

COU 601

Theories of Counseling and Practice I

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Course Description and Objectives

The following are objectives for COU 601, Theories of Counseling I to provide an understanding of the counseling process in a multicultural society and to provide an understanding of the aspects of professional functioning:

- ψ Facilitate student's experiential development of the basic relationship and interpersonal skills necessary for mental health counseling and psychotherapy,
- ψ Begin the development of self-care strategies,
- ψ Introduce students to professional organizations and their contribution to the student's professional growth,
- ψ Exploration of counselor characteristics and behaviors that influence helping processes,
- ψ Development of essential interviewing and counseling skills.
- ψ Crisis intervention and suicide prevention models, including the use of psychological first aid strategies,

The above objectives will be achieved through personal reflections and self-examination. During the course, the student will increase and sharpen his/her interview skills. 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 courses in counseling interventions. An "a-theoretical" approach will be used and multicultural and diversity issues in interviewing will be examined.

Methods of Instruction

The techniques of instructors will consist of brief lectures, class discussion, videotapes, and role playing.

Textbooks

Evans, D.R., Hearn, M.T., Ivey, A.E., Uhlemann, M.R. (2011). *Essential Interviewing: A Programmed Approach to Effective Communication*, 8th Edition Cengage Learning
ISBN-10: 0840034717 ISBN-13: 9780840034717

Young, M.E. (2013). *Learning the Art of Helping: Building Blocks and Techniques*, 5/E
Pearson ISBN-10: 0132627507 ISBN-13: 9780132627504

Course Requirements and Evaluation

Student Learning Outcomes and Assessment Measures: Specific student learning outcomes, and CACREP standards will be assessed through direct and indirect assessments that will be administered throughout the course utilizing LiveText technology.

Evaluation will be based on:

Class participation	20% of grade
Weekly reflections	20% of grade
Outside of Class Interviews	20% of grade
30 Minute In Class Interview	20% of grade
Attendance	20% of grade

Attendance

Sit by someone new each week. In class participation is the essence of Theories I. Therefore, there is no way a student can “makeup” missing a class. 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.

Outside of Class Interviews

Listening is one of the key skills to being a successful, effective counselor. Students will be practicing their interviewing/listening skills throughout the term by doing outside of class interviews. Interview protocol is on Page 5 of this syllabus and will be discussed in detail the first night of class. Most of these outside interviews should be (not required) recorded so that students can critique their interviewing skills and see themselves as others see them (refer to page 4, interview protocol). A consent form must be signed by each interviewee. See Pages 7 and 8 of this syllabus for a copy of the consent form(s). Students are responsible for making their own copies of these forms. The consent forms will be turned in the 9th week of class. Recommended number of interviews – 15. Anytime during the term students may submit an interview tape of an outside interview to the instructor to be critiqued by the entire class prior to week 6.

Class Interview

Week six of this term will start the in-class interviews. Each student will do a 30-minute interview to be critiqued by the instructor and students. Students are encouraged to use as many skills as possible in this 30 minute interview (Page 6). Students will use another student in class as their interviewee. Each student will be the interviewer once and the interviewee once.

Personal Reflections

Students will be expected 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 considers 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 effort to read, reflect, and react will be evaluated. We are looking for *serious reflection* guided by *critical thinking* regarding the reading each student does during the prior week and their reflection on class each week. Review reflection critique criteria on Page 9 of this syllabus. Reflections are to be typed using APA style and emailed as an attachment to Coulinder@gmail.com. Subject line should read – **COU 601 Week ___ Reflections**. The number for the week is the week of the term you email them. Your first reflection will be handed in Week 2. Put them in the following order:

Cover Page
Class Reflection
Personal Choice Articles
Textbook Reflection
Reference Sheet

You will turn in reflections each week by 6 p.m. prior to class. Late reflection journals will not be accepted. Handwritten material will not be accepted or read. While I cannot guarantee you will get written feedback from each week, every effort will be made to comment when necessary. Each week the personal reflection/reaction journal will contain three sections:

Class Reflection – Reflecting on the content, discussions, your learning experience, observations, etc. Length 3-4 pages.

Personal Choice Articles – Each week students will select and critique three articles on a preassigned topic and/or topic of their choice for the week. Length and source of the articles chosen is up to the student. Reflection of personal articles is to be 4-5 pages in length for the topic of the articles read, not each article. Try to keep the information in your articles no more than five years old.

Weekly Topics:	Week 2	Characteristics of a Counselor
	Week 3	Confidentiality
	Week 4	Self-care with the formation of your personal plan.
	Week 5	Suicide
	Week 6	Review of the APA Code of Ethics

Week 7	Review of Nebraska Licensure Laws
Week 8	Student Choice
Week 9	15 Minute Project – NO JOURNAL THIS WEEK

Assigned Textbook Reading/Presentations (*Learning the Art of Helping*) – Students will do a 4-5 page reflection on the assigned textbook reading for the week. In other words, reflect on what you took from the reading and how would you apply this information in the real world OR one of the exercises at the end of one of the assigned chapters for the week.

Assigned text readings:	Week 2 - Chapters 1-3
	Week 3 – Chapters 4-6
	Week 4 – Chapters 7-8
	Week 5 – Chapters 9-10
	Week 6 – Chapter 11
	Week 7 – Chapter 12
	Week 8 – Chapter 13
	Week 9 - No Assignment

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: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,
- Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
- Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.

Interview Tape Protocol

You are not a therapist!!!!!!!!!!!!!!!!!!!!

No questions.

Do not interview anyone under 21 years of age.

Do not interview anyone you know.

Try to incorporate as many interview skills as possible.

Outside of class interviews should be 45-50 minutes in length.

Get release forms signed before taping/interviewing.

The interviewee or information given by the interviewee should not be recognized by others if you choose to present it to the class.

All information about the interviewee is confidential.

If doing a video tape, tape only you. Makes sure your equipment is working!

At the end of the term, all interview release forms are to be handed in to the instructor (Week 9).

Name:		Term:	
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Observer's Guide for Interview Skills

1. Focusing and following: (includes eye contact, verbal and non-verbal following)
2. Reflecting feeling: (accurate identification and reflection of interviewee's emotion)
3. Reflecting content: (clear verbal reflecting of the content of interviewee's statements)
4. Developing an individual style: (use of skills appears comfortable and congruent)
5. Communicating feeling and immediacy: (appropriate communication of feelings and thoughts in the context of the interview)
6. Confronting: (verbally note discrepancies or inconsistencies in interviewee's behavior without value judgments)
7. Self-disclosing: (use of self disclosure when appropriate)
8. Information giving: (orienting statements, instructions, feedback, reframe or other information statement when appropriate)
9. Integrating: (verbally reconstructing the interviewee's narrative to assist the interviewee in attributing meaning to his/her narrative)
10. Structuring for information and action: (assist interviewee in examining issues, considering alternatives in making his/her own decisions)
11. Enlisting cooperation: (using verbal and non-verbal skills to decrease interviewee discomfort and to increase client cooperation)
12. Putting it all together: (interventions which combine two or more of the previous skills)

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Participant Consent to Make Audio Tape Recordings of Interviews

I hereby consent to having my interview with a counselor-in-training from the Doane College Master of Arts in Counseling program recorded on audiotape. 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 and APA codes of ethics.

Participant's name – PLEASE PRINT

Participant's Signature

Date

Counselor-in-Training Name – PLEASE PRINT

Date

Counselor-in-Training Signature

Date

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Doane College*

Participant Consent to Interviews

I hereby consent to interviewing with a counselor-in-training from the Doane College Master of Arts in Counseling program. I also understand that I can withdraw this permission at any time.

The interview 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 and APA codes of ethics.

Participant's name – PLEASE PRINT

Participant's Signature Date

Counselor-in-Training Name – PLEASE PRINT Date

Counselor-in-Training Signature Date

Reflection Critique Criteria

Demonstrated a recognition and acceptance of the limits of their own competencies and expertise.

Critique of articles showed how this information will help them understand and enhance their learning in this class.

Demonstrated through their reflections commitment to seeking out educational, consultive, and training experiences to improve understanding and effectiveness as a therapist.

Reflections for this week revealed competency in using knowledge and skill and adapting understanding in a variety of appropriate and demanding contexts.

Student shows an awareness of institutional barriers that prevent use of services.

Demonstrate a clear and explicit knowledge and understanding of the generic characteristics of counseling and therapy.

Student makes their view more plausible by considering the plausibility of other perspectives; makes apt criticisms, discriminations, and qualifications.

There was an awareness of personal stereotypes and preconceived notions toward others in their writings for the week.

Demonstrated an understanding of personal impact on others including communication style differences, as well as sensitivity to the impact of their style in counseling.

Student understands the need to respect the client's religious and spiritual beliefs and values, including attributions and taboos and their effect on world-views, psychosocial functioning, and expressions of distress.

Student seems aware of their prejudices and knows the strengths and limits of their understanding.

Inferences are sound, meets reasonable and relevant standards of understanding; justifiable and reasonable conclusions.

Student demonstrated a willingness to contrast personal beliefs and attitudes with those who are culturally different clients in a nonjudgmental fashion.

Student demonstrated an active involvement with minority individuals outside of the counseling setting to maintain more than an academic understanding of the issues.