Course Information:

COUN 5314.569
Summer 2017
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, course title, 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 Canvas course. However, it is important that you weekly check the course schedule found in your syllabus 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 in Canvas. 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.

3. Complete homework exercises and submit via Canvas.

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>10 Discussion Posts (1.5 each week)</td>
<td>15</td>
</tr>
<tr>
<td>Homework (2 points each)</td>
<td>15</td>
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<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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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 “People” tab on your Canvas sidebar and then “Counseling Partners”. Once there, please select an available group and enter your name. Practice counseling sessions will be recorded using Zoom technology. Detailed instructions on using Zoom can be found under the “Course Information” section on the Modules page.

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 each 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. Please submit your video recording, transcript, and reflection under the corresponding video label under the “Video Assignments” heading on the Modules page.

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

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 and Participation

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. 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 Canvas. If you are having trouble logging onto Canvas or uploading assignments please contact the Canvas helpdesk at (903)566-7439 or email them at itsupport@patriots.uttyler.edu. You can also receive help by using the Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949. 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 Canvas. 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/differing-ability/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 Canvas.

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
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 of which students need to be aware. 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

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. Student Accessibility and Resources In accordance with Section 504 of the Rehabilitation Act, Americans

Student Accessibility and Resources

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 (SAR) 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 instructors 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, home 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 The University of Texas at 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.

iv. All written work that is submitted will be subject to review by Turnitin, available on Canvas.

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**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.uttler.edu/wellness/rightsresponsibilities.php](http://www.uttler.edu/wellness/rightsresponsibilities.php)

**Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [http://www.uttler.edu/about/campus-carry/index.php](http://www.uttler.edu/about/campus-carry/index.php)

**UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretes, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttler.edu/tobacco-free](http://www.uttler.edu/tobacco-free).

**UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**College of Education and Psychology Mission Statement:**

**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, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.
COURSE SCHEDULE

(Note: Each week you will complete all assignments in your Canvas 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.

May 22 Course opens

26 Watch Review of Course Syllabus and Review of Canvas videos; Read course requirements in syllabus

June 2 Becoming a reflective practitioner/ Intro to helping
Readings: Chapter 1
Module 1 Due

9 The Therapeutic Relationship
Reading: Chapter 2
Module 2 Due

16 Invitational Skills: Listening, Attending, Encouragers, Questions
Reading: Chapter 3
Module 3 Due

23 Reflective Skills: Paraphrasing
Reading: Chapter 4
Module 4 Due
Baseline Video Due

30 Reflective Skills: Reflecting Feelings
Reading: Chapter 5
Module 5 Due

July 7 Reflective Skills: Reflecting Meaning and Summarizing
Reading: Chapter 6
Module 6 Due

14 Challenging Skills: Feedback and Confrontation
Reading: Chapter 7
Module 7 Due
Midterm Video Due

21 Assessment and Goal Setting
Readings: Chapters 8
Module 8 Due

28 Change Techniques: Treatment Planning, Learning New Behaviors, and Brainstorming
Reading: Chapters 9 and 10
Module 9 Due
August 4  Evaluation and Termination
Reading: Chapter 11
Module 10 Due
Final Video Due

11  Hope, Motivation and Self-Harm Intervention
Module 11 Due
COUN 5314: Applied School Counseling  
Baseline Video: Video 1

For this video, you are to work with a fellow student 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 and your partner will each conduct and record a 30 minute counseling session. 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. Begin the session by going through the “Describing the Counseling Process” Script. Remember to put the script in your own words and memorize it.
- Attempt to use the counseling skills presented in class and the Young (2017) 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?
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 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. You and your partner will each conduct and record a 30 minute counseling session. You do not need to go over the “Describing the Counseling Process” script for this video.

**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?
COUN 5314: Applied School Counseling  
Mid-Term Video Assignment  
Grading Rubric

<table>
<thead>
<tr>
<th>Comments</th>
<th>Points</th>
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<td><strong>I. Video</strong></td>
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<td>1 2 3 4 5</td>
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<td><strong>III. Responses to Questions:</strong></td>
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<td>o Writing Style/Grammar</td>
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<td><strong>Additional Comments:</strong></td>
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<td><strong>o Attending Skills (2)</strong></td>
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<td><strong>o Questioning Skills (2)</strong></td>
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<td><strong>o Observation Skills (1)</strong></td>
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<td><strong>o Active Listening (2)</strong></td>
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<td><strong>o Reflection of Feeling (2)</strong></td>
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<td><strong>o Reflection of Meaning (1)</strong></td>
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<td><strong>TOTAL POINTS</strong></td>
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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 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. You and your partner will each conduct and record a 30 minute counseling session. You do not need to go over the “Describing the Counseling Process” script in this session.

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?
### Grading Rubric

**PLEASE TURN THIS IN WITH YOUR ASSIGNMENT**

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| o Writing Style/Grammar       |  |
| 1 2 3 4 5                     | |

| o Attending Skills (2)        |  |
| 1 2 3 4 5                     | |

| o Questioning Skills (1)      |  |
| 1 2 3 4 5                     | |

| o Observation Skills (1)      |  |
| 1 2 3 4 5                     | |

| o Active Listening (2)        |  |
| 1 2 3 4 5                     | |

| o Reflection of Feeling (1)   |  |
| 1 2 3 4 5                     | |

| o Confrontation (1)           |  |
| 1 2 3 4 5                     | |

| o Reflection of Meaning (1)   |  |
| 1 2 3 4 5                     | |

| o Accurate Empathy (1)        |  |
| 1 2 3 4 5                     | |

**TOTAL POINTS**

/20