

Counseling Program

Techniques of Counseling II

EDUC 6322

3 semester credit hours

Spring Semester 2022



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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

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

Course Prerequisites: Student must have earned a grade of B or higher in *Techniques of Counseling I* (EDUC 6321) and have permission of the instructor.

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.

Course Description: This class will meet on Monday evenings, from 7:00 p.m. to 9:45 p.m., on the Collaborate Ultra and/or Zoom platforms. Class sessions will consist of both experiential learning and theoretical integration through such activities as instructor demonstrations, student practice in the counseling fishbowl, debriefing discussions, case staffing, case presentations, and advanced theoretical discussions. Students will be expected to conduct at least twelve (12) genuine counseling sessions with a volunteer client outside of class. Additionally, students must participate in weekly clinical supervision meetings for approximately one hour each week outside of class (a minimum of twelve one-hour virtual clinical supervision sessions). The volunteer client must be a verbal adult (no child or adolescent clients). 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; or a parent of a past student.) You will obtain client consent via virtual methods 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, as well as the Treatment Plan project (if selected). You are required to maintain thorough records, case notes, and comprehensive case studies on the counseling relationship which will be maintained on the shared Google drive. These procedures will be thoroughly explained by Mr. Tadeo Martinez, Clinic Director.

Course Goal: As the follow-up to *Techniques of Counseling I* (EDUC 6321), this course will emphasize the continued refinement and articulation of one's emerging and evolving integrated personal approach to counseling and psychotherapy predominantly through case conceptualization. This course is considered to be the "gateway" to the capstone counseling fieldwork experiences. By the end of April 2021, students will be expected to demonstrate the knowledge, skills and insights necessary for advancing to the intense and independent requirements of the *Practicum in Counseling* (EDUC 7316).

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

1. Identify and exhibit theoretically specific counseling interventions.

Evaluation Method: 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 Essential Fact Sheet, the PowerPoint Presentation, the Treatment Plan, the Midterm Evaluation of Skill, the Final Evaluation of Skill, and the Individualized Personal Final Examination.*

2. Demonstrate the clinical application of assessment techniques and treatment planning necessary for the initial counseling fieldwork experience.

Evaluation Method: Assessment of this objective will be conducted by the Counseling Practice Blog, Professional Counseling Relationship, Clinical Supervision, the Client Case File, the Theory-Based Case Conceptualization Papers, the Essential Fact Sheet, the PowerPoint Presentation, the Treatment Plan, the Individualized Personal Final Examination, and Instructor Observation in Fishbowl Counseling.

3. Evaluate the effectiveness of counseling skills, techniques, and interventions that will be necessary for the initial counseling fieldwork experience.

Evaluation Method: Assessment of this objective will be conducted by the Counseling Practice Blog, Professional Counseling Relationship, the Client Case File, Clinical Supervision, the Theory-Based Case Conceptualization Papers, the Essential Fact Sheet, the PowerPoint Presentation, the Treatment Plan, 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.

Evaluation Method: 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 Essential Fact Sheet, the PowerPoint Presentation, the Treatment Plan, 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.

Evaluation Method: Assessment of this objective will be conducted by the Counseling Practice Blog, 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 attending, listening, observing, reflecting and theoretically consistent influencing skills necessary for the initial counseling fieldwork experience.

Evaluation Method: 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.

Evaluation Method: Assessment of this objective will be conducted by the Counseling Practice Blog, 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.

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

Goals of the Counseling Program: The faculty members of the Counseling Program strive toward achievement of the following programmatic and training goals:

- ☞ Develop and maintain a curriculum based on current knowledge and empirical research concerning the counseling and human development needs of a bicultural and bilingual society with its own vast diversity.
- ☞ Challenge and support the student's and the faculty member's growth in human understanding, personal dignity, mindfulness, ethnic identity, and productive interpersonal interactions on all levels.
- ☞ Preserve and promote the ongoing examination of the interplay between culture-specific knowledge and counseling effectiveness.
- ☞ Achieve and sustain excellence as a counselor preparation program as defined by state and national accreditation and credentialing standards, as well as unique regional cultural and linguistic characteristics.
- ☞ Plan and provide excellent instruction, role-modeling, supervision and advisement.
- ☞ Devise and participate in relevant research, scholarly contributions, and community service that benefit students, families, and the communities of South Texas.
- ☞ Organize and facilitate professional collaboration and networking between current graduate students in the Counseling Program and alumni who serve as counseling professionals in South Texas.

Counseling Program Student Learning Outcomes: 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 perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in *Multiculturalism and Diversity in Counseling* (EDUC 6318) and *Bilingual and Bicultural Counseling* (EDUC 6340). Reflective writing or research assignments will be emphasized in all counseling classes with specialized research focus in the following graduate courses: *Research Methodology* (EDUC 5301), *Psychopathology* (EDUC 6319), *Substance Use, Abuse and Addiction* (EDUC 6320), and *Counseling and the Neurosciences* (EDUC 6350).

Readings: There are no specific required texts for this course. However, students will be expected to read the articles, chapters and counseling resources available on Blackboard. Furthermore, students must select three approaches to counseling and psychotherapy on which they will develop basic levels of competence and expertise. The instructors must approve all choices before students complete their Individualized Learning Contracts. The Learning Contracts must be received and approved by the Instructors on or before the second class session of the semester, Monday, January 25, 2021.

Course Requirements and Grading:

*regular attendance and participation	40 points
*individualized learning contract	10 points
*mindful counseling blog	40 points
*essential fact sheet	25 points
*powerpoint presentation	25 points
*treatment plan	25 points
*theory-based case conceptualization paper for Pioneers and Reformers	75 points
*theory-based case conceptualization paper for Postmodern Pragmatists	75 points
*theory-based case conceptualization paper for Mindfulness Movement	75 points
*clinical supervision	35 points
*weekly self-assessments for clinical supervision	25 points
*professional counseling relationship and case file	40 points
*midterm evaluation of counseling skill	50 points
*final evaluation of counseling skill	60 points
*individualized personal final examination	100 points

According to this scale, there are 700 total points possible on which your final course grade will be based. A final point total of 620 or greater will earn you a final grade of A, a total of 540-619 will be a final grade of B, and a total of 480-539 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. **Note:** A final grade of B or better in *Techniques of Counseling II* (EDUC 6322) is required in order to advance to the *Practicum in Counseling* (EDUC 7316).

Project Substitution: The three theoretically-based projects (fact sheet, treatment plan, and PPT) are each worth a total of 25 possible 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 counseling sessions. At the end of the semester, the counselor must provide written documentation of the client's participation while assuring and protecting client confidentiality.

Proposed Course Outline

DATE TOPICS, TASKS & ASSIGNMENTS DUE

January 11	*Introductions *Course Overview and Expectations
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January 18	**Martin Luther King, Jr. Holiday: No Class!
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January 25	*Review Virtual Counseling, Recording and Documentation *Basic Skill Review *Influencing Skills *Essence and Essentials of the Counseling Relationship *Fishbowl Familiarity **Due: Individual Learning Contract
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February 1	*Identifying Beliefs, Assumptions and Facts of Effective Counseling *Integrating Consistent Theoretical Constructs *Mindful Counselors and Mindful Counseling
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February 8	*Metaphor as a Technique *Overview of Mindfulness and Counseling **Due: Project for Pioneers and Reformers
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February 15	*Understanding the Case Conceptualization Process *Language Choice as a Therapeutic Strategy
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February 22	*Assessment in Counseling *Treatment Planning **Due: Theory-Based Case Conceptualization Paper #1 (Pioneers and Reformers)
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March 1	*Client Conceptualization and Case Staffing *Mindful Awareness of Client, Counseling and Counselor **Individual Midterm Evaluations March 5, 2021
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March 8-12	**Spring Break: No classes!!
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March 15	*Theoretical Applications and Compromises *Counselor Authenticity

****Due: Project for Postmodern Pragmatists**

March 22 *Mindfulness Training
 *Skill Integration

March 29 *Treatment Evaluation
 *Immediacy and Impermanence
 ****Due: Theory-Based Case Conceptualization Paper #2**
 (Postmodern Pragmatists)

April 5 *Special Issues in Counseling and Psychotherapy
 *Skill Integration
 *Pre-Practicum Readiness

April 12 *Integrated Personal Approach to Counseling
 ****Due: Project for Mindfulness Movement**

April 19 *Evolving and Dynamic Integrated Personal Approach
 *Client Transfers and Terminations
 *Skill Integration

April 26 *Putting it All Together
 *Planning for the *Practicum in Counseling* (EDUC 7316)
 ****Individualized Personal Final Examination Disseminated**
 ****Due: Theory-Based Case Conceptualization Paper #3**
 (Mindfulness-Based)
 ****Individualized Final Evaluation April 30, 2021**

May 3 *Last Class Meeting
 *Practicum Q & A
 *Termination Ritual and Closing
 ****Due 5/4: Mindful Counseling Blog completed on Blackboard**
 ****Due 5/5: Comprehensive Counseling Case File on Google Drive**
 ****Due 5/5: Individualized Personal Final Examination via Email**

Remember these important dates:

January 11	First class session and Individualized Learning Contracts due
January 14	Last day for late registration and schedule changes
January 18	<i>Martin Luther King, Jr. holiday</i>
January 25	Individual Learning Contract due
January 27	Last day to drop the course without creating academic record
February 8	Project for Pioneers & Reformers due
February 15	Deadline to apply for Comprehensive Oral Examination
February 22	Case Conceptualization Paper #1 due
March 5	Individual Midterm Evaluation of Counseling Skill
March 8-12	<i>Spring Break: No Classes</i>
March 15	Project for Postmodern Pragmatists due
March 29	Case Conceptualization Paper #2 due
April 1	Last day to drop a course or withdraw from University
April 2	<i>Good Friday holiday</i>
April 12	Project for Mindfulness Movement due
April 26	Individualized Personal Final Examination disseminated
April 26	Case Conceptualization Paper #3 due
April 30	Individual Final Evaluation of Counseling Skill
May 3	Last class meeting
May 4	Mindful Counseling Blog must be completed on Blackboard
May 5	Comprehensive Case File must be completed on Google Drive
May 5	Individualized Personal Final Examination due via email
May 8	Spring Commencement TBA at 3:30 pm

****These dates are subject to change in accordance with pandemic safety precautions.**

Assignments and Activities

Attendance and Participation: All students are expected to attend class regularly and on time. Attendance and participation are worth a total of 40 points. Tardiness and absenteeism have extreme detrimental effects on both learning and counseling skill practice and development. 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. Students will be expected to conduct at least twelve (12) genuine counseling sessions with a volunteer client outside of class. Additionally, students will be expected to participate in weekly clinical supervision meetings for approximately one hour each week outside of class (a minimum of twelve hours of virtual 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 instructors on a subjective basis. 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.

Midterm and Final Evaluations of Counseling Skill: Students will be expected to provide a digital recording of a counseling session with the volunteer client. The instructors will evaluate your level of counseling skill during a thirty-minute individual evaluation appointment outside of class time. The Midterm Evaluation of Skill will be individually scheduled on March 5, 2021 and will be worth 50 points toward your final grade in this course. The Final Evaluation of Skill will be scheduled April 30, 2021 and will be worth 60 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*.

Professional Counseling Relationship: Students will be expected to engage in regular counseling sessions with a volunteer client outside of class. The volunteer client must be a verbal adult (no child or adolescent clients allowed). 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; or a parent of a past student.) You must conduct a minimum of twelve (12) counseling sessions (50-60 minutes) with the volunteer client. You will obtain virtual client informed consent to engage in the counseling relationship, maintain progress notes for each counseling session, and 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, as well as the Treatment Plan project (if selected). You will be required to maintain thorough records, case notes, and comprehensive case studies on the counseling relationship which will be maintained on the

shared drive of the *Community Counseling Clinic*. The Confidential Client File must be completed on the Google shared drive by May 5, 2021. Informal case staffing will occur each week before the fishbowl experience. The professional counseling relationship and comprehensive case file are worth a total of 40 points toward your final grade in this course. Samples of Informed Consent Statements, Case Session Notes, and Comprehensive Case Summary are posted on Blackboard.

Clinical Supervision: Students will be expected to engage in weekly virtual (via Zoom or Collaborate) clinical supervision meetings with a counseling supervisor assigned by the instructors. These one-hour weekly supervision sessions will be individual, and a minimum of twelve (12) weekly 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 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 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 *Weekly Self-Assessment for Clinical Supervision* form to your supervisor and the TA. For each clinical supervision session, you must complete a self-assessment of your counseling skills, strategies and interventions employed in the particular counseling session you will be sharing in your weekly clinical supervision. Completed self-assessments must be emailed to the clinical supervisor, with copies sent to the TA (not Dr. Russell), at least 24 hours prior to the scheduled supervision meeting. You must submit a minimum of twelve (12) completed self-assessments on a weekly basis throughout the duration of the semester. This task is worth a total of 25 points possible toward your final grade in this course. 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 may 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. Near the end of the semester the clinical supervisor will submit a final evaluation of your counseling performance. There are 40 points possible for the professional counseling relationship and required record-keeping, there are 25 points possible for the weekly self-assessments, and 35 points possible for clinical supervision. You can assume that there will be a moderate level of subjectivity on the part of the clinical supervisor and the instructors when determining your final scores on these three graded tasks.

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. This means you will not be reporting the contents of your fun-filled weekend unless its purpose is to aid in developing your insightful and introspective entry. Additionally, you are required to interact with other students via the blogs. The blogs should include at least twice weekly (or more) entries based on the events and experiences of that week's fishbowl activities, your individual counseling sessions, and your weekly clinical supervision sessions. Each entry must be comprehensive, insightful, and analytically in-depth. On our class Blackboard site there is a blog space entitled, Mindful Counseling Blog. You may also use your

blog for sharing your mindfulness practice experiences, although this is not required. You must title this blog entry with your first and last name (e.g., *Todd Russell's Blog*). 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., January 15, 2021) and then your comments. You must make at least two substantial entries (300-500 words) per week, and all entries should be thorough, insightful and dynamic. Students will be 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 2021, 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. This can be a very convenient and expedient way for students to share resources and readings on shared theoretical approaches. Collaboration and consultation with fellow students on the choices of theoretical orientations are highly encouraged. 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*, Mindful Counseling Blogs can only be viewed by fellow counselors and the instructors. Your blog must be completed by May 4, 2021 and is worth a total of 40 points possible.

Individualized Learning Contract: There are no specific required texts for this course. You are required to select three approaches to counseling on which you will become a "mini-expert." The instructor must approve your choices; one from each of the three categories: (1) Pioneers and Reformers; (2) Postmodern Pragmatists; and (3) Mindfulness Movement. When the selections have been made and approved, you must complete the *Individualized Learning Contract* and submit to the instructor. The *Learning Contracts* must be received and approved by the instructors on or before January 25, 2021. Each of the three therapeutic systems that you select will 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 75 points possible). These major papers 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 (Essential Fact Sheet, PowerPoint Presentation or Treatment Plan). You will select the second project for the Postmodern Pragmatists and the third for the 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 (by original author) and at least three professional journal articles (at least one article must be empirical). Obviously, you will read much more than that; but this is the minimum requirement for each approach that must be delineated completely in your *Individualized Learning Contract*.

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)
Other Pioneer or Reformer (Approved by Instructors)

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)
Other Postmodern Pragmatist (Approved by Instructors)

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)
Other Mindfulness Approach (Approved by Instructors)

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 and justifications of your three choices and what the minimum required sources you intend to study are. You can assume that the learning contract must be written as a scholarly essay at the graduate level. You can assume that, on average, well written *Individualized Learning Contracts* typically range from 1500 to 2500 words (not including required references). Each of these stimulus questions represents one cohesive concept, so do not respond to the individual probes as separate questions. Do not write in question-and-answer or list formats, but rather organize your responses as inclusive and *free-standing* essays which justify your particular choices. Also avoid listing your chosen resources in the body of the content; simply include a list of references at the end of the section or contract. The *Individualized Learning Contracts* must be completed and approved by the instructors on or before January 25, 2021. A well-constructed contract 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 original authored book and three articles from peer-reviewed professional journals (at least one must be empirical).* 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 original authored book and three articles from peer-reviewed professional journals (at least one must be empirical).* 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 original authored book and three articles from peer-reviewed professional journals (at least one must be empirical).* 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 theoretical approaches. You will describe in detail the client you are currently counseling (from the specific worldview perspective of your chosen approach), and then based on the chosen theoretical foundations, you will write comprehensive case conceptualizations of your client. These clinical reports will include the presentation, description, assessment and understanding of your client from the particular theoretical orientation. Each Theory-Based Case Conceptualization is worth a total of 75 points and they are due on February 22, March 29, and April 26, 2021. Case papers are typically 17-25 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*):

INTRODUCTION

The Introduction lays the foundation for the presentation, analysis and discussion of a specific case (client). In this opening section you should engage the reader, summarize the essence of your work, the scope of your analysis, and the significance or importance of this case report without ever once identifying or mentioning the particular approach or any particular theorists or writers. Keep in mind the need to make your Introduction as friendly and as inviting as possible.

IDENTIFYING INFORMATION

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 will be subtle reflections of specific approaches apparent even in such objective information. The presentation of the Identifying Information will be substantially different in each of the three case papers. Do not list this information but rather use appropriate narrative descriptions.

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? Describe these problems, issues or concerns in the context of the specific theoretical approach.

RELEVANT HISTORY

What specific life events are relevant to the client and his/her problems? Be appropriately thorough, as dictated by the breadth and depth of your chosen approach. Let the specific theoretical orientation guide your decisions about the relevant and its description.

SOCIAL AND ENVIRONMENTAL FACTORS

Comprehensively describe the client's relationship(s) in terms of your specific approach. Describe the elements in the environment which function as stressors to the client, including both those centrally and peripherally related to the problem according to your selected approach. Also, describe the elements in the environment which function as support for the client: friends, family, living accommodations, recreational activities, financial situations, and other theoretically-specific structures. 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, the client's "psychological mindedness," the client's ability to be aware and observant of changes in feeling states and behaviors 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, moods during sessions, 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, and/or sleeping patterns. It can be very useful and valuable to employ theory-specific terminology (key terms) to describe aspects of the client's personality.

CONCEPTUALIZATION INTEGRATION

This section includes a narrative portrait of the client as seen through the lens of the specific theory or approach, without ever mentioning the name of the approach or the names of the prominent theorists. This entire paper is written as if you, the counselor, are a true convert or disciple of the particular approach you selected. This integration discussion should be organized with the basic parameters and foundations of the theory-specific concepts. Include the most central core dynamics of the client's personality and note in particular the interrelationships between the major dynamics and behavior. Describe and discuss "what makes the client tick." 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 paper. This is where you completely and totally immerse yourself, and your understanding of your client, in your chosen theoretical approach.

THERAPEUTIC PROCESS

Using the above conceptualization and the work of your chosen approach, include the following clinical and therapeutic information in this section (use these as subheadings):

- ☞ Outcome Goals of Counseling
- ☞ Objectives of Counseling
- ☞ Specific Counseling Interventions (Directly correlated to the stated goals and objectives.)
- ☞ Evaluation of the Counseling Effectiveness
- ☞ Primary Ethical Considerations
- ☞ Recommendations for Client Mental Health

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 theorists would employ toward achieving the objectives with this particular client. From the perspective of the specific approach, explain how the counselor and client will evaluate the effectiveness of the counseling process and counseling relationship. Identify and discuss the specific ethical considerations pertaining to the counseling of this particular client from this specific theoretical orientation. Finally, discuss the recommendations for client's continued mental health, psychological adjustment, and wellness.

SUMMARY

Write a strong and thorough wrap-up of this case conceptualization. Make this section actually say something significant about this case, this specific approach, and then bring closure to all you've accomplished here. Pull together the main contributions of your case conceptualization. Paraphrase and encapsulate the essential offerings of your clinical work. This is your chance to leave the reader intrigued by your analyses, impressed by your approach, and confident and comfortable with the outcome of the counseling process.

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 April 26, 2021 and will be due to the instructors on or before May 5, 2021 via email. There will be no in-class final examination although our class will conduct its final class meeting on Monday, May 3, 2021.

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 25 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: For one of the three groups of approaches and theorists you will be required to submit an instructional PowerPoint Presentation (with audio narration). This presentation is due on or before the specified project due date for the particular theory and is worth a total of 25 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 that is more directly relevant to your particular chosen approach. You can assume that your audience for the presentation consists of other counselors and therapists.

Treatment Plan: For one of the three counseling approaches you will be required to create a theory-specific Treatment Plan on your *Techniques II* client. A counseling (or behavioral health) treatment plan is a tool used by counselors and clients to shape the focus of the counseling relationship. A well written treatment plan helps counselors and clients make positive change happen through purpose, focus, and direction. Treatment planning can be defined as the process in which the counselor and client identify and rank problems needing resolution, establish agreed upon immediate and long-term goals, and decide on the treatment methods and resources to be used. For this project you will construct a comprehensive treatment plan for your client that reflects the specific theoretical approach. Thus if you are completing this project for the Pioneers and Reformers Approach, then your treatment plan would read as though it were written by the original theorist or major disciple. This project is worth a total of 25 points toward your final grade in this class, and it is due on or before the specified project due date for the particular theoretical approach. The treatment plan must consist of the following components:

- ☞ History, Assessment, and Demographics
- ☞ Presenting Concerns
- ☞ Definitions and Diagnoses
- ☞ Treatment Goals
- ☞ Objectives
- ☞ Counseling Interventions
- ☞ Progress and Outcomes

Project Substitution: The three theoretically-based projects (fact sheet, PPT, and treatment plan) are each worth 25 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 the community, 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 the TA if you wish to be assigned a counselor.

Professional Counseling Identity and Behavior: In registering for classes in the Counseling Program at Rio Grande College, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, contributing to class discussions, and fully participating in all experiential learning activities. Counseling faculty members maintain specific attendance and participation requirements for each particular class. Faculty members may impose academic penalties upon absences from some classes and/or experiences; however, such penalties for absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

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. By the time a student is admitted to the **Experiential Block**, it is expected that she or he has thoroughly read and comprehended the complete policies, procedures and recommendations of the most recent 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. 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 and/or the field of counseling is not 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.

Unethical behavior (as defined by the *Code of Ethics* 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. The Counseling Program emphasizes professional, personal, and academic development as essential in counselor education and training. Students must not only excel academically but must adhere to the professional and ethical standards of the profession, demonstrate effective counseling skills and competencies, and focus on their own personal development as it impacts their ability to work effectively and ethically as counseling professionals.

Counseling students are expected to attend to their own social and emotional development through extensive self-reflection and mindfulness. They must be open to new and divergent ideas, prepared to examine their own values and assumptions, ready to recognize their own prejudices and biases, willing to be present in the moment with highly uncomfortable (painful) emotions that initially evoke the "fight-flight-freeze" hijacking of the primitive limbic system, able to receive critical feedback in the company of peers with an open mind and a tender heart, and capable of engaging in personal growth and transformation. At times this will involve examining one's own life experiences while creating space and understanding for one's inner demons and emotional obstacles to personal growth. Willingness to do this important personal work is an integral part of any counselor's professional training.

Therefore, graduation from the Counseling Program requires that students successfully complete the academic and experiential requirements with mindful regard to both professional and personal development. Students must, in the professional judgment of the faculty and supervisors, understand and behave in accordance with the professional standards of behavior, meet the requisite counseling competencies and skills to work as an effective professional counselor, and be free from any psychological or emotional impairment that may act as a barrier to effective interpersonal and therapeutic interventions. Throughout the counseling course work and the practical experiences, the faculty members regularly review student progress on the following basic qualities:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation
- Development of professional skills and competencies
- Psychological functioning and mindful self-management

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 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students with disabilities are provided assistance in gaining opportunities for full participation in programs, services and activities. The Coordinator of Student Services is located in Uvalde. 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 SRSU 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 SRSU 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 (Coordinator of Student Services). 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 diagnoses.

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.

Distance Education Statement: Due to the conditions and restrictions associated with the COVID-19 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 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 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.

Professional Disclosure Model

(COVID-19 Conditions)

The Counseling Program in the Department of Education at Sul Ross State University 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 for the duration of the spring semester.

Education and Experience

Juanita Doe has a Bachelor's Degree in Psychology and has been a high school social studies 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, **Juanita** has skills and knowledge in multicultural counseling; group counseling, ethical and legal issues, human growth and development, family counseling, research methods, community referral resources, and testing and assessment.

Counseling Services

Juanita Doe will provide individual counseling services to you on a weekly basis from January to May 2021, under the direct clinical supervision of Dr. Todd T. Russell, Ms. Enedelia Soto-Quintanilla, and Mr. Tad Martinez of the Counseling Program and **Ms. Juliana Garcia, an Intern Counselor in the Community Counseling Clinic.**

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. Enedelia Soto-Quintanilla (830-275-2906), and Mr. Tad Martinez (830-255-0962) of the Counseling Program and **Ms. Juliana Garcia (830-279-5485)** an Intern Counselor in the *Community Counseling Clinic* in the Department of Education at Sul Ross State University Rio Grande College.

Client Statement of Informed Consent

I agree to participate in counseling services with a student-counselor at Rio Grande College. I understand that, due to the current health and safety restrictions, my counseling sessions will be conducted on telecounseling platforms (e.g., Zoom) and they will all be recorded for purposes of clinical supervision. I understand that for the purposes of clinical training the content of my counseling sessions may be discussed confidentially with peer supervisors, clinical supervisors and university professors. I further understand that my student-counselor will be supervised by Dr. Todd T. Russell (210-253-0884), Ms. Enedelia Soto-Quintanilla (830-275-2906), and Mr. Tad Martinez (830-255-0962) of the Counseling Program, as well as **Ms. Juliana Garcia (830-279-5485)** an Intern Counselor in the *Community Counseling Clinic* at Sul Ross State University Rio Grande College. I am aware that due to the current COVID-19 pandemic health and safety precautions, my consent and authorization must be communicated to my counselor through a reply email or text message prior to the beginning of counseling services.

Template

The "SOAP" Format

Techniques II Counselor:
Client:

Date:
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?

Example

The “SOAP” Format

Techniques II Counselor: Rogelio A. Ramirez
Client: Austin Smith

Date: July 22, 2020
Session Number: Three (#3)

I. Subjective:

Austin seemed eager and excited to begin the counseling session. He said, *“I have a lot to tell you today. I had a great weekend. My girlfriend and I are back together.”* In the first two counseling sessions, Austin was dealing with feelings of sadness and rejection upon breaking up with his girlfriend. In today’s session he shared that the two of them had “made up” and were once again girlfriend-boyfriend. This session was very upbeat and positive. Austin also indicated that he was *“taking it one day at a time”* with his girlfriend. Near the end of the session, I suggested that next week we explore how easily and quickly he felt rejected by his girlfriend. I told him that sometimes it was good to explore the uncomfortable feelings at a time when we are actually feeling upbeat and happy. He agreed with this suggestion.

II. Objective:

Austin is a 16 year-old male who just completed his sophomore year at Hondo High School. During our first two sessions, he was sad, somewhat withdrawn, and anxious about sharing his thoughts and feelings in counseling. Today he arrived smiling and jovial. His behaviors and mannerisms appeared upbeat, optimistic and positive. On several occasions he said that he was *“excited”* and *“happy.”* He indicated that he had been *“looking forward to today’s counseling session.”*

III. Appraisal:

Austin presents as a “normal” adolescent male of 16 years of age. He is involved in his first romantic relationship/friendship. During the first two counseling sessions he was struggling to cope with his feelings of sadness and rejection at the break-up with his girlfriend. During today’s session he was excited and giddy at being back together with his girlfriend. Like many adolescents his age, Austin experiences wide mood swings – happy and elated one day and then sad and withdrawn another day.

IV. Plan:

In the next session we will address the mood swing pattern and his tendency toward self-loathing and condemnation when things are stressful in his life.

Template

The “DIP” Format

Techniques II Counselor:
Client:

Date:
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?

Example

The “DIP” Format

Techniques II Counselor: Rogelio A. Ramirez
Client: Austin Smith

Date: July 22, 2020
Session Number: Three (#3)

I. Description:

Austin is a 16 year-old male who just completed his sophomore year at Hondo High School. During our first two sessions, he was sad, somewhat withdrawn, and anxious about sharing his thoughts and feelings in counseling. Today he arrived smiling and jovial. His behaviors and mannerisms appeared upbeat, optimistic and positive. On several occasions he said that he was “*excited*” and “*happy*.” He indicated that he had been “*looking forward to today’s counseling session*.” Austin presents as a “*normal*” adolescent male of 16 years of age. He is involved in his first romantic relationship/friendship. During the first two counseling sessions he was struggling to cope with his feelings of sadness and rejection at the break-up with his girlfriend. During today’s session he was excited and giddy at being back together with his girlfriend. Like many adolescents his age, Austin experiences wide mood swings – happy and elated one day and then sad and withdrawn another day.

II. Impressions:

Austin seemed eager and excited to begin the counseling session. He said, “*I have a lot to tell you today. I had a great weekend. My girlfriend and I are back together.*” In the first two counseling sessions, Austin was dealing with feelings of sadness and rejection upon breaking up with his girlfriend. In today’s session he shared that the two of them had “*made up*” and were once again girlfriend-boyfriend. This session was very upbeat and positive. Austin also indicated that he was “*taking it one day at a time*” with his girlfriend. Near the end of the session, I suggested that next week we explore how easily and quickly he felt rejected by his girlfriend. I told him that sometimes it was good to explore the uncomfortable feelings at a time when we are actually feeling upbeat and happy. He agreed with this suggestion.

III. Plan:

In the next session we will address the mood swing pattern and his tendency toward self-loathing and condemnation when things are going stressful in his life. Client agreed to practice a brief five-minute mindfulness exercise each evening.

Template

Comprehensive Case Summary

Techniques II Counselor:
Client:

Date:
Total Sessions:

At the completion of your counseling experience (a minimum of twelve 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 the shared drive. Your case documentation must be completed by **May 6, 2021**.

I. Client Identifying Information

Indicate client's name, date of birth, date of first session, date of last session, and total number of counseling sessions. Provide a brief description of your client by indicating such things as age, physical appearance, grade-level, living situation, family situation, etc.

II. Relevant History

Provide any relevant history and background information, including family background, school, work, or medical history.

III. Presenting Problems

Indicate the client's presenting concerns, problems or personal issues, and the client's stated reasons for seeking or 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 and Objectives

Indicate your initial treatment plan, counseling goals, objectives, 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 and provide the appropriate therapeutic justification.

VI. Self-Evaluation

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

VII. Summary

Pull together the main components of this case summary. Paraphrase and encapsulate the essential contributions of your clinical work. Indicate the client's post-counseling placement and/or recommendations for mental health maintenance, psychological adjustment, and/or personal wellness.

VII. Statement of Verification

The following ethical/legal statement (or its equivalent) must be specified:

I acknowledge that the information included in this Comprehensive Case Summary is true and accurate.

You can ethically/legally use your electronic signature and date in the official Statement of Verification.

Fishbowl Observation Template: Every class session in *Techniques of Counseling II* will involve at least one fishbowl counseling session. All fishbowl observers are required to complete a *Fishbowl Observation Form* for each fishbowl session. Immediately following the fishbowl debriefing discussion, you are required to submit the completed Fishbowl Observation Form to the TA. Use this form to record your observations, questions, concerns and insights.

Attending Skills

- ☞ What did you observe about the counselor's eye contact with the client?
- ☞ Did you observe the counselor disengage eye contact with the client for a therapeutic reason?
- ☞ How would you describe the counselor's vocal qualities?
- ☞ What might be helpful or harmful about the counselor's vocal qualities?
- ☞ In what ways did you observe the counselor's process of verbal tracking?
- ☞ Did you observe the counselor engage in selective attention or selective non-attention?
- ☞ How would you describe the counselor's gestures, postures, and proximity?
- ☞ In what ways did the counselor "teach" the client that the counseling relationship is unlike all other social relationships?

Listening Skills

- 🕒 In what ways did you observe the counselor engaging in mindful listening of the client?
- 🕒 Did you observe the counselor employ encouragers, paraphrases or summaries? Were they therapeutic, detrimental, or simply "plops?" How can you tell?
- 🕒 In what ways did the counselor personalize client content? Were these interventions therapeutic, detrimental, or simply "plops?" How can you tell?
- 🕒 Where were the primary focal points of the counselor?

Observation Skills

- How could you tell that the counselor was mindfully observing the client's behaviors?
- Did the counselor miss a key observation?
- How could you tell that the counselor was mindfully observing the client's internal processes?
- Did the counselor miss any key client processes?

Affective Skills

- ♥ In what ways did the counselor establish rapport with the client?
- ♥ Was there a working alliance between the counselor and the client? How do you know?
- ♥ In what ways did the counselor demonstrate mindful reflection of client affect? Did the counselor miss important opportunities to reflect feeling?
- ♥ In what ways did you observe the presence of empathy? What was the counselor feeling? How might you know this?
- ♥ How would you describe the atmosphere of this intimate relationship?

Intervention Skills

- ★ How often did the counselor engage in interrogation or the use of questions?
- ★ What strategies were emphasized by the counselor instead of questioning?
- ★ Did the counselor assume a “one up” position by offering advice or judgment? If the client asked for advice, opinion or judgment, how did the counselor respond? Were these interventions therapeutic, detrimental, or simply “plops?” How can you tell?
- ★ Did the counselor appear to be guided by an internal “working hypothesis?” If so why? If not, why not?
- ★ In what ways did the counselor employ mindful conflict or confrontation? Were these interventions therapeutic, detrimental, or simply “plops?” How can you tell?
- ★ What other advanced skills, influencing skills, or theoretically-specific skills did you observe? What was your reaction to them?

Weekly Self-Assessment for Clinical Supervision

Directions: In preparation for a clinical supervision session, you must complete this one page self-assessment of your counseling skills, strategies and interventions employed in the particular counseling session you will be sharing in your weekly clinical supervision. Completed self-assessments must be emailed to the clinical supervisor, with copies sent to both TA's, at least 24 hours prior to the scheduled supervision meeting. You must submit a minimum of twelve (12) completed self-assessments on a weekly basis. This task is worth a total of 25 points possible toward your final grade in this course.

Date of Counseling Session: _____

Counseling Session #: _____

Overall Performance: 0 1 2 3 4 5

Rate your counseling performance on a scale from 0 to 5, with 5 being the highest possible performance rating. Additionally you must explain the specific criteria you used to rate your counseling performance in this particular counseling session.

⊗ **Summary of Counseling Session:**

⊗ **Current Working Hypotheses:**

⊗ **Interventions Employed and Evaluation of Effectiveness:**

⊗ **Areas Requiring Improvement or Refining:**

⊗ **Additional Comments or Concerns:**