

**Austin Peay State University**  
**Department of Psychological Science & Counseling**  
**COUN 5410: Counseling Techniques**

<b>Term:</b> Fall 2022	<b>Meeting Time:</b> Wed. 4:30-7:30	<b>Room #:</b> CL 306
<b>Credit Hours:</b> 3	<b>Instructor:</b> Dr. Mitchell Toomey; he/him/his	<b>E-mail address:</b> <a href="mailto:ttoomeym@apsu.edu">ttoomeym@apsu.edu</a>
<b>Telephone:</b> (931) 221-7243	<b>Student Hours:</b> Mon – 1:30 - 2:30 Tuesday - Wed: 2:00 – 4:00	<b>Office:</b> CL 307B <b>Schedule an appointment:</b> <a href="https://calendly.com/mitchelltoomey/office-hours">https://calendly.com/mitchelltoomey/office-hours</a>

**Prerequisites:**

Admittance to the Counseling Program, or permission of the instructor.

**Corequisites:** COUN 5400

**Required Text(s):**

Murphy, B. & Dillon, C. (2011). *Interviewing in action in a multicultural world* (5<sup>th</sup> ed.). Belmont, C: Brooks/Cole.

Yalom, I. (2009). *The gift of therapy. An open letter to new generation of therapists and their patients*. NY, NY: Harper Perennial.

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author

Other readings may be assigned throughout the course.

**Additional Requirements:**

A method for video recording practice sessions (video recorder, phone, computer, iPad, ZOOM or other virtual recording platforms, etc.).

**Important Tutorial(s):**

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

**Course Description:**

The purpose of this course is to facilitate students' development of core counseling skills. It will incorporate didactic and experiential learning practices to assist students in developing the knowledge, attitudes, and skills essential to effective counseling. Each class will begin with lecture and discussion on specific counseling skills, followed by case staffing and self-of-the counselor project presentation. There will also be time for practicing counseling core skills in dyads or triads. This course requires students to record their sessions and submit them along with verbatim transcriptions for evaluation and feedback.

**Austin Peay State University**  
**College of Education**

**CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS**

As part of the educational unit at Austin Peay State University, the School Counseling program embraces the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and

goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

### Course Policies

#### CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Equity, Access, and Inclusion.

#### Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any particular theory.

#### Students with Disabilities

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (MUC 114, phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

#### Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	<a href="https://www.apsu.edu/student-life/ants/antsresources.php">https://www.apsu.edu/student-life/ants/antsresources.php</a>
S.O.S. Food Pantry	<a href="https://www.apsu.edu/volunteer/sos-food-pantry/index.php">https://www.apsu.edu/volunteer/sos-food-pantry/index.php</a>
Health & Counseling Services	<a href="https://www.apsu.edu/health-and-counseling/">https://www.apsu.edu/health-and-counseling/</a>

#### Academic and Classroom Misconduct

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

#### Plagiarism Policy

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

#### Writing Quality and Academic Honesty

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

### **Turn It In**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

### **Policy on Minors:**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

### **Service Animals in the Classroom**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

### **Counseling Services**

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

### **Minimal Technology Requirements**

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

### **Confidentiality:**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

### **Changes to Course Syllabus**

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

### **Email Policy:**

It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

### **Requesting Assistance:**

**Communicate** as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

### **Demonstrating Respect:**

- **Respectful use of technology:** Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- **Respect of time:** Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- **Respect of others:** Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- **Respect for self:** In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

### **COVID-19 STATEMENT & GUIDELINES**

Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. COVID-19 testing is being conducted on the campus of APSU at the rear of the Ard building for faculty, staff, students and members of their household who meet specific conditions. Please seek out testing immediately if either of these conditions applies to you:

1. **You are experiencing COVID-19 related symptoms, or**

**2. You have been in close contact (within 6 feet for 10 minutes or more) with someone with a confirmed COVID-19 diagnosis**

If any student tests positive for COVID-19 the student should notify their instructor immediately and follow guidance provided by the instructor.

Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

**STUDENT COMPLAINTS AND APPEALS PROCEDURES**

**FIRST** discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

**Course Objectives and Requirements**

**Knowledge and Skill Outcomes**

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

<b>Course Objectives</b>	<b>CACREP Standards</b>	<b>Course Activities</b>
Develop ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d II.F.5.e II.F.5.j CMHC.C.2.j	Peer Counseling, Class Discussion, Assigned Readings, Class Role Plays, Supervision
Demonstrate an awareness of personal, professional and ethical issues related to the helping relationship	II.F.5.d CMHC.C.2.l	Peer Counseling, Class Discussion, Assigned Readings, Class Role Plays, Supervision
Understand counselor characteristics and behaviors that influence the counseling process as well as the roles of counseling supervision in the profession	II.F.1.m II.F.5.f	Peer Counseling, Skill Analysis Paper, Assigned Readings, Class Discussions, Class Role Plays, Supervision
Understand developmentally relevant counseling treatment or intervention plans and measurable outcomes for clients	II.F.5.h II.f.5.i CMHC C.3.b	Peer Counseling, Skill Analysis Paper, Class Discussions, Assigned Readings, Class Role Plays, Supervision
Exhibit the effective use of basic counseling skills essential to the building and maintenance of the helping relationship by demonstrating basic attending and listening skills	II.F.5.f II.F.5.g	Peer Counseling, Skill Analysis Paper, Class Discussions, Assigned Readings, Class Role Plays, Supervision
Demonstrate the skills of confrontation, needs assessments, goal setting, and building on client strengths	II.F.5.g II.F.8.c	Peer Counseling, Skill Analysis Paper, Class Discussions, Assigned Readings, Class Role Plays, Supervision

Discuss suicide prevention models and strategies, crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	II.F.5.l II.F.5.m CMHC C.2.f	Assigned Readings, Class Discussions, Class Role Plays
Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice; identify evidence-based counseling practices and evaluate counseling interventions and programs	II.F.8.a II.F.8.b II.F.8.e	Class Discussions, Assigned Readings, Supervision
Develop self-awareness, including the ability to identify personally held values and beliefs as well as the recognition of their own strengths and weakness as counselors	II.F.5.n	Self-of-the-Counselor Project, Skills Analysis Paper, Class Discussions, Case Presentation, Supervision
Understand professional roles, functions, and relationships with other human service providers, including strategies for inter-agency/inter-organization collaboration and communications	II 5.c II 5.k CMHC.C.2.m CMHC.G.2.b	Assigned readings and class discussions

**Methods of Instruction:**

This class is intended to include class discussion, self-sharing, and presentations. To enhance the learning experiences media information, reading, writing, experiential assignments, and clinical research will be utilized as appropriate.

**Grading Standards:**

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

## Student Performance Evaluation Criteria & Procedures

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

### **Class Participation and Professionalism (25 points)**

Attendance and active participation in class discussions and experiential activities are necessary. Each unexcused absence will result in a 5-point deduction from your attendance and participation grade. More than three unexcused absences will result in a failing grade in the course. Absence will be excused at the discretion of the instructor. However, please think in terms of life/death emergencies.

Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

Evaluation Criteria for this assignment include following the above items in a consistent manner. If there were a problem I would discuss with you the problem and include your advisor and Department Head as helpful.

### **Book Discussions (50 points each; 100 points total): Dates to be determined**

This grade will include book discussion leading and participation. Each student will sign up for two days in which they will lead the discussion on the assigned readings from the Murphy & Dillon text and Yalom's *The Gift of Therapy*. On those days, the student is in charge of facilitating scholarly conversation about the assigned readings. The others are responsible for contributing to the conversation in a meaningful way. One way to adequately prepare for your role as either the discussion leader or participant is to make a few notes while you read. Identify things that you feel are important, that you disagree with, or that create questions in your mind. This is not intended to be a recap of the chapter by the discussion leader.

Please prepare 3-4 questions related to the Murphy & Dillon text and 1-2 questions about *The Gift of Therapy*/Additional Readings to engage your classmates in meaningful discussion about the material. These questions must be submitted to the online dropbox. Advice about composing questions:

- Avoid yes/no questions, unless they have a strong "why" or "how" component.
- Avoid purely factual questions with definite answers. Stress questions that require thinking/interpretation.
- You might quote a significant sentence from the reading and ask a question about it.
- Try to tie reading to what we've learned about or talked about in other class sessions.
- Ask questions that ask for comparison or connections between the subject of the reading and other things we've been studying.
- Ask questions that call for evidence, either from the reading or from elsewhere in the course.

During class discussion, take a leadership role in asking the questions, raising interesting issues, presenting relevant information, and keeping the discussion centered on relevant issues. You are the person responsible for calling on other people to talk. Make sure everyone has a chance to speak, and try not to call on the same person too often if others people have contributions to make. Encourage everyone to participate.

### **Self-of-the-counselor presentation (50 points): Dates to be determined**

The goal of this assignment is to help you engage in meaningful self-exploration and reflection that will deepen your knowledge of your personal strengths and vulnerabilities, and how these might help or hinder your clinical work. For this project, you are encouraged to reflect on how your life experiences made you who you are and how they led you to this helping profession. Each of you will present a **20-minute** presentation during class one day. You may approach this project the way you want (e.g. photos, PowerPoint, other creative ways) but keep in mind that you should go beyond

superficialities to help you understand yourself and help us understand you better. You will be evaluated by how well you:

- address personal strengths based on life experiences
- address personal vulnerabilities based on life experiences
- connect your personal experiences to your journey toward the counseling profession
- discuss how your strengths may help or hinder clinical work
- discuss how vulnerabilities may help or hinder clinical work
- adhere to the 20-minute time frame

After each classmate's presentation, you will provide a written response (feedback) consisting of three brief paragraphs:

- What I identified with from your presentation
- What I admire about you from what you disclosed in your presentation
- My greatest wish for you in your continued development as a counseling professional

This feedback will be submitted in an online discussion forum the week following their presentation.

**Skills Analysis Paper: "What I bring to counseling?" (50 points): Due September 14<sup>th</sup>**

For this assignment, you will submit a paper (2-4 typed pages; APA format) presenting the following:

1. Professional goals and aspirations (What will you be doing?)
2. Your role as an advocate for social service justice and change
3. Your cultural background and salient identities
4. Your perception on how your cultural background and identities will impact your work within the field

**Peer Counseling (50 points)**

You will be assigned to work in the role of a counselor with a peer from your class and provide **six 30-minute** counseling sessions to that peer. All sessions must be recorded for use in supervision and class presentation. Your professionalism and ability to use the core relationship skills will be the primary focus of the counseling sessions. In addition to six peer counseling sessions, you will conduct one **50-minute** counseling session with a volunteer client who has already taken this course.

These sessions will occur **outside of class time** at a location you choose. Please be mindful of aspects that support a therapeutic environment and confidentiality as you choose your location. You may use your personal device to record these sessions (phone, computer, tablet, video camera, etc.). You will turn in your recording as noted in the schedule.

**Note: I strongly recommend using Zoom to record and saving it to the cloud. This will allow you to copy the link on a word document and upload it to the online dropbox. Additionally, you can utilize the Zoom transcription settings.**

**\*\*HIPPA Compliance:** In whatever way you choose to record your sessions, these recordings must be treated as **highly confidential** information. You must ensure that you save your information in a way that supports confidentiality and do not store these videos long-term on your device. Additionally, as you are reviewing your video recorded sessions, you must ensure that you can work with your audio-recording in a private space. In other words, reviewing and transcribing your sessions in the presence of family or friends is a violation of HIPPA and is not acceptable

Please keep in mind and follow these guidelines:

- Fill out the **Self Evaluation Form** (see attached) with open ended questions to get an idea of your skills and the area in which you need to improve. (This will be turned in with your transcriptions for your two case presentations)
- You will review each session prior to the following week's class and/or supervision meeting and make notes on areas of your skill development that you would like to receive feedback from your peers and instructor.
- Two of your recorded peer practice sessions and verbatim transcripts will be graded.
- This will be a better experience if both clients and counselors can at all times act their part. As clients, be real in what you discuss, but we suggest that you don't delve into deep issues - the client gets to choose how much she/he discloses.



- Both client and counselor should be guided by the same professional and ethical expectations in each session as you would with a real client (in terms of boundaries, topics discussed, and the quality of the relationship).

\*\*Transcripts, audiotapes, and video tapes are to be treated as **highly confidential** at all times. Furthermore, discussion of your counseling sessions with anyone outside of class or supervision is strictly prohibited and would constitute an ethical violation. Rooms in the counseling lab can be scheduled outside of class time for counseling sessions, video viewing, and transcription using the following link: <https://apsucounselinglab.skedda.com/booking>. You must also verify that the lab is open for your session.

### **Supervision (25 points)**

You are required to schedule a time to meet for supervision and feedback regarding your peer practice sessions. There will be **biweekly supervision meetings** (in person or via Zoom) with an assigned doctoral student OR a faculty member. These biweekly meetings will last for **80 minutes** and are designed to provide consistent feedback on your counseling skills. These meetings may include a review of your taped counseling sessions and a discussion of the areas of growth and opportunity. In most cases you will meet as a triad with your supervisor and another counseling student (supervisee). Students should plan to have a total of five supervision meetings. These meetings will be recorded by the supervisor as the Doctoral level supervisors also receive feedback from their instructor.

### **Case Presentation (50 points each; 100 points total): Dates to be determined**

#### **\*LiveText Key Assessment**

Each student will have at least two formal opportunities to present her/his clinical work in class to receive helpful feedback from peers and instructors. Specific presentation dates will be distributed in class. You will present one **peer counseling session** as well as your **second-year graduate student session**. On the day you present, upload one copy of the **Clinical Case Presentation Form** for your instructor, and thoughtfully select a 10-minute continuous segment of video to show that will assist in your clinical growth. For your classmates, upload a ½ page handout that identifies your questions for the group; the class will use these to write feedback for you. To begin the presentation, you will briefly introduce the client and case; key points about the client, his/her concern and the work you have been doing together.

We will then watch the video. The presenter too should make some notes, and is responsible to reflect on what was going on internally (thoughts & feelings) during the session, as well as what she/he experiences while watching the session in class. Once the clip is completed, your peers will share their observations and feedback. The presenter will then have a few minutes to comment on her/his own reflections as well as the feedback from the others.

A transcription of the 10-minute segment is also due to the instructor on each of the days you present. Transcribe your recording verbatim (include all “huh,” “mmm-hmm,” “uh,” and similar responses). Utilize the following format/labels for the transcription:

- Client’s verbalization
- Your response
- Identify what type of response you made
- Alternate / improved response – do one for **every** counselor statement
- Rationale for the alternative response – explain why it is improved or a good alternative, based on your understanding of the core counseling skills, and what will be helpful to the client. **NOTE: You must have a corrected or alternative response and rationale for each of your response and/or during prolonged periods when you make no response.**

Your grade for these presentations will depend on: 1) you being adequately prepared on your assigned day (form to turn in, a specific meaningful segment ready to show and thoughtful questions for the group); 2) your professionalism in presenting and engaging (openness to feedback, skill/conceptual discussions, personal awareness and reflection); and 3) the quality of your response evaluations and alternative responses in the transcripts.

As the LiveText Key Assessment for this course, your transcription must also be submitted to LiveText by the day of your in-class case presentation. Your Case Presentation will not be graded until it is uploaded to LiveText. Late uploads will have a **10% per day** point deduction.

\*\*NOTE: Please ensure that there are **NO NAMES** included in your transcript before you upload it to LiveText!!

Bring to class	Upload to LiveText
<ul style="list-style-type: none"> <li>• 10- minute continuous segment of video</li> <li>• Clinical Case Presentation Form (<b>copy for instructor</b>)</li> <li>• Questions for your peers (Clinical case considerations; copy for each classmate)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Evaluation Form</li> <li>• 10-minute transcription (with NO names except your own)</li> </ul>

**Grading:**

Assignment	Value
Class Participation and Professionalism	25 points
Book Discussions (2)	100 points
Self-of-the-Counselor Presentation	50 points
Skill Analysis Paper (2-4 pages)	50 points
Peer Counseling	50 points
Supervision	25 points
Case Presentations (2)	100 points
<b>TOTAL</b>	<b>400 points</b>

**\*\*Please Note:** You must successfully complete these assignments and show progress in your skill development in order to pass this course.

**Assignment Related Policies**

**Relax, Relate, & Release Policy**

\*NOTE: may not be applicable for an accelerated course

Students will have the option of utilizing the “Relax, Relate, & Release Policy” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

**Late Assignments**

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

**Life Happens Policy**

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

## Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Topic	Readings/Assignments Due
1	8/24	Introduction to course Overview of Syllabus and Requirements Professional Membership and Insurance Baseline Tape <b>(CACREP V.C.2.m; V.G.2.b)</b>	Syllabus Bring method of recording
2	8/31	Becoming a professional The Clinical Relationship Multicultural Practice & Ethics Core Skills <b>(CACREP II.F.5.d; CACREP II.F.5.e; CACREP II.F.5.j; CACREP II.F.5.n; CMHC.C.2.j; CMHC.C.2.l )</b>	Chapters 1 & 2 Basic Counseling Skills Handout Gift – 3, 4, 14, 15, 16, 17 <b>SOC 1</b>
3	9/7	Getting Started Building the Therapeutic Alliance Attending and Active Listening <b>(CACREP II.F.5.f; CACREP II.F.5.g)</b>	Chapters 3 & 4 Additional Readings (see D2L) Gift – 5, 6, 7, 8 <b>SOC 2</b>
4	9/14	Support and Empathy <b>(CACREP II.F.5.f)</b>  Peer Counseling Session 1	Chapter 5 Carkhuff & Truax Empathy Scale <b>SOC 3</b> <b>Skills Analysis Paper Due</b>
5	9/21	Exploration and Elaboration <b>(CACREP II.F.5.f; CACREP II.F.5.g)</b>  Peer Counseling Session 2	Chapter 6 Gift – 21, 22, 23, 24 <b>SOC 4</b> <b>Peer Counseling Video #1 Due</b>
6	9/28	Assessment, Evaluating Change, Formulation, and Goal setting Peer Case Presentations (2) <b>(CACREP II.F.5.c; CACREP II.F.5.g; CACREP II.F.5.h; CACREP II.f.5.i; CMHC C.3.b)</b>  Peer Counseling Session 3	Chapters 7 & 8 Gift – 37, 38, 39, 40 <b>SOC 5</b> <b>Peer Counseling Video #2 Due</b>
7	10/5	Helping Clients Feel and See Things Differently Peer Case Presentations (2) <b>(CACREP II.F.5.c; CACREP II.F.5.f)</b>	Chapter 9 Gift – 46, 47, 54, 55 <b>SOC 6</b>

Week	Date	Topic	Readings/Assignments Due
		Peer Counseling Session 4	<b>Peer Counseling Video #3 Due</b>
8	10/12	NO CLASS	
9	10/19	Helping Clients Do Things Differently Evidence-based Interventions Peer Case Presentations (2) <b>(CACREP II.F.5.c; CACREP II.F.5.f; CACREP II.F.5.k; CACREP II.F.8.a; CACREP II.F.8.b; CACREP II.F.8.e)</b>  Peer Counseling Session 5	Chapter 10 Gift – 48, 49, 51, 61 The Cycle of Change Handout Additional Reading <b>SOC 7</b>  <b>Peer Counseling Video #4 Due</b>
10	10/26	Peer Counseling Session 6 Peer Case Presentations (2)	<b>Peer Counseling Video #5 Due</b>  <b>SOC 8</b>
11	11/2	The Termination Process Ending and Transitions 2 <sup>nd</sup> Year Case Presentations (2) <b>(CACREP II.F.5.f; CACREP II.F.5.k)</b>	Chapter 14 Gift – 41, 42, 43, 44, 45  <b>Peer Counseling Video #6 Due</b>
12	11/9	Working with Clients in Crisis Suicide Assessment and Prevention 2 <sup>nd</sup> Year Case Presentations (3) <b>(CACREP II.F.5.f; CACREP II.F.5.k; CACREP II.F.5.l; II.F.5.m; CACREP II.F.8.c; CMHC C.2.f)</b>	Chapter 13 Additional Reading <b>Second Year Graduate Student Counseling Video Due</b>
13	11/16	Self-Care, Supervision, and Professional Development and Collaboration 2 <sup>nd</sup> Year Case Presentations (3) <b>(CACREP II.F.5.c; CACREP II.F.1.m CACREP II.F.5.n; CMHC.C.2.m CMHC.G.2.b)</b>	Chapter 15 Gift – 12, 84, 85 Additional Readings <b>Supervision Feedback Due</b>
14	11/23	No class	
15	11/30	2 <sup>nd</sup> Year Case Presentations (2) Wrap Up <b>(CACREP II.F.5.c)</b>	

**Additional Websites for Counseling and Ethical & Legal Guidelines:**

American Counseling Association: [www.counseling.org](http://www.counseling.org)

American School Counseling Association: [www.schoolcounselors.org](http://www.schoolcounselors.org)

American Mental Health Counselors Association: <http://www.amhca.org>

Association for Deaf Education and Counseling: [www.adec.org](http://www.adec.org)

## COUN 5410: Counseling Techniques Self of the Counselor Grading Outline

Criteria	Score	Comments
Addressed personal strengths based on life experiences (10 points)		
Addressed personal vulnerabilities based on life experiences (10 points)		
Connected personal experiences to journey toward counseling profession (5 points)		
Discussed how strengths may help or hinder clinical work (10 points)		
Discussed how vulnerabilities may help or hinder clinical work (10 points)		
Adhered to 20 minute time frame (5 points)		
<b>TOTAL</b>		/ 50 points (____%)

## Book Discussions Grading Outline

Student Name: \_\_\_\_\_

Criteria	Score	Comments
Did the leader communicate an understanding of the issues in the assigned reading? (10 points)		
Did the leader effectively tie in those issues to larger themes in this course (and/or across courses)? (10 points)		
Did the leader submit prepared questions and use them during class? (5 points)		
Were the questions relevant, thoughtful, and appropriate? (15 points)		
Did the discussion leader interact well with the class and keep discussion moving? (10 points)		
<b>TOTAL</b>		/50 points (___%)

## Skills Analysis Paper Grading Outline

Criteria	Score	Comments
Your professional goals and aspirations (10 points)		
Your role as an advocate for social service justice and change (10 points)		
Your cultural background and salient identities (10 points)		
Your perception on how your cultural background and identities will impact your work within the field (10 points)		
Writing style and quality (10 points)		
<b>TOTAL</b>		/ 50 points (____%)



## Self-Evaluation Form

### Part 1:

*After reviewing your role play session with your peer client, use the following scale to rate your competence in these sessions:*

**0 = inadequate**

**1 = needs  
improvement**

**2 = satisfactory**

**3 = proficient**

1. \_\_\_\_\_ **Opening:** Opened and closed the session smoothly and effectively.
2. \_\_\_\_\_ **Nonverbal Cues:** Exhibited appropriate, effective use of body language, vocal tone, facial expressions, and eye contact to convey warmth, positive regard, and acceptance. Aware of client's nonverbal cues.
3. \_\_\_\_\_ **Attending:** Demonstrated interest, focused on the client, encouraged the client to speak through the use of verbal and nonverbal encouragers.
4. \_\_\_\_\_ **Active Listening:** Demonstrated the ability to follow the client with understanding in all aspects of communication.
5. \_\_\_\_\_ **Reflection Feelings:** Demonstrated and communicated empathy by reflecting client emotions, explicit and implicit.
6. \_\_\_\_\_ **Reflection Content:** Demonstrated active listening via clarification, paraphrasing, and summarization.
7. \_\_\_\_\_ **Probing/Questioning:** Demonstrated the use of purposeful, open questions to keep the session on track and to encourage further communication and understanding of the client's world.
8. \_\_\_\_\_ **Use of Silence:** Allowed appropriate silences and demonstrated the ability to tolerate silence during the session.
9. \_\_\_\_\_ **Closing:** Closed the session smoothly and set direction for the next session.
10. \_\_\_\_\_ **Relationship Building:** Demonstrated the ability to develop a working alliance and rapport with client



## Sample Transcript for Graded Counseling Sessions

Transcribe your recording verbatim (include all “huh,” “mmm-hmm,” “uh,” and similar responses). Utilize the following format/labels for the transcription:

- Client’s verbalization
- Your response
- Identify what type of response you made
- Alternate / improved response – do one for **every** counselor statement
- Rationale for the alternative response – explain why it is improved or a good alternative, based on your understanding of the core counseling skills, and what will be helpful to the client.

NOTE: You must have a corrected or alternative response and rationale for each of your response and/or during prolonged periods when you make no response.

\*\*\*\*\*

### Sample Verbatim Dialogue:

CL = Client

CO = Counselor

CL: I’ve been having a little trouble with my new job. I’m not getting along well with the people at work.

CO: **Ummm, so you are feeling worried because you are not getting along with people at work.**

**Reflection of Feeling**

**AR: Sounds like your new job isn’t turning out how you hoped.**

**Rationale: This response seems to better match what the client is experiencing.**

CL: Uhhh, yes, it does concern me. I was hoping to make some friends, but the two girls in my office don’t get along and I’m caught in the middle.

CO: **Are there people at work that you do things with?**

**Closed question**

**AR: Tell me more about how you’re stuck in the middle of your coworkers.**

**Rationale: This using a more open-ended probe instead of a closed-questions.**

CL: Yes, hmm-hmm. There are some other people at work that I get along really well with.

CO: **You’re pleased there are some people at work you enjoy.**

**Reflection of Feeling**

**AR: Tell me more about those relationships.**

**Rationale: This could allow us to explore more about the relationships that are working for the client.**

## Clinical Case Presentations

Many agencies, schools, and even groups of private practitioners meet regularly to *staff* cases – briefly present key information about a clinical case and seek feedback from the group to improve service delivery. When you do a case presentation in class, you should upload a **one-page** copy of the following information to turn in to the instructors, and be prepared to provide abbreviated key information only in your verbal presentation.

1. Basic Client Information: Briefly provide key descriptive facts about the client (age, sex, relationship/living status, occupation, etc.).
  2. Presenting Problem: What brought the client in? What signs/symptoms is the client experiencing/displaying, and what is the history of these difficulties (situational/pervasive, length, duration, frequency, intensity, etc). How does the client make sense of her/his situation?
  3. Treatment History:
    - a. What has the client tried to resolve his/her concerns? Does the client have other counseling experience? Is the client taking medications? Prescribed by whom? Seeing a physician? Substance use? Legal issues? What else has the client tried to resolve his/her concerns?
    - b. Client's work with you: How many sessions have you had together? No-shows, reschedules, late? What specific goals are you working on with the client (from the service plan)?
  4. Other Contextual Issues: Briefly discuss here the impact of developmental, cultural, gender, socio-economic, and other considerations on the client's functioning and presenting concerns. Most settings would include this information in one or more of the above areas, but we include it as a separate category to help us all be sure to attend to it.
  5. Client Strengths and Resources: Identify available strengths and resources that may help the client resolve his/her concerns, and nurture a sense of hope and efficacy.
  6. Therapeutic Alliance / Outcome Progress: Share the client's perspective on the therapeutic relationship and progress. How has this process been for you and the client?
  7. Staffing Question: Have a specific question or two for the group – what do you want to get out of the consultation? This should go beyond just "I feel stuck and don't know what to do." Be thoughtful and reflective, and be prepared to discuss your own hypotheses and ideas. Your question may be about skill use, conceptualization, therapeutic relationship, self-of-the-counselor concerns and so forth.
- Be prepared to show a specific (vs. random or unplanned) section of your session that is related to your questions and which will help the group understand the client and your work together. Plan to show about 10 minutes. During questions and comments from the group, remain open to any and all suggestions. Consider each thoughtfully, consider your reactions (thoughts and feelings) about each, and have further conversations with your triadic supervisor about them.

## COUN 5410: Counseling Techniques Case Presentation Grading Summary

Student Name: \_\_\_\_\_

Assignment:  1     2

Session # \_\_\_\_\_

Criteria	Score	Comments
Preparation (form to turn in, specific and meaningful clip to show, thoughtful questions for the group, etc.) (8 points)		
Openness to Feedback (8 points)		
Skill & Conceptual Discussion (8 points)		
Personal Awareness and Reflection (8 points)		
Quality of Response Evaluations & Alternative Responses in Transcript (8 points)		
Skill Progress (see attached skill evaluation notes) (10 points- percent converted from score sheet)		
<b>TOTAL</b>	<b>/50</b>	

## Skills Evaluation

3 = Proficient

2 = Satisfactory

1 = Needs Improvement

0 = Inadequate

(See Rubric for detailed grading guidelines)

Criteria	Score	Comments
Opening Session		
Attending & Active Listening		
Reflecting Feeling & Content		
Probing/Questioning		
Use of Silence		
Closing Session		
Relationship Building		
<b>TOTAL</b>	/21  %	This <b>percent</b> is then utilized in the <i>Case Presentation Grading Summary</i>

**COUN 5410: Counseling Techniques**  
**Counseling Session Evaluation Rubric**  
**LiveText Key Assessment**

<b>Element</b>	<b>Proficient (3 pts)</b>	<b>Satisfactory (2 pts)</b>	<b>Needs Improvement (1 pt)</b>	<b>Inadequate (0 pt)</b>
<b>Opening Session</b>	Opened the session smoothly with appropriate introduction, disclosure and confidentiality statement.	Opened session smoothly. However, one element of opening a session is lacking.	Opening of session was awkward (e.g. over use of fillers) and lacked two or more elements.	No clear opening was present at the beginning of the counseling session. No disclosure or confidentiality statement was present.
<b>Attending &amp; Active Listening</b>	Demonstrated appropriate use of non-verbal cues (e.g. effective use of body language, vocal tone, facial expressions & eye contact) & awareness of client's nonverbal cues. Appropriate use of verbal & nonverbal encouragers to demonstrate interest & the ability to follow the client w/understanding of all aspects of communication.	Demonstrated the ability to use attending and active listening skills. However, one or two elements were lacking in proficiency or used inappropriately throughout the session. An over reliance on non-verbal cues was evident.	Attending & active listening skills showed insufficient understanding of aspects of verbal &/or nonverbal communication and/or lacked awareness of client's nonverbal cues; and/or counselor appeared somewhat disconnected from the client at times.	Minimal use of attending & active listening was demonstrated throughout the session. Counselor appeared disconnected. Eye contact, verbal & non-verbal cues were insufficient to demonstrate an understanding of all aspects of communication.
<b>Reflecting Feeling &amp; Content</b>	Demonstrated the ability to effectively communicate empathy by reflecting client's implicit & explicit emotions. Used paraphrasing & summarizing to demonstrate active listening & seek clarification.	Demonstrated the ability to communicate empathy, by reflecting explicit emotions, but lacked the ability to accurately reflect implicit emotions. Demonstrated the ability to reflect content but lack clear and concise expression through clarifying, paraphrasing & summarizing.	Insufficient use of empathetic reflection of client's explicit and/or implicit emotional states. Insufficient use of prompts, paraphrasing, & summarizing to reflect content; and/or reflections lack clarity/conciseness such that they interfere with flow of session.	Minimal use or inappropriate use of reflection of emotions and/or content was demonstrated throughout session. Indicating a lack of understanding of these skills in moving the client forward.
<b>Probing &amp; Questioning</b>	Demonstrated the effective use of purposeful, open-ended questions to keep the session on track and to encourage further communication & understanding of the client's world.	Demonstrated the use of purposeful, open-ended questions to keep session on track and to encourage further communication. However, questions lack clarity & conciseness; and/or they did not promote further communication.	Insufficient use of purposeful, open-ended questions. Questions were primarily closed and/or did not keep session on track and/or did not encourage further exploration of the client's world.	Minimal to no use of purposeful, open-ended questions were demonstrated throughout the counseling session, indicating a lack of understanding of these skills in encouraging further communication & understanding of the client's world
<b>Use of Silence</b>	Allowed appropriate silences and	Generally demonstrated the ability to tolerate	Insufficient use of silence as a tool to draw out client	No use of, or tolerance for, silences was demonstrated

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
	demonstrated the ability to tolerate silence during the counseling session.	some silence during the counseling session. However, further use of silence as a skill to draw out client is necessary.	and/or inability to tolerate silence was demonstrated throughout the session.	throughout the session. Counselor demonstrated obvious need to fill silence in inappropriate manner that detracted from the counseling process.
<b>Closing Session</b>	Closed the session smoothly with a summary of the session & assessment of client's readiness for closure; set direction for the next session.	Closed session smoothly. However, one element of closing a session is lacking.	Closing of session was awkward (e.g. over use of fillers; too lengthy) and lacked two or more elements for closing a session.	No clear closing of the counseling session was present. Closing lacked all required elements for closing a counseling session.
<b>Relationship Building</b>	Demonstrated the ability to effectively develop a working alliance and rapport with the client.	Generally, demonstrated the ability to develop a working alliance and rapport with the client. However, some elements were missing/some relational distance was present at times/or counselor presented as a "friend" and did not maintain professional demeanor throughout the session.	Generally, demonstrated a lack of understanding of the working alliance and building rapport with the client; relational distance was present throughout most of the session, or counselor presented as a "friend" and not as a counseling professional throughout most of the session.	Demonstrated the inability to develop a working alliance and rapport with the client. A lack of understanding of this skill in the counseling process was present throughout the counseling session.