

Southern Methodist University
School of Education & Human Development
Department of Dispute Resolution and Counseling

HDCN 6302 Counseling Methods: Individual

Fall Term 2013

FACULTY SUPERVISOR / INSTRUCTOR

Brandy Schumann, Ph.D., LPC-S, RPT-S, NCC

Dr. Schumann holds a Doctoral and Master's and degree in Counseling, with a specialty in Play Therapy from the University of North Texas. She has worked in a variety of counseling settings including private practice, crisis, agencies, and schools. Her specialties include counseling children, adolescents, and families. Dr. Schumann taught as a lecturer for the University of North Texas and was an adjunct professor for both UNT and SMU. She has presented internationally, nationally, and is published in the child-counseling field. Dr. Schumann currently services the field as a Clinical Assistant Professor at SMU and through her private practice located in McKinney where she offers both LPC Intern supervision and services for children, adolescents, and families.

CONTACT INFORMATION

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CLASS DATE AND TIMES

Mondays 6-10:15pm August 5th- October 11th.

OFFICE HOURS

By appointment

CATALOG DESCRIPTION

The major methods used in counseling individuals are examined with a focus on their effectiveness and applicability to different individual needs. The relationship between specific theories and their counseling applications are examined in detail. Case study approaches are combined with counseling practices to demonstrate developing strategies working with individuals. Adjusting counseling for various individuals to reflect their diverse backgrounds and varying ages is emphasized. Students develop their own approach to individual counseling.

COURSE PURPOSE AND GOALS

Welcome to Counseling Methods: Individual! The goal of this course is to provide you with an overview of basic skills that are employed in a counseling setting. Students will be able to demonstrate basic counseling skills and techniques. Evaluation will be based on several factors, including strengths and deficits in intrapersonal and interpersonal counseling skills as demonstrated in role-play and/or written assignments. Adjusting counseling for various individuals to reflect their diverse backgrounds, cultures, ages, etc. is emphasized, as well as students developing their own personal approach to individual counseling. Interpersonal development on the person of the counselor will also be focused on throughout this course.

COURSE FORMAT

This course is designed to be highly interactive, and students will be invited to participate in numerous ways. Didactic lectures will be supplemented with experiential activities, discussions, videos, and basic counseling skills practice. The practice, review, and analysis of basic counseling skills will be the major emphasis of this course. Students will learn these techniques by taking turns in listener, speaker, and observer roles.

COURSE LEARNING OBJECTIVES

Key Learning Objectives	Method of Achievement	Measurable Outcomes
<p>Develop “a general framework for understanding exceptional abilities and strategies for differentiated interventions.” (CACREP II.G.3.e.)</p> <p>and effectively assess oneself regarding areas of strength and areas for growth as a counselor.</p>	<p>Live, Videotape/DVD, and role-play samples will be presented for the purposes of illustrating interventions.</p>	<p>Students will manifest synthesis of information in written self-analysis of micro-practicum experience and post session write up/transcriptions.</p>
<p>Develop “counselor characteristics and behaviors that influence helping processes,” (CACREP II.G.5.b.)</p> <p>“essential interviewing and counseling skills,” (CACREP II.G.5.c.)</p> <p>and an understanding of “counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling” (CACREP II.G.5.d.)</p> <p>apply “theories of learning and personality development, including current understandings about neurobiological behavior.” (CACREP II.G.3.b.)</p> <p>and demonstrate an ability to conceive, generate, plan, conduct, terminate, and summarize an individual’s counseling session.</p>	<p>Classroom instruction via lecture, article reviews, class texts, videotapes, and DVD will be utilized to facilitate classroom discussions. Student participation in 3 video recordings of mock counseling experiences with peers and one micropracticum experience with supervisors.</p>	<p>Students will demonstrate content mastery based on performance of skill set on mock counseling video recordings and supervisor evaluation of micro-practicum experience.</p>

<p>Apply “ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling,” (CACREP II.G.1.a.)</p> <p>demonstrate understanding of “ethical and legal considerations specifically related to the practice of clinical mental health counseling,” (CACREP III.CMHC.A.2.)</p> <p>and demonstrate awareness of professional organizations, including membership benefits, activities, services to members, and current issues; (CACREP II.G.1.f)</p>	<p>Utilization and review of relevant Ethical Codes based on the ACA Code of Ethics will be presented.</p>	<p>Students will demonstrate understanding of the applicable ethical codes via classroom role-play and classroom discussion participation measured by instructor observation, documented in participation grade. (see included rubric)</p>
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REQUIRED TEXT(S)

Young, M. E. (2008) *Learning the art of helping: Building blocks and techniques* (5th ed.). Upper Saddle River, NJ: Pearson. (ISBN: 10: 0132627507)

McHenry (2007). *What Therapists Say & Why They Say It*. Allyn & Bacon, Inc. (ISBN: 978020548775)

ACA 2005 Code of Ethics

http://www.counseling.org/PDFs/ACA_2005_Ethical_Code.pdf

Texas LMFT Code of Ethics

http://www.dshs.state.tx.us/mft/mft_rules.doc

Texas LPC Code of Ethics

http://www.dshs.state.tx.us/counselor/lpc_rules.doc

American Counseling Association Code of Ethics

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Dr. Schumann will provide additional reading assignments in class or via email.

* 4 DVD R- discs are required for the course to be provided to instructor on recording dates.

ASSIGNMENTS, EXPECTATIONS, & GRADING

Due dates and deadlines:

Students are responsible for submitting assignments in hardcopy format on the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early or via email. Late assignments will receive a three-point deduction for each day late.

Format guidelines:

Unless otherwise indicated, all assignments should:

1. Contain an APA-style cover page with name, project, and date

2. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman Font
3. Contain citations and references formatted according to the *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines –cover pages and reference pages may not be counted toward fulfilling the required page length.

Classroom Policies:

Due to the experiential nature of the course that involves a significant amount of role-play and practice facilitation, it is likely that students will share information that is perceived as both personal and confidential. Though we will consider **all** reported content as mock, students are expected to maintain confidentiality just as one would with a client. Students are expected to adhere to the American Counseling Association (ACA, 2005) *Code of Ethics* (<http://www.counseling.org>). Additionally, students are expected to read and sign the confidentiality agreement that is attached to this syllabus.

Students are required to obtain professional liability insurance. Insurance is provided for free to student members of the American Counseling Association (ACA) or the American School Counselor Association. Alternatively, insurance is available through HPSO at www.hpsso.com

1. Attitude/ Participation/Attendance: (15 pts) Attendance is imperative for successful completion of this course. Each student enrolled in this course should be committed to full participation in class. Participation includes but, is not limited to the following: in-class discussions, question/answer opportunities with guest lecturers, and role plays. It also includes the completion of all reading and in-class assignment: texts and supplemental articles. Lack of attendance, tardy attendance, returning from breaks late, participation that inhibits the participation of others, lack of seriousness in role plays and poor participation will be graded accordingly. Students should give 24 hours' notice of any absence whenever possible via email or phone.

If a student must miss any portion of class, it is the student's responsibility to contact a classmate to get all material and assignments covered during his/her absence. A make-up assignment may be assigned depending on the content and/or amount of class missed. A student's final grade will be impacted if two absences occur or 8 hours of class are missed. A student missing more than two classes may, at the instructor's discretion: 1) receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus), 2) receive a failing grade for the course, 3) drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Students should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at

<http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14> then consult with the Program Specialist if they believe this option is a possibility.

2. Self-Study Paper: (15 pts) Becoming a mental health practitioner requires the acquisition of technical skills and knowledge as well as an awareness and understanding of personal qualities and life experiences leading to this decision. Each student will consider her or his rationale for choosing this specific career path and compose a 7-10 page self-study paper. The paper will address the following areas:
 - a. What led you to pursue a career in mental health? (i.e., personal history and experiences, personal values, abilities)
 - b. What contributions do you hope to make to the mental health profession via your work in your anticipated setting? (i.e., What's needed? What will you bring? What are your goals?)
 - c. As you begin training to become a mental health professional, identify and discuss those areas where you most need to focus your personal and professional development.

Note: The decision to pursue a career in mental health is often complex. It is expected that you will take time to reflect upon the topic and carefully structure this paper in a way that will allow you to clearly articulate the most salient aspects of your decision process. Please see the instructor's in class examples and prompts to help you get started. How you structure this paper is up to you, but be sure to address areas a-c above.

3. Self-Study Supplement: (5pts) Upon completing all video recordings and related analyses, students will revisit the self-study assignment. Each student will write an addendum to the self-study in which they add or revise information included in the earlier document. Students are particularly encouraged to revisit perceptions regarding how they came to choose the mental health profession, areas of strength, and areas for growth. The supplement can be as brief as 1-2 pages.
4. Video Recording and Analyses (1 & 2): (20 pts each) Each student will conduct a minimum of two video recorded interviews with classmates in which s/he demonstrates, critiques, and receives instructor feedback on the development of basic counseling skills. Each student will also serve as a volunteer "speaker" for a minimum of three interviews. Expectations for session parameters (e.g., length, demonstrated skills, professionalism) will be discussed in class, and a format for a written video-recording analysis will be provided. At the instructors' discretion, students may be required to complete additional videos and analyses outside of class to assist with skill development.
5. Mock Counseling Micro Practicum with Analysis: (25 pts each) Students will provide one 30 minute mock counseling sessions to a classmate while observed and filmed for supervision purposes. For each session consultation, the student will provide a written self-analysis based on in class provided criteria. Your grade for the experiential portion (15pts) and written self-analysis (10pts) will be summed for a final assignment grade.

GRADE COMPOSITE:

Requirements	Percentage	Due Date
Attendance/Participation/Reading/ Supplemental Assignments	15	On Going
Self-Study Paper	15	3 rd Class
First transcript & Video	20	4 th Class
Second transcript & Video	20	7 th Class
Self-Study Paper Supplement	5	9 th Class
Microprac Experiential/ Write up	25	10 th Class
TOTAL POINTS	100	

OPERATIVE GRADING SCALE

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0

C-	70 – 72	1.7	5.1
D+	67 – 69	1.3	3.9
D	63 – 66	1.0	3.0
D-	60 – 62	0.7	2.1
F	59 _≥	0.0	0.0

In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

ATTENDANCE, PARTICIPATION, AND ATTITUDE GRADE CRITERIA

	Needs Improvement 80-82	Developing 83-89	Accomplished 90-92	Exemplary 93-100
Attitude	Does not ask questions or make comments that indicate reflection, self awareness, and insight. Inconsiderate and disrespectful of others	Rarely asks questions or makes comments that indicate reflection, self awareness, and insight. Occasionally considerate and respectful of others	Occasionally asks questions or makes observations that indicate reflection, self-awareness, and insight. Regularly considerate and respectful of others	Regularly asks questions or makes observations that indicate reflection, self-awareness, and insight. Considerate and respectful of others
Participation	Does not participate in large group discussions or contribute feedback in supervision	Does not actively participate in large group discussions or contribute feedback in supervision	Participates actively in large group, and triadic supervision. Actively provides feedback	Participates actively and contributes feedback frequently to peers in triadic supervision
Attendance	Absent from class often, arrives late, no prior arrangement for absence.	Misses 2-3 class hours with prior arrangement or misses class portion w/o prior arrangement, tardiness	Misses <1 class hour with prior arrangement, little tardiness	Attends class and sessions regularly, prompt and prepared arrival, no missed classes or counselor canceled sessions

MOCK COUNSELING MICRO PRACTICUM GRADE CRITERIA

	Student's performance in session, his/her awareness of self and mock client, and acceptance/integration of supervisory feedback
Exemplary 93-100	Student is just about perfect, makes almost no mistakes, and demonstrates most of the skills expected of a counselor performing a session with this population. Counselor is experienced as very natural, relaxed and sure of self. Demonstrates self-awareness and insight consistent with feedback.
Accomplished 90-92	Student makes a few mistakes, but recovers satisfactorily, seems to know when responses are off track or has missed the client in some way and moves to correct the response or lack of response. Able to demonstrate most of the skills expected of a counselor, is open to feedback and demonstrated self-insight consistent with feedback.
Developing 87-89	Student makes a few mistakes, but does not move to correct the response or lack of response. Able to demonstrate most of the skills expected in a first sessions, but just seems to miss some opportunities or has a persisting problem (such as habit phrasing or missing non-verbal cues) or seems to present a rigid posture but makes good responses.
Needs Improvement 83-86	Student makes some mistakes but is still able to handle some difficult situations. Some of the basic skills expected are missing, seems a bit anxious or "up tight" and misses too many opportunities, especially does not respond enough to the client, seems a bit judgmental, or seems a bit unsure of what to do sometimes
Deficient 80-82	Student has some trouble applying the basic skills, appears rigid, is too delayed in making many responses, too quiet, is rather stilted, is experienced as judgmental.
Inadequate Below-79	Student makes too many mistakes, seems to be playing a role, doesn't make a connection with the parent, retreats into self, or seems overwhelmed by the client and/or experience

IMPORTANT POLICIES

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must

stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Display of Professionalism

Licensure carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student's behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based partially on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately. Lastly, professional dress is an important component in professional presentation. Students need to monitor their dress both in the classroom as well as when completing their practicum and internship hours.

Plagiarism Policy

Plagiarism is not tolerated and will result in an "F" grade for the class. Plagiarism is defined as the following:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an "F" grade for the class. Please reference the SMU honor code.

Disability Accommodations

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their instructors in writing at the beginning of the semester and should discuss with the instructor in advance acceptable ways for making up any missed work because of the absence. (Refer to university Policy No. 1.9)

Excused Absence for University Extracurricular Activities

Students participating in an officially sanctioned scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignments for making up the work. (Refer to university Undergraduate Catalogue).

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Emergency Preparedness

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Statement on Academic Integrity

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies regarding the responsibility, policies, and penalties regarding academic honesty found at: www.smu.edu/studentlife/PCL_05_HC.asp

Statement of Class Decorum

Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessitates last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*.

STATEMENT OF UNDERSTANDING
HDCN 6302 Individual Methods

I have received a copy and explanation of the course syllabus and grading policy, and I understand how grades will be determined. I have read and understand all of the sub-sections in the section entitled, "Important Policies." I have been given an opportunity to ask questions and receive clarification of any received ambiguity.

Printed Name

Signature

Date

Please return signed copy to your instructor.

LEARNING THE ART OF HELPING, CONFIDENTIALITY AGREEMENT

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what others disclose; therefore, learning to maintain confidentiality is essential. By signing this form, you are agreeing to treat your fellow students' mock personal disclosures to yourself. You may describe the general the activities of the class to others, but it would be highly inappropriate to disclose another student's information to someone not in this class or to discuss/gossip about what is shared in your private sessions with other classmates who are not present in those sessions.

Class Guidelines

- Personal information shared in the class is the property of the class and is not to be taken outside of this context.
- You are free to participate or not, but others in the class are free to give you feedback either way.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you "deeper" than you want to go.
- Fully attend to the person sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not probe or ask a lot of questions, particularly when they serve you more than they will help the other person.
- Practice being "real" in the class.
- You get out of this class what you put into it.
- If you choose to raise a personal issue that leads to a strong emotional reaction, your instructor may refer you to counseling services outside of the context of the class.

I agree to the conditions stated above.

Student's signature

Date

GUIDELINES FOR FEEDBACK

Feedback is a form of discourse that takes place in a here-and-now interaction and provides information to help the receiver recognize the impact of his or her words or behaviors. To be effective, feedback must be kindly delivered by the sender and graciously accepted by the receiver, without becoming defensive or hurt. It is conveyed in such a way that the relationship remains intact.

Delivering feedback effectively:

- Be specific when you describe the behavior of interest. What exactly has happened? What did the receiver do that elicited the feedback?
- Deliver the feedback as quickly as possible following the behavior.
- Deliver the feedback directly to the receiver.
- Uses “I” messages to indicate that you assume full ownership and responsibility for what is being said.
- Addresses behaviors that can be changed, not traits or characteristics of which the receiver has no control.

Receiving feedback effectively:

- Be open and listen first, without interrupting or immediately objecting to what is being said.
- Listen without turning the focus of the discussion back on the sender.
- Accept the feedback, rather than immediately refuting it.
- Recognize that the speaker has a right to his or her perceptions and to say what he or she is sharing.
- Be open and attentive to the sender and ask for clarification, if needed.
- Actively *hear* what is being said and try to understand what the sender means.
- Reflect upon what is being said about the behavior that prompted the feedback and accept responsibility for that behavior.
- Convey a genuine interest in receiving the feedback and in making the appropriate personal changes.