Course Information:

COUN 5314.569
Summer 2016
Location: Online Asynchronous

Instructor Information:

Christine D. McNichols Ph.D., LPC-S, NCC
Office Hours: If you would like to make an appointment with me please email me to arrange a phone conversation or a face to face meeting via Zoom.
Telephone: 903-566-7130 (office)
Email: cmcnichols@uttyler.edu
(Note: Email is the best way to contact the instructor. Please include your name and the subject of the email in the subject line)

Catalog Description of COUN 5314:

Counseling skills development through interactive classroom instruction, group/individual supervision of role-play, taped counseling sessions, and observation/consultation. May include on-site school experience.

Student Learning Outcomes:

At the completion of the course, each student will:

1) Develop basic counseling skills including verbal and non-verbal attending, observation, active listening, paraphrasing, reflection of feelings, questioning, summarizing, and confrontation.
2) Understand the core conditions of counseling including unconditional positive regard, genuineness, and empathy.
3) Have practice, observation of, and experience in basic counseling
4) Develop cultural sensitivity within the counseling arena.
5) Develop an awareness of yourself, your place in the counseling field, and how to get the most out of your experiences in the counselor education program.
6) Gain experience in role of counselor and develop realistic assessment of skills and potential.

Proficiencies for Counselors:

CACREP Core Objectives (II.G.1)

1. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (II.G.1.j)
2. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; (II.G.2.b)
3. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and (II.G.2.e)

4. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (II.G.2.f)

5. an orientation to wellness and prevention as desired counseling goals; (II.G.5.a)

6. counselor characteristics and behaviors that influence helping processes; (II.G.5.b)

7. essential interviewing and counseling skills; (II.G.5.c)

General Course Objectives and Skill Outcome (II.D.2)
This course is designed to meet CACREP standards and enable students to demonstrate understanding of the following:

Clinical Mental Health Counseling Standards
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (III.B.1)

SUBJECT MATTER OR CONTENT (II.D.1)

Major areas to be studied are:
1.) The person of the counselor
2.) The counseling process
3.) The therapeutic relationship: importance and development
4.) Becoming multicultural competent
5.) Basic attending behaviors: listening, encouragers, questions
6.) Reflective Skills: Paraphrasing, Reflection of Feeling, Reflection of Meaning, Summarizing
7.) Goal Setting
8.) Change Techniques- interpretation, feedback, confrontation
9.) Termination and evaluation
10.) Advanced change techniques: countering, homework, emotional arousal, motivation

REQUIRED TEXT (II.D.4)

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

MAJOR STUDENT ACTIVITIES

Note: All class activities and assignments will be housed in weekly module folders within your Blackboard course. However, it is important that you weekly check the course schedule so you know when larger assignments are approaching.

1. Participate fully in all class assignments and activities. Participation includes reading assigned materials due on each class period, listening to online lectures and supportive media (instructor will use data tracking), and taking part in online class discussion. All these components will be housed in weekly learning modules.
**Note on Discussions:** Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of discussion questions pertaining to assigned chapters or topics will be posted on Blackboard. Post at least two significant responses to each discussion question, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues’ reflections or comments. All discussion posts must be submitted by midnight on Friday. Please see schedule for specific due dates.

2. Complete three videos of counseling sessions demonstrating various skills (including 10 minutes of verbatim transcript, identification of skills, and self-assessment). Instruction on recording procedures can be found at the end of this syllabus.


4. Complete homework exercises and submit via Blackboard.

5. Complete one 3-5 page self-assessment paper evaluating skills gained over the semester.

**METHODS OF INSTRUCTION AND TEACHING PHILOSOPHY (II.D.3)**

Methods will vary to promote self-examination and active involvement of every student. They will include lecture, discussion, personal assessment, videos and outside readings.

**Critical Thinking:** Higher education entails more than simply learning a set of skills that results in job preparedness. A good liberal education includes becoming lifelong, critical consumers of knowledge. My role in the classroom is to create an environment where learning can take place and where students can make personal meaning out of the course material. Part of my role is to help students reflect on what they already know and how it impacts their learning. Therefore, learning involves growing and changing as a person and exploring oneself in the light of new information.

**Learning as a social construction:** I hold that all learning is socially constructed thus people learn in the context of relationship with others. As students interact with classmates, they learn not only from the teacher but also from each other, thereby creating knowledge and learning as a group. Learning that is socially constructed privileges multiple voices and perspectives instead of one dominant construct created solely by the instructor. Part of teaching from this perspective involves asking questions and leading discussions in such a way that students are encouraged to explore their own thoughts and beliefs while in the context of the group. As students discuss their thoughts and beliefs with one another they learn how others’ perspectives may differ from their own. They thus learn that their way of thinking and seeing the world may not be the only way.

**Experiential learning:** Experiential learning necessitates presenting material in creative ways. As the professor uses creativity to develop and implement experiential activities, students are prompted to use creative thinking. Creative thinking is often considered a higher order thinking skill and is often associated with divergent thinking, the ability to hold two or more contradictory ideas in one’s mind at once. These ways of thinking are invaluable attributes of a counselor and are necessary to successful counseling outcomes. I am therefore committed to giving students the opportunity to learn through experiential methods that encourage higher order thinking skills.

**EVALUATION AND GRADING (II.D.5)**

Grading will be based on points assigned in the following areas:

<table>
<thead>
<tr>
<th>AREA</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>3 taped counseling sessions (20pts. each)</td>
<td>60</td>
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<tr>
<td>Intro video</td>
<td>5</td>
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</table>
Grade assignments based on the above will be: A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = BELOW 60 points.

**SPECIFIC ASSIGNMENTS**

For each video assignment, you will partner with another classmate to practice your developing counseling skills. You may choose whom you would like to partner with. You may view available partners by clicking on the Groups tab on your Blackboard sidebar. Practice counseling sessions will be recorded using the Zoom technology. Detailed instructions on using Zoom and Dropbox can be found under the Course Content tab on the Blackboard sidebar.

**Intro Video:** You will receive a script called “Describing the Counseling Process” that will help you describe what counseling is all about to your client. For this assignment, please partner with another classmate and practice using the script. You may have the script available during the session to refer to. Try not to read it directly from the page. Please record your session and submit it to the instructor via Dropbox.

**Videotapes:** 3 videotapes illustrating your use of counseling skills are required in this course. The Baseline, Midterm, and Final tapes serve as a major component of the overall course evaluation. In the videos, you are to work with a fellow student for at least 30 minutes using a role-play or real-life circumstance as the basis of your session. Your goal is to display basic counseling skills as best you understand them. Naturally, your skill base for your second and third tapes will be much broader than your first tape. Please turn in the video, a verbatim transcript, and written responses to a series of reflection questions by the due date. Videos will be submitted via Dropbox as MP4 files. Your transcript and reflection will be submitted via the Major Assignments tab located on your Blackboard course sidebar.

Baseline Tape 1: Tape, **verbatim transcript (10 minutes)** with skill identification and written responses to reflection questions

Midterm Tape 2: Tape, **verbatim transcript (10 minutes)** with skill identification and written responses to reflection questions

Final Tape 3: Tape, **verbatim transcript (10 minutes)** with skill identification, and written responses to reflection questions

**Self Assessment Paper:** Using your Baseline, Midterm, and Final tapes as a guide, please write a 3-5 page paper reviewing your skill development over the course of the semester. Submit this paper via the Major Assignments tab. Here are some questions to guide your reflection:

1. What counseling skills do you feel come naturally to you?
2. What skills are the most challenging for you to utilize?
3. What skills did you see the most growth in over the course of the semester?
4. What skills do you feel you need to practice more?
5. What did you learn about counseling this semester?
6. What did you learn about yourself as a professional this semester?
**Homework:** Throughout the semester you will be given assignments to help you practice your counseling skills. These assignments must be turned in by the assigned due dates via the assignments tab located within each learning module.

**COURSE POLICIES**

**Attendance**
Students are expected to attend class by checking in online at least once a week to listen to lectures, complete assigned quizzes, and participate in class discussion.

**Participation**
Be aware that participation in this class is much more than simply responding to a discussion question. You will be expected to post thoughtful questions and responses and interact with your classmates.

**Assignments**

All written assignments must reflect graduate level presentation, including APA 6 format, correct spelling and appropriate punctuation and grammar. Point deductions will be taken for errors in writing skills and APA style.

Please talk with the professor if you are having problems (sooner rather than later).

Notes on APA formatting:
- 1 inch margins
- 12 point font
- Times New Roman
- Double spaced
- No extra space between paragraphs

**Late Policy**
Written work will be considered late if not submitted via Blackboard on the date specified. Late work will result in a reduction of points received (10% per day past the due date). Late work will not be accepted after 48 hours past the due date.

**Cheating/ Plagiarism**
Students are strongly recommended to read the Manual of Student Policies and Procedures for Student Affairs: Chapter 8- Student Conduct and Discipline especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the manual will be strictly enforced.

**Technology Requirements**
All students taking this course should have access to a computer with an internet connection that can support the use of Blackboard Edition 9.1. If you are having trouble logging onto Blackboard or uploading assignments please contact the Blackboard helpdesk at (903)566-7439 or email them at itsupport@patriots.uttyler.edu. If you are having technical difficulties please alert the professor as soon as possible. Assignments will be accepted through email only if there are difficulties with Blackboard. Word of advice when taking an online course: Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy’s law).

**Diversity**
Course material and discussion will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**Online Communication**

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore respond to your instructor and your colleagues in a professional matter. Please refrain from using texting language (i.e. *lol, btw, omg*) and/or emoticons (i.e. *(:- / ,':- )* ) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Be aware that using capital letters to express yourself is considered SHOUTING.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Blackboard.

**Patriot E-Mail**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

**Informed Consent Statement**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

### Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC),](http://www.apa.org/ed/graduate/cctc.html) approved March 25, 2004. (2012-2014 Graduate Catalog)

### Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student’s fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor’s observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students are formally evaluated at least annually by the program
faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: http://www.uttyler.edu/psychology/.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.
COURSE SCHEDULE

(Note: Each week you will complete all assignments in your Blackboard module. Weekly modules will be uploaded the week prior to when assignments are due; therefore you will have a full week to complete the module. This outline shows the topics that will be discussed in each module as well as when readings are due. **Modules are due on the dates listed (Fridays) by midnight.**

<table>
<thead>
<tr>
<th>May</th>
<th>23</th>
<th>Course opens</th>
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</table>
|        | 27 | Review of syllabus and course requirements/ Becoming a reflective practitioner/ Intro to helping  
     Reading: Chapter 1 and 2  
     Module 1 Due |
| June   | 3  | The Therapeutic Relationship  
     Reading: Chapter 3  
     Module 2 Due |
|        | 10 | Invitational Skills: Listening, Attending, Encouragers, Questions  
     Reading: Chapter 4  
     Module 3 Due  
     Intro Video Due |
|        | 17 | Reflective Skills: Paraphrasing  
     Reading: Chapter 5  
     Module 4 Due |
|        | 24 | Reflective Skills: Reflecting Feelings  
     Reading: Chapter 6  
     Module 5 Due  
     Baseline Video Due |
| July   | 1  | Reflective Skills: Reflecting Meaning and Summarizing  
     Reading: Chapter 7  
     Module 6 Due |
|        | 8  | Challenging Skills: Feedback and Confrontation  
     Reading: Chapter 8  
     Module 7 Due |
|        | 15 | Assessment and Goal Setting  
     Readings: Chapters 9 & 10  
     Module 8 Due  
     Midterm Video Due |
|        | 22 | Change Techniques: Advice, Brainstorming, and Interpretation  
     Reading: Chapter 11  
     Module 9 Due |
29  Evaluation and Termination
   *Reading: Chapter 12*
   Module 10 Due

August 5  Advanced Change Techniques: Countering, Role-Playing, and Homework
   *Reading: Chapter 13*
   Module 11 Due
   Final Video Due

12  Advanced Change Techniques: Emotional Arousal, Hope, Motivation, and New Learning Experiences
   *Reading: Chapter 14*
   Module 12 Due
   Self-Assessment Paper Due
COUN 5314: Applied School Counseling

Baseline Video: Video 1

For this video, you are to work with a fellow student for at least 30 minutes using a role-play or real-life circumstance as the basis of your session. Your goal is to display basic counseling skills as best you understand them. Naturally, your skill base for your second and third tapes will be much broader than your first tape. You will turn in the video, **10 minutes of verbatim transcript** with skills identified and labeled, and written responses to the reflection questions. Please follow the following format:

**VIDEO:**
- Initiate the counseling session with your client. It is not necessary that you cover confidentiality in this sample of your skills
- Attempt to use the counseling skills presented in class and the Young (2013) text. You will want to encourage rapport and exploration of thoughts and feelings with your client.

**REFLECTION QUESTIONS:**
- Please answer the following questions. Please provide thoughtful responses to each question by evaluating your counseling skills. For each question consider what you did well, what you didn’t do so well, and what you would like to improve. Please provide at least a paragraph (minimum 125 words) for each question.

1. What do I notice about myself and my client when I look at the tape? Include:
   - body language
   - eye contact
   - movements and gestures (i.e. head nodding, foot shaking, shifting in seat, etc.)

2. What do I notice about my voice, speech and language patterns when I listen to the tape? Include:
   - speed of speech
   - pitch
   - volume
   - cadence

3. Did I successfully use verbal tracking skills during the session? If so, how?
4. Did I build rapport during the session with my client? If so, how did I go about building rapport?
5. If I were to hold this session again, what changes would I make?
6. What counseling skills do I seem to have a natural talent for and what challenges do I foresee in my use of counseling skills?
7. What do I want to improve on for my next counseling session?
### COUN 5314: Applied School Counseling
#### Baseline Video Assignment

Grading Rubric

**PLEASE TURN THIS IN WITH YOUR ASSIGNMENT**

<table>
<thead>
<tr>
<th>Comments</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>I. Video</strong></td>
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<td>o Completed as directed and turned in on time</td>
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<td><strong>III. Responses to Questions:</strong></td>
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**Additional Comments:**

/15

**TOTAL POINTS**

/20

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**INSTRUCTIONS FOR THE CLIENT:**

In addition to the responsibilities of the counselor, the person being the client has a set of responsibilities. It is usually best to be a client for someone in the class that you do not know very well. That gives the counselor the opportunity to create a relationship with you and, frankly, cuts down on the tendency to giggle and have to start over! As the client,

- Think about what you want to talk about before beginning the session
- Consider using a real dilemma you are experiencing
- Role plays are acceptable but you need to have an issue that you identify with emotionally in order to provide your counselor with something to work with
- Be as genuine as possible – if your counselor says something that would bother you or seems out of line with your thinking, let him/her know. If your counselor is on target, respond in that fashion.
COUN 5314: Applied School Counseling
Midterm Video: Video 2

This is the second of the three video assignments for this course. You will turn in your video, the grading rubric, 10 minutes of verbatim transcript with each skill you used labeled and thoughtful answers to the reflection questions below. For this video, please work with a fellow student for at least 30 minutes using a role-play or real-life circumstance as the basis of your session. Your goal is to display the basic counseling skills you have been learning about and practicing in class including attending, open ended questioning, observation, active listening, reflection of feeling, and reflection of meaning.

Reflection Questions:

- Please answer the following questions. Please provide thoughtful responses to each question by evaluating your counseling skills. For each question consider what you did well, what you didn’t do so well, and what you would like to improve. Each response should be at least a paragraph long (minimum of 125 words).

1. How was this experience similar/dissimilar to the last taping session?

2. Do I notice any improvements in my attending behaviors? If so, what do I notice?

3. How did I use questioning in the session? In what ways did my use of questioning help facilitate rapport building, keep the discussion focused, or deepen the session?

4. How did I use observation during the session? What observations did I make? How did these observations influence how I facilitated the session?

5. How did I use active listening in the session (including encouraging, paraphrasing, and summarizing)? How did my active listening skills facilitate the therapeutic process?

6. How did I use reflection of feeling in the session? How did my use of reflection of feeling impact the session?

7. How did I use reflection of meaning in the session? How did my use of reflection of meaning impact the session?

8. If I were to hold this session again, what changes would I make?

9. What do I want to improve on for my next counseling session?
## COUN 5314: Applied School Counseling
### Mid-Term Video Assignment
### Grading Rubric

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COUN 5314: Applied School Counseling
Final Video: Video 3

This is the last of the three video assignments for this course. You will turn in your video, the grading rubric, thoughtful answers to the reflection questions below, and 10 minutes of verbatim transcript with labels for each skill you used. For this video, please work with a fellow student for at least 30 minutes using a role-play or real-life circumstance as the basis of your session. Your goal is to display the basic counseling skills you have been learning about and practicing in class including attending, open ended questioning, observation, active listening, reflection of feeling, confrontation, reflection of meaning, immediacy, and accurate empathy.

Reflection Questions:

- Please answer the following questions. Please provide thoughtful responses to each question by evaluating your counseling skills. For each question consider what you did well, what you didn’t do so well, and what you would like to improve. Each response should be at least a paragraph long (minimum of 125 words).

1. How was this experience similar/dissimilar to the last taping session?

2. Do I notice any improvements in my attending behaviors? If so, what do I notice?

3. How did I use questioning in the session? In what ways did my use of questioning help facilitate rapport building, keep the discussion focused, or deepen the session?

4. How did I use observation during the session? What observations did I make? How did these observations influence how I facilitated the session?

5. How did I use active listening in the session (including encouraging, paraphrasing, and summarizing)? How did my active listening skills facilitate the therapeutic process?

6. Did I use reflection of feeling in the session? If so, how did the use of reflection facilitate the therapeutic process? How did my client respond when I used reflection of feeling?

7. Did I use reflection of meaning in the session? Was the meaning I reflected back to my client correct? If so, how do I know?

8. How did I display empathy during the session and how well did I attend to my client’s emotions rather than attend to or solicit more content?

9. If I were to hold this session again, what changes would I make?
## COUN 5314: Applied School Counseling
### Final Video Assignment
### Grading Rubric

**PLEASE TURN THIS IN WITH YOUR ASSIGNMENT**

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