

COU 601
Theories of Counseling & Practice I
Autumn 2008

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Course Description & Goals:

There are three major goals for this course:

- 1) orient the student to the field of mental health counseling
- 2) introduce the student to the most basic techniques of counseling
- 3) facilitate the students' experiential development of the basic relationship and interpersonal skills necessary for mental health counseling and psychotherapy

These goals will be achieved through personal reflections, self-examination, and feedback from the class and instructor. Attention will be paid to the basic skills of “hearing” (attending, listening, and responding). By the end of the course the student should have a clear understanding of the overall field and in addition, should have reached the beginning level or improved the necessary basic counseling skills for listening with the “third ear” and be at the beginning level of being able to understand the “implicit message” in each communication. The primary focus will not be on intervention, but rather this course will lead to subsequent course in counseling interventions. An “a-theoretical” approach will be used and multicultural and diversity issues in interviewing will be closely examined.

Methods of Instruction

The methods of instruction will consist of brief lectures, class discussion, videotapes, role playing, and student presentations.

Please note:

I reserve the right to make adjustments to course schedule and evaluation techniques.

Course Requirements and Evaluation

Evaluation will be based on:

Class participation	20%
Weekly reflections	20%
Video presentation	20%
Outside of Class videos	20% (to be reviewed by the instructor)
Attendance	20%

Evaluation Process:

Grades will be calculated based upon the percent of points earned out of the total possible points. The following percentages will apply:

A+ = 100-98	B+ = 89-87	C+ = 79-77
A = 97-94	B = 86-84	C = 76-74
A- = 93-90	B- = 83-80	C- = 73-70

Attendance

Class participation is expected and is critical. There will be no makeup opportunities. If you miss one class, your grade will drop one grade level. (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

Interviews—Outside of Class

You are required to complete a minimum of 15 45-50 minute interviews during the course of the term with subjects you do not know, or with whom you only have a casual relationship (neighbor, co-worker, etc.). Do not use family members or friends in completing this assignment. You will be given informed consent forms for each subject to sign. Signed consent forms will be turned in to the instructors the last class session.

Interviews—To Be Reviewed in Class

This is a videotaped presentation. The camera must focus only on you. Do not videotape the interviewee. There should be only voices on the tape (no birds chirping, children running by, phone ringing, etc). Student tapes will be critiqued by weeks 5-9. The tape you critique in class should be 15-20 minutes in length. The segment (or combination of segments) should be the one(s) you feel is reflective of your best interviewing efforts.

Personal Reflections Journal (15 pages due each week, including title & reference pages)

Students will be required to keep a personal reflection/reaction journal to be turned in each week, the content of which will not be graded. It should be noted that the instructor views the journal to be an extremely important part of a student's participation in this course. While the content itself is not graded, the student's efforts to read reflect, and react will be evaluated. It is expected that the student will show consistent growth and improvement in reacting to the feedback provided. Serious reflection guided by critical thinking—a dialectal approach, preferably should be the process. Reflections are to be typed in APA style and format and secured in a folder in the following order:

- Cover Page
- Class Reflection
- Personal Choice Articles
- Textbook Reflection
- Reference Page

You are requested to hand in the actual copy of the article. You will hand these reflections in weekly. Late journals will result in a lowering of the grade (if prior to the next week—1 point, two more weeks late—up to 10 points)—no exceptions!! The writings must be typewritten (word processor) using APA format. Written feedback will be provided weekly. Each week the personal reflection/reaction journal will contain three sections:

Class Reflection—Reflecting on the content, discussions, your learning experience, observations, etc. General length 3-4 pages.

Personal Choice Articles on Assigned Topic—Each week students will select and critique four articles on a preassigned topic for the week. Length and source of the articles chosen is up to the student (however, only professional journals are acceptable sources). Reflection of personal articles is to be 4-5 pages in length for all the articles read, not each article. Try to keep the information in your articles no more than five years old.

Weekly topics:	Week 1	Orientation
	Week 2	Characteristics of a Counselor
	Week 3	Confidentiality
	Week 4	Homosexuality
	Week 5	Pedophilia
	Week 6	Deviance
	Week 7	Domestic Violence
	Week 8	Suicide
	Week 9	Transsexuals/topic of your choice with approval

Assigned Textbook Reading (Learning the Art of Helping) -Students will do a 4-5 page reflection on the assigned textbook reading for the week. Use what you took from the reading and how would you apply this information in the real world?

Week	Learning the Art of Helping	Essential Interviewing
Week 1	Chapter 1-Helping as a personal journey	Chapter 2-Attending Behavior
Week 2	Chapter 2 & 3-The nuts & bolts of a helping relationship/ The Therapeutic Relationship	
Week 3	Chapter 4 & 5-Invitational Skills	Chapter 6-Integrating Your Exploration Skills
Week 4	Chapter 6 & 7-Paraphrasing Skills	Chapter 4-Reflecting Content
Week 5	Chapter 8 & 9-Reflecting Feelings	Chapter 5-Reflecting Feeling
Week 6	Chapter 10 & 11-Reflecting Meaning & Summarizing	
Week 7	Chapter 12 & 13-Challenging Skills	Chapter 7 Confronting
Week 8	Chapter 14	Chapter 9-Self-disclosing
Week 9	Chapter 15	Chapter 9-Self-disclosing

Class Participation

A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- Integrating class readings into participation: cites from readings, uses readings to support claims and,
- Interaction in classroom discussions: always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
- Interaction in classroom learning activities: acts appropriately during all role plays, etc., responds to frequently to questions; routinely volunteers point of view

Required Textbooks

Evans, D., Hearn, M., Uhlemann, M., & Ivey, A. (2008). *Essential Interviewing*, 7th edition, Thomson-Brooks/Cole, Belmont, CA
ISBN-13: 978-0-495-09511-8

Hacker, D., (2004). *A Pocket Style Manual*, 4th edition, Bedford/St.Martin's Boston, MA
ISBN- 0-312-40684

Young, M., (2008). *Learning the Art of Helping: Building Blocks and Techniques*, 4th edition, Pearson Merrill Prentice Hall, Upper Saddle River, New Jersey
ISBN: 0-13-111753-X

Video Tape Protocol

Ask minimal, if any, questions.

You are not a therapist.

Do not interview anyone under 21 years of age.

Try to incorporate as many interview skills as possible.

Interviews should be 45-50 minutes in length.

Get release forms signed before taping.

The interviewee or information given by the interviewee should not be recognized by others.

All information about the interviewee is confidential.

You are responsible for the quality of tape.

Tape only you.

Make sure your equipment is working.

Tapes handed in must be in VHS format.

At the end of the term, all interview release forms are to be handed in and will be kept in your student file.

Practice Interview Checklist

Activity	Interview Response									
	1		2		3		4		5	
	C-a	I-b	C	I	C	I	C	I	C	I
Eye contact										
Facial expression										
Gestures/posture										
Verbal tone/pace										
Verbal response										

a--Interviewer response while client (C) is speaking. If the interviewer's activity (eye contact, facial expression, and so on) is appropriate, enter an **A**; if it is inappropriate, enter an **I**.

b—Interviewer (I) response to client's communication. If the interviewer's activity (eye contact, facial expression, and so on) is appropriate, enter an **A**; if it is inappropriate, enter an **I**.

Interview response can be a specific response or summation of responses to the interview.



Master of Arts in Counseling

Participant Consent to Make Videotape Recordings of Interview

I hereby consent to having my interview with a counselor in training from the Master of Arts in Counseling Program recorded on videotape. I understand that the tape will contain no means of identifying me, such as my full name, and that the counselor-in-training will erase the tape(s) no more than 90 days after the completion of the training period. I also understand that I can withdraw this permission at any time.

The tape is for the purpose of supervising the professional education of the counselor-in-training and is subject to the confidentiality and duty to warn safeguards found in the ACA code of ethics.

Participant Signature

Date

Counselor –In-Training Signature

Date

(The Counselor-In-Training is responsible for submitting Consent form to the instructor)