

Syllabus

ED 7303: TECHNIQUES OF COUNSELING Sul Ross State University Spring 2017

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CATALOG COURSE DESCRIPTION:

The initial course in the sequence of counseling practice courses which applies knowledge of ethical practice, counseling theory, and human development to the process of therapeutic change and growth; emphasis is on basic counseling skills and various techniques in individual practice and crisis intervention. **Prerequisite: ED 5314**

REQUIRED TEXT:

Corey, Gerald (2013). *Theory and Practice of Counseling and Psychotherapy*, (9th ed.)
Belmont, CA: Brooks/Cole

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

SUGGESTED SUPPLEMENTARY MATERIAL:

(1) Please note that you will need to have some type of video recording device for class and the capability to upload your video to you tube. There are several instructional videos on you tube that will show you how to upload videos. Become familiar with this as soon as you can.

(2)

NOTE: In previous classes there were significant delays in uploading final projects because students were not competent in uploading videos and waited to the last moment to upload. I will not accept this as an excuse any longer. So please learn how to upload ASAP...

TE_xES COMPETENCIES ADDRESSED IN THIS COURSE:

Domain 1: Understanding Students

Competency 002 – Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 – Factors Affecting Students: The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Domain 2: Planning and Implementing the Developmental Guidance and Counseling Program

Competency 006 – Counseling: The school counselor understands how to provide effective counseling services to individuals and small groups.

Domain 3: Collaboration, Consultation, and Professionalism

Competency 010 – Professionalism: The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

PROGRAM LEARNING OUTCOMES:

This course contributes to the following required program learning outcomes:

1. School counseling students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
2. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students’ parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

The Domains

| Domain | Domain Title | Approx. Percentage of Test | Standards Assessed |
|--------|---|----------------------------|-----------------------|
| I. | Understanding Students | 30% | School Counselor I–V |
| II. | Planning and Implementing the Developmental Guidance and Counseling Program | 40% | School Counselor I–V |
| III. | Collaboration, Consultation and Professionalism | 30% | School Counselor I–VI |

The Standards

School Counselor Standard I

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard II

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard III

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard IV

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard V

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303,

ED7302, ED5313, ED5315, ED6346, ED7315, ED7301,
ED7316

School Counselor Standard VI

Learner-Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession and to model professional ethics and personal integrity.

Counseling courses: ED6346, ED7301, ED7316

COURSE OBJECTIVES:

The student will be able to:

1. Develop basic process and communication skills and demonstrate such skills in an actual audio-taped counseling session.
2. Demonstrate his/her knowledge of the stages of counseling, and the appropriate role of the counselor and the client in each stage.
3. Demonstrate in role play, class presentation, and written assignments, his/her knowledge of developmentally appropriate skills and techniques applicable with clients for academic, personal, and interpersonal needs.
4. Recognize the need for acting proactively and collaboratively regarding client challenges while demonstrating the selection of appropriate interventions from a variety of counseling theories.
5. Demonstrate knowledge of a variety of skills needed to effectively guide clients in such areas as crisis management, conflict resolution, and goal setting/attainment.
6. Articulate how human development, socio-cultural, and environmental factors shape the nature of the counseling relationship and the selection of interventions.
7. Develop an understanding of the professional, ethical, and legal issues that impact the selection and utilization of various counseling techniques.
8. Demonstrate an understanding of counseling performance skills, including process skills, personalization skills, conceptualization skills, and professional behavior.

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically “excuse” the absence. In addition, SRSU policy states that “An absence is defined as non-attendance in fifty minutes of class” and that “instructors will drop a student from a course when the student has a total of nine absences.” **Missing an entire weekend format class will cause you to be dropped from the course.**

COURSE REQUIREMENTS:

Assigned Reading

A schedule of assigned reading is attached to this syllabus. Complete reading assignments and study the material PRIOR to the class for which they are assigned.

Short Quizzes and Exam

Individual chapter quizzes and a mid-term exam will be administered.

Group Work

Group work will be used to evaluate understanding of the assigned text.

Class Participation

Appropriate participation in discussions, activities, and role play will be an integral part of the learning process; respectful and professional conduct in the classroom is expected.

Project and Written Assignments

In lieu of a written final exam, each student will conduct a digitally formatted video recorded counseling session with an assigned client. Students are expected to demonstrate the ability to utilize specific counseling skills practiced in class, but relevant to the client's needs. To preserve confidentiality we will be signing confidentiality agreements. In order to receive full credit for your final project the following must be submitted:

- * Students will provide a private link to your uploaded You Tube video or Mail me a zip drive with your video to 405 N Cherry Alpine Texas 79830 (you will not get your zip drive back, also note mail time and due date)
- * Students will write a brief summary of the client's problem and how that problem was addressed in relation to the counseling stages and techniques discussed in class. Include the theoretical framework and accompanying techniques selected, and address their effectiveness. If more than one theoretical framework was employed, justify the change. (Maximum length of summary—two double-spaced pages)
- * Students will complete a self-evaluation form and an evaluation of their counselor. Students will submit the link to the You Tube video. The summary report, the self-evaluation form, and the evaluation of their counselor by midnight on Thursday the 6th of April.
- * Each student will post a thread on the Discussion Board on the ED 7303 Blackboard course site. The student must respond to questions posted on the Discussion Board Assignment forum, and must also make a response to one other student's posting. The questions on the forum address the student counselor's experience of the taped session and the selection of theoretical framework(s) and techniques utilized. This posting will be made after the taped session and prior to the due date posted in this syllabus.

Note: Grades are earned based on the quality of the work completed. Late assignments are not accepted.

All written assignments must follow the writing style found in the Sixth edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* <http://www.apastyle.org/stylehelper/>

GRADING: A=100-91% B=90-81% C=80-71% F=70-0%

| | |
|---|------|
| Class Participation | 15% |
| Chapter Quizzes | 20% |
| Final Project (Video Recording, summary, evaluations, DB) | 65% |
| Total..... | 100% |

Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for disability services. Students seeking disability services must contact Grace Duffy in Counseling and Disability Services, Ferguson Hall, Rm. 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203.

Note: No recording of classroom lectures/activities, with the exception of the assigned audio-taped counseling session.

Please turn cell phone to vibrate during class times. Cell phones are not to be visible during class and only used in an emergency.

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Calendar of Assigned Reading, Assignment Due Dates

Corey, Gerald (2013). *Theory and Practice of Counseling and Psychotherapy*, (9th ed.)
Belmont, CA: Brooks/Cole

*Have the assigned chapters and materials read **PRIOR** to the weekend of class.*

Weekend I

Saturday, Jan. 21 **Chapters 1-5 Lecture**

Sunday, Jan. 22 **Quiz set #1, chapters 1 through 4-online, due by midnight (CST)**

Weekend II

Saturday, Feb. 11 **Chapters 5-9 Lecture**

Sunday, Feb. 12 **Quiz set # 2, chapters 6 through 8-online, due by midnight (CST)**

Weekend III

Saturday, Mar. 4 **Chapters 9-14 Lecture**

Sunday, Mar. 5 **Quiz set #3, chapters 9 through 12-online, due by midnight (CST); Discussion Board assignment due by midnight.**

Weekend IV

Thursday, Apr. 6 **Video Uploads & All other elements of final project are due by midnight (CST)**

Saturday, Apr. 8 **Chapters 13-16; Video critiques via teleconference begin through November 24th**

Sunday, Apr. 9 **Quiz set #4, chapters 13-16-online, due by midnight (CST)**

Classes will meet on the Alpine campus in classroom MAB 308 on the following dates and at the specified times:

| | |
|-------------------|-------------------------------------|
| Saturday, Jan. 21 | 9:00 a.m. until 5:00 p.m. |
| Saturday, Feb. 11 | 9:00 a.m. until 5:00 p.m. |
| Saturday, Mar. 4 | 9:00 a.m. until 5:00 p.m. |
| Saturday, Apr. 8 | Teleconferences begin thru April 24 |

Note: In case of inclement weather days or emergency issues we may need to reschedule a day or complete assignments online.

Lectures/Discussions

Weekend I: Examination of the syllabus and course requirements. Review of major counseling theories and an introduction to counseling techniques. Basic Issues in Counseling practice. Ethical practice. Confidentiality and Client intakes, Introduction to Intrapersonal and Interpersonal communication – Emotional Intelligence, Multicultural perspectives, Human growth, Psychoanalytic theory, Adlerian Theory

Weekend II: Introductions to Existential, Person Centered, Gestalt therapies, Behavior Theory. Reality Therapy The case of Stan...

Weekend III: Introductions to Cognitive Behavioral Therapy, REBT, , Solution focused therapy. Feminist Theory, Narrative Therapy, Family Systems
The Case of Stan continues...

Weekend IV: Online Discussion Boards on Post-modern Approaches, Family systems, Integrated perspectives - Teleconferencing begins