



**COUN 551  
PRACTICUM**

**Spring 2015**

3 semester hours

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**OFFICE HOURS**

Monday (CHEC) – by appointment only  
Tuesday (Binnion) – by appointment only  
Wednesday (CHEC) 1:00pm to 4:30pm  
Friday (Binnion & CHEC) – by appointment only

**COURSE MEETINGS**

Wednesday, 7:20pm – 10:00pm– CHEC

**CATALOG DESCRIPTION OF COURSE**

Provides for continued development and practice of skills learned in COUN 516. Students develop conceptual and professional skills related to their practice at a field site and practice various specified counseling and related activities during a minimum of 100 hours at an agency or educational setting. Satisfactory performance at the field placement and during on-campus class meetings must be demonstrated before students can proceed to internship (COUN 552). Prerequisites: Application submitted to department several months before actual enrollment in this course (check with department for availability and due dates), a grade of “B” or better in 516, and successful completion of Admission to Candidacy requirements within the Department of Counseling.

**COURSE OBJECTIVES include, but are not limited to the following:**

Students will demonstrate understanding and appropriate application of:

1. essential interviewing and counseling skills so that the student is able to develop, maintain, and successfully terminate a therapeutic relationship,
2. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
3. models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling
4. self awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries
5. four major areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills)

6. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling

### **METHOD OF INSTRUCTION**

Lecture, discussion, supervised application, guided practice will be utilized. A variety of instructional strategies will be used including: (a) lectures, discussion, and demonstrations by the professor and class members; (b) presentation and critique of videotapes demonstrating counseling skills with actual clients; (c) small group work for the purpose of practicing skills, critiquing other students' performance, and sharing reactions to the counseling process; and (d) simulation of client statements.

### **AUDIO/VISUAL RECORDING OF CLASS CONTENT**

Students who wish to tape record lectures or class content must request permission from the instructor prior to doing so. The nature of counseling courses is such that students may sometimes share personal information. Therefore, students must secure permission from the instructor prior to taping. If permission to tape is granted, students must cease taping when fellow students share personal or confidential information during class.

### **COURSE REQUIREMENTS/GRADING**

#### **VIDEOTAPING OF CLIENTS.**

All students are required to videotape (digital format, no VHS) counseling sessions with clients from their field sites. Three videotaped counseling sessions will be submitted to the instructor for graded supervision feedback. You will turn in a detailed tape analysis (self-evaluation & transcript) with your tape. One of these tapes can be a group but does not have to be a group. A handout is attached to this syllabus with specific instructions for this requirement. **While three tapes are submitted for a grade, weekly tapes are expected at the start of each class as well as individual supervision with your assigned doctoral student supervisor.**

#### **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

<b>Course Requirements:</b>	<b>Percentage</b>	<b>Points</b>
Basic Skills	10%	100
Transcription and Taping #1	15%	150
Transcription and Taping #2	20%	200
Final Transcription and Taping	30%	300
Technique Application	10%	100
Attendance & Participation	15%	150
<b>Total</b>	<b>100%</b>	<b>1000</b>

**Grading Scale:** You must earn a total of 800 points or higher to pass this class with an "S".

An "S" or successful completion represents at minimum an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement. Students who achieve this grade are usually more comfortable with feedback, and have a positive view of the opportunities presented in training and supervision.

A “U” or unsuccessful completion represents a lower than expected level of effectiveness. Students with this grade are functioning below the level required for field practicum. There may be severe limitations in certain areas. Students who fail to grasp and consistently to demonstrate basic communication and interpersonal skills will generally earn this grade.

**NOTE:** You are required to earn a S to continue in the program. As is outlined in your *Student Handbook*, the counselor education program maintains a continuous evaluation policy of students. When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to clients, they will not receive instructor endorsement to continue in clinical courses.

1. **Basic Skills Tape [10%]**= The student will be required to complete a recording of a listening skills session with a fellow classmate. The length of the session will be at least 20 minutes. In this time, the student will listen to content and facilitate the fellow classmate continuing to share content by participating in active listening skills (i.e., reflection of feeling, paraphrase, open-ended questions, minimal encouragers, reflection of meaning, etc.). The assignment will be described in greater detail as the assignment due date approaches.
2. **Transcripts & Taping (Transcription & Taping #1 [15%] and Transcription & Taping #2 [20%] = 35%):** Students will submit two verbatim transcripts and tapes to the instructor. The transcript is a verbatim record of a counseling interview. You will find the instructions for this transcript at the end of Chapter 7 in *Learning the Art of Helping* (5<sup>th</sup> ed., pages 161-163). Please do not deviate from this format. The transcript should be typed on a word processor and in tables at least size-12 font. Leave room in the margin for comments (*minimum of 1 inch margins*). The reason for the tables is that they make it easier to see how your response affects the client’s response. The typewritten transcripts, tapes, and self-assessments should be submitted in an envelope with the tape, which is to be set at the beginning of the portion that you transcribed. The length of the section for transcription will be as follows; however you total time for taping should exceed this amount:

Transcription & Taping #1 (15%): 5 minutes  
 Transcription & Taping #2 (20%): 7-9 minutes

A session self-assessment for each of the sessions should also be submitted for review by the instructor. Detailed instructions will be provided during class.

3. **Final Transcript & Videotape & Demonstration of Counseling Skills, Dispositions, & Behaviors (CSCE) [30%]** One final 15-minute videotape demonstrating your grasp and appropriate use of the skills learned during the semester will be completed with analysis. One advanced technique will be required in addition to the basic nonjudgmental listening sequence. This tape and self-assessment will be turned in to the instructor for evaluation by the due date on your syllabus. You will also complete a CSCE (self-evaluation) and turn it in with your final tape. Detailed instructions will be provided in class.
4. **Technique Application (10%):** Each student will construct a presentation describing a counseling technique; the theory it originates from; its effectiveness through a literature review; the populations for whom or settings in which the technique may be most effective or least effective; the rationale for further research; and a taped demonstration of the technique. Each student will pass out handout described in his or her techniques

presentation. The presentation will be approximately 15 minutes and should include a typed handout to be distributed to each class member. This assignment should be in compliance with the APA (2010) *Publication Manual*. **All topics/techniques must be theoretically based and must be approved by instructor prior to the presentation date.**

- 5. Attendance & Participation (15%):** Given the interactive nature of this course, attendance and participation is necessary in order to develop knowledge and skills to be ethical and effective counseling and psychology professionals. Additionally, please be advised that due to the experiential nature of this course, missing any classes may be detrimental, as this could affect your performance in future courses, such as practicum, that are integral to your success in this program. Participation includes (a) having completed reading prior to class, (b) having completed all assigned work prior to class, and (c) participation in group supervision and giving/receiving respectful feedback to/from class members concerning the development of their counseling skills and self-awareness.

Attendance and active participation are a necessary and vital part of the course. Active participation includes attending each class session, completing assignments (including readings) prior to class, and participating in class discussions, experiential activities, and guided practice. The student is expected to attend class regularly. Absence from class and/or nonparticipation will result in grade reduction. Students are expected to attend all classes and arrive on time. In order to earn full credit for attending, students must be present at both the beginning and ending of class meetings. For those weeks with online assignments, missing assignments (discussion board included) or turning in assignments late will be considered as absence for that week. With regards to the discussion board, **each student is expected to contribute to the online learning experience as if they were in class.** To participate in the discussion, take time to think about what you write and how it relates to the topic and the specific discussion. You are expected to make a minimum of three (3) entries per discussion. Please respond to the discussion question in your first entry and feedback to the comment(s) of your classmates.

More than one absence will result in your final grade being reduced by 5 points. More than two absences (or more than 5 class hours missed) will result in failing the course. Being late to class or leaving class early will result in grade reduction. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner.

Please note: email is the best and often the quickest method of communication. Monday through Friday I will normally respond to emails within 24hours. A response to emails sent on Friday after 5:00pm will be returned on the following Monday.

- Being present in class & doing other activities (e.g., drawing, playing on computer, talking, using your phone) is not considered being actively involved or professional behavior.

### **ATTEND ALL INDIVIDUAL SUPERVISION SESSIONS**

One of the most important requirements and benefits of practicum is to meet individually with the doctoral student who will serve as your individual supervisor. You must keep your appointments with your supervisor. If you miss **more than two** appointments with your supervisor, you will not pass the course. In addition to keeping your appointments, it is very

important for you to be open and receptive to supervision. You will bring a videotape to each of your sessions with your supervisor. Failure to bring a tape will adversely affect your grade. If you have not had play therapy or currently taking play therapy, you will not bring tapes of any client younger than third grade. If you are currently taking play therapy, it will be up to me to decide when you are ready for play therapy sessions with clients.

### **GROUP SUPERVISION**

In addition to submitting tape analysis students will bring at least one taped session to each class per week. Each student is expected to complete a case consultation form (attached to this syllabus) in order to be prepared for group supervision. Tapes without the case consultation form will not be considered for group supervision and the student will lose participation and professionalism points. The class or small group will listen to your tape and use the tape as a stimulus for group discussion and supervision.

### **REQUIRED TEXT(S)**

- Parsons, R. D. (2009). *Translating theory to practice: Thinking and acting like an expert counselor*. Upper Saddle River, NJ: Pearson Education, Inc.
- Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

### **Supplemental Readings**

The instructor will provide outside reading material and articles. All readings (articles, chapters, and resources) are expected to be read before the next class period.

#### **Required reading**

Texas A&M University – Commerce: *Practicum & Internship Handbook*, School or Community. American Counseling Association. (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.

#### **Required reading for school counselors**

American School Counselor Association (1992). *Ethical standards for school counselors*. Alexandria, VA: Author.

#### **Suggested readings**

- Halbur, D. A., & Halbur, K. V. (2005). *Developing your theoretical orientation in counseling & psychotherapy*. Boston, MA: Allyn & Bacon
- MacCluskie, K. (2010). *Acquiring counseling skills: Integrating theory, multiculturalism, and self-awareness*. Columbus, OH: Merrill
- Salazar, C. F. (Ed.). (2009). *Group work experts share their favorite multicultural activities: A guide to diversity-competent choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work.
- Smead, R. (2000). *Skills for living: Group counseling activities for young adolescents* (Vol. 2). Champaign, IL: Research Press. (or elementary version).

**CONTENT AREAS** include, but are not limited to, the following:

- I. Requirements for practicum.
- II. Professional conduct during practicum
- III. Four counselor competence areas
  - A. Process and Communications skills
  - B. Conceptualization skills
  - C. Personalization skills

- D. Professional skills
- IV. The Intake Interview
- V. Termination
- VI. Supervision: Receiving and giving feedback, building on strengths and addressing weaknesses
- VII. Crisis Intervention: Procedural guidelines at site
- VIII. Group counseling in public school setting
- IX. Legal and ethical issues

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (TEXES is the state examination required for school counselor certification.)

**Competency 001 (Human Development)**

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

**Competency 002 (Student Diversity)**

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

**Competency 003 (Factors affecting Students)**

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 006 (Counseling)**

The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007 (Assessment)**

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families)**

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)**

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**ASSUMPTIONS**

I am operating on the “assumption” that you want to gain the most you can from the class and will therefore come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning

- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

### **ASSIGNMENT POLICY**

All assignments must be typed, in APA format, a hard copy must be turned in if you have any problems with assignments &/or due dates, please contact the instructor prior to the due date so possible accommodations may be made if necessary. Please see the APA template in eCollege as a guide.

Please note: Any assignment not turned in at the designated classroom due date & at the start of class result in ONE letter grade reduction for each day late (excluding homework – late homework is not accepted). Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment. Emailed assignments will not be accepted.

### **ELECTRONIC COMMUNICATION DEVICES**

If you have a cell phone or any other type of electronic communication device with you, please disarm it before entering the classroom and keep it off for the duration of class.

In addition, neither texting nor phone calls are allowed in class. You will be asked to leave if you text or talk on your phone during class. Should you be asked to leave due to the above referenced reasons your attendance and participation grade will be impacted.

### **ATTENDANCE AND LATE POLICY**

Students are expected to attend all classes and arrive on time. Attendance in this class is critical and cannot be emphasized enough. Even missing one class may hinder your skill development. If you know that you are going to miss a class, email or call me 24 hours prior to class. More than 2 absences from class will result in failure of this class. Missing more than one supervision session will result in a deduction of 5 points from your attendance/participation grade and missing more than two individual supervision sessions will result in a failing grade in the class. Make every attempt to be on time. Arriving late will affect your grade.

Please note: email is the best and often the quickest method of communication. Monday through Friday I will normally respond to emails within 24hours. A response to emails sent on Friday after 5:00pm will be returned on the following Monday.

### **EMAIL GUIDELINES**

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., COUN 551); additional information if desired (e.g., Study Guide – Chapter 1)
- Address the reader: Open with Dr. Wilson

- Adhere to writing mechanics rules; use correct punctuation, capitalization, spelling, and grammar
- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a friend and checking your text, etc.).
- While I do expect an email or phone call when you will be missing class, please **do not** send me an email when you have missed class asking what you missed or what you need to do. Please take the initiative to read your syllabus and contact two peers to find out what occurred during class.
- Close with your name
- Please send emails from your University accounts. I will not discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

### **STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library, Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)**

### **CONDUCT AND ACADEMIC HONESTY**

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct) “Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

### **UNIVERSITY CLOSING DUE TO WEATHER:**

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## TENTATIVE SEMESTER SCHEDULE

**Note:** Changes may have to be made. If so, they will be announced in class. You are responsible for knowing of any changes even if they are absent when changes are announced.

Class/Date	Topic of Discussion	Assignment
1/January 21	Introductions, Texts, Syllabus, & Expectations  <i>Handouts: Basic Skills Packet (Overview)</i>	Practicum Paperwork (Field Experience Contract, Plan, Ethics Agreement, Liability Insurance)  <b>Read:</b> Chapters 1 & 2 (Parsons)
2/January 28	The Therapeutic Relationship Attending to Clients/Invitational Skills Supervision Questions Basic Skills Taping Time	<b>Read:</b> Chapters 3 & 4 (Young)  <b>Article:</b> Getting the most from supervision
3/February 4	Ethical & Legal Issues Professional Organizations & Membership Read and bring a copy of both the ACA and the ASCA Code of Ethics to class!	<b>Read:</b> ACA Code of Ethics & ASCA Code of Ethics <b><u>Basic Skills Tapes Due</u></b>  Tapes & CC Forms
4/February 11	Reflecting & Responding to Affective and Cognitive Content	<b>Read:</b> Chapters 5, 6, & 7 (Young) Tapes & CC Forms
5/February 18	Theory & Practice Bring: Theory <b><u>all</u></b> Summaries from Theories Class	<b>Read:</b> Chapters 3&4 (Parsons) Tapes & CC Forms <b><u>Tape 1</u></b>
6/February 25	Theoretically Based Interventions Expressive Arts & Sandtray  <i>Handouts: Expressive Arts &amp; Sandtray</i>	<b>Read:</b> Chapters 5& 6 (Parsons); Chapter 11 (Young) Tapes & CC Forms
7/March 4	Empathy & Immediacy ( <i>Handouts</i> )	Tapes & CC Forms
8/March 11	Process Addictions & Screening Supervision	Tapes & CC Forms Midterm Evaluations Due
9/March 18	Spring Break	Spring Break
10/March 25	Voluntary vs. Involuntary Clients Resistance Challenging Skills	<b>Read:</b> Chapter 8 (Young); Tapes & CC Forms <b><u>Tape 2</u></b>

11/April 1	Treatment Planning & Goal Setting	<b>Read:</b> Chapter 10 (Young); Chapter 8 (Parsons) Tapes & CC Forms
12/April 8	Suicide & Crisis Challenges for New Counselors	<b>Article:</b> Hyldahl & Richardson (No Harm Contracts) <b>Article:</b> Brausch & Gutierrez (Differences in self-injury and suicide attempts) Tapes & CC Forms
13/April 15	Advanced Change Techniques	<b>Read:</b> Chapter 13 & 14 (Young) <b><u>Tape 3</u></b> Tapes & CC Forms
14/ April 22	Supervision	Tapes & CC Forms
15/April 29	Presentations	<b><u>Technique Application Presentation</u></b>
16/May 6	Individual Conferences & Paperwork	<b><u>Final Paperwork and Self-Evaluations</u></b>

## **Practicum Student Checklist**

### **Preparation for the 1st PRACTICUM CLASS MEETING:**

Counselor trainees must provide the following at the first class meeting:

- Field Placement Contract: completed and signed by site supervisor and counselor trainee
- Field Site Plan (community): completed and signed by site supervision and counselor trainee
- Field Site Supervisor Registration: completed by the site supervisor
- Emergency/Crisis Management Form: completed and signed as indicated
- Practicum/Internship Ethics Agreement: completed and signed by the counselor trainee
- Trainee Consent for Audio/Video Taping: completed and signed by the counselor trainee
- Proof of liability insurance: certificate of coverage or letter verifying coverage (copy only)

### **Documentation due at the LAST PRACTICUM CLASS MEETING:**

- Practicum Log completed; signed by trainee, field site supervisor
- Practicum/Internship Summary completed and signed by the counselor trainee
- End of Semester Field Site Supervisor's Evaluation completed and signed by field site supervisor
- Trainee Evaluation of Field Placement Site – completed by counselor trainee
- Additional documentation as required by Practicum instructor

**CASE CONSULTATION FORM  
(For Weekly Group Supervision)**

Name of Intern:

Date:

Session number: \_\_\_\_\_

Start time for review \_\_\_\_\_

End time for review \_\_\_\_\_

Demographic data about the client:

Presenting problem:

Important history or environmental factors (especially multicultural issues):

Short summary of the session of focus:

Tentative assessment or problem conceptualization (diagnosis & rationale):

Plan of action & goals for therapy (treatment plan):

Intervention strategies:

Concerns or problems surrounding this session/case (ethical concerns, relationship issues, etc.):

Name \_\_\_\_\_

## Basic Skills Check List

<u>Skill</u>	<u>Time &amp; Quote</u>	<u>What would you have done differently, if anything?</u>
Relationship Building		
Probing		
Summarizing		
Reflection of Feelings		
Empathy		
Immediacy		
Paraphrasing or Reflection of Content		
Normalizing		
Minimal Encouragers		
Perception Checking		
Confrontation/Challenging		
Open Ended Questions		
Closed Ended Questions		

Grader Comments:

## Directions for Tapes/Transcripts

- **Taping Instructions:** All sessions you tape for a grade must be unrehearsed, without notes with real clients from your site. Family members, children, friends, and classmates are not acceptable for this class.
- **Formatting:** use the format/tables in the example I gave you at the beginning of the semester; label/number the responses and label all of your statements (see pg 38 for labeling skills – use skills from the right column Building Blocks); include a verbatim transcript; use proper punctuation and grammar in all materials handed in.
- The **Comments** column of the table is for you to critique your specific responses *as you go through the transcript* – what you were doing and why or what you would have done differently (e.g., this was good because... or I should have said this... or I might have focused on that...).

- The 2 page **Self-Critique** paper includes your responses to the questions in the syllabus as follows:

1. What were you thinking or feeling when the client said that?
2. Were you able to respond to the client’s content and/or feelings?
3. What alternative response could you have given your client?
4. What were the nonverbal behaviors of your client?
5. How did you demonstrate that you were open to your client?
6. What, if any, verbals or nonverbals demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) at what your client said or did?

Answer each question in depth with details and specifics, citing examples when appropriate (e.g., at H3, I could have said....); give an overview of the entire session, your skills, and an assessment of how you feel about the session, your progress, outcomes, etc.

- Watch for judgments (value labels), moral tone, “preaching” (colloquialisms/clichés – e.g., hard work usually pays off), advise-giving (you should. . .), working too hard (too many questions, talking longer than the client), excessive encouragers (head nodding/mm hmm/Ok/right), paraphrasing and asking a question in the same space or asking more than one question at a time.

Example of Judgments/Value Labels –

My family is coming for a week. Good! (Perhaps client is distressed and now is hesitant to tell you more)

Example of Agreeing with client’s perspective

Rather than – “he’s the problem,” say “in your mind. . .” or  
“. . .it sounds like you are saying. . .”

Example of Over/undershooting –

Overshoot – You feel like he could care less about you.

Undershoot – You feel like he’s too engaged with the TV.

Correct – You feel neglected

- **Open/closed questions** – some closed questions could be “open” if they elicit more than a Y/N, but it is preferable to ask open questions that require them to say more and that do not direct them to an answer (e.g., “What was it like for you when that happened?” is

better than “Was it hard for you to go through that?” or “Was that hard for you or did you take it in stride?”).

- ***Evaluate yourself using this rubric and hand this in with your transcript.*** Work must be in a manila envelope. Put your name on ALL materials. **You will be given a packet of information on the first day of class and ALL materials can be downloaded from our eCollege companion site.**

### Sample Transcript

For each of your tapings, you will transcribe your session on a form similar to the following example. In the far left column, list exactly what was said during the session, using H1 for the helper’s first statement and C1 for the client’s first statement. Repeat this labeling format for each subsequent response. In the center column, list the skill you used with that statement. In the comments column on the far right, list your thoughts about what you said, what you might have said differently, your observations about the efficacy of your response based on what the client said, and any other observations you make regarding your skills during the session. At the end of the transcript, provide a page or two to reflect upon the overall session: How did you feel about what transpired? Did you use the appropriate skills? What nonverbals did you note during the session and when you were reviewing the tape? What was difficult for you? What did you do well? What would you change in your next session? What did you learn?

Client and Helper Responses	The Skill You Used	Comments
H1: What would you like to talk about today?	Open Question	I think I will try something less “canned” next time, such as “How would you like to begin?”
C1: I am having a problem with my boyfriend.		
H2: Tell me more about that.	Minimal Encourager and Door Opener	She paused as if she wanted me to say something, so I encouraged her to continue.
C2: I think he is keeping something from me. He is acting differently and seems very distant. He has never been like this before.		She appeared to be afraid. I should have paraphrased or asked her to tell me about her feelings or about what she meant by “different” and “distant.”
H3: Have you been dating for a while?	Closed Question	The client is very distressed, so this question seems pointless and very invalidating as I look at it now. It seems like I totally washed over her deep concerns and feelings.
Etc...		

## Guidelines for Feedback

Feedback is information that flows between people that has to do with their interaction in the here and now. Effective feedback is information that:

1. Can be heard by the receiver (as evidenced by the fact that s/he does not get hurt, defensive, etc).
2. Keeps the relationship intact, open and healthy (thought not devoid of conflict and pain).
3. Validated the feedback process in future interaction (rather than avoiding it because “last time it hurt”).

### Giving Feedback

Effective Feedback	Ineffective Feedback
Describes the behavior specifically: “Your voice was louder when you were telling the client...”	Uses judgmental statements: “You were being rude to the client.”
Comes as soon as possible after the behavior.	Is delayed, saved up or dumped.
Is direct, from sender to receiver.	Indirect; ricocheted (“Tom, how do you feel when Jim cracks his knuckles in session?”)
Uses “I” messages – the sender takes responsibility for his or her own thoughts, feelings, and reactions.	“Ownership” is transferred to “people,” “everybody,” “we,” etc: “Everybody thinks you ask too many closed questions in session.”
Refers to behavior the receiver can do something about.	Refers to behaviors over which the receiver has little or no control. “Your southern accent is very annoying.”
Recognizes that this is a “process,” that an interaction between the sender and receiver can occur at any moment.	No recognition of the need to process the feedback.

### Receiving Feedback

Effectively Receiving Feedback	Ineffectively Receiving Feedback
<b>Open:</b> listens without frequent interruption or objections.	<b>Defensive:</b> defends personal action, frequently objects to feedback given.
<b>Responsive:</b> willing to hear what’s being said without turning the table.	<b>Attacking:</b> verbally attacks the feedback giver and turns the table.
<b>Accepting:</b> accepts the feedback, without denial.	<b>Denies:</b> refutes the accuracy or fairness of the feedback.
<b>Respectful:</b> recognized the value of what is being said and the speaker’s right to say it.	<b>Disrespectful:</b> devalue the speaker, what the speaker is saying, or the speaker’s right to give feedback.
<b>Engaged:</b> interacts appropriately with the speaker, asking for clarification when needed.	<b>Closed:</b> ignores the feedback, listening blankly without interest.
<b>Active listening:</b> listens carefully and tries to understand the meaning of the feedback.	<b>Inactive listening:</b> makes no attempt to “hear” or understand the meaning of the feedback.
<b>Thoughtful:</b> tries to understand the personal behavior that has led to the feedback.	<b>Rationalization:</b> finds explanations for the feedback that dissolve any personal responsibility.
<b>Interested:</b> is genuinely interested in getting feedback.	<b>Patronizing:</b> listens but shows no real interest.
<b>Sincere:</b> genuinely wants to make personal changes if appropriate.	<b>Superficial:</b> listens and agrees. But gives the impression that the feedback will have little actual effect.

## Bibliography

### Part I. Annotated Bibliography

#### Foundational Works

**Beier, E. & Young, D. M. (1998) (3<sup>rd</sup> ed.). *The silent language of psychotherapy*. Hawthorne, NY: Aldine de Gruyter.**

Beier's work is sometimes described as the union of Freud and Skinner. Beier is interested in the subtle persuasive messages sent in counseling and how counselor and client mutually influence each other consciously and unconsciously and how these behaviors become reinforced. The book is a practical one dealing with real issues that counselors face such as dealing with distractions, handling transference and countertransference and managing the therapeutic relationship.

**Frank, J. D. & Frank, J. B. (1993). *Persuasion and healing: A comparative study of psychotherapy*. Baltimore: The Johns Hopkins University Press.**

Since its first publication in 1961, Jerome Frank has sought answers to the questions, "What is psychotherapy?" and, "What are its basic components." Although Frank has identified six common factors of successful psychotherapy, this book also examines the entire healing process, helping us to understand various formats from religious rituals to psychotropic medication. This work is a commentary on the components of effective techniques in group, individual and family therapy.

**Jourard, S. M. (1979). *The transparent self*. Florida: Krieger.**

The major question Jourard is trying to answer is framed in the beginning lines of the book, "Shall we permit our fellows to know us as we now are or shall we remain enigmas, wishing to be seen as persons we are not" (p. vii). Jourard writes in a personal, confessional style about his misgivings concerning the kind of concealment that is required by institutions including marriage. He equates authenticity, self-disclosure and mental health. He pioneered the idea that the counselor might disclose himself or herself as a method of treatment.

**Frankl, V. *Man's search for meaning* (2000) (4<sup>th</sup> ed.). NY: Beacon Press.**

Although it was originally published after World War II, it has been re-released several times and is also available in paperback. It is at once a tale of concentration camp survivor and the basis for a new form of therapy, Logotherapy. Frankl came to believe that the search for meaning is a prime motivator of human behavior and survival mechanism for those who made it through traumatic experiences.

**Ivey, A. E. & Authier, J. (1978) (2<sup>nd</sup> ed.). *Microcounseling: innovations in interviewing, counseling, psychotherapy, and psych education*. Springfield, IL: Charles C. Thomas.**

The book includes the authors approach to skills based training of basic counseling skills, research supporting the micro counseling method that involves breaking complex counselor behaviors into smaller parts and teaching them piecemeal. This method continues to be one of the strongest influences in counselor education today. This approach also influenced the development of relationship enhancement skills training and other social skills training methods.

**Rogers, C. R. (1995). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin.**

Rogers was one of the first therapists to look at the process from the therapist's viewpoint, to examine one's genuine personal reactions to the client outside of a psychodynamic perspective of transference/countertransference. While his 1951 book, *Client-centered therapy* outlined the basis for his approach; this volume may be his most influential since it addresses the opportunities and barriers to personal growth, the nature of change and the essence of therapeutic relationship.

**Reik, T. (1983). *Listening with the third ear*. NY: Farrar Strauss.**

Reik's hypothesis is that what the client reveals sotto voce may be the most important aspect of what he or she is saying. The therapist must learn to listen with the third ear, screening out the content and superficial feelings and find the meaning of the story that lies at the root. The meaning almost always involves a visit to the client's past and the events that preceded the current situation.

**Watzlawick, P., Weakland, J. H. & Fisch, R. (1974). *Change: Principles of problem formation and problem resolution*. NY: W. W. Norton.**

This book was a catalyst for the emergence of brief therapy and was built on the premises of Milton Erickson. One important assumption is that most problems are really solutions. In other words, they are unsuccessful attempts at problem solving. Understanding this point reframes the situation for the therapist who starts seeing the real problem rather than what appears to be resistance. In addition, this book proposes a number of strategic interventions, including absurd ones, when straightforward suggestions are ineffective.

**Key Current Works**

**Bellack, A. S. & Hersen, M. (Eds.)(1985). *Dictionary of behavior therapy techniques*. NY: Pergamon.**

This is a compilation of twenty years of behavior therapy techniques by noted behaviorists. For the more explicit and complex methods, there is a description, a section on clinical applications, expected outcomes and time frame, potential side effects and a short bibliography.

**Gladding, S. T. (2005)(3<sup>rd</sup> ed.). *Counseling as an art: The creative arts in counseling*. VA: American Counseling Association.**

*Counseling as an art* is a concise overview of the various media and approaches one can use as therapeutic methods. These include music, sculpture, painting, poetry and many others.

**Jacobs, E. (1992). *Creative counseling techniques: An illustrated guide*. FL: Psychological Assessment Resources.**

Jacobs' book contains a variety of techniques for individual and groups counseling but there are also two chapters for couples and family therapy. Techniques are described and illustrated with drawings and examples.

**Le Shan, L. (1996). *Beyond technique: Psychotherapy for the 21<sup>st</sup> century*. NJ: Jason Aronson.**

LeShan is a well-known writer and therapist. *Beyond Technique*, is a reflection on psychotherapy process. One major conclusion of the book is that many psychotherapists are unimodal. They give the same treatment to every client in spite of the fact that each person's unique worldview, culture and family demands that therapy must be tailored to the client. Therapists ought to be asking the question, "What particularly helps this client flourish?" Case

examples help to bolster LeShan's argument that both theory and technique have to be modified for every client. Part 2 of the book focuses on the difference between curing (symptom relief) and healing. Healing is a natural healthy process that therapists can catalyze rather than focusing on the sickness. Le Shan believes this "gardening" metaphor will eventually replace the curing metaphor that is now prevalent.

**Kipper, D. A. (1986) *Psychotherapy through clinical role playing*. NY: Brunner/Mazel.**

In this book Kipper shows how a single technique can become a form of therapy. He focuses on how clients can use the role-play as a rehearsal for life. Based on psycho dramatic and behavioral principles, the book identifies methods for use in individual, family and group therapy.

**Kottler, J. A. (1992). *Compassionate therapy: Working with difficult clients*. CA: Jossey-Bass.**

Kottler's book discusses, "those clients that defy the textbooks." The author addresses the topics of what makes clients difficult and gives case examples of therapists who must deal with them. A major point is the counselor, in many cases, sabotages the therapeutic work by blaming the client and fails to recognize his or her own issues that block a compassionate reaction.

**McMullin, R. E. (1999). *New Handbook of cognitive therapies techniques*. NY: W. W. Norton.**

Recently updated from the 1986 first edition, McMullin's book is a creative, eclectic compilation of cognitive, behavioral and rational emotive therapy techniques. He draws from the work of Meichenbaum, Beck, Ellis, and Mahoney. He explains countering techniques, perceptual shifting, conditioning techniques, paradoxical methods, logical analysis, adjuncts and cognitive restructuring therapy tools. In all, there are more than 75 methods described. For each, the author identifies key principles, the step-by-step method, examples, a comment on the application and suggested readings.

**Prochaska, J. O., Norcross, J. C., DiClemente, C. C. & Crawley, B. (1995). *Changing for good*. NY: Harper Collins.**

*Changing for Good* is the result of the authors' research on the motivations for change. Change moves from stage one, where the client does not think about the issue as a problem to the second stage of realization that treatment is needed. This model of change has strong implications for addiction work but is also useful for understanding a prime dilemma in counseling; how do you motivate an unmotivated client?

**Vandercreek, L. & Jackson, T. L. (Eds.) (2002). *Innovations in clinical practice: A source book (vol. 20)*. Sarasota, FL: Professional resource exchange.**

This is the most recent of 20 volumes published by Professional Resource Exchange under different editors. Over 700 authors have contributed to these volumes, most of which are over 500 pages. The articles are for practitioners and are written by experienced therapists. All of the volumes are different and many of the earlier ones are still useful. Volume 20 has six sections. For each section, one article is listed below to give a feel for the book.

*Clinical Issues and Applications: Anxiety disorders in adults*  
*Practice Management and Professional Development: A professional living will for psychologists and other mental health professionals.*

*Instruments and Office Forms: A quick screen for DSM-IV disorders*

*Community Interventions: Practical issues in conducting home-based early interventions.*

*Selected Topics: Understanding and predicting homicide in cases of intimate partner domestic violence.*

*Client Handouts: Discipline with preschoolers*

### **HELPFUL WEBSITES:**

American Counseling Association (ACA)

[www.counseling.org](http://www.counseling.org)

American School Counselor Association (ASCA)

[www.schoolcounselor.org](http://www.schoolcounselor.org)

International Association of Marriage and Family Counselors (IAMFC)

[www.iamfc.org](http://www.iamfc.org)

American Mental Health Counselor Association (AMHCA)

[www.amhca.org](http://www.amhca.org)

National Association of School Psychologists (NASP)

[www.nasponline.org](http://www.nasponline.org)

Texas Counseling Association (TCA)

[www.txca.org](http://www.txca.org)

National Board of Certified Counselors (NBCC)

[www.nbcc.org](http://www.nbcc.org)

Council for Accreditation of Counseling and Related Education Programs (CACREP)

[www.cacrep.org](http://www.cacrep.org)

Chi Sigma Iota (Counseling Academic and Professional Honor Society International)

[www.csi-net.org](http://www.csi-net.org)

Association for Play Therapy

[www.a4pt.org](http://www.a4pt.org)

Education World-Counseling Techniques

<http://www.education->

[world.com/counseling/techniques/index.shtml](http://world.com/counseling/techniques/index.shtml)

### **Part II. Additional Resources**

Benjamin, I. (1987). *The helping interview with case illustrations*. Boston, MA: Houghton Mifflin.

Beier, E. (1961). *The silent language of psychotherapy*. Chicago, IL: Aldine.

Brammer, L. M. (1979). *The helping relationship - Process and skills* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Carkhuff, R. R. (1993). *The art of helping VII*. Amherst, MA: Human Resource Development Press.

Combs, A. W., & Gonzalez, D. M. (1994). *Helping relationships: Basic concepts for the helping professions*. Boston: Allyn and Bacon.

Cormier, S. L., & Hackney, H. (1993). *The professional counselor: A process guide to helping*. Boston: Allyn and Bacon.

Danish, S., D'Augelli, A., & Hauer, A. (1980). *Helping skills: A basic training program* (2<sup>nd</sup> ed.). New York: Human Sciences Press, Inc.

Dillard, J. M., & Reilly, R. R. (1990). *Systematic interviewing: Communication skills for professional effectiveness*. Columbus, Ohio: Prentice-Hall.

Doyle, R. E. (1992). *Essential skills and strategies in the helping process*. Pacific Grove, CA: Brooks/Cole.

- Dyer, W. W., & Vriend, J. (1988). *Counseling techniques that work*. Washington, DC: American Counseling Association.
- Dym, B. (1995). *Readiness and change in couple therapy*. New York: Basic Books.
- Egan, G. (1998). *The skilled helper* (6th ed.). Monterey, CA: Brooks/Cole Publishing Co.
- Eisenberg, S., & Delaney, D. J. (1982). *The counseling process* (2nd ed.). Chicago, IL: Houghton Mifflin Company.
- Evans, D.R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. (1993). *Essential Interviewing: A programmed approach to effective communication*. Pacific Grove, CA: Brooks/Cole.
- Fox, R. (1993). *Elements of the helping process: A guide for clinicians*. New York: Hawthorne Press.
- Gazda, G. M. (1994). *Human relations development: A manual for educators*. (5<sup>th</sup> ed.). Boston, MA: Allyn and Bacon, Inc.
- Hackney, H., & Cormier, L. S. (1988). *Counseling strategies and objectives* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Ivey, A. E. (1994). *Intentional interviewing and counseling* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Ivey, A., & Gluckster, N. (1992). *Basic attending skills*. Amherst, MA: Microtraining Associates.
- Ivey, A., & Gluckster, N. (1983). *Basic influencing skills*. Amherst, MA: Microtraining Associates.
- Kottler, J. A. (1993). *On being a therapist*. San Francisco, CA: Jossey-Bass.
- Kottler, J. A. (Ed.) (1996). *Finding your way as a counselor*. Alexandria, VA: American Counseling Association.
- Okun, B. F. (1996). *Effective helping: Interviewing and counseling techniques* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.
- McClam, T., & Woodside, M. (1994). *Problem solving in the helping professions*. Pacific Grove, CA: Brooks/Cole.
- Moore, D. G., & Moore, A. D. (1995) *First steps in intervention*. Boston: Brooks/Cole.
- Parsons, R. D. (1994). *The skills of helping*. Boston, MA: Allyn and Bacon.
- Patterson, L. E., & Welfel, E. R. (1994). *The counseling process*. Pacific Grove, CA: Brooks/Cole.

Sullivan, H. S. (1970). *The psychiatric interview*. New York: Norton.

Westra, M. (1996). *Active communication*. Pacific Grove, CA: Brooks/Cole.

Young, M. E. (1992). *Counseling methods and techniques: An eclectic approach*. New York: Macmillan.

Multicultural Competencies: [www.amcdaca.org/amcd/competencies.pdf](http://www.amcdaca.org/amcd/competencies.pdf)

Spirituality Competencies: [www.aservic.org](http://www.aservic.org)

### **Recommended Journals**

Journal of Mental Health Counseling

Journal of Psychotherapy Integration

Journal of Consulting and Clinical Psychology

Journal of Counseling and Development

Journal of Counseling Psychology

Professional School Counseling

The Counseling Psychologist

International Journal of Action Methods