

Austin Peay State University
Department of Psychological Science & Counseling
COUN 5410: Counseling Techniques

Term: Fall 2024	Meeting Time: Wed. 4:30-7:30	Room #: CL 302
Credit Hours: 3	Instructor: Dr. Eva Gibson she/her/hers	E-mail address: gibsone@apsu.edu
Telephone: (931) 221-6224	Student Hours: Mon/Wed: 12:30 -2; Tues: 2 – 4	Office: CL 303B
		Schedule an appointment: https://calendly.com/gibsone/30min

Prerequisites:

Admittance to the Counseling Program, or permission of the instructor.

Corequisites: COUN 5400

Required Text(s):

Murphy, B. & Dillon, C. (2011). *Interviewing in action in a multicultural world* (5th ed.). Brooks/Cole.

Yalom, I. (2009). *The gift of therapy. An open letter to new generation of therapists and their patients*. Harper Perennial.

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author

Additional Requirements:

A method for video recording practice sessions (phone, computer, or iPad with internet access).

Technology Resources:

GoReact: <https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom>

Super Saas: https://www.supersaas.com/schedule/Counseling_Lab/Counseling_Lab

Tevera: https://community.lumivero.com/s/tevera-knowledge-students?language=en_US

Zoom: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

Course Description:

The purpose of this course is to facilitate students' development of core counseling skills. It will incorporate didactic and experiential learning practices to assist students in developing the knowledge, attitudes, and skills essential to effective counseling. Each class will begin with lecture and discussion on specific counseling skills, followed by case staffing and self-of-the counselor project presentation. There will also be time for practicing counseling core skills in dyads or triads. This course requires students to record their sessions and submit them along with verbatim transcriptions for evaluation and feedback.

Austin Peay State University
College of Education
CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embraces the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who,

while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Institutional Culture](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities

The M.S. in Counseling program is committed to the principle of universal learning. This means that our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs including a disability that may affect their academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Student Disability Resource Center: (phone #: 221-6230; email: sdrc@apsu.edu; website: <https://www.apsu.edu/disability/>).

Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Health & Counseling Services	https://www.apsu.edu/health-and-counseling/

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation. (phone: 931-221-6162; email: counselingservices@apsu.edu).

Academic and Classroom Misconduct

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Writing Quality, Academic Honesty, and Plagiarism

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com).

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in the “Methodology” part of a manuscript should not raise a serious ethical concern.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <https://sparkmailapp.com/how-to-email-professor-template>.

Student Complaints and Appeals Procedure:

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Course Objectives and Requirements

Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2024) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Develop culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	3.E.7	Peer Counseling, Class Discussion, Assigned Readings, Supervision
Understand counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	3.E.8	Peer Counseling, Class Discussion, Assigned Readings, Supervision Class Role Plays
Exhibit the effective use of basic counseling skills essential to the building and maintenance of the helping relationship by demonstrating basic interviewing, attending, and listening skills	3.E.9	Peer Counseling, Class Role Plays, Case Presentation
Develop a personal model of counseling grounded in theory and research	3.E.21	Class Discussion, Assigned Readings, Sills Analysis Paper
Demonstrate critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2	Peer Counseling, Class Discussion, Assigned Readings, Case Presentation
Demonstrate counseling strategies and techniques used to facilitate the client change process	3.E.10	Peer Counseling, Class Role Plays
Exhibit strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11	Peer Counseling, Assigned Readings, Class Role Plays

Methods of Instruction:

This class is intended to include class discussion, self-sharing, and presentations. To enhance the learning experiences media information, reading, writing, experiential assignments, and clinical research will be utilized as appropriate.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Student Performance Evaluation Criteria & Procedures

The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives

Class Participation and Professionalism (25 points)

Attendance and active participation in class discussions and experiential activities are necessary. Each unexcused absence will result in a 5-point deduction from your attendance and participation grade. More than three unexcused absences will result in a failing grade in the course. Absence will be excused at the discretion of the instructor. However, please think in terms of life/death emergencies.

Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

Evaluation Criteria for this assignment include following the above items in a consistent manner. If there were a problem I would discuss with you the problem and include your advisor and Department Head as helpful.

Book Discussions (50 points each; 100 points total): Dates to be determined

This grade will include book discussion leading and participation. Each student will sign up for two days in which they will lead the discussion on the assigned readings from the Murphy & Dillon text and Yalom's *The Gift of Therapy*. On those days, the student is in charge of facilitating scholarly conversation about the assigned readings. The others are responsible for contributing to the conversation in a meaningful way. One way to adequately prepare for your role as either the discussion leader or participant is to make a few notes while you read. Identify things that you feel are important, that you disagree with, or that create questions in your mind. This is not intended to be a recap of the chapter by the discussion leader.

Please prepare 3-4 questions related to the Murphy & Dillon text and 1-2 questions about *The Gift of Therapy*/Additional Readings to engage your classmates in meaningful discussion about the material. These questions must be submitted to the online dropbox. Advice about composing questions:

- Avoid yes/no questions, unless they have a strong “why” or “how” component.
- Avoid purely factual questions with definite answers. Stress questions that require thinking/interpretation.
- You might quote a significant sentence from the reading and ask a question about it.
- Try to tie reading to what we’ve learned about or talked about in other class sessions.
- Ask questions that ask for comparison or connections between the subject of the reading and other things we’ve been studying.
- Ask questions that call for evidence, either from the reading or from elsewhere in the course.

During class discussion, take a leadership role in asking the questions, raising interesting issues, presenting relevant information, and keeping the discussion centered on relevant issues. You are the person responsible for calling on other people to talk. Make sure everyone has a chance to speak, and try not to call on the same person too often if others people have contributions to make. Encourage everyone to participate.

Self-of-the-counselor presentation (50 points): Dates to be determined

The goal of this assignment is to help you engage in meaningful self-exploration and reflection that will deepen your knowledge of your personal strengths and vulnerabilities, and how these might help or hinder your clinical work. For this project, you are encouraged to reflect on how your life experiences made you who you are and how they led you to this helping profession. Each of you will present a **20-minute** presentation during class one day. You may approach this project the way you want (e.g. photos, PowerPoint, other creative ways) but keep in mind that you should go beyond superficialities to help you understand yourself and help us understand you better. You will be evaluated by how well you:

- address personal strengths based on life experiences
- address personal vulnerabilities based on life experiences
- connect your personal experiences to your journey toward the counseling profession
- discuss how your strengths may help or hinder clinical work
- discuss how vulnerabilities may help or hinder clinical work
- adhere to the 20-minute time frame

After each classmate’s presentation, you will provide a written response (feedback) consisting of three brief paragraphs:

- What I identified with from your presentation
- What I admire about you from what you disclosed in your presentation
- My greatest wish for you in your continued development as a counseling professional

This feedback will be submitted in an online discussion forum the week following their presentation.

Skills Analysis Paper: “What I bring to counseling?” (50 points): Due September 15th

For this assignment, you will submit a paper (**2-4 typed pages; APA format**) presenting the following:

1. Professional goals and aspirations (What will you be doing?)
2. Your role as an advocate for social service justice and change
3. Your cultural background and salient identities
4. Your perception on how your cultural background and identities will impact your work within the field

Peer Counseling (50 points)

You will be assigned to work in the role of a counselor with a peer from your class and provide **six 30-minute** counseling sessions to that peer. All sessions must be recorded for use in supervision and class presentation. Your professionalism and ability to use the core relationship skills will be the primary focus of the counseling sessions. In addition to six peer counseling sessions, you will conduct one **50-minute** counseling session with a volunteer client who has already taken this course.

These sessions will occur **outside of class time** at a location you choose. Please be mindful of aspects that support a therapeutic environment and confidentiality as you choose your location. You may use your personal device to record these sessions (phone, computer, or tablet), but you must also have internet access. You will complete your recordings as noted in the schedule.

Note: We strongly recommend that you review the [Students tab](#) on the GoReact website for recording instructions. You can find the link to the webpage under the “Technology Resources” on page 1 of the syllabus.

****HIPPA Compliance:** These recordings must be treated as **highly confidential** information. You must ensure that you save your information in a way that supports confidentiality and do not store these videos long-term on your device. Additionally, as you are reviewing your video-recorded sessions, you must ensure that you can work with your recording in a private space. In other words, reviewing and transcribing your sessions in the presence of family or friends is a violation of HIPPA and is not acceptable

Please keep in mind and follow these guidelines:

- Fill out the **Self-Evaluation Form** (see attached) with open-ended questions to get an idea of your skills and the area in which you need to improve. (This will be turned in with your transcriptions for your two case presentations).
- Complete the **A.I. Exploration Activity Form** (see attached) to gain experience with responsible use of technological resources. (This will be turned in with your transcriptions for your two case presentations).
- You will review each session prior to the following week’s class and/or supervision meeting and make notes on areas of your skill development that you would like to receive feedback from your peers and instructor.
- Two of your recorded peer practice sessions and verbatim transcripts will be graded.
- This will be a better experience if both clients and counselors can at all times act their part. As clients, be real in what you discuss, but we suggest that you don’t delve into deep issues - the client gets to choose how much they disclose.
- Both client and counselor should be guided by the same professional and ethical expectations in each session as you would with a real client (in terms of boundaries, topics discussed, and the quality of the relationship).

****Transcripts and recorded sessions are to be treated as highly confidential at all times. Furthermore, discussion of your counseling sessions with anyone outside of class or supervision is strictly prohibited and would constitute an ethical violation. Rooms in the counseling lab can be scheduled outside of class time for counseling sessions, video viewing, and transcription using the following link:**

https://www.supersaas.com/schedule/Counseling_Lab/Counseling_Lab . You must also verify that the lab is open for your session.

Supervision (25 points)

You are required to schedule a time to meet for supervision and feedback regarding your peer practice sessions. You will be assigned a faculty supervisor for this process. Over the course of the semester, you will meet with your supervisor **twice** in person (or via Zoom). These supervision sessions will last for **30 minutes** and are designed to provide feedback on your counseling skills. These meetings may include a review of your taped counseling sessions and a discussion of the areas of growth and opportunity. If you select the Zoom option, make sure you are in an area by yourself since we will be discussing client issues. Additionally, be seated and prepared to take notes as necessary (not driving in a car or attending to other tasks).

Case Presentation (50 points each; 100 points total): Dates to be determined

****Tevera Key Assessment***

Each student will have at least two formal opportunities to present their clinical work in class to receive helpful feedback from peers and instructors. Specific presentation dates will be distributed in class. You will present one **peer counseling session** as well as your **second-year graduate student session**. On the day you present, upload one copy of the **Clinical Case Presentation Form** for your instructor, and thoughtfully select a 10-minute continuous segment of video to show that will assist in your clinical growth. For your classmates, upload a ½ page handout that identifies your questions for the group; the class will use these to write feedback for you. To begin the presentation, you will briefly introduce the client and case; key points about the client, their concern and the work you have been doing together.

We will then watch the video. The presenter too should make some notes, and is responsible to reflect on what was going on internally (thoughts & feelings) during the session, as well as what they experience while watching the session in class. Once the clip is completed, your peers will share their observations and feedback. The presenter will then have a few minutes to comment on their own reflections as well as the feedback from the others.

A transcription of the 10-minute segment is also due to the instructor on each of the days you present. Transcribe your recording verbatim (include all “huh,” “mmm-hmm,” “uh,” and similar responses). Utilize the following format/labels for the transcription:

- Client’s verbalization
- Your response
- Identify what type of response you made
- Alternate / improved response – do one for **every** counselor statement
- Rationale for the alternative response – explain why it is improved or a good alternative, based on your understanding of the core counseling skills, and what will be helpful to the client. **NOTE: You must have a corrected or alternative response and rationale for each of your response and/or during prolonged periods when you make no response.**

Your grade for these presentations will depend on: 1) you being adequately prepared on your assigned day (form to turn in, a specific meaningful segment ready to show and thoughtful questions for the group); 2) your professionalism in presenting and engaging (openness to feedback, skill/conceptual discussions, personal awareness and reflection); 3) the quality of your response evaluations and alternative responses in the transcripts; and 4) thoughtfulness of A.I. exploration.

As the Tevera Key Assessment for this course, your transcription must also be submitted to Tevera by the day of your in-class case presentation. Your Case Presentation will not be graded until it is uploaded to Tevera. Late uploads will have a **10% per day** point deduction.

****Please ensure that there are NO NAMES included in your transcript before you upload it to Tevera!!**

Note: We strongly recommend that you review the [Student Knowledge Base section](#) on the Tevera (aka Lumivero) website for uploading instructions. You can find the link to the webpage under the “Technology Resources” on page 1 of the syllabus.

Bring to class	Upload to D2L	Upload to Tevera
<ul style="list-style-type: none"> • 10- minute continuous segment of video • Clinical Case Presentation Form (copy for instructor) • Questions for your peers (Clinical case considerations; copy for each classmate) 	<ul style="list-style-type: none"> • Clinical Case Presentation Form • Clinical case considerations form (include questions for peers) 	<ul style="list-style-type: none"> • Self-Evaluation Form • A.I. Exploration Activity • 10-minute transcription (with NO names except your own)

Grading:

Assignment	Value
Class Participation and Professionalism	25 points
Book Discussions (2)	100 points
Self-of-the-Counselor Presentation	50 points
Skill Analysis Paper (2-4 pages)	50 points
Peer Counseling	50 points
Supervision	25 points
Case Presentations (2)	100 points
TOTAL	400 points

GRADING SCALE
A = 90%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59%

*** Note: You must successfully complete these assignments and show progress in your skill development in order to pass this course.*

Assignment Related Policies

Relax, Relate, & Release Policy

Students will have the option of utilizing the “Relax, Relate, & Release Policy” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness: <https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

Late Assignments

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Grading Timeline

My target date for grading assignments is within 7 days, but some assignments may take longer.

Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Date	Topic	Readings/Assignments Due
8/28 Week 1	Introduction to course Overview of Syllabus and Requirements Professional Membership and Insurance Baseline Tape	Syllabus Bring method of recording Sign Consent
9/4 Week 2	Becoming a professional The Clinical Relationship Multicultural Practice & Ethics Core Skills <i>CACREP 3.E.8</i>	Chapters 1 & 2 Basic Counseling Skills Handout Gift – 3, 4, 14, 15, 16, 17 SOC 1
9/11 Week 3	Getting Started Building the Therapeutic Alliance Attending and Active Listening <i>CACREP 3.E.21</i>	Chapters 3 & 4 Gift – 5, 6, 7, 8 SOC 2 Skills Analysis Paper Due
9/18 Week 4	Support and Empathy Complete Peer Counseling Session 1 <i>CACREP 3.E.8</i>	Chapter 5 Carkhuff & Truax Empathy Scale SOC 3
9/25 Week 5	Exploration and Elaboration Complete Peer Counseling Session 2 <i>CACREP 3.E.10</i>	Chapter 6 Gift – 21, 22, 23, 24 SOC 4 Peer Counseling Video #1 Due
10/2 Week 6	Assessment, Evaluating Change, Formulation, and Goal setting Complete Peer Counseling Session 3 In class: Peer Case Presentations (2) <i>CACREP 3.E.9</i>	Chapters 7 & 8 Gift – 37, 38, 39, 40 SOC 5 Peer Counseling Video #2 Due
10/9 Week 7	Helping Clients Feel and See Things Differently Complete Peer Counseling Session 4 In class: Peer Case Presentations (2) <i>CACREP 3.E.2</i>	Chapter 9 Gift – 46, 47, 54, 55 SOC 6 Peer Counseling Video #3 Due
10/16 Week 8	NO CLASS	
10/23 Week 9	Helping Clients Do Things Differently Evidence-based Interventions Complete Peer Counseling Session 5 In class: Peer Case Presentations (2) <i>CACREP 3.E.11</i>	Chapter 10 Gift – 48, 49, 51, 61 The Cycle of Change Handout SOC 7 Peer Counseling Video #4 Due

Date	Topic	Readings/Assignments Due
10/30 Week 10	The Clinical Relationship, Self-Disclosure & Other Boundary Issues Complete Peer Counseling Session 6 In class: Peer Case Presentations (2) <i>CACREP 3.E.9</i>	Chapters 11 & 12 Gift – 26, 28, 29, 30, 31, 36 SOC 8 Peer Counseling Video #5 Due
11/6 Week 11	The Termination Process Ending and Transitions Complete 2 nd Year Counseling Session <i>CACREP 3.E.10</i>	Chapter 14 Gift – 41, 42, 43, 44, 45 Peer Counseling Video #6 Due
11/13 Week 12	Working with Clients in Crisis Suicide Assessment and Prevention In class: 2 nd Year Case Presentations (3) <i>CACREP 3.E.9</i>	Chapter 13 Second Year Graduate Student Counseling Video Due
11/20 Week 13	Self-Care, Supervision, and Professional Development and Collaboration In class: 2 nd Year Case Presentations (3) <i>CACREP 3.E.9</i>	Chapter 15 Gift – 12, 84, 85
11/27 Week 14	NO CLASS	
12/4 Week 15	Wrap Up In class: 2 nd Year Case Presentations (2) <i>CACREP 3.E.9</i>	Course Evaluation Due

Additional Websites for Counseling and Ethical & Legal Guidelines:

American Counseling Association: www.counseling.org

American School Counseling Association: www.schoolcounselors.org

American Mental Health Counselors Association: <http://www.amhca.org>

Association for Deaf Education and Counseling: www.adec.org

Self of the Counselor Grading Outline

Criteria	Score	Comments
Addressed personal strengths based on life experiences (10 points)		
Addressed personal vulnerabilities based on life experiences (10 points)		
Connected personal experiences to journey toward counseling profession (5 points)		
Discussed how strengths may help or hinder clinical work (10 points)		
Discussed how vulnerabilities may help or hinder clinical work (10 points)		
Adhered to 20-minute time frame (5 points)		
TOTAL		/ 50 points (____%)

Book Discussions Grading Outline

Criteria	Score	Comments
Did the leader communicate an understanding of the issues in the assigned reading? (10 points)		
Did the leader effectively tie in those issues to larger themes in this course (and/or across courses)? (10 points)		
Did the leader submit prepared questions and use them during class? (5 points)		
Were the questions relevant, thoughtful, and appropriate? (15 points)		
Did the discussion leader interact well with the class and keep discussion moving? (10 points)		
TOTAL		/50 points (____%)

Skills Analysis Paper Grading Outline

Criteria	Score	Comments
Your professional goals and aspirations (10 points)		
Your role as an advocate for social service justice and change (10 points)		
Your cultural background and salient identities (10 points)		
Your perception on how your cultural background and identities will impact your work within the field (10 points)		
Writing style and quality (10 points)		
TOTAL		/ 50 points (____%)

A.I. Exploration Activity

Instructions

Select 3 client statements from your transcript and ask A.I. (e.g. [ChatGPT](#)) to create a counseling response using the following prompt:

Provide a good counseling response to this statement.

“[Copy client statement in quotes]”

After interacting with the A.I. platform, complete the following steps:

1. Copy your alternate response you used in your transcript.
2. Copy the recommendation from A.I.
3. Identify the counseling skills reflected in the A.I. recommended response.
4. Share your reaction to A.I.’s response and how you would further enhance it.

Example

Provide a good counseling response to this statement.

“So, I want to say like, some of these things I did before I was in school because I had a little more time for them. Um, a couple months before I got married, because I was also kinda like having a lot of stress from that. Not, not because I was getting married but like there’s a lot that goes into the planning, all that.”

Alternate response from transcript: I can understand why all of this happening at once. That could be very stressful for you.

A.I. counseling response: "It sounds like you've been managing a lot of different stressors, especially around the time leading up to your marriage. Balancing school, life changes, and the planning that goes into such a big event can really be overwhelming. It's understandable that you felt stretched thin with everything going on. How did you cope with that stress, and is it something you're still feeling now?"

A.I. counseling skills: paraphrasing, reflecting implicit feelings, probing, identifying resources

Reactions and enhancements: I believe most of this response would be beneficial, but I would not ask two questions at the end. I would just ask “How did you cope with that stress?” and focus on identifying strengths.

Sample Transcript for Graded Counseling Sessions

Transcribe your recording verbatim (include all “huh,” “mmm-hmm,” “uh,” and similar responses). Utilize the following format/labels for the transcription:

- Client’s verbalization
- Your response
- Identify what type of response you made
- Alternate / improved response – do one for **every** counselor statement
- Rationale for the alternative response – explain why it is improved or a good alternative, based on your understanding of the core counseling skills, and what will be helpful to the client.

NOTE: You must have a corrected or alternative response and rationale for each of your response and/or during prolonged periods when you make no response.

Sample Verbatim Dialogue:

CL = Client

CO = Counselor

CL: I’ve been having a little trouble with my new job. I’m not getting along well with the people at work.

CO: **Ummm, so you are feeling worried because you are not getting along with people at work.**

Reflection of Feeling

AR: Sounds like your new job isn’t turning out how you hoped.

Rationale: This response seems to better match what the client is experiencing.

CL: Uhhh, yes, it does concern me. I was hoping to make some friends, but the two girls in my office don’t get along and I’m caught in the middle.

CO: **Are there people at work that you do things with?**

Closed question

AR: Tell me more about how you’re stuck in the middle of your coworkers.

Rationale: This using a more open-ended probe instead of a closed-questions.

CL: Yes, hmm-hmm. There are some other people at work that I get along really well with.

CO: **You’re pleased there are some people at work you enjoy.**

Reflection of Feeling

AR: Tell me more about those relationships.

Rationale: This could allow us to explore more about the relationships that are working for the client.

Clinical Case Presentations

Many agencies, schools, and even groups of private practitioners meet regularly to *staff* cases – briefly present key information about a clinical case and seek feedback from the group to improve service delivery. When you do a case presentation in class, you should upload a **one-page** copy of the following information to turn in to the instructors, and be prepared to provide abbreviated key information only in your verbal presentation.

1. Basic Client Information: Briefly provide key descriptive facts about the client (age, gender identity, relationship/living status, occupation, etc.).
 2. Presenting Problem: What brought the client in? What signs/symptoms is the client experiencing/displaying, and what is the history of these difficulties (situational/pervasive, length, duration, frequency, intensity, etc). How does the client make sense of their situation?
 3. Treatment History:
 - a. What has the client tried to resolve their concerns? Does the client have other counseling experience? Is the client taking medications? Prescribed by whom? Seeing a physician? Substance use? Legal issues? What else has the client tried to resolve their concerns?
 - b. Client's work with you: How many sessions have you had together? No-shows, reschedules, late? What specific goals are you working on with the client (from the service plan)?
 4. Other Contextual Issues: Briefly discuss here the impact of developmental, cultural, gender, socio-economic, and other considerations on the client's functioning and presenting concerns. Most settings would include this information in one or more of the above areas, but we include it as a separate category to help us all be sure to attend to it.
 5. Client Strengths and Resources: Identify available strengths and resources that may help the client resolve their concerns, and nurture a sense of hope and efficacy.
 6. Therapeutic Alliance / Outcome Progress: Share the client's perspective on the therapeutic relationship and progress. How has this process been for you and the client?
 7. Staffing Question: Have a specific question or two for the group – what do you want to get out of the consultation? This should go beyond just "I feel stuck and don't know what to do." Be thoughtful and reflective, and be prepared to discuss your own hypotheses and ideas. Your question may be about skill use, conceptualization, therapeutic relationship, self-of-the-counselor concerns and so forth.
- Be prepared to show a specific (vs. random or unplanned) section of your session that is related to your questions and which will help the group understand the client and your work together. Plan to show about 10 minutes. During questions and comments from the group, remain open to any and all suggestions. Consider each thoughtfully, consider your reactions (thoughts and feelings) about each, and have further conversations with your triadic supervisor about them.

Case Presentation Grading Summary

Student Name: _____

Assignment: 1 2 **Session #** _____

Criteria	Score	Comments
Preparation (form to turn in, specific and meaningful clip to show, thoughtful questions for the group, etc.) (7 points)		
Openness to Feedback (7 points)		
Skill & Conceptual Discussion (7 points)		
Personal Awareness and Reflection (7 points)		
Quality of Response Evaluations & Alternative Responses in Transcript (7 points)		
Thoughtful use of A.I. Exploration Activity (5 points)		
Skill Progress (see attached skill evaluation notes) (10 points- percent converted from score sheet)		
TOTAL	/50	

Skills Evaluation

3 = Proficient 2 = Satisfactory 1 = Needs Improvement 0 = Inadequate

(See Rubric for detailed grading guidelines)

Criteria	Score	Comments
Opening Session		
Attending & Active Listening		
Reflecting Feeling & Content		
Probing/Questioning		
Use of Silence		
Closing Session		
Relationship Building		
TOTAL	/21 %	This percent is then utilized in the <i>Case Presentation Grading Summary</i>

**Counseling Session Evaluation Rubric
Tevera Key Assessment**

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
Opening Session	Opened the session smoothly with appropriate introduction, disclosure and confidentiality statement.	Opened session smoothly. However, one element of opening a session is lacking.	Opening of session was awkward (e.g. over use of fillers) and lacked two or more elements.	No clear opening was present at the beginning of the counseling session. No disclosure or confidentiality statement was present.
Attending & Active Listening	Demonstrated appropriate use of non-verbal cues (e.g. effective use of body language, vocal tone, facial expressions & eye contact) & awareness of client's nonverbal cues. Appropriate use of verbal & nonverbal encouragers to demonstrate interest & the ability to follow the client w/understanding of all aspects of communication.	Demonstrated the ability to use attending and active listening skills. However, one or two elements were lacking in proficiency or used inappropriately throughout the session. An over reliance on non-verbal cues was evident.	Attending & active listening skills showed insufficient understanding of aspects of verbal &/or nonverbal communication and/or lacked awareness of client's nonverbal cues; and/or counselor appeared somewhat disconnected from the client at times.	Minimal use of attending & active listening was demonstrated throughout the session. Counselor appeared disconnected. Eye contact, verbal & non-verbal cues were insufficient to demonstrate an understanding of all aspects of communication.
Reflecting Feeling & Content	Demonstrated the ability to effectively communicate empathy by reflecting client's implicit & explicit emotions. Used paraphrasing & summarizing to demonstrate active listening & seek clarification.	Demonstrated the ability to communicate empathy, by reflecting explicit emotions, but lacked the ability to accurately reflect implicit emotions. Demonstrated the ability to reflect content but lack clear and concise expression through clarifying, paraphrasing & summarizing.	Insufficient use of empathetic reflection of client's explicit and/or implicit emotional states. Insufficient use of prompts, paraphrasing, & summarizing to reflect content; and/or reflections lack clarity/conciseness such that they interfere with flow of session.	Minimal use or inappropriate use of reflection of emotions and/or content was demonstrated throughout session. Indicating a lack of understanding of these skills in moving the client forward.
Probing & Questioning	Demonstrated the effective use of purposeful, open-ended questions to keep the session on track and to encourage further communication & understanding of the client's world.	Demonstrated the use of purposeful, open-ended questions to keep session on track and to encourage further communication. However, questions lack clarity & conciseness; and/or they did not promote further communication.	Insufficient use of purposeful, open-ended questions. Questions were primarily closed and/or did not keep session on track and/or did not encourage further exploration of the client's world.	Minimal to no use of purposeful, open-ended questions were demonstrated throughout the counseling session, indicating a lack of understanding of these skills in encouraging further communication & understanding of the client's world
Use of Silence	Allowed appropriate silences and demonstrated the ability	Generally demonstrated the ability to tolerate some silence during the	Insufficient use of silence as a tool to draw out client and/or inability to tolerate	No use of, or tolerance for, silences was demonstrated throughout the session.

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
	to tolerate silence during the counseling session.	counseling session. However, further use of silence as a skill to draw out client is necessary.	silence was demonstrated throughout the session.	Counselor demonstrated obvious need to fill silence in inappropriate manner that detracted from the counseling process.
Closing Session	Closed the session smoothly with a summary of the session & assessment of client's readiness for closure; set direction for the next session.	Closed session smoothly. However, one element of closing a session is lacking.	Closing of session was awkward (e.g. over use of fillers; too lengthy) and lacked two or more elements for closing a session.	No clear closing of the counseling session was present. Closing lacked all required elements for closing a counseling session.
Relationship Building	Demonstrated the ability to effectively develop a working alliance and rapport with the client.	Generally, demonstrated the ability to develop a working alliance and rapport with the client. However, some elements were missing/some relational distance was present at times/or counselor presented as a "friend" and did not maintain professional demeanor throughout the session.	Generally, demonstrated a lack of understanding of the working alliance and building rapport with the client; relational distance was present throughout most of the session, or counselor presented as a "friend" and not as a counseling professional throughout most of the session.	Demonstrated the inability to develop a working alliance and rapport with the client. A lack of understanding of this skill in the counseling process was present throughout the counseling session.