

Sul Ross State University
Rio Grande College
Counseling Program

Department of Education

TECHNIQUES OF COUNSELING II

EDUC 6322

3 semester credit hours

Spring Semester 2017

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Office Hours and Student Availability

Available to meet with students by appointment in Uvalde on Mondays 4:00 – 6:00 pm and 8:45 – 10:00 pm.
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Course Purpose

This course will assist students in developing advanced skills in individual counseling and psychotherapy focusing on analytical reviews of diverse case studies, assessment, planning of appropriate treatment strategies, comprehensive case conceptualization, and professional consultations.

Prerequisite: *Student must have earned a grade of B or higher in EDUC 6321 and have permission of the instructor.*

Course Objectives

Upon successfully completing this course, students will be able to:

1. Identify and exhibit theoretically specific counseling interventions.

Assessment of this objective will be conducted by the Professional Counseling Relationship, the Client Case File, Clinical Supervision, the Theory-Based Case Conceptualization Papers, the Annotated Bibliography, the Essential Fact Sheet, the PowerPoint Presentation, the Midterm Evaluation of Skill, the Final Evaluation of Skill, and the Individualized Personal Final Examination.

2. Demonstrate appropriate application of assessment techniques and treatment planning.

Assessment of this objective will be conducted by the Professional Counseling Relationship, Clinical Supervision, the Client Case File, the Theory-Based Case Conceptualization Papers, the Individualized Personal Final Examination, and Instructor Observation in Fishbowl Counseling.

3. Evaluate the effectiveness of counseling skills, techniques, and interventions.

Assessment of this objective will be conducted by the Professional Counseling Relationship, the Client Case File, Clinical Supervision, the Theory-Based Case Conceptualization Papers, the Annotated Bibliography, the Essential Fact Sheet, the PowerPoint Presentation, the Midterm Evaluation of Skill, the Final Evaluation of Skill, the Individualized Personal Final Examination, and Instructor Observation in Fishbowl Counseling.

4. Describe ways in which traditional approaches to counseling and contemplative mindfulness-based schools of thought can be integrated in a complementary manner to enhance counseling effectiveness and counselor creativity.

Assessment of this objective will be conducted by the Professional Counseling Relationship, Clinical Supervision, the Client Case File, the Theory-Based Case Conceptualization Papers, the PowerPoint Presentation, the Midterm Evaluation of Skill, the Final Evaluation of Skill, the Individualized Personal Final Examination, and Instructor Observation in Fishbowl Counseling.

5. Develop and describe an integrated personal approach to counseling based on accepted practice, ethics, and personal awareness.

Assessment of this objective will be conducted by the Professional Counseling Relationship, Clinical Supervision, the Client Case File, the Theory-Based Case Conceptualization Papers, the Midterm Evaluation of Skill, the Final Evaluation of Skill, the Individualized Personal Final Examination, and Instructor Observation in Fishbowl Counseling.

6. Demonstrate the core counseling characteristics of empathy, authenticity, and genuineness and the essential counseling strategies of paraphrasing, reflection of feeling, confrontation, reflection of meaning, and theoretically consistent influencing skills.

Assessment of this objective will be conducted by the Professional Counseling Relationship, Clinical Supervision, the Client Case File, the Theory-Based Case Conceptualization Papers, the Midterm Evaluation of Skill, the Final Evaluation of Skill, the Individualized Personal Final Examination, and Instructor Observation in Fishbowl Counseling.

7. Display professional commitment and a path of personal and professional growth and development.

Assessment of this objective will be conducted by Clinical Supervision, the Client Case File, the Midterm Evaluation of Skill, the Final Evaluation of Skill, the Individualized Personal Final Examination, and Instructor Observation in Fishbowl Counseling.

Readings

There are no specific required texts for this course. Students are required to select three approaches to counseling and psychotherapy on which they will develop basic levels of expertise. The instructor must approve all choices before completion of the Individualized Learning Contract. The Learning Contracts, worth a total of ten points toward the final grade in this course, must be received and approved by the Instructor on or before **January 23, 2017**.

Class Sessions

This class will meet on Monday evenings, from 6:00 p.m. to 8:45 p.m., in Uvalde in room B-101. Class sessions will include instructor demonstration and student practice in the counseling fishbowl, case staffing, case presentations, and professional discussions.

Course Requirements and Grading

| | |
|--|------------|
| *regular attendance and participation | 40 points |
| *individualized learning contract | 10 points |
| *mindful counseling blog | 30 points |
| *annotated bibliography | 40 points |
| *essential fact sheet | 40 points |
| *powerpoint presentation | 40 points |
| *theory-based case conceptualization paper for Pioneers and Reformers | 50 points |
| *theory-based case conceptualization paper for Postmodern Pragmatists | 50 points |
| *theory-based case conceptualization paper for Mindfulness Movement | 50 points |
| *clinical supervision | 25 points |
| *professional counseling relationship and case file | 25 points |
| *midterm evaluation of counseling skill | 50 points |
| *final evaluation of counseling skill | 50 points |
| *individualized personal final examination | 100 points |

According to this scale, there are 600 total points possible on which your final course grade will be based. A final point total of 540 or greater will earn you a final grade of A, a total of 480-539 will be a final grade of B, and a total of 400-479 will be a C grade. Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.

Project Substitution: The three theoretically-based projects (bibliography, fact sheet, and PPT) are each worth a total of 40 points. Students can choose to substitute personal counseling (independent of the instructors) for one of the three projects. The personal counseling option requires participation as a client for a minimum of twelve (12) weekly sessions. At the end of the semester, the counselor will provide written documentation of the client's participation while assuring and protecting confidentiality.

Note: A final grade of B or better in *Techniques of Counseling II* (EDUC 6322) is required in order to register for the *Practicum in Counseling* (EDUC 7316).

PROPOSED COURSE OUTLINE

| DATE | TOPICS, ISSUES, AND ASSIGNMENTS DUE |
|-------------|--|
| January 23 | *Introductions *Course Overview and Expectations *Pre-Practicum Readiness *Counseling Relationship *Orientation to Counseling Room Equipment **Due: Individual Learning Contract |
| January 30 | *Influencing Skills *Basic Skill Review *Counseling Relationships *Exploring the Theories *Identifying Your Approach *Training on Counseling Room Equipment |
| February 6 | *Integrating Theoretical Constructs *Mindful Counselors and Mindful Counseling |
| February 13 | *Metaphor as a Technique *Overview of Mindfulness and Counseling **Due: Project for Pioneers and Reformers |
| February 22 | *Skill Rehearsal *Theoretically Specific Skills |
| February 27 | *Case Conceptualization **Due: Theory-Based Case Conceptualization Paper I (Pioneers and Reformers) |
| March 6 | *Assessment in Counseling *Treatment Planning **Scheduled 3/6-3/10: Midterm Evaluation of Counseling Skill |
| March 13 | **Spring Vacation: No Class! |

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|----------|--|
| March 20 | *Client Conceptualization *Mindfulness Awareness **Due: Project for Postmodern Pragmatists |
| March 27 | *Theoretical Applications and Compromises *Counselor Authenticity |
| April 3 | *Skill Integration *Mindfulness Training **Due: Theory-Based Case Conceptualization Paper II (Postmodern Pragmatists) |
| April 10 | *Treatment Evaluation *Immediacy and Impermanence |
| April 17 | *Special Issues in Counseling and Psychotherapy <i>**Easter Monday Considerations</i> **Due: PowerPoint Presentation for Mindfulness Movement |
| April 24 | *Integrated Personal Approach to Counseling *Transfers and Terminations |
| May 1 | *Putting it All Together *Practicum Planning **Due: Theory-Based Case Conceptualization Paper III (Mindfulness) **Individualized Personal Final Examination is disseminated **Scheduled 5/1-5/5: Final Evaluation of Counseling Skill |
| May 8 | *Last Class Meeting *Termination Ritual **Due 5/9: Mindful Counseling Blog completed on Blackboard **Due 5/9: Comprehensive Counseling Case File on Blackboard **Due 5/10: Individualized Personal Final Examination via email |

Remember these important dates:

| | |
|--------------------|---|
| January 17 | Spring semester classes begin |
| January 20 | Last day for late registration and schedule changes |
| January 23 | First class session and Individualized Learning Contracts due |
| February 13 | Project for Pioneers & Reformers due |
| February 27 | Case Conceptualization Paper #1 due |
| March 6-10 | Midterm Evaluation of Counseling Skill individually scheduled |
| March 7 | Mid-Semester |
| March 13-17 | Spring Break |
| March 20 | Project for Postmodern Pragmatists due |
| April 3 | Case Conceptualization Paper #2 due |
| April 7 | Last day to drop a course or withdraw from University |
| April 14 | Good Friday Holiday |
| April 17 | Project for Mindfulness Movement due |
| May 1 | Case Conceptualization Paper #3 due |
| May 1 | Individualized Personal Final Examination disseminated |
| May 1-5 | Final Evaluation of Counseling Skill individually scheduled |
| May 8 | Last class session and termination |
| May 9 | Mindful Counseling Blog must be completed on Blackboard |
| May 9 | Comprehensive Case File must be completed on Blackboard |
| May 10 | Individualized Personal Final Examination due via email |
| May 13 | Spring Commencement in Del Rio at 7:30 pm |

ASSIGNMENTS AND ACTIVITIES

Attendance and Participation

You are expected to attend class regularly and on time. Tardiness and absenteeism have extreme detrimental effects on both learning and rehearsal. Furthermore, all students are expected to conduct at least **ten** genuine counseling sessions with a volunteer client outside of class. Additionally, all students are expected to participate in weekly clinical supervision meetings for approximately one hour each week outside of class (a minimum of ten hours of face-to-face clinical supervision during the semester is required). Missing a class meeting, a scheduled counseling appointment, or a clinical supervision session for any reason will result in the deduction of 20 points from the attendance and participation score, **regardless of the excuse**. There will be no opportunities for making up missed class sessions.

Participation in the class is measured by one's willingness and courage to take risks. *You will be invited and encouraged to leave your egos and your performance anxieties at the door!* Participation is evaluated by the instructor and the graduate TA on a subjective basis. Attendance and participation are worth a total of **40 points**.

As in *Techniques I*, the primary class activity for *Techniques II* will consist of fishbowl counseling sessions, observations, and debriefing feedback discussions. However, in *Techniques II*, fishbowl counseling sessions will not be random, but rather they will consist of matches made by the instructors in advance of the second class session. The instructors will match counselors and clients based on strengths, weaknesses, and interpersonal characteristics.

Mindful Counseling Blog

You are expected to create and maintain a Mindful Counseling Blog on Blackboard. At a minimum, blog entries must be twice weekly, and the level of analysis must reflect a depth of awareness and introspection significantly more scholarly and sophisticated than that demonstrated in the blogs of the fall semester. Additionally, you are required to interact with other students via the blogs. The journal blogs should include at least twice weekly (or more) entries based on the events and experiences of that week's fishbowl activities and your individual counseling sessions. Each entry must be comprehensive, insightful, and analytically in-depth. On our class Blackboard site there is a blog space entitled, *Tech II Counseling Blog*. You must title this blog entry with your first and last name (e.g., Mark Smith). Your initial entry must start with the date, and then followed by your observations and awareness. When you return to the blog space for your second, third and fourth (and so on and so forth) entries, you will simply edit your existing blog entry by clicking the gray down-arrow and selecting **"Edit."** Begin the subsequent entries by first posting the date (e.g., February 22, 2016) and then your comments. You must make at least two substantial entries (250-500 words) per week, and all entries should be thorough, insightful and dynamic. All students are expected to follow the blog postings of fellow classmates. In so doing, observations, insights, feedback and questions can be posed for the blog author simply by using the **"Comment"** button at the end of blog journal. If someone has made a comment on your recent blog entry, you should respond to the comment in the regular body of

your blog. Do not use the “Comment” button to respond to someone’s comment of your blog. Simply address the issue raised right in the body of your blog journal. At various points throughout the semester, the instructors will provide feedback to individuals regarding the content and depth of the counseling blog entries. In your initial counseling blog entry, please tell us about your holiday experiences, your “resolutions” for 2016, and your expectations for this class and your continued professional growth and development. Additionally, in your initial blog entries describe and discuss your choice of theorists included in your individualized learning contract. You must protect the confidentiality of clients and fellow staff members by using first names only. In accordance with the *Ethical Standards of the American Counseling Association*, counselor blogs can only be viewed by fellow counselors and the university instructors. Your blog must be completed by **May 9, 2017** and is worth a total of **30 points** possible.

Professional Counseling Relationship

You are expected to engage in regular counseling sessions with a volunteer client outside of class. The volunteer client should be a fairly verbal adult. The client may be someone who you know, but with whom you are neither close nor related. (For example, teachers may invite a past student to serve as their client.) You are required to conduct a minimum of twelve (12) counseling sessions (50 minutes) with the volunteer client. You will obtain client written permission to engage in the counseling relationship, maintain progress notes for each counseling session, and will complete a comprehensive case summary following the termination of the counseling relationship. All sessions must be digitally recorded for the purposes of professional liability, supervision, skill evaluation, and self-evaluation. This client, and his/her case history, will provide the foundation for your three Theory-Based Case Conceptualization Papers. You are required to maintain thorough records, case notes, and comprehensive case studies on the counseling relationship which will be posted on Blackboard (posted and maintained by the students), or possibly maintained on the new integrated VAULT recording system, and reviewed by fellow students and the instructors. This will occur in the *Tech II Counseling Blog*. You will simply create a second blog for your client files and case notes. Follow the instructions delineated in the description of the blog assignment. You will type your notes into this blog space and you can upload copies of your paper-pencil documents. This “second” blog will constitute your Counseling Case File. The Counseling Case File must be completed online by **May 9, 2017**. Informal case staffing will occur each week before the fishbowl experience. The professional counseling relationship and comprehensive case file are worth a total of **25 points** toward your final grade in this course. Samples of Informed Consent Statements, Case Session Notes, and Comprehensive Case Summary are posted on Blackboard or, if appropriate, on the integrated VAULT system.

Clinical Supervision

You are expected to engage in weekly face-to-face clinical supervision meetings with a counseling supervisor assigned by the three instructors. These one-hour supervision sessions will be individual, and a minimum of **twelve** (12) sessions are required during the course of the semester. You will be assigned to an individual clinical supervisor during the second week of the semester. This relationship is not solely based on the video-recorded counseling sessions, but rather on the cultivation of the supervisor-supervisee relationship. Supervision sessions must be held weekly for about one hour and the Clinical Supervisor will balance the amount of emphasis placed on video-recordings, client conceptualization, counselor strengths and weaknesses, and the parallel process of the clinical supervision relationship.

At least 24 hours prior to your scheduled supervision appointment, you are required to email the completed form, **Weekly Self-Assessment for Clinical Supervision**, to your supervisor. These supervision self-assessment forms must be typed in Word, emailed to the supervisor, with a copy sent to both instructors. Do not submit scanned copies of hand-written self-assessments. Remember that all clinical supervisors are different! Some will heavily use the information on this weekly report, while others will simply give it a glance on their computer.

You will also be required to meet as needed with the instructors for supervision and evaluation. The individual clinical supervisors will submit to the instructors their regular reports of your counseling performance. This will serve as documentation of supervision participation. Near the end of the semester the clinical supervisor will submit a final evaluation of your counseling performance. There are **25 points** possible for the professional counseling relationship and necessary record-keeping, and there are **25 points** possible for the clinical supervision relationship. This will be a subjective score made by the supervisor based on your attitude and performance during the semester.

Midterm and Final Evaluations of Counseling Skill

You are expected to provide a digital recording of a counseling session with your volunteer client. The instructors will evaluate your level of counseling skill during a thirty-minute individual evaluation appointment outside of class time. These appointment times will be available at various times throughout the designated week. The Midterm Evaluation of Skill will be individually scheduled during the week of **March 6-10, 2017**, and will be worth **50 points** toward your final grade in this course. The Final Evaluation of Skill will be scheduled during the week of **May 1-5, 2017**, and will be worth **50 points** toward your final grade in this course. Criteria for both the midterm and final evaluations will be subjective and individualized with the “ultimate” criteria being practicum readiness.

Individualized Learning Contract

There are no specific required texts for this course. You are required to select three approaches to counseling and psychotherapy on which you will become a “mini-expert.” The instructor must approve your choices; one from each of the three categories below. When the selections have been made and approved, you must complete the Learning Contract and submit to the instructor. The Learning Contracts must be received and approved by the Instructors on or before **January 23, 2017**.

The three therapeutic methods that you select will each be the focus of two different assignments as well as your individualized personal final examination. At three points during the semester a Theory-Based Case Conceptualization Paper will be due (each worth a total of 50 points possible). This paper will require you to conceptualize your client entirely from the vantage point and theoretical perspective of your chosen orientations. Interestingly enough, even though you will write these three papers on the same client across the duration of the semester, the three papers will be extremely different from one another in content, emphasis, and viewpoint. Early in the semester the first theoretically specific assignment will be due. For the **Pioneers and Reformers** you will be required to complete one of the three required projects (Annotated Bibliography, Essential Fact Sheet or PowerPoint Presentation). You will select the second project for the **Postmodern Pragmatists** and the third for the **East Meets West: Mindfulness Movement**.

Following are three lists of counseling and psychotherapy schools of thought from which you will make your selections: 1) **Pioneers and Reformers**; 2) **Postmodern Pragmatists**; and 3) **East Meets West: Mindfulness Movement**. For each therapeutic orientation at least one name is associated with that approach. You can safely assume that all of these approaches have many different theorists, writers, and proponents.

You will gather as much reliable information (books and journal articles) as you need in order to thoroughly familiarize yourself with your three chosen approaches. You can certainly use trusted professional web sites for information; however your basic contractual obligations must include at least one book and at least three empirical journal articles. Obviously you will read much more than that; but this is the minimum requirement for each approach.

PIONEERS AND REFORMERS

Psychoanalytic Therapy (Freud)
Adlerian Therapy (Adler)
Analytical Therapy (Jung)
Psychodynamic Therapy (Rank/Klein)
Reality Therapy (Glasser)
Re-Decision Therapy (Goulding)
Person-Centered Therapy (Rogers)
Rational-Emotive Behavior Therapy (Ellis)
Existential Therapy (Frankl/Yalom)
Gestalt Therapy (Perls)
Cognitive Therapy (Beck)

POSTMODERN PRAGMATISTS

Cognitive-Behavioral Therapy (Meichenbaum/Lazarus/Barlow)
Accelerated Experiential Dynamic Therapy (Fosha)
Positive Therapy (Styron/Seligman)
Constructivist Therapy (Neimeyer)
Possibility Therapy (O'Hanlon)
Trauma Focused Cognitive Behavior Therapy (Cohen)
Emotion Focused Therapy (Greenberg)
Coherence Therapy (Ecker/Hully)
Functional Analytic Therapy (Kohlenberg/Tsai)
Compassion Focused Therapy (Gilbert)
Interpersonal Therapy (Klerman/Weissman)
Relational-Cultural Therapy (Miller/Jordan)
Narrative Therapy (White/Epston)
Schema Therapy (Young)
Solution-Focused Therapy (de Shazer/Berg)
Meta-Cognitive Therapy (Wells/Matthews)

EAST MEETS WEST: MINDFULNESS MOVEMENT

Mindful Therapy (D.Siegel/Germer)
Mindfulness-Based Therapy (R.Siegel/Epstein/Goodman)
Mindfulness-Based Cognitive Therapy (Kabat-Zinn/Segal)
Acceptance and Commitment Therapy (Hayes)
Contemplative Therapy (Trungpa)
Core Process Therapy (Sills)
Dialectical Behavior Therapy (Linehan)
Morita Therapy (Morita/Reynolds)

When you have made your three selections and have received instructor approval you will need to complete the Individualized Learning Contract. This contract must be a thoughtful narrative on the rationales of your three choices and what the minimum required sources you intend to study are. You can assume that this learning contract will be written as a scholarly essay at the graduate level. Do not write this narrative essay in question-and-answer format. The completed learning contract is due via email on or before our first class meeting, **January 23, 2017**. It is worth a total of **10 points** toward your final grade in this course. Use the following stimulus questions as a guideline for successfully completing your Individualized Learning Contract.

- Which theoretical orientation did you choose under **Pioneers and Reformers**?
 - Why did you select this particular approach? What attracted you to it?
 - What, if any, previous experiences have you had with this particular method of counseling and psychotherapy?
 - How might this particular orientation to counseling reflect your own unique personality?
 - What do you hope to gain by thoroughly familiarizing yourself with this approach? How might you expect the ideas, concepts, and strategies of this particular school of thought to influence your knowledge and skills?
 - What are your minimum required sources of scholarly information about this approach? (Use appropriate APA style to cite at least one book and three empirical articles from peer-reviewed professional journals. These resources can best be found on *PsycInfo*.)
- Which theoretical orientation did you choose under **Postmodern Pragmatists**?
 - Why did you select this particular approach? What attracted you to it?
 - What, if any, previous experiences have you had with this particular method of counseling and psychotherapy?
 - How might this particular orientation to counseling reflect your own unique personality?
 - What do you hope to gain by thoroughly familiarizing yourself with this approach? How might you expect the ideas, concepts, and strategies of this particular school of thought to influence your knowledge and skills?
 - What are your minimum required sources of scholarly information about this approach? (Use appropriate APA style to cite at least one book and three empirical articles from peer-reviewed professional journals. These resources can best be found on *PsycInfo*.)
- Which theoretical orientation did you choose under **East Meets West: Mindfulness Movement**?
 - Why did you select this particular approach? What attracted you to it?
 - What, if any, previous experiences have you had with this particular method of counseling and psychotherapy?
 - How might this particular orientation to counseling reflect your own unique personality?
 - What do you hope to gain by thoroughly familiarizing yourself with this approach? How might you expect the ideas, concepts, and strategies of this particular school of thought to influence your knowledge and skills?
 - What are your minimum required sources of scholarly information about this approach? (Use appropriate APA style to cite at least one book and three empirical articles from peer-reviewed professional journals. These resources can best be found on *PsycInfo*.)

Theory-Based Case Conceptualization

All students are expected to complete three different Theory-Based Case Conceptualization papers based on each of the three chosen theorists (three readings). You will describe in detail the client you are currently counseling (from the specific theorist's worldview), and then based on the chosen theoretical foundations, you will write comprehensive case conceptualizations of your client. These clinical papers will include an Introduction, Identifying Information, Presenting Problem, Relevant History, Social and Environmental Factors, Personality Dynamics, Theory-Based Conceptualization, Therapeutic Process, and Summary. You are free to include additional headings and subheadings that you deem relevant to your particular approach. Each Theory-Based Case Conceptualization is worth a total of **50 points** and they are due on **February 27, April 3, and May 1, 2017**. Case papers are typically 15-20 pages in length. They will be evaluated on demonstration of knowledge, application, and integration of the specific theoretical orientation. Remember that these are case conceptualizations from a very specific theoretical orientation. These are not reports on particular theories or approaches. These papers should be written as if you are totally "channeling" your particular chosen orientation.

Theory-Based Case Conceptualization papers must include each of the following headings (*exactly*):

IDENTIFYING INFORMATION

(Do not list this information – use appropriate narrative)

Include age, gender, ethnicity, marital status, educational level, living situation, manner of attire, physical appearance, health, self-presentation, and any other relevant demographic information. *(There may be some subtle reflections of specific theorists even in such objective information.)*

PRESENTING PROBLEM

What is the client's presenting problem? What other problems does the client present with? What are the precipitating circumstances for the presenting problem? How long has the problem persisted? Has this problem occurred before? What were the prior circumstances? What other issues/problems exist, as identified by you and/or the client? *(State these problems in the context of the specific theory.)*

RELEVANT HISTORY

What specific life events are relevant to the client and his/her problems?

(Be concise but thorough with this section; let the specific theory guide your description.)

SOCIAL AND ENVIRONMENTAL FACTORS

Comprehensively describe the client's relationship(s) in terms of the specific theory. Describe the elements in the environment which function as stressors to the client, including both those centrally and peripherally related to the problem. Also, describe the elements in the environment which function as support for the client: friends, family, living accommodations, recreational activities, financial situation. Provide a theoretically specific assessment of the environmental factors.

PERSONALITY DYNAMICS

Thoroughly discuss the Cognitive Factors, Emotional Factors, and Behavioral Factors of the client, in light of the specific theory. The Cognitive Factors include mental processes and thinking, intelligence, mental alertness, persistence of negative cognitions, nature and content of fantasy life, level of insight – client’s “psychological mindedness” or ability to be aware and observant of changes in feeling state and behavior in some interpretive scheme and to consider hypotheses about his/her own and others’ behavior, and capacity of judgment – client’s ability to make decisions and carry out the practical affairs of daily living. The Emotional Factors include typical or most common emotional states, mood during session, appropriateness of affect, range of emotions the client has the capacity to display, and cyclical aspects of the client’s emotional life. The Behavioral Factors include psychosomatic symptoms, other physical related symptoms, existence of persistent habits or mannerisms, sexual functioning, eating patterns, sleeping patterns. *(It is often helpful to employ theory-specific terminology to describe aspects of the client’s personality.)*

THEORY-BASED CONCEPTUALIZATION

This section includes a portrait of the client as seen through the lens of the specific theory, and organized with the basic parameters and foundations of the specific theorist’s concepts. Include the most central core dynamics of the client’s personality, and note in particular the interrelationships between the major dynamics and behavior. What are the common themes and patterns? What ties it all together? This is a synthesis of all the above data and the essence of the conceptualization. This is where you completely and totally apply your knowledge of the specific theory.

THERAPEUTIC PROCESS

Using the above conceptualization and the work of the specific theorist, include the following clinical and therapeutic information in this section:

- the outcome goals of therapy
- the objectives
- the specific counseling interventions to specifically address goals and objectives
- overall evaluation of the therapeutic relationship
- primary ethical considerations

Develop outcome goals that would reflect the desired therapeutic outcomes of the specific theorist. Develop objectives for obtaining the goals. Describe the counseling techniques and interventions that the specific theorist would employ toward achieving the objectives with this particular client. From the perspective of the specific theorist, explain how the counselor and client will evaluate the effectiveness of the therapy with this particular client. Identify and discuss the specific ethical considerations pertaining to the counseling of this particular client from this specific theoretical orientation.

SUMMARY

Write a strong and thorough wrap-up of this theory-based case conceptualization. Make this section actually say something significant about this case, this specific theory, and then bring closure to all you’ve accomplished here.

Annotated Bibliography

For one of the three groups of theories and theorists you will be required to create an annotated bibliography of at least twenty (20) sources focusing on the effectiveness of your particular approach, especially with minorities and persons of Hispanic descent. This project is worth a total of **40 points** toward your final grade in this class, and it is due on or before the specified project due date for the particular theory. The annotated bibliography must include professional journal articles and books that clearly and scientifically document the effectiveness of the particular approach you selected. You must include at least five (5) empirical articles which document the effectiveness of your selected approach. You must use appropriate APA style of the bibliographic citations, and the annotation must be about one paragraph in length (100-120 words).

Essential Fact Sheet

For one of the three groups of theories and theorists you will be required to submit an Essentials Fact Sheet. This Fact Sheet will consist of bulleted lists and statements about the basic essentials and characteristics of your particular approach. The final product will look much like an “at-a-glance” condensed overview of the particular approach that you selected. This task is worth a total of **40 points** possible toward your final grade in this course, and it is due on or before the specified project due date for the particular theory. Your Essential Fact Sheet must be written in list or bullet format, as opposed to a narrative format. It must contain the following headings, although you are free to add your own additional headings or subheadings if appropriate:

- **Brief Historical Overview**
- **View of Human Nature**
- **Construct of Personality**
- **Relevant Terminology**
- **Purpose of Counseling and Psychotherapy**
- **Goals of Counseling and Psychotherapy**
- **Role of the Counselor**
- **Counseling Strategies and Techniques**
- **Effectiveness with Hispanic Clients**
- **Summary**

PowerPoint Presentation

You are required to design an instructional PowerPoint Presentation (with audio narration) on the method you chose for the **East Meets West: Mindfulness Movement**. This presentation is due on or before the specified project due date for the particular theory and is worth a total of **40 points** possible toward your final grade in this course. The presentation must be a “stand alone” presentation (not dependent on a person to present it) and therefore must include complete audio narrative. You are free to use the format indicated under the Essential Fact Sheet, or you can create your own unique presentation style. You can assume that your audience for the presentation is other beginning counselors.

Project Substitution

The three theoretically-based projects (bibliography, fact sheet, and PPT) are each worth a total of **40 points**. Students can choose to substitute a semester-long personal counseling relationship (as a client) for one of the three projects. The personal counseling option requires participation as a client for a minimum of twelve (12) weekly sessions. The counselor can be a professional in our college service area, or an intern or practicum counselor completing program and/or licensing requirements. At the end of the semester, the counselor will provide written documentation of the client's participation in general terms without violating the client's privileged communication. This is not extra credit; it is simply project substitution. Please notify one of the TA's if you wish to be assigned a counselor.

Individualized Personal Final Examination

You are expected to satisfactorily complete a **100-point** take-home final examination that will be uniquely tailored for each individual based on that student's specific readings and the experiences in the course. The examination items will expect you to integrate course content with your three personally selected readings. The examinations will consist of complex analytical essay style questions. The individualized examinations will be disseminated to each student in class on May 1, 2017 and will be due to the instructors on or before **May 10, 2017** via email. There will be no in-class final examination although our class will conduct its final class meeting on Monday, May 8, 2017.

Distance Education Statement

Although *Techniques of Counseling II* (EDUC 6322) is an experiential in-person course, a large portion of the full experience of this course will take place on Blackboard. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this course.

The policy on Distance Education at Rio Grande College is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Professional Counseling Identity and Behavior

The Counseling Program of Rio Grande College is a professional graduate program designed to meet the standards for Texas school counselor certification and professional state licensure. The Counseling Program does not train students for specific job descriptions, but rather provides a comprehensive preparation meeting the national and state standards of professional knowledge and skill in Counseling. The Counseling Program has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in Counseling, some students discover (or faculty may advise) that they are not appropriate for the Counseling field, nor is the field of Counseling appropriate for them. Faculty of the Counseling Program will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

It is the personal and professional responsibility of each and every graduate student in the **Counseling Program** of Rio Grande College to be familiar with the most current issue of the *Counseling Program Handbook*. This document details and describes all aspects of the Counseling Program, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling.

Unethical behavior (as defined by the *Code of Ethics and Standards of Practice* of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all Counseling courses. Failure to maintain professionalism is considered unethical behavior.

Accessibility and Learning Environment

The Counseling Program of Rio Grande College is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law.

The Counseling Program of Rio Grande College supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The Counseling Program 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. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services (830-758-5006) in Eagle Pass, Texas. Services available to all students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
 - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
 - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
 - c. A description of the current functional impact/limitations of the disability.
 - d. Treatments, medications, assistive devices/services currently prescribed or used.
 - e. A description of the expected progression or stability of the disability over time.
 - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration. If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Fishbowl Observation and Evaluation Scale

Fishbowl Counselor: _____ **Observing Counselor:** _____

Directions: For each evaluation criterion assign the counselor a value between 1 and 10 that best represents your assessment of the counselor's level of therapeutic skill as demonstrated in the fishbowl. The value of 10 indicates *excellent or exemplary* demonstration of counseling skills and knowledge; the value of 5 indicates *good or satisfactory* demonstration of counseling skills and knowledge; and the value of 1 indicates *poor performance or the serious need for immediate improvement* in counseling skills and knowledge. Record relevant observation notations under each criterion in order to accurately communicate your observational assessment to the fishbowl counselor.

Basic Skills: The counselor demonstrates appropriate attending skills, observes client behavior and responds accordingly, communicates compassion and empathy, and employs accurate listening skills.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Rapport: The counselor established compassionate but therapeutic rapport fairly quickly with the client and set the stage for an effective counseling session.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Acceptance: The counselor was receptive and accepting of the client's emotions, feelings, and expressed thoughts.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Interaction: The counselor communicated with the client below the surface level and stayed with uncomfortable emotions when they were present.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Affective Equilibrium: The counselor elicited and reflected client affect while transitioning from the emotions of the past ("*then-and-there*") to the feelings of the present moment ("*here-and-now*"); reflecting the client's emotions on a deeper level than the client's disclosure and thereby demonstrating accurate empathy.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Hypothesis Directed Risk-Taking: The counselor moved the relationship beyond listening, clarifying and reflecting and, in accordance with formulated hypotheses, took appropriate therapeutic risks with the client by employing purposeful influencing skills and interventions.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Awareness and Insight: The counselor demonstrated an enhanced level of personal and professional insight through an empathic understanding of the client, awareness of his/her own immediate emotions, beliefs and values, and mindfulness of the dynamics of the counseling relationship.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Closing and Termination: The counselor gracefully orchestrated a timely and therapeutic closing to the counseling session.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Emerging Integrated Personal Approach: The counselor demonstrated an appropriate level of personal and professional insight and responded to the client in a style that reflected the counselor's own integrated personal approach to counseling.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

Practicum Readiness: The counselor demonstrated the knowledge and skills that are necessary for a successful practicum experience.

Rating: 1 2 3 4 5 6 7 8 9 10 **Comments:**

TEMPLATE

STATEMENT OF INFORMED CONSENT

The Counseling Program in the Department of Education at Rio Grande College requires all graduate students to complete the course, *Techniques of Counseling II* (EDUC 6322). As a requirement of this course, the student-counselor is required to engage in a counseling relationship with a volunteer client from the community. This semester, Juanita Doe is taking this course in order to complete the requirements for her Master's Degree in Counseling, and she is requesting that you volunteer to serve as her client.

Education and Experience

Juanita Doe has a Bachelor's Degree in Psychology and has been a high school teacher for the past four years. Prior to working in the field of Education, Juanita was a case worker for Adult and Family Services. In addition, she has skills and knowledge in multicultural counseling, group counseling, ethical and legal issues, human growth and development, family counseling, community referral resources, and testing and assessment.

Counseling Services

Juanita Doe will provide individual counseling services to you on a weekly basis from February until mid-May 2017, under the direct clinical supervision of Dr. Todd T. Russell, Ms. Alyssa Quiz, and Ms. Joselyn Ponce-Romo.

Confidentiality

All client and counseling information is highly confidential and cannot be released without your written permission. However, Texas state law requires the reporting of persons who present a danger to themselves or others and any known or suspected cases of child abuse.

Supervision

Juanita Doe will be closely supervised by Dr. Todd T. Russell (210-253-0884), Ms. Alyssa Quiz (818-238-7717) and Ms. Joselyn Ponce-Romo (830-968-8681) of the **Counseling Program** in the Department of Education at Sul Ross State University Rio Grande College, as well as Ms. Sonia Delgado (830-999-6789) at the Town and Country Counseling Center in Eagle Pass.

Personal Responsibility

In compliance with Texas state law, the university administration requests that licensed concealed hand gun holders leave their weapons at home or in their vehicle during all counseling sessions.

Client Informed Consent Statement

I agree to participate in weekly counseling sessions with Juanita Doe. I understand that I will participate in counseling sessions that may be discussed confidentially with the supervising university faculty member, the clinical supervisor, the Graduate Teaching Assistants, and other counseling graduate students. I further understand that all counseling sessions will be digitally recorded for the purposes of clinical supervision. All recordings will be destroyed on or before the end of May 2017.

Client's Signature: _____ Date: _____

Student-Counselor's Signature: _____ Date: _____

TEMPLATE

COUNSELING CONTACT NOTES (SOAP)

Student Counselor:

Date:

Client:

Session Number:

I. SUBJECTIVE:

Presenting concerns in client's words; content of session; situational information contributing to understanding of the client. What was discussed? Where did the session go? Any new case information that is important to understanding client and concerns? Your recollection of what happened during the session.

II. OBJECTIVE:

Description of the client in terms of behavior, appearance, and affect. Observable description of what client did during session, what the vocal quality was, what emotions the client demonstrated or refrained from demonstrating, what the client's interaction with counselor was.

III. APPRAISAL:

What is your current "working" hypothesis about this client and his/her concerns? What is the problem/purpose of counseling? What is the client working on or need to work on?

IV. PLAN:

What to work on; what to do to "get at" the problem; what to do to move towards resolution, including possible interventions, skills and techniques. Where to from here? What next? What will be your counseling strategy? Any homework assigned?

TEMPLATE

COUNSELING CONTACT NOTES (DIP)

Student Counselor:

Date:

Client:

Session Number:

I. DESCRIPTION:

Description of the client in terms of behavior, appearance, and affect. Observable description of what client did during session, what the vocal quality was, what emotions the client demonstrated or refrained from demonstrating, what the client's interaction with counselor was. Describe the presenting concerns using the client's words; content of session; situational information contributing to understanding of the client; counseling interventions. Your recollection of what happened during the session.

II. IMPRESSIONS:

What are your thoughts about the client? What is your current hypothesis about this client and his/her concerns? What is the purpose of counseling? What do you think the client needs to work on?

III. PLAN:

What to work on and how to relieve symptoms, problems; to "get at" the problem; to move towards resolution, including possible interventions, skills and techniques to use in future sessions. Where to from here? What next? What will be your counseling strategy?

TEMPLATE

COMPREHENSIVE CASE SUMMARY

At the completion of your counseling experience (a minimum of fourteen sessions with the client) you must complete a Comprehensive Case Summary. Typically, comprehensive case summaries are about three pages in length. Use the following headings and appropriate responses in compiling your case summaries. Include the completed Comprehensive Case Summary, along with the session case notes, in your counseling case file that must be posted on Blackboard or, if activated, the integrated VAULT recording system. Your case documentation must be completed by **May 9, 2017**.

I. Basic Information

Indicate client's name, date of birth, date of first session, date of last session, and total number of counseling sessions.

II. Client Description and Brief History

Provide brief description of your client by indicating such things as age, physical appearance, grade-level, living situation, family situation, etc. Also, indicate any relevant history, including family background, school, work, or medical history.

III. Presenting Problems

Indicate the client's presenting concerns and reasons for seeking and continuing counseling.

IV. Counseling Process

Describe the initial session, including your impressions. Provide a brief narrative of the subsequent counseling sessions. Major focus is on the process rather than the content. Note difficulties and progress as appropriate. Also, indicate the nature and reason for termination and client recommendations for the future or professional referrals.

V. Counseling Goals

Indicate your counseling goals, interventions, and rationales. Explain your counseling interventions and state your desired effect. Did this case involve any consultation with significant others? If so, explain your approach to consultation.

VI. Self-Evaluation

Provide a brief evaluation of your own counseling skills with this particular client. Did you accomplish your goals? If you could do it again, is there anything you would do differently?

VII. Verification

Include your electronic signature and date.

TEMPLATE

WEEKLY SELF-REPORT FOR CLINICAL SUPERVISION

Directions: For each clinical supervision session, type a one page self-assessment of your counseling skills pertaining to the particular counseling session to be viewed during supervision. Self-assessments must be emailed to the clinical supervisor, with copies sent to Joselyn and Alyssa, Teaching Assistants, at least one day prior to the scheduled supervision meeting.

Date of Counseling Session: _____

Counseling Session #: __

Overall Performance: 0 1 2 3 4 5

(Please rate your performance on a scale from 0 to 5, with 5 being the best)

SUMMARY OF SESSION:

TECHNIQUES UTILIZED/ATTEMPTED:

AREAS TO IMPROVE/FOCUS ON:

ADDITIONAL COMMENTS/CONCERNS: