

Counseling Program

Techniques of Counseling I

EDUC 6321

3 semester credit hours

Fall Semester 2021



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Student Availability and Office Hours

Available for virtual assistance via Collaborate, Zoom, TEAMS, email, text or voice
9:00 am – 12:00 pm Mondays and Wednesdays; 10:00 am – 2:00 pm Thursdays
Available other days and at other times by appointment

Counseling Program Virtual Access Information

Community Counseling Clinic: <https://www.srsu-mrg-ccc.org/>

Clinic Email: srsu.mrg.counseling@gmail.com

Counseling Program Website: <https://www.sulross.edu/page/4849/master-education-counseling>

Course Prerequisites: Student must have earned a grade of B or higher in *Personality and Counseling Theories* (EDUC 5314) and have permission of the instructor. This course is taken concurrently with *Group Counseling* (EDUC 7315).

Course Purpose: This course will provide an experiential opportunity in professional counseling practice designed to develop communication and conceptualization skills essential to an effective and culturally relevant counseling relationship.

Course Description: This class will meet on Monday evenings, from 7:00 p.m. to 10:00 p.m., on the Zoom or Collaborate Ultra platforms. Class sessions will include fishbowl demonstrations, debriefing, discussion, role-play, and skill rehearsal. Additionally, all students are expected to attend and participate in a minimum of **thirteen (13)** weekly triad (i.e., groups of three) practice sessions outside of class (approximately once per week throughout the semester). In light of individual health and safety concerns related to the pandemic, these weekly practice sessions will be conducted on virtual platforms and/or in tradition in-person settings. These video-recorded practice and rehearsal sessions typically take between two and three hours and are scheduled at the convenience of the triad members. Practice Triads (composed of three students) consist of a counselor, a client, and an observer that rotate through all positions until everyone has counseled a client for that particular week. All triad practice sessions must be video recorded for the purposes of supervision and evaluation. All recordings and written documentation must be uploaded to your individual folder on the shared Google space. These procedures will be thoroughly explained by Mr. Tadeo Martinez, Clinic Martinez. Students are entirely responsible for the accurate recording of each and every triad practice rotation. All students are expected to participate in a minimum of **twelve (12)** one-hour weekly individual clinical supervision sessions with Clinical Supervisors who will be assigned by the Instructors prior to the second meeting of the class. Supervision is a powerful teaching and learning tool; but it is definitely not an egalitarian relationship. In other words, the Clinical Supervisors know your course schedules and time demands. They will identify the few times during the week that they are available for scheduling supervision. Ultimately, they will have the final word in all decision-making struggles. Additionally, person health and safety concerns must be considered when deciding to conduct clinical supervision sessions in-person or on virtual platforms.

Course Goal: The primary goal of this course is to assist the students in establishing a firm foundation for their emerging and evolving integrated personal approach to counseling and psychotherapy. As the first “hands-on” class of the Counseling Program, the students must develop an understanding and application of the basic counseling skills that are essential in initiating and maintaining an effective and culturally relevant counseling relationship.

Student Learning Objectives: Upon successfully completing this course students will:

1. Identify and demonstrate basic listening and influencing skills necessary to initiate and maintain an effective counseling relationship.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, Clinical Supervision Reports and Counselor Evaluation, and Instructor Observations of Class Participation.

2. Assess the unique counseling needs of the client, incorporating the data from various formal and informal assessments.

Evaluation Method: Assessment of this objective will be conducted by the Clinical Appraisal Report, the Midterm Skill Evaluation, the Final Skill Evaluation, and the Objective Final Examination.

3. Identify and describe the essential characteristics and qualities of an effective counseling relationship.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Objective Final Examination, the Counseling Observation Blog, and Instructor Observations of Class Participation.

4. Evaluate the effectiveness of counseling skills, techniques, and interventions at the beginning counselor level.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports, the Objective Final Examination, the Counseling Observation Blog, and Instructor Observations of Class Participation.

5. Describe and discuss the ethical and professional foundations on which the effective counseling relationship is based.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Objective Final Examination, and Instructor Observations of Class Participation.

6. Demonstrate and discuss the fundamental features of the student-counselor's dynamic and evolving integrated personal approach to counseling and psychotherapy.

Evaluation Method: Assessment of this objective will be conducted by the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Counseling Observation Blog, the Counseling Community Service Experience, and Instructor Observations of Class Participation.

7. Recognize and define the concept of mindfulness as it relates to the counseling process and implement and maintain a personal mindfulness practice.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Counseling Observation Blog, and Instructor Observations of Class Participation.

8. Demonstrate professional commitment and personal growth.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Clinical Supervision Reports, the Final Skill Evaluation, the Counseling Observation Blog, the Counseling Community Service Experience, and Instructor Observations of Class Participation.

Proficiencies for Counselors: Proficiencies that students must master in this course are derived from two sources: the *State of Texas Standards Required for the School Counselor Certificate* (§239.15) and the *Council for the Accreditation of Counseling and Related Educational Programs* (CACREP).

The following school counselor certification standards (TAC §239.15) are addressed in this course:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (2) counseling and consultation theories and practices
- (8) learners' developmental characteristics and needs and their relevance to educational and career choices
- (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles
- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students
- (14) counseling-related research techniques and practices
- (19) an understanding of systems, including family dynamics and school environments

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs
- (8) use multiple sets of information and data to make decisions about students, programs, and services
- (9) use counseling-related research techniques and evidence-based practices to address student needs

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change

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

- (1) demonstrate effective communication through oral, written, and nonverbal expression
- (11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards

The following CACREP Common Core standards are addressed in this course:

Professional Counseling Orientation and Ethical Practice

- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

Human Growth and Development

- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Counseling and Helping Relationships

- a. theories and models of counseling
- c. theories, models, and strategies for understanding and practicing consultation
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

Assessment and Testing

- d. procedures for identifying trauma and abuse and for reporting abuse

Research and Program Evaluation

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- e. evaluation of counseling interventions and programs
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Student Learning Outcomes Based on Counseling Program Objectives: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- Comprehend the role and function of the counselor in a variety of work settings.
- Know and apply the professional standards of practice and the relevant code of ethics.
- Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Counseling Program Marketable Skills: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

1. The Master of Education Counseling student will demonstrate analytical and critical thinking skills.
2. The Master of Education Counseling student will demonstrate empathy and listening skills.
3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling; and the faculty present and discuss these skills online or in-class with students. Each marketable skill includes consideration of the cultural influences on an individual's worldview perspective. The cultural focus is reflected and emphasized in all courses, as are reflective writing or research assignments. *Techniques of Counseling I* (EDUC 6321) emphasizes the essential communication skills and therapeutic interventions of active listening, reflecting feeling and demonstrating authentic empathy.

Required Readings: The instructors are conscientious of the outrageous costs of graduate studies and the rapidly escalating costs of counseling textbooks. Additionally, after 37 years of training masters-level counselors, Dr. Russell considers most techniques and skills textbooks to be deficient in one or more areas of training. Therefore we do not use any required textbooks. Instead, all required readings are posted on our class Blackboard site. You are expected to remain current with the posted readings, articles, handout materials, videos and presentations available on Blackboard. Although there are no textbooks for this course, there is an abundance of required reading that will be posted and available to students on Blackboard.

Course Requirements and Grading:

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|--|------------|
| *attendance and participation | 40 points |
| *counseling observation blog | 30 points |
| *clinical supervisor evaluation reports | 20 points |
| *counseling community service experience | 20 points |
| *clinical appraisal report | 30 points |
| *midterm skill evaluation | 60 points |
| *final skill evaluation | 100 points |
| *objective final examination | 100 points |

According to this scale, there are 400 total points possible on which your final course grade will be based. A final point total of 360 or greater will earn you a final grade of A, a total of 320-359 will be a final grade of B, and a total of 280-319 will be a final grade of C, which is not acceptable for advancing to *Techniques of Counseling II* (EDUC 6322). If you earn a final grade of C or less, you will be invited to enroll in *Techniques I* again at a later time with a different cohort of learners. You will have the opportunity to repeat the course and improve your performance. Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.

Glimpse of a Typical Week in Techniques I: Here is a brief glimpse of what your “average week” will look like:

- 180 minutes (three hours) of class (“*fishbowl counseling demonstrations*”)
- 150 minutes (two and one-half hours) of triad practice and debriefing
- 60 minutes (one hour) of reading and academic study
- 60 minutes (one hour) of self-evaluation and skill review
- 60 minutes (one hour) of clinical supervision
- 60 minutes (one hour) of triad supervision
- 30 minutes (one-half hour) of mindfulness practice

Minimum of 600 minutes or ten (10) hours per week

Proposed Course Outline

DATE **TOPICS, TASKS & ASSIGNMENTS DUE**

August 23 *Introductions
 *Course Overview and Expectations
 *Overcoming Obstacles
 *Dynamics and Characteristics of Emotional Intensity
 *Counseling as Intimate Personal Relationship
 ****Due by 08/27/20: Creation of Blog**
 ****Blackboard: Readings and Blog*

August 30 *Conceptualizing Counseling
 *Understanding Clinical Supervision
 *Leaning into Fear and Apprehension
 *Introduction to Mindfulness
 *Fishbowl and Debriefing Structures
 *Development of Effective Observation Skills
 ****Blackboard: Readings and Blog*

September 6 ****Labor Day! – No Class**
 ****Blackboard: Readings and Blog*

September 13 *Art of Counseling
 *Helping Relationship
 *Attending Skills
 *Maintaining Mindful Presence
 ****Blackboard: Readings and Blog*

September 20 *Listening Skills
 *Encouraging
 *Paraphrasing
 *Summarizing
 *Supportive Silence
 *Practicing Mindful Listening
 ****Blackboard: Readings and Blog*

September 27 *Understanding the Client
 *Observation Skills
 *Selective Responding
 *Gentle and Kind Mindful Awareness and Observation
 ****Blackboard: Readings and Blog*

October 4 *Reflection of Feeling
 *Accurate Empathy
 *Painful Discomfort of Mindfulness
 *Authentic Presence with Own Emotions
 *Modeling Emotional Courage to Our Clients
 ****Blackboard: Readings and Blog*

October 11 *Personalizing Client Content
 *Demonstrating Counselor Affect
 *Fearlessness and Emotions
 ****Blackboard: Readings and Blog*

October 18 ****Midterm Skill Evaluations** (No Class Meeting)

October 25 *Integrating Listening Skills
 *Personal Goals for Semester
 *Mindful Self-Compassion and Self-Care
 ****Blackboard: Readings and Blog*

November 1 *Confrontation
 *Reflection of Meaning
 *Mindful Challenges and Therapeutic Conflict
 ****November 4-5: TCA Professional Growth Conference in Galveston**
 ****Blackboard: Readings and Blog*

November 8 *Influencing Skills
 *Minimal Questioning
 *Interpretation
 *Self-Disclosure
 *Authenticity, Genuineness and Mindfulness
 ****Blackboard: Readings and Blog*

November 15 *Immediacy
 *Feedback
 *Directives
 *Skill Integration
 *Counseling as Dynamic Process
 *Sitting Mindfully with Self-Doubt and Condemnation
 ****Due 11/15 11:00 pm: Clinical Appraisal Report**
 ****Blackboard: Readings and Blog*

November 22 *Termination of Counseling Relationship
 *Client Conceptualization
 *Mindfulness in Clinical Supervision
 *Final Fishbowl
 ****Blackboard: Readings and Blog*

November 24-26 ****Thanksgiving Holiday**

November 29 ****Final Skill Evaluations**

December 6 *Overview of *Techniques of Counseling II* (EDUC 6322)
 *Individual Learning Contracts
 *Termination Rituals
 ****Due 12/6 11:00 pm: Counseling Community Service Experience**
 ****Due 12/7 11:00 pm: Clinical Supervisor Evaluations**
 ****Due 12/8 11:00 pm: Objective Final Examination Due Online**
 ****Due 12/8 11:00 pm: Counseling Observation Blog**

Remember these important dates:

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|-----------------------|---|
| August 23 | Class begins and last day |
| August 26 | Last day for late registration and schedule changes |
| August 27 | Initial entry required for Counseling Observation Blog |
| September 6 | Labor Day Holiday: No Class |
| September 8 | Last day to drop the Experiential Block without academic record |
| October 18 | Midterm Skill Evaluations conducted |
| November 11 | Veterans Day Holiday: No Class |
| November 12 | Last day to drop a course or withdraw from the University |
| November 15 | Clinical Appraisal Report due by 11:00 pm |
| November 24-26 | Thanksgiving Day Holidays |
| November 29 | Final Skill Evaluations conducted |
| December 6 | Last class meeting and termination for <i>Techniques I</i> |
| December 6 | Counseling Community Service Experience due by 11:00 pm |
| December 7 | Clinical Supervisor Evaluation is due by 11:00 pm |
| December 8 | Counseling Observation Blog completed by 11:00 pm |
| December 8 | Objective Final Exam must be completed online by 11:00 pm |
| December 10 | Final Grades Submitted |

Attendance and Participation: All students are expected to attend class regularly and on time. Attendance and participation are worth a total of **40 points**. Due to the health and safety restrictions of individuals in response to the national pandemic, all class session will occur on one of the reliable video meeting platforms. Tardiness and absenteeism have extreme detrimental effects on both learning and counseling skill rehearsal. Missing a class session for any reason will result in the deduction of **20 points** from the attendance and participation score, regardless of the excuse. Showing up late (after the Instructors have convened the class) will result in the deduction of **10 points** from the attendance and participation score, regardless of the excuse. Additionally, missing a scheduled triad practice session or a clinical supervision session will result in the deduction of **10 points** from the attendance and participation score, regardless of the excuse. The Instructors will not judge the merits of a student's reasons for missing class – all absences and tardies will be treated the same. There will be no opportunities for making up missed class time. Participation in the class is measured by one's willingness and courage to take risks, careful observations of fishbowl counseling sessions, and active engagement in the regular debriefing process.

In addition to our Monday evening class meeting, you will also be meeting and practicing (outside of class time) with two other students who constitute a particular triad. You must attend and participate in **thirteen (13)** weekly (once per week throughout the semester) triad practice sessions. These video-recorded practice and rehearsal sessions typically take between two and three hours and are scheduled at the convenience of the triad members. Practice triads (composed of three students) consist of three roles which are assumed by every student-counselor each practice session: Counselor, Client, and Observer. In a single triad recorded practice session all group members will rotate through all positions until everyone has counseled a client for that particular week. Triad members will maintain the same rotation position and assigned client for the duration of the semester. All triad practice sessions must be video recorded for the purposes of supervision and evaluation.

Immediately following each practice counseling session (20-45 minutes in length), the observer shares feedback with the counselor. The focus of observation and debriefing is on the skill and conceptualization of the counselor and not the content (storyline) presented by the client. When one counselor-client practice session is complete and feedback has been shared, everyone rotates to a new position. The entire triad practice session must be video recorded (non-stop), from the beginning of the first counseling session, through the feedback debriefing, for each of the rotations.

Students are required to leave their video feed on during class sessions unless otherwise instructed. During fishbowl counseling demonstrations all observers must keep their audio feed muted. Then during the debriefing sessions everyone must have both their video and audio on and active. It is safe to assume that we will all continue learning about effective methods for translating in-person experiences to the world of virtual platforms. Students should feel free to help problem-solve issues that may arise.

Counseling Observation Blog: All students are required to maintain a Counseling Observation Blog on the class Blackboard platform. The journal-like task will be located in a specified blog folder on Blackboard. You must title your blog space with your first and last name followed by the designated assignment title. For example, *Todd Russell Counseling Observation Blog* would be the title of my blog space under that particular function. The Counseling Observation Blog includes documentations and demonstrations of personal growth, struggle, awareness and professional/academic understanding. Blog posts should include cognitive and affective responses to fishbowl demonstrations, debriefings, and discussions. The blogs should include a minimum of **two entries per week** that are based on the events and experiences of that week's fishbowl, debriefings and discussions, triad practice work, and supervision experiences. The level of analysis woven throughout your blog entries must reflect a depth of awareness and introspection characteristic of graduate student insight and sophistication. You are also required to interact with other students via the blogs.

The initial entries in you Counseling Observation Blog must start with the date/time, 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 and time (e.g., September 22, 2021, at 8:30 pm) and then your comments. You must make at least two substantial entries (250-500 words) per week in the Counseling Observation Blog. 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 you regarding the content and depth of your Counseling Observation Blog entries. In the first blog post for your Counseling Observation Blog, please tell us about yourself; your educational and career history; and your aspirations in the field of counseling. Your blog must be created, and your first entry posted on or before **Friday, August 27, 2021**. Your final blog entries must be completed by **December 8, 2021**. The Counseling Observation Blog is worth a total of **30 points** toward your final grade in this course.

Mindfulness and Counseling: Mindful counselors are able to interact more effectively with their personal and professional environments; they are able to respond rather than react to life's unexpected happenings; they are more effective communicators professionally and personally; and they are more creative and effective agents of client-desired change. A routine personal mindfulness practices provides the counseling graduate student with the knowledge and skills to:

- Slow down or stop the cascade of automatic and habitual reactions.
- See oneself and others more clearly.
- Listen deeply and understand situations just as they are.
- Be open to creativity beyond conditioning.
- Respond effectively to complex and/or emotionally charged situations.
- Act competently and ethically.
- Achieve balance and resilience in personal and professional lives.

Triad Practice Sessions: The purpose of this course is to assist the student in establishing a firm foundation for their emerging and evolving integrated personal approach to counseling and psychotherapy. This is the first “*hands-on*” class of the Counseling Program. All students will be assigned to a practice triad on the first night of class. Each triad must meet once a week for a full rotation of roles while video recording. The practice groups must maintain the same rotation schedule for the duration of the semester. The general goal of the practice group is to prepare students for the two major evaluations of counselor knowledge, skill development, and application of the basic counseling techniques and interventions. In this course your access to appropriate online shared space requires your familiarity with the *Community Counseling Clinic*. This no-cost community service clinic is administered by the Clinic Manager with assistance of the Instructors and Clinical Supervisors. Copies of the promotional flyer are included in this syllabus packet.

Clinical Supervision: Clinical supervision is a powerful tool for managing and ensuring continuous improvement in the delivery of counseling services. Clinical supervision is comprised of balancing four distinct functions: administrative, evaluative, supportive, and clinical. Fundamental structures include a positive working relationship, client-centered approach, commitment to professional development, and legal and ethical accountability. The following action principles ensure high-quality clinical supervision:

- ☉ Maintains a safe, trusting relationship that promotes a learning alliance.
- ☉ Advances a counselor-centered approach with cultural relevance and sensitivity.
- ☉ Promotes professional growth and development.
- ☉ Sustains clinical oversight to ensure the therapeutic quality of the counseling relationship.
- ☉ Ensures ethical and legal responsibility.
- ☉ Employs an individualized approach that is responsive to the needs of the supervisee.
- ☉ Shares the values and philosophy of the Counseling Program and the agency or institution.

Structures of Clinical Supervision: All students are expected to engage in weekly individual clinical supervision meetings with a Clinical Supervisor (assigned by the Instructors). These weekly one-hour supervision sessions will be individual, and a minimum of **twelve (12) sessions** are required during the course of the semester. All *Techniques I* students will be assigned to an individual clinical supervisor by the second night of class. (Students cannot select their own clinical supervisor.) You are required to complete and email to your clinical supervisor the “*Weekly Self-Assessment*” form and upload a PDF version of the completed form to your personal folder on the shared drive at least 24 hours in advance of your supervision meeting. Thus at the end of the semester, the Instructors will have a complete record of your twelve weekly supervision sessions. The Clinical Supervisors will submit to the Instructors an evaluation of the supervisee’s counseling performance at the end of the supervision relationship (refer to the *Clinical Assessment of Counselor Skill* evaluation form). Additionally, the Clinical Supervisors will maintain regular contact with the Instructors informing them of your growth and development. The various components of clinical supervisor are worth a total of **20 points** toward your final grade in this course.

Counseling Community Service Experience: Volunteerism and service to one’s community are deeply rooted in the history and practice of the counseling profession. Community service provides counseling graduate students with opportunities for connecting professionally with their communities. Counseling Community Service is an integral part of the counselor-training process by contributing to the intellectual, social, and personal growth and development of the counselor. The Counseling Community Service Experience requires you to accumulate at least ten (10) hours of relevant volunteer experiences that related to counseling. For example, students can network with community-based agencies, institutions and schools in order to promote the no-cost counseling services of the Community Counseling Clinic. Additionally, there are often opportunities to provide valuable teaching and training on mental health issues at local health fairs and outreach events. Students are not required to obtain instructor approval prior to engaging in relevant community service activities and events. Upon completing the ten (10) hours of community service you must document your dates, times, activities and events, and then provide a personal experience narrative and evaluation of the experiences. The final documentation of your Counseling Community Service Experience is worth a total of **20 points** toward your final grade in this course and the documentation is due to the Instructors on or before **December 6, 2021**.

Objective Final Examination: All students are expected to satisfactorily complete a 100-point objective final examination that is based on the readings (posted articles and handouts), resources, and class experiences during the entire semester. The examination items will expect you to integrate course content with the readings and will consist of one hundred objective items (multiple-choice and true/false). The final examination will be available online for five days prior to its deadline of **December 8, 2021**, at 11:00 pm. This examination is worth a total of **100 points** toward your final grade in the course.

Midterm and Final Skill Evaluations: All students are expected to engage in regular skill practice outside of class with an assigned triad of fellow students. On the first night of class all students will be assigned to a practice triad. The purpose of these small groups of three is to practice the basic counseling skills and provide observant and mindful feedback and support to one another. Practice triads (composed of three students) consist of three rotating roles of counselor, client, and observer. Each triad member serves in each of the three roles during the course of one weekly practice and recording session. All triad practice sessions must be video recorded for the purposes of supervision and evaluation. The triad produces one single video of one weekly practice meeting, from start to finish. This ensures that in addition to the counseling session, the debriefing discussions are also recorded for later review. Procedures for uploading the practice session recording will be discussed in class.

For the Midterm Skill Evaluations, students must choose a recent video (at least 20 minutes) of a counseling session that will be evaluated by the Instructors. The Midterm Skill Evaluations will be conducted during the regular class time on **October 18, 2021**, on the Zoom platform, and will be worth **60 points** toward your final grade in this course. There will be no class meeting on the evening of the skill evaluations. The Final Skill Evaluation is worth **100 points** toward your final grade in the course and will be scheduled on **November 29, 2021**, in the same fashion as the Midterm Evaluation of Skill. For the Final Skill Evaluations, students must choose a recent video (at least 40 minutes) of a counseling session that clearly demonstrates growth and improvement from midterm.

Clinical Appraisal Report: All students are expected to complete a Clinical Appraisal Report on the most important client in the world: *Self*. The primary objective of this assignment is to assist you in interpreting and integrating formal and informal assessment data into the client's treatment plan and the counseling relationship. The thematic purpose of the Clinical Appraisal Report is to assess your potential effectiveness and likelihood of success in the career field of Counseling. Students will be required to engage in various methods of assessment and psychological appraisal to collect data on the self, and then write a concise, but comprehensive, Clinical Appraisal Report. All students are required to incorporate all scaled scores and percentiles (e.g., Verbal Reasoning, Quantitative Reasoning, Analytical Writing) from the general *Graduate Record Examination* (GRE). The task cannot be completed without all three GRE scores. Writing scores are sent to examinees about four to six weeks after completion of the examination. In this Clinical Appraisal Report, you must report your standard scores and percentiles for the three major areas: Verbal, Quantitative, and Analytical Writing. More importantly, you must provide a thorough clinical interpretation of the obtained scores. (Refer to both empirical and clinical research articles for comprehensive clinical interpretation of your GRE scores.) You are required to interpret the scores in light of the purpose of the Clinical Appraisal Report. Students must incorporate

other assessment data available to them, including standardized test scores (*MBTI*, *MMPI*, *TE_xES*), academic grades, behavioral observations, projective testing techniques, dream journals, personal histories or narratives, and other sources of assessment and appraisal data. The Clinical Appraisal Report is worth a total of **30 points** toward your final grade and is due, via email, to all three Instructors, on or before **November 15, 2021**. The clinical report must be written professionally in the third person (as if you were writing about your client). Clinical Appraisal Reports are typically seven to ten pages in length (single-spaced). Sample Clinical Appraisal Reports will be made available on Blackboard, but students are cautioned against following the sample verbatim when constructing this report. Instead, regardless of what you might see in the samples, you should format your report in reflection of the following outline:

Client Name: Indicate client's full name.

Client Contact Information: Include client's address, phone numbers, and email.

Date of Birth: Indicate client's date of birth.

Age: Indicate client's age at time of testing or reporting.

Tests Administered: Indicate the standardized tests (e.g., *GRE*, *MMPI-2*, *MBTI*) administered to the client and the specific dates that the assessments were conducted.

Behavioral Observations: Indicate the client's physical and emotional behaviors and experiences during the administrations of the various standardized tests.

Other Assessment Data: Indicate the other sources of client appraisal data and the methods in which the data were obtained.

Background Information: Include as much background information and historical narrative as is relevant to addressing the issue of potential effectiveness and likelihood of success in the career field of Counseling; avoid tangential story-telling and informational overload.

Standardized Test Results: Include both the quantitative information (standard scores and percentiles) and descriptive information about the client's obtained scores, as well as a thorough clinical interpretation and psychological explanations of the obtained scores.

Other Assessment Results: Include both a description and clinical interpretation of the data obtained gathered on the client through other sources of assessment and appraisal.

Conclusions and Recommendations: Include a comprehensive summary of the assessment interpretations, as well as a thorough response to the thematic focus of the client's potential effectiveness and likelihood of success in the career field of Counseling.

Hint: When gathering assessment and appraisal data for this report, and while writing the various sections of this psychological evaluation, imagine one of the following two “purposes” of your Clinical Appraisal Report: (1) A university professor makes the sole decision about which student applicants will be admitted to the graduate training program in counseling and which applicants will be rejected; or (2) An employer makes the sole decision about which applicant will be hired in a coveted counseling position and which applicants will not. Your Clinical Appraisal Report must include enough accurate assessment data to be logical, understandable, and convincing, but not so much so that it appears that you are “recommending” the client. A recommendation by definition is biased; a clinical psychological report is highly objective and entirely fact-based.

Distance Education Statement: Due to the personal health conditions and remaining restrictions associated with the COVID-10 pandemic, the experiential learning and skill development of *Techniques of Counseling I* (EDUC 6321) will take place on Blackboard, Collaborate Ultra, Zoom and Google platforms. 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 Sul Ross State University 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 directly to the Instructors, which require secure login information to verify students’ identities and to protect students’ information. Students enrolled in distance education courses at SRSU 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. The procedures for filing a student complaint are included in the student handbook.

Accessibility and Safe 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 SRSU 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 SRSU 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 1973. Students with disabilities are provided assistance in gaining opportunities for full participation in programs, services and activities. It is university policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Ms. Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Verbal and Physical Harassment: 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.