COUNSELING METHODS: INDIVIDUAL HDCN 6302

Instructor: Kathryn Oden, PhD, LPC

Winter Term, 2014: Wednesday, 6:00-10:15 pm

Office Hours: by appointment (SMU in Plano - Bldg 3)

Phone: Email:

(Retain this syllabus for your personal files for future reference if needed)

The major methods and techniques used in counseling individuals are examined with a focus on applicability to different client needs in a variety of settings. The relationship between specific theories and their counseling applications will also be assessed. 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. Personal growth continues to be a focus.

Required Texts:

Ivey, A., Ivey, M., & Zalaquett, C. (2014). *Intentional interviewing and counseling* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Yalom, I. (2nd Ed., June 5, 2012). *Love's executioner*. New York: Harper Collins. ISBN-13: 978-0465020119

Additional Required Reading:

American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author. (Available at www.counseling.org). REQUIRED.

American School Counselor Association (2004). *Ethical standards for school counselors*. Alexandria, VA: Author. (Available at http://www.schoolcounselor.org). IF APPLICABLE.

Course Requirements:

Class participation: 15% of grade – classroom contribution of a quality that reflects knowledge of readings, texts, reference material, and making videos for class presentation. This includes a journal based on personal reactions to the Yalom text readings Chapters 1, 2, 3, 4, and 7 due on last class day at the beginning of class. The journal can be formatted to suit your style. You will have 5 entries. The objective is for you to record your reflections on the chapters. Turn this in the last day of class. This also includes attendance; more than one absence will affect the final grade. This is a talking profession and as counselors you must speak and be comfortable talking to your clients and your peers. At the end of the term, give Dr. Oden a 3x5 card with your name, the

grade you feel you earned with your class participation, and a short explanation of your reasoning. See Statement on Attendance below.

Skill Development: 40% of grade – this is composed of two components, 20% each: (1) Video #1 (2) Video #2. See directions below.

<u>Personal Counseling Style Paper: 10% of grade</u> – a written summation examining your counseling style that evolves over the term as related to the subject matter discussed in class and the experiential class exercise and homework assignments. Your personal counseling style will be defended orally in class on the last class day.

<u>Midterm (15% of grade)</u> and <u>Final Exam (20% of grade)</u>: – The midterm and final exams will each consist of multiple choice items and short essay questions.

Remember that at SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-. (A= 93-100, A- = 90-92, B+ = 87-89, B = 84-86, B- = 80 - 83, and any C is below 79). In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

GRADING SCALE AND COURSE REQUIREMENTS

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

<u>Grade of Incomplete</u> - 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.

Learning Objective	Measurable Outcome
Demonstrate an ability to relate to individuals and their needs through the development of strong listening skills.	Students will demonstrate these skills during role play, the listening tape assignment, and the integrated role play video.
Demonstrate an ability to explain the personal characteristics and process skills needed to be an effective counselor.	Students will exhibit these abilities through the listening tape assignment, the integrated role play video, and during class discussion and oral discourse.
Demonstrate flexibility in using several different counseling approaches.	Students will write a personal counseling style paper summarizing their personal characteristics and process skills.
Demonstrate an ability to explain how an individual's group membership, culture, and ethnic background influence an approach to individual counseling.	At the end of the course, students will defend orally in class their style of counseling, including strengths and weaknesses, and will also keep a journal to reflect process and growth.
Demonstrate an ability to conceive, generate, plan, conduct, terminate, and summarize an individual's counseling session.	Students will demonstrate their understanding of these concepts through oral discourse and role play.
Effectively assess oneself regarding areas of strength and areas for growth as a counselor.	<u> </u>

Statement on Attendance:

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
 - o 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)
 - o receive a failing grade for the course
 - o drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://smu.edu/education/counseling/AcademicCalendar2011-12.asp then consult with the Program Specialist if they believe this option is a possibility.)

<u>Disability Accommodations</u>: 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 professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

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. 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.

Statement on Class Decorum:

Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, nor use laptops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

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 on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on APA Guidelines

Students are expected to have a high degree of familiarity with the American Psychological Association 6th Edition Publication 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*. Some general guidelines include:

Always cite the source of a quote or paraphrase When quoting:

Copy the original material word-for-word

If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text. Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s)

When paraphrasing:

Restate concepts in *substantially different words* than the original material Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s)

In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph.

The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program

and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Video Recording Directions

Video Recording #1:

Based on the content in Chapters 1 and 3-10 of the Ivey text and our class discussions and exercises, engage in a 15-30 minute video recorded counseling session with a role-play client. Your task in this interview is to integrate the skills and concepts we have learned during the class regarding listening skills. Use the *Counseling Skills Scale – Modified* Items 1-14 as a guide. There is a sign up sheet posted on the door of the taping room. Please DO NOT call Kathy Silva and ask her to reserve your time. Coordinate with your client the type of role play you want to do. Please dress professionally for your counseling session. Choose the best 15 minutes of your video to transcribe. Prepare a verbatim typed script of the best 15 minutes of your interview, noting both counselor and client responses including nonverbal responses and incidental sounds (see example

responses including nonverbal responses and incidental sounds (see example presented in class).

Copy and paste each of your responses in your transcript, one response at a time,

Copy and paste each of your responses in your transcript, one response at a time, into the appropriate items in the *Counseling Skills Scale - Modified*.

Then prepare a <u>corrected typed script</u> with <u>any changes</u> you would make in your responses and an explanation as to why you would make those changes. Please use <u>color coding</u> for changes in your responses. This is an important part of your assignment, so provide plenty of detail that reflects <u>thoughtful reevaluation</u> on your part.

Turn in the video, the corrected transcript, and the completed *Counseling Skills* <u>Scale - Modified</u> in an 8.5 by 11.5 envelope with your name on it. Check the attached rubric for the standards and grading system with which your video and script will be assessed.

Video Recording #2:

At the end of the term you will engage in a 20-30 minute interview with a role-play client that is video recorded. Your task in this interview is to integrate the skills we have learned during the class and covered in the text. Use the *Counseling Skills Scale - Modified* Items 1-14, 19, and 20 as a guide to this integrative interview. There is a sign up sheet posted on the door of the taping room. Please DO NOT call Kathy Silva and ask her to reserve your time. Coordinate with your client the type of role play you want to do. Please dress professionally for your counseling session.

Choose the best 15 minutes of your video to transcribe. Prepare a verbatim typed script of the best 15 minutes of your interview, noting both counselor and client responses including nonverbal responses and incidental sounds (note example presented in class).

Copy and paste each of your responses in your transcript, one response at a time, into the appropriate items in the *Counseling Skills Scale - Modified*.

Then prepare a <u>corrected script</u> with any changes you would make in your responses and an explanation as to why. Please use <u>color coding</u> for changes in your responses. This is an important part of your assignment, so provide plenty of detail that reflects <u>thoughtful reevaluation</u> on your part.

Turn in the video, the corrected transcript, and the completed *Counseling Skills* <u>Scale - Modified</u> in an 8.5 by 11.5 envelope with your name on it.

Check the attached rubric for the standards and grading system with which your video and script will be assessed.

Tentative Course Outline

NOTE: THE DATES BELOW MAY HAVE TO BE ADJUSTED BASED ON THE DATE DECIDED ON IN THE FIRST CLASS MEETING FOR THE THANKSGIVING MAKEUP CLASS.

October 23 Review Syllabus, Introductions

Chapters 1 & 3 I*

Interviewing, Counseling, and Psychotherapy overview

Attending Skills & Empathy

October 30 Chapter 4 & 5 I

Observation skills; Questions

November 6 Chapter 6 & 7 I

Encouraging, paraphrasing, summarizing

Observing and reflecting feelings

November 13 Chapter 8 & 10 I

Format for sessions

Confrontation

November 20 Midterm Exam

Chapter 9 I

Focusing the session

December 4 Chapter 11 I

Video #1 and Transcription Due

Exploring meaning, working with cognition

December 11 Chapter 12 I

Self-disclosure and Feedback

December 18 Chapter 2 & 13 I Counseling Style Paper Due

Ethical Issues, Multicultural Competency, Wellness Approach

Action strategies

Date TBD Chapter 14 & 15 I

Video #2 and Transcription Due

Skill Integration, Treatment Planning

Using Microskills with Theories of Counseling

January 8 Final Exam; Counseling Style presented; Journal due.

*I = Ivey, Ivey, and Zalaquett Text

If you are absent, it is your responsibility to contact a classmate or your instructor in case we have adjustments in our schedule.

Personal Counseling Style Paper

"The only thing you have to offer to another human being, ever, is your own state of being." Ram Dass

This assignment is designed to help you begin to understand a fundamental building block to your success as a counselor and therapist - your personal counseling style. Like other complex concepts, counseling style is multilayered with many dimensions. Beginning counselors often struggle to know or predict what kind of counselor they will be in the counseling room, and rightly so; you haven't been there yet. But throughout this term we will discuss many facets of what ultimately will become your own counseling style.

To help you with this, you are required to type a paper that is double-spaced in Times New Roman 12 point font and be a minimum of eight and maximum of 10 pages in length. Use your best writing style. The only person who will read it is your instructor, and it will be returned to you. (Check the Rubric for Counseling Style Paper.)

Be sure to utilize concepts from our textbook, the *Counseling Skills Scale – Modified*, and other class materials you may find valuable in assessing your own style. In addition, please relate a minimum of <u>three research sources</u> with information that you found compatible with the kind of counselor you think you will be. Include a Reference List at the end of your paper and use APA style to cite your references.

Please use **HEADINGS** to reflect the following areas to consider in this endeavor:

What insights have you gained regarding your personal characteristics and interpersonal relationships and how might these enhance and inhibit your skills as a counselor? What are some of your personal values that might affect your ability to work with specific populations?

What conditions do you believe are necessary for constructive change to take place and how will that affect your style?

How will your style be impacted by your beliefs about how maladjustment occurs, and how will your style change, do you think, as related to various presenting problems? How will you integrate your general orientation toward life into your counseling style? Would you accept any client for treatment no matter how opposed his or her value system was to your own? Why?

Please consult http://owl.english.purdue.edu/owl/resource/560/01/ for appropriate APA 6^{th} Edition formatting for your paper.

Student Name_			
Date			

Rubric Counseling Performance Assessment

Counseling 1 error mance Assessment							
Circle One Choice	Beginning 7	Developing 8	Accomplished 9	Exemplary 10	Score		
POISE	Appears self- conscious or nervous throughout counseling	Gains confidence or comfort as the counseling progresses	Appears at ease with the client and shows interest in the topic	Appears very confident and enthusiastic about the topic			
VOICE	Low/loud volume with monotonous tone or rate of speech is too rapid/slow	Volume drops off at end of sentences with little inflection or rate of speech is sometimes rapid/slow	Volume and inflection are varied at times and rate of speech is usually appropriate	Volume and inflection are consistently effective in emphasizing key points and rate of speech is good			
BEGINNING OF SESSION	Session begins abruptly and with little sensitivity	Session begins with some finesse and some structure	Session begins smoothly and appropriately	Session begins with smooth transitions, sensitivity and flow			
ESTABLISHES RAPPORT WITH CLIENT	Makes no effort to greet client or spends no time looking at the client to listen to the client's concerns	Makes minimal effort to greet client or spends little time looking at the client to listen to the client's concerns	Takes some time to greet client and spends some time looking at the client to listen to the client's concerns	Clearly engages the client with an effective greeting and shows good balance in the amount of time spent looking at the client to listen to the client's concerns			
FOCUSES THE COUNSELING	The counseling session rambles or has not logical sequence	The counseling session is somewhat confusing or has little focus	The counseling session is somewhat sequential and has focus	The counseling session follows a good focus and flow			
INDIVIDUAL COUNSELING APPROACH AND <u>LISTENING</u> <u>SKILLS</u>	Has difficulty incorporating the theory and process of personal individual counseling approaches when counseling clients about personal and social issues; listening skills are weak	Incorporates either the theory or the process of personal individual counseling but not both; adequate listening skills demonstrated	Incorporates the essentials of personal individual counseling approaches when counseling clients about personal and social issues; good listening skills	Thoroughly incorporates the theory and process of personal individual counseling approaches when counseling clients about personal and social issues; strong listening skills exhibited			

DIVEDCIEV	The	The energial: 1 1	A mm 1	The constalt of	
DIVERSITY	The specialized needs and resources	The specialized needs or the resources of the	Appropriately addresses the	The specialized needs and resources	
	of the client are	client are	specialized needs	available for the	
	inadequately or	appropriately	and identifies	client are addressed	
	inappropriately	addressed but not both			
	addressed	uddressed out not both	for the client	positive, and highly	
	444105504			effective manner	
PROBLEM	Provides insufficient	Provides some	Assists clients	Provides highly	
SOLVING	or inappropriate	assistance to the client	appropriately to	effective assistance	
	assistance to client to	in solving	solve problems	to client to solve	
	solve problems(e.g.,	problems(e.g.,	(e.g., clarifying	problems(e.g.,	
	clarifying problems,	clarifying problems,	problems,	clarifying problems,	
	considering causes,	considering causes,	considering causes,		
	identifying	identifying alternative	identifying	identifying	
	alternative solutions	solutions and possible	alternative	alternative solutions	
	and possible	consequences and	solutions and	and possible	
	consequences and	facilitating	possible	consequences and	
	facilitating	development of long	consequences and	facilitate	
	development of long and short-term goals	and short-term goals so that it is difficult	facilitating development of	development of long and short-term	
	so that it is difficult	for appropriate action	long and short-	goals so that	
	for appropriate action	to be taken)	term goals so that	appropriate action	
	to be taken)	to be taken)	appropriate action	can be taken)	
	to be taken)		can be taken)	cui oc taken)	
INTERVENTION	Uses inadequate or	Uses some appropriate	· · · · · · · · · · · · · · · · · · ·	Uses strategies for	
STRATEGIES	inappropriate	strategies for client	strategies for client	client expressing	
	strategies for client	expressing difficulties	expressing	difficulties dealing	
	expressing	dealing with	difficulties dealing	with relationships,	
	difficulties dealing	relationships,	with relationships,	personal,	
	with relationships,	personal, educational	personal,	educational or	
	personal, educational	or career planning	educational or	career planning	
	or career planning	concerns and/or	career planning	concerns and/or	
	concerns and/or	normal developmental	concerns and/or	normal	
	normal	tasks	normal	developmental tasks	
	developmental tasks		developmental	that are strong,	
			tasks	theory-based, and highly effective	
EMPG THE	TT1 1'	TD1 1'	TD1 1'	<u> </u>	
ENDS THE SESSION WITH	The counseling session has no clear	The counseling	The counseling session concluding	The counseling	
CLOSURE	conclusion or no	session has abrupt concluding remarks or	remarks contain a	session concluding remarks are a good	
CLOSURE	follow-up is planned	a limited follow-up is	summary of the	summary of the	
	with the client	planned with the client		session and follow-	
	till tilling	r	follow-up options	up options are	
			are offered to the	clearly going to	
			client	work for the client	
COMMENT					TOTAL

Rubric for Counseling Style Paper

	100-90	89-83	82 & Below	Score
& Analysis 20%	laid out for the direction of the paper. Author makes succinct, insightful conclusions	the overall topic. Remarks show some degree of analysis, though not all	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.	
Congruency 20%	together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	paragraphs fall in a natural or logical order.	have no direction, with subtopics appearing	
20%	The appropriate content is covered in depth without being redundant.	covered in as much depth, or as explicit, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.	
20%	own life in relation to the content.	the writer's part to utilize personal examples within the content.	There are no examples from the writer's personal experience expressed in the content.	
and Mechanics 20%		Meaning is sometimes hidden. A few spelling, grammar or punctuation		

Class Participation

Student	Nam	e			

Class Participation & Readings Assessment

	Needs Improve. 80-83	Developing 84-89	Accomplishe d 90-92	Exemplary 93-100	Score
Preparation for class/class discussion/writing assignments	Does not ask questions or make comments that indicate familiarity with topics for class; turns in most writing assignments	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class; turns in all writing assignments	Occasionally asks questions or makes observations that indicate reflections, some knowledge or readings for class; turns in all writing assignments	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class; turns in all writing assignments	
Small group participation	Does not participate in small groups in class	Does not actively participate in small groups in class	Participates actively in small groups in class	Participates actively and provides leadership in small groups in class	
Class absences	Misses class often	Misses no more than 2 classes w/o prior arrangement	Misses 1 class with prior arrangement	Attends class regularly (no missed classes)	