

**COUNSELING METHODS: INDIVIDUAL  
HDCN 6302  
SUMMER TERM 2013  
SYLLABUS**

Instructor: Chris Simpson, Ph.D., LPC-S

Summer Term, 2013: Mondays and Wednesdays 10am-2:15pm

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

Email: simpson@smu.edu

(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. 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.P. (2013). *Intentional interviewing and counseling: Facilitating development in a multicultural society* (8<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN-13: 978- 1285065359

Yalom, I. (2012). *Love's executioner and other tales of psychotherapy*. New York: Basic Books. ISBN 978-0-465-02011-9

**Additional Required Reading:**

American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author. (Available at [www.counseling.org](http://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: 20% of grade – classroom contribution of a quality that reflects knowledge of readings, texts, reference material, and occasional written assignments. This includes a journal based on personal reactions to the Yalom text readings Chapters 1, 2, 3, 4, and 7 due on October 8 at the beginning of class. This also includes attendance; more than one unexcused absence will affect the final grade. (See statement on attendance for more detail.)

Skill Development: 40% of grade – this is composed of two components: (1) Video #1 with typed transcript and correction transcript due September 10 (2) Video #2 with typed transcript and correction transcript due October 1.

Personal Counseling Style: 20% of grade – 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. Due at the beginning of class, September 17.

Final Exam: 20% of grade – an objective/short essay exam covering the entire course administered in class on October 8.

#### Grade Assignment

Class participation	20
Skill development #1	20
Skill development #2	20
Personal style paper	20
<u>Final exam</u>	<u>20</u>
Total	100

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.

**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.

<b>Learning Objective</b>	<b>Measurable Outcome</b>
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.	Students will demonstrate an understanding of various counseling approaches on the final exam, as well as during role play and class discussion.

**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](http://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)

**Journal Entries:** The journal can be formatted to suit your style. You will have 5 entries. The objective is for you to reflect on Chapters 1-4 and 7 of *Love's Executioner* by Irvin Yalom. Turn this in the last day of class for me to check and return to you during Final Exam.

### **Integrative Video Tape #1 and #2**

- (1) Based on the content in Chapters 1 and 3-9 of the Ivey text and our class discussions and exercises, engage in a 30 minute videotaped 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. Go to the sign-up sheet outside the recording room to reserve the equipment and rooms here at Plano for a time to record your interviews. Coordinate with your client the type of role play you want to do. Please dress professionally for your counseling session.
- (2) Choose the best 15 consecutive responses of your video to transcribe. Prepare a verbatim typed script of the best 15 consecutive responses of your interview, noting both counselor and client responses including nonverbal responses and incidental sounds. Also include an alternative response on each exchange.
- (3) Complete a two page (maximum) summary of your counseling session as you evaluate it in its totality; add this summary at the end of your corrected script. Please be sure to answer the following questions:
  1. What did I do well?
  2. What area(s) do I need improvement?
  3. How many reflections of feeling did I complete?
  4. Identify each of them.
  5. How many questions did I ask?
  6. Identify them.
  7. Overall reaction to the interaction. How was I feeling? (i.e. nervous, confident)
- (4) The video, a copy of the transcript, and summary are due **June 26 and July 10, respectively.** Please turn all of this in to me in an 8.5 by 11.5 envelope with your name on it. Remember to use a clasp envelope and not a sealed envelope.

- (5) Check the attached rubric for the standards and grading system with which your video and script will be assessed. Also check parts I, II, and III of the *Counseling Skills Scale - Modified*.

Example of Transcript:

1. Cl: I am so excited... hope to see him.  
CO: You are really looking forward to this. You really have missed seeing him.  
AR: You are so happy about this reunion.
2. Cl: I am, but I also... just don't know.  
CO: You have mixed feelings. You want to see him, but you also have to tell him something painful.  
AR: You feel really anxious about seeing him.
3. Cl:  
CO:  
AR:

### **Final Exam:**

The final exam will consist of at least 50 multiple choice items that reflect content from all 15 chapters in the text as well as other class materials discussed.

### **Statement on Attendance**

- INSTRUCTOR 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:
  - 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)
  - RECEIVE A FAILING GRADE FOR THE COURSE
  - 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](http://smu.edu/education/counseling/academiccalendar2011-12.asp)

THEN CONSULT WITH THE PROGRAM SPECIALIST IF THEY BELIEVE THIS OPTION IS A POSSIBILITY.)

### **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](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 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*. Some general guidelines from the 6<sup>th</sup> edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
  - o Copy the original material word-for-word (p. 117)
  - o 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 (p. 117)

- 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) (p. 120)
- When paraphrasing:
  - Restate concepts in *substantially different words* than the original material (p. 349)
  - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
  - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).
- 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.

### **Personal Counseling Style Paper**

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. It is due at the beginning of class, **July 3**. (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 three research sources 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:

1. What insights have you gained regarding your personal characteristics and interpersonal relationships and how might these enhance your skills as a counselor?
2. What are some of your personal values that might affect your ability to work with specific populations?
3. What specific counseling techniques (particularly **goal setting and confrontation**) do you see yourself using and why do they fit your style? Which ones do you see yourself NOT using frequently? Why?
4. What conditions do you believe are necessary for constructive change to take place and how will that affect your style?
5. 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?
6. How will you integrate your general orientation toward life into your counseling style?
7. Would you accept any client for treatment no matter how opposed his or her value system was to your own? Why?



## Rubric Counseling Performance Assessment

Circle One Choice	<b>Beginning 7</b>	<b>Developing 8</b>	<b>Accomplished 9</b>	<b>Exemplary 10</b>	<b>Score</b>
<b>POISE</b>	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	
<b>VOICE</b>	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	
<b>BEGINNING OF SESSION</b>	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	
<b>ESTABLISHES RAPPORT WITH CLIENT</b>	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	
<b>FOCUSES THE COUNSELING</b>	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	
<b>INDIVIDUAL COUNSELING APPROACH AND LISTENING SKILLS</b>	Has difficulty incorporating the theory and process of personal individual counseling approaches when counseling clients about personal and social issues; <u>listening skills are weak</u>	Incorporates either the theory or the process of personal individual counseling but not both; <u>adequate listening skills demonstrated</u>	Incorporates the essentials of personal individual counseling approaches when counseling clients about personal and social issues; <u>good listening skills</u>	Thoroughly incorporates the theory and process of personal individual counseling approaches when counseling clients about personal and social issues; <u>strong listening skills exhibited</u>	
<b>DIVERSITY</b>	The specialized needs and resources of the client are inadequately or inappropriately addressed	The specialized needs or the resources of the client are appropriately addressed but not both	Appropriately addresses the specialized needs and identifies resources available for the client	The specialized needs and resources available for the client are addressed in a sensitive, positive, and highly effective manner	

<b>PROBLEM SOLVING</b>	Provides insufficient or inappropriate assistance to client to solve problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that it is difficult for appropriate action to be taken)	Provides some assistance to the client in solving problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that it is difficult for appropriate action to be taken)	Assists clients appropriately to solve problems (e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that appropriate action can be taken)	Provides highly effective assistance to client to solve problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitate development of long and short-term goals so that appropriate action can be taken)	
<b>INTERVENTION STRATEGIES</b>	Uses inadequate or inappropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses some appropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses appropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks that are strong, theory-based, and highly effective	
<b>ENDS THE SESSION WITH CLOSURE</b>	The counseling session has no clear conclusion or no follow-up is planned with the client	The counseling session has abrupt concluding remarks or a limited follow-up is planned with the client	The counseling session concluding remarks contain a summary of the session and some follow-up options are offered to the client	The counseling session concluding remarks are a good summary of the session and follow-up options are clearly going to work for the client	
<b>COMMENT</b>					<b>TOTAL</b>

### Rubric for Counseling Style Paper

	<i>100-90</i>	<i>89-83</i>	<i>82 &amp; Below</i>
<b><i>Depth of Thought &amp; Analysis</i></b>  <b>20%</b>	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.
<b><i>Synthesis &amp; Congruency</i></b>  <b>20%</b>	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.
<b><i>Thoroughness</i></b>  <b>20%</b>	The appropriate content is covered in depth without being redundant.	Pertinent content is not covered in as much depth, or as explicit, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.
<b><i>Personalization</i></b>  <b>20%</b>	Writer integrates examples from his or her own life in relation to the content.	There is some attempt on 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.
<b><i>Clarity of Writing and Mechanics</i></b>  <b>20%</b>	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

**Class Participation****Class Participation & Readings Assessment**

	<b>Needs Improve. 80-83</b>	<b>Developing 84-89</b>	<b>Accomplished 90-92</b>	<b>Exemplary 93-100</b>	<b>Score</b>
<b>Preparation for class/class discussion/writing assignments</b>	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	
<b>Small group participation</b>	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	
<b>Class absences</b>	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)	

### Tentative Course Outline:

- June 17      Review Syllabus, Introductions  
 Chapters 1 & 3 I  
 Attending Skills, Advice-giving, Counselor traits
- June 19      Chapter 4 & 5 I  
 Questions, Observation skills
- June 24      Chapter 6 I  
 Encouraging, paraphrasing, summarizing  
 Chapter 7 I  
 Observing and reflecting feelings
- June 26      Chapter 8 & 9 I  
 Format for interviews, Empathy  
**Video #1 and Transcription Due**
- July 1        Chapters 10 & 11 I  
 Confrontation, Exploring meaning, working with cognition
- July 3        Chapter 12 I  
 Influencing skills  
**Counseling Style Paper Due**
- July 8        Chapter 2 & 13 I  
 Ethical Issues, Superficial Empathy
- July 10      Chapter 14  
 Integrating with theory, personal style  
**Video #2 and Transcription Due**
- July 15      Chapter 15 I  
 Self-care
- July 17      **Journal due; Final Exam.**