



MASTER OF ARTS IN COUNSELING
 MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

COUNSELING TECHNIQUES I
MCPY 635

Course Syllabus

Course Description

This course introduces the student to the psychotherapeutic process and dynamics of the therapeutic relationship. It is designed to prepare students for the Practicum and Internship portions of their training. This course focuses on developing basic counseling skills with an emphasis on clinical interviewing, development of therapeutic skills, clinical record keeping and report writing, DSM IV diagnosis, assessment of various clinical issues, and treatment planning. Students will also be assisted in preparing a professional resume, practicing interviews for a Practicum position, and identifying sites for their Practicum/Internship experience. *A grade of C or below will require students to repeat the course prior to registration for Practicum.*

Prerequisites: Completion of MCPY 600, 605, 610, 615, 620, and 625.

Course Objectives:

1. Understand and demonstrate basic counseling skills, such as establishing a supportive counseling relationship and actively demonstrating a therapeutic presence, conducting a clinical interview, maintaining client records, developing assessment and diagnostic skills, preparing a clinical case presentation, and applying different therapeutic/intervention strategies.
2. Understand the research related to counseling effectiveness, including but not limited to characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
3. Develop a conscious awareness of the self in the therapeutic relationship and to demonstrate the ability to critique one's own work and offer critical feedback to others.
4. To conceptualize and engage in treatment planning within the context of one's theoretical orientation; to learn how to use different intervention strategies with certain types of clients (e.g. suicidal, violent, non verbal); to determine appropriate treatment strategies from the continuum of clinical modalities and orientations.
5. To demonstrate an understanding of basic ethical issues (e.g. confidentiality, clients' rights) and to develop professional behaviors in relation to supervisors and colleagues.

6. To prepare for the Practicum/Internship experience by preparing a professional resume, practicing interview skills, and selecting and contacting placement sites.

Methods of Instruction: Week intensive, classroom based didactic, experiential, role-play, and case studies.

Required Readings:

Faiver, C., Eisengart, S., & Colonna, R. (2000). The counselor intern's handbook. Pacific Grove, CA: Brooks/Cole Publishing.

Martin, D. (2000). Counseling and therapy skills. Prospect Heights, IL: Waveland Press, Inc.

Moursund, J. & Kenny, M. (2002). The process of counseling and therapy. Upper Saddle River, NJ: Prentice Hall.

Selected exercises/articles/ packets to be handed out.

Please note: You will also need to provide three DVD-R discs for use during the course.

Optional Readings:

Axline, Virginia. Dibs in search of self. Mass Media paperback press.

Bruch, Hilde (1974). Learning psychotherapy: Rational and ground rules. Cambridge, Massachusetts: Harvard University Press.

Cormier, Sherry & Cormier, Bill (1998). Interviewing strategies for helpers; Fundamental skills and cognitive behavioral interventions. Pacific Grove, CA.: Books/Cole.

Greenspan, Stanley & Greenspan, Nancy (1991). The clinical interview of the child. Washington, D.C.: American Psychiatric Press.

Hackney, Harolk & Cormier, Sherry (1994). Counseling strategies and interventions (4th ed.). Boston: Allyn and Bacon.

Johnson, Robert (1990). Innerwork. New York: Harper & Row.

Jung, C.G. (1964). Man and his symbols. New York: Doubleday.

Kottler, Jeffrey (1995). Growing a therapist. New York: Jossey-Bass.

Lukas, Susan (1993). Where to start and what to ask: An assessment handbook. New York: W.W. Norton & Co., Inc.

May, Rollo (1990). The art of counseling (revised edition). Klamath Falls, OR: Gardner.

Morrison, James (1995). The first interview. New York: Guilford.

Pedersen, Paul & Levy, Allen (1997). Culture centered counseling interventions: Striving for accuracy. New York: Sage.

Remen, Rachel Naomi (2000). My grandfather's blessings – stories of strength, refuge, and belonging. New York: Riverhead Books.

Learning Activities:

1. *Basic Counseling Skills:* Throughout the course you will demonstrate your understanding of basic counseling skills and ability to apply the information as described in your texts and in class. Working with other learners in triads, you will rotate the roles of counselor, client, and observer. The instructor will observe your work as a counselor throughout the semester, providing feedback during and following each session.
2. *Videotaping of Three Counseling Sessions and Written Critiques:* This activity requires you to review and critique videotapes of counseling sessions in which you are the therapist and to demonstrate your understanding of and ability to complete a full counseling session. In class, working with another learner, you will complete two 30 minute, and one 45 minute tape. For each tape you will select and transcribe five interactions between you and your client. You will then critique your responses and describe what might have been said or done that would have helped to more effectively deepen the therapeutic process. These written transcriptions and critiques will be submitted to your instructor. **See attachment at the back of the syllabus for instructions**
In addition, select a 20-30 minute segment of the 45 minute tape to be viewed by the class. At the time of viewing you will receive verbal and written feedback from other learners and the instructor.
3. *Maintaining Client Records:* This activity requires you to demonstrate your understanding of and ability to appropriately document interactions with clients. Based on a videotape of a full therapy session to be shown in class, you will complete a progress note entry for the client's file summarizing this session.
4. *Assessment and Diagnostic Skills:* This activity requires you to demonstrate your clinical skills in completing a multi-axial diagnosis of a client, mental status, history and psychosocial assessment. The facilitator will role-play a client, and will be interviewed by participants to obtain appropriate information.

5. *Treatment Planning:* This activity requires you to demonstrate your skills in completing a treatment plan that is appropriate to the client's presenting problem. You will observe a counseling vignette in class, and you will complete a preliminary treatment plan and recommendations.
6. *Resume and Interview Skills:* This activity requires you to prepare a resume appropriate for use in seeking a Practicum/Internship position. Assistance in resume preparation can be obtained at www.regis.educareerservices, or by calling the Regis Career Services Office (303-458-3508). If needed, you will have a counselor from the Career Services office critique your resume (in person, by telephone, or by fax), and submit the revised copy as well as the original with comments to the instructor. Additionally, if needed, you may also arrange for a mock interview at the Regis Career Services office and complete a videotaped interview with the counselor there. You will need to take a blank tape of your own with you for the interview.
Please note: All students must submit a resume to the instructor, but contacting career services may be deleted if the student has sufficient experience with writing a resume and with interviewing.
7. *Handout Exercises and Counselor Self Assessment:* This activity requires you to explore yourself as a person and as a professional. Complete all of the written exercises (to be handed out to you in class). Also complete the *Counselor Self Assessment* in the Counselor Intern's Handbook. In writing your responses please be personally reflective and go into depth rather than providing a simplistic or brief answer.
8. *Student Performance Evaluation:* This is an evaluation form to be completed by your instructor the final week of the semester (blank copies are attached for your review). The form will be completed in dialogue with you and will require an honest and reflective assessment of your development as a therapist.

Note: Participation in class role-plays ("real-plays"): In class you will be expected to real-play both the part of a client and a therapist. These experiential activities will allow students the opportunity to familiarize themselves with various counseling techniques and also their performance.

You are responsible for the personal material you choose to work with during role-play exercises. Students are practicing techniques, and sometimes unexpected issues arise that may be uncomfortable. Please use care when deciding the issues you are relatively comfortable sharing in a classroom environment.

Bases for evaluation:

- | | |
|---|-----|
| 1. Basic Counseling Skills – classroom observations | 25% |
| 2. Videotaped sessions and written critiques | 30% |

3. Maintaining client records	5%
4. Developing Assessment and Diagnostic Skills	5%
5. Treatment Planning and Interventions	5%
6. Video presentation	15%
7. Counselor Self Assessment	15%
8. Student Performance Evaluation (see below for further information)	

(Satisfactory scores must be obtained. This form supersedes all other grades in the course).

Attendance/Participation:

Given the intensive nature of this class, students may miss one class section with no penalty. Students who miss two or more classes will be administratively dropped from the course and you will be required to repeat the course.

Participation is an essential part of the learning within this course. Therefore, students are expected to attend each class meeting, on time, and prepared to engage in discussions of assigned readings and class experiential activities. All students and the instructors are responsible for creating a safe and productive learning environment.

Please turn off personal cell phones or put on “silent ring” during class time to respect the learning needs of other students.

Homework Policies:

All assignments completed outside of the classroom must be typed and are due on the dates stated. Any work that is turned in late will be docked a full grade.

All written work is to be presented with corrected grammar and spelling. Make sure you proofread (more than once) before handing in your final papers. *Your grade will be affected if the paper is poorly written and/or poorly edited.*

Grading:

In order to complete the course, all learning activities must be successfully completed with a grade of ‘B’ or above. For example, if you earn a grade of ‘A’ on activities 1-6 but do not complete 7, your grade for the course would be a ‘C’. Any grade lower than a ‘B-’ will require you to repeat the course before beginning Practicum.

Though the Student Performance Evaluation is not graded, your ratings must be at least “1” (student meets criteria minimally or inconsistently for program level) OR “2” (student meets criteria consistently at this program level) in all categories assessed in order to pass the class.

ANY RATINGS OF “0” WOULD REQUIRE YOU TO REPEAT THE COURSE BEFORE BEGINNING PRACTICUM.

GRADING CRITERIA

Grades in the Counseling Psychology Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.

5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

Student Resources

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources.

RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website. The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with the ODS prior to approval of the accommodation.

It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

Student Responsibilities

Ethics and Confidentiality

An integral component of SPS Counseling Psychology Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

SPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

Counseling Faculty Responsibilities

Student Performance Evaluations

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

See attached Student performance Evaluation.

Student Performance Evaluation (Page 1)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or	N	0	1	2

after professional relationships				
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe level	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

ACADEMIC

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

Created by the Southwest Texas State University Educational Administration and Psychological Services Department .
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