say about you in this session?