WESTMINSTER COLLEGE GRADUATE PROGRAM COURSE SYLLABUS

Fall 2018 Session 2

COURSE #/TITLE: CE 850: Techniques in Counseling

COURSE DESCRIPTION: The purpose of this course if for students to develop basic competencies in the processes of communication, interviewing, and counseling. This course is meant to provide an introduction to counseling skills and provide a foundation for utilization of techniques across various theoretical orientations.

INSTRUCTOR: Michelle Tanner, M.Ed, NCC, LPC, Doctoral Candidate
tannerme@westminster.edu
724-557-1500

Emails will be responded to within a 48 hour period. Phone meetings by appointment.


REQUIRED MATERIALS: ACA Code of Ethics located at: http://www.counseling.org
Ethical Standards for School Counselors located at: www.schoolcounselor.org

COURSE OUTCOMES: Students will:
1. Develop an understanding of sound ethical decision-making that is grounded in the professional ethical codes.
2. Understand how to conduct an effective counseling interview.
3. Conceptualize the counseling process from various theoretical perspectives.
4. Differentiate purposeful therapeutic interviewing from other forms of helping.
5. Gain awareness assumed by individuals choosing a career in counseling.
6. Understand the development stages of the helping relationship.
7. Differentiate levels of competence in active listening and interviewing in self and others.

II. Instructional Objectives and Outcomes Assessment-Skills

Students will:
1. Demonstrate the ability to empathize with their clients and communicate this empathy to the clients.
2. Demonstrate competence with active listening skills.
3. Identify and recognize pertinent non-verbal behaviors.
4. Purposefully communicate in a non-verbal manner.
5. Respond non-defensively to constructive feedback from peers and instructor.
6. Integrate feedback into skill development and demonstration.
7. Provide constructive feedback to peers.
8. Demonstrate an acute awareness of one’s impact on others, as evidenced through class discussions, taped session.
9. Explore values, attitudes, biases relative to counseling.
10. Critically evaluate helping competencies of self and others.
11. Utilize video-recording, playback equipment, computer databases, and other technologies.

III. Instructional Objectives and Outcomes Assessment-Dispositions

**Students will:**
1. Demonstrate knowledge regarding multiculturalism and counseling diverse populations.
2. Recognize how personal values, attitudes, and biases impact the counseling session and client progress.
3. Identify the differences between counseling and teaching.

**CONFIDENTIALITY:**

*Students are bound by the ACA and ASCA ethical standards and the Pennsylvania's Code of Professional Practice and Conduct for Educators, and therefore, must abide by confidentiality with respect to any material or issues brought forth by any members of this class during any role-playing or practice interview sessions conducted throughout any part of this class.*

**Students of this class must ALSO gain Informed Consent of any “client” before conducting a videotaped interview.**

**INFORMED CONSENT:**

Students have a right and responsibility to only share or disclose issues and information with which they feel comfortable. If at ANY TIME during an interview, exercise, or review of a recording, you feel uncomfortable or unable to continue, you should request to stop the videotape or not engage in the role-played session. If, upon reflection, you disclosed something about yourself in a recorded interview that you do not wish to share with the instructor or class, you should re-record the assignment. If you do not believe that you are able to engage in appropriate self-disclosure during this semester, you may elect to take this class at another time. If, however, the nature of self-exploration and discovery in a confidential setting is troubling to you, you may want to examine your reasons for going into the field of counseling.

**PARTICIPATION:**

The interactive nature of this class demands that all students actively participate in class activities. This participation in the class is crucial for students’ counseling skill development. In order for maximum learning to occur, you must attend all class meetings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.

**ATTENDANCE:**

Graduate students are training to be professional counselors. As such, they demonstrate to the department faculty their professionalism and ability to attend to career responsibilities and client concerns in a variety of ways, including through their participation and attendance in class meetings, both in face-to-face and online courses. Through participation and attendance, faculty evaluate the readiness and preparedness of each student to enter the profession.

Participation and attendance constitute a portion of your class grades. Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. (Attendance in online courses is determined by the individual instructor). Participation means preparing for class by reading required texts/materials,
entering into class and online discussions with informed and relevant comments/questions and participating in class activities.

A student who misses more than four hours of class time (1 ½ classes) in face-to-face courses may be subject to possible action by the instructor, which includes, but is not limited to the following consequences. Students missing the equivalent in online courses, as determined by the instructor guidelines, are also subject to the following possible actions.

- Recommendation to withdraw from the class prior to the end of the University withdrawal period.
- Additional assignments to complete from the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Other actions deemed appropriate by the instructor. These may include but are not limited to making up a missed class meeting at the convenience of the instructor, completing additional web-based assignments, etc.

A student who rarely or never participate in class or online discussions or activities may also receive a grade reduction despite attendance. The faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will attempt to work with these students on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

**ASSIGNMENTS:**

**Counseling Videos (points will vary)**

You will be asked to videotape yourself doing a mock counseling session with someone **three times**.

This assignment has two parts.

**Part A – Role Play (points vary)**

You will conduct a mock counseling session implementing the counseling skills learned. The skills needing to be addressed will be outlined in each counseling video assignment description on D2L. The Role Play needs to be a minimum of 5 minutes, and it needs to be long enough to show all the skills asked in a logical/realistic manner (not rushed). You may read from a piece of paper if you’d like. See the checklists provided on D2L.

**Part B – Transcription Analysis (20 points)**

You will evaluate your video by completing a transcription of when you used the skills. You will write it as if it was a screen play. There will be a sample document to use on D2L. You will list the skill or skills used (including silence), and critique your application of the skill (why it was used, effectiveness, etc.). See “Counseling Video Assignment” on D2L for assistance.
**Weekly Discussion Board Posts (5 points each)**

Students will be asked to respond to posted questions via the course discussion board. Students should strive to provide substantive responses/reflections that relate to the key principles/issues raised. Responses/reflections should be free of spelling and grammatical errors and be written in a language that is clear and easy to understand. If students are citing material in support of their responses/reflections, proper citation should be employed. *Please follow the “Minimum Requirements for Discussion Posts” for full credit.

**Weekly Dropbox Assignments: (10 points each)**

Students will be asked to complete an assignment based on the week’s readings. Responses/reflections should be free of spelling and grammatical errors and be written in a language that is clear and easy to understand. If students are citing material in support of their responses/reflections, proper citation should be employed.

---

**TENTATIVE COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic Activity/Assignment or Documentation</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Section I – The Foundations of Counseling and Psychotherapy</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Toward Intentional Interviewing, Counseling, and Psychotherapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics, Multicultural Competence, and the Positive Psychology and Wellness Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection/Dropbox Assignment</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Attending Behavior and Empathy</td>
<td>Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Observation Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection/Dropbox Assignment</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Section II – The Basic Listening Sequence: How to Organize a Session</td>
<td>Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>Oct 29</td>
<td>Questions: Opening Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Board OR Reflection/Dropbox Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling Video 1</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Reflecting Feelings: A Foundation of Client Experience</td>
<td>Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>Nov 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Section</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>5</td>
<td>Nov 12</td>
<td>III</td>
</tr>
<tr>
<td>6</td>
<td>Nov 19</td>
<td>IV</td>
</tr>
<tr>
<td>7</td>
<td>Nov 26</td>
<td>V</td>
</tr>
<tr>
<td>8</td>
<td>Dec 3</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT EVALUATION:**

Points will be assigned using the following criteria:
GRADING SCALE:

- 100 points possible
- 90% = A
- 80% = B
- 70% = C
- 60% = D
- Below 60% = F

An important part of any preparation program is preparation for the profession in both knowledge base and professional skill. One such skill is completing work on time unless justifiable circumstances intervene. Thus my policy regarding due dates for work is as follows: Assignments are due at class time on the dates listed in the syllabus. Late submissions must be accompanied by a written explanation of the delay. Should I judge the explanation to be reasonable you will receive the same credit you would have received had it been on time. If the explanation is not reasonable, I may alter or eliminate credit for the assignment. If you can tell by your collective syllabi that you will not meet a due date, negotiate with me well in advance for another due date.

All online postings are to be made by 11:59 P.M. on the day the assignment is due.

LATE WORK POLICY:

Each assignment must be submitted correctly by the due date. Your work will be considered late if turned in after the time stated on the due date (all assignments due by the end of the week posted). Late work will be subject to a 10% deduction per day that it is late. All email, discussion board and dropbox assignments are automatically dated with the time of submission. I suggest that you write most of your assignments using a word processing program. You can then copy and paste your work into the Discussion Board. Also, please read the instructions carefully for each learning activity you submit.

READINGS:

As assigned in Syllabus.