

**COU 601**  
**Theories of Counseling and Practice I**

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**Course Description and Goals**

There are *three major goals* for this course. The *first* is to orient the student to the field of mental health counseling, the *second* is to introduce the student to the most basic techniques of counseling, and the *third* is to facilitate the students' experiential development of the basic relationship and interpersonal skills necessary for mental health counseling and psychotherapy. This will be achieved through personal reflections and self-examination. During the course, the student will increase and sharpen his/her interview skills. Attention will be paid to the basic skills of "hearing" (attending, listening, and responding). By the end of the course the student should have a clear understanding of the overall field and in addition, should have reached the beginning level or improved the necessary basic counseling skills for listening with the "third ear" and be at the beginning level of being able to understand the "implicit message" in each communication. The primary focus will not be on intervention, but rather this course will lead to subsequent courses in counseling interventions. An "a-theoretical" approach will be used and multicultural and diversity issues in interviewing will be examined.

Goals:

- ❖ Developing awareness about personal values, beliefs, philosophies, and interpersonal skills that will affect your personal counseling style.
- ❖ Start to develop your professional identity regarding professional goals and explore your function as an LMHP with other human service providers.
- ❖ Develop technological competence and computer literacy as it pertains to graduate school.
- ❖ Begin to become familiar with the ethical standards of ACA and related entities.
- ❖ Develop a self-awareness of your personal cultural biases and prejudices.
- ❖ Examine how social and cultural factors influence the counseling relationship.
- ❖ Learn to recognize and accept the limits of your personal competencies and expertise.

- ❖ Understand and develop a commitment to seeking out educational, consultive, and training to improve your understanding and effectiveness as a therapist.
- ❖ Identify and understand your impact on others including communication style differences as well as sensitivity to the impact of your style on others.
- ❖ Students will begin to develop sound identities as professional counselors with a commitment to continued life-long learning and professional development.
- ❖ Develop an understanding of essential interviewing and counseling skills in order to develop a therapeutic relationship.
- ❖ Learn how to hear the implicit message of your client.

## Methods of Instruction

The techniques of instructors will consist of brief lectures, class discussion, videotapes, and role playing.

## Course Requirements and Evaluation

Evaluation will be based on:

Class participation	20% of grade
Weekly reflections	20% of grade
Outside of Class Interviews	20% of grade
In Class Interview Critique	20% of grade
Attendance	20% of grade

### Attendance

In class participation is the essence of Theories I. Therefore, there is no way a student can “makeup” missing a class. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

### Outside of Class Interviews

Listening is one of the key skills to being a successful, effective counselor. Students will be practicing their interviewing/listening skills throughout the term. Most of these should be recorded so that students can critique their interviewing skills and see themselves as others see them. Recording equipment is available through the Doane Counseling Graduate office. A consent form must be signed by each interviewee. See Attachment A. The consent forms will be turned in the 9<sup>th</sup> week of class. Recommended number of interviews – 15. Anytime during the term students may submit an interview tape to the instructor to be critiqued prior to final in class presentation.

### Protocol for Outside of Class Interviews:

You are not a therapist!!!!!!!!!!!!!!!!!!!!!!

No questions.

Do not interview anyone under 21 years of age.

Do not interview anyone you know.

Try to incorporate as many interview skills as possible.

Outside of class interviews should be 45-50 minutes in length.

Get release forms signed before interview.

The interviewee or information given by the interviewee should not be recognized by others if you choose to have a video critiqued in class.

All information about the interviewee is confidential.

If doing a video tape, tape only you.

Makes sure your equipment is working!!!!!!!!!!

At the end of the term, all interview release forms are to be handed in to the instructor (Week 9).

### Class Interview

The last three weeks of the term each students will do a 30-minute interview to be critiqued by the other students. Students are encouraged to use as many skills as possible in this 30 minute interview. Students will use another student in class as their interviewee. Each student will be the interviewer once and the interviewee once.

### Guide for Interviewing Skills

- ✓ Focusing and following: (includes eye contact, verbal and non-verbal following)
- ✓ Reflecting feeling: (accurate identification and reflection of interviewee's emotion)
- ✓ Reflecting content: (clear verbal reflecting of the content of interviewee's statements)
- ✓ Developing an individual style: (use of skills appears comfortable and congruent)
- ✓ Communicating feeling and immediacy: (appropriate communication of feelings and thoughts in the context of the interview)
- ✓ Confronting: (verbally note discrepancies or inconsistencies in interviewee's behavior without value judgments)
- ✓ Self-disclosing: (use of self disclosure when appropriate)
- ✓ Information giving: (orienting statements, instructions, feedback, reframe or other information statement when appropriate)

- ✓ Integrating: (verbally reconstructing the interviewee's narrative to assist the interviewee in attributing meaning to his/her narrative)
- ✓ Structuring for information and action: (assist interviewee in examining issues, considering alternatives in making his/her own decisions)
- ✓ Enlisting cooperation: (using verbal and non-verbal skills to decrease interviewee discomfort and to increase client cooperation)
- ✓ Putting it all together: (interventions which combine two or more of the previous skills)

### Personal Reflections

Students will be expected to keep a personal reflection/reaction journal to be turned in each week, the content of which will not be graded. It should be noted that the instructor considers the journal to be an extremely important part of a student's participation in this course. While the content itself is not graded, the student's effort to read, reflect, and react will be evaluated. We are looking for *serious reflection* guided by *critical thinking* regarding the reading each student does during the prior week. Reflections are to be typed using APA style and secured in a folder (not a three ring binder) in the following order:

Cover Page  
 Class Reflection  
 Personal Choice Articles  
 Textbook Reflection  
 Reference Sheet

The following are some of the elements that I look for in your reflections each week. All reflections are to be typed and using APA format. Spelling and grammar are taken into consideration also. Proofread papers before submitting as final product.

- ✓ Demonstrated a recognition and acceptance of the limits of their own competencies and expertise.
- ✓ Critique of articles showed how this information will help them understand and enhance their learning in this class.
- ✓ Demonstrated through their reflections commitment to seeking out educational, consultive, and training experiences to improve understanding and effectiveness as a therapist.
- ✓ Reflections for this week revealed competency in using knowledge and skill and adapting understanding in a variety of appropriate and demanding contexts.

- ✓ Student shows an awareness of institutional barriers that prevent use of services.
- ✓ Demonstrate a clear and explicit knowledge and understanding of the generic characteristics of counseling and therapy.
- ✓ Student makes their view more plausible by considering the plausibility of other perspectives; makes apt criticisms, discriminations, and qualifications.
- ✓ There was an awareness of personal stereotypes and preconceived notions toward others in their writings for the week.
- ✓ Demonstrated an understanding of personal impact on others including communication style differences, as well as sensitivity to the impact of their style in counseling.
- ✓ Student understands the need to respect the client's religious and spiritual beliefs and values, including attributions and taboos and their effect on world-views, psychosocial functioning, and expressions of distress.
- ✓ Student seems aware of their prejudices and knows the strengths and limits of their understanding.
- ✓ Inferences are sound, meets reasonable and relevant standards of understanding; justifiable and reasonable conclusions.
- ✓ Student demonstrated a willingness to contrast personal beliefs and attitudes with those who are culturally different clients in a nonjudgmental fashion.
- ✓ Student demonstrated an active involvement with minority individuals outside of the counseling setting to maintain more than an academic understanding of the issues.

Reflection journals are to be e-mailed to [Coulinder@gmail.com](mailto:Coulinder@gmail.com). Each week's deadline is 6 p.m. the Monday of class. Late reflection journals will not be accepted. Reflection journals must be typewritten (word processor or typewriter) using APA format. Handwritten material will not be accepted or read. While we cannot guarantee you will get written feedback from the instructors each week, every effort will be made to comment when necessary. Each reflection journal will contain the following sections:

Class Reflection – Reflecting on the content, discussions, your learning experience, observations, etc. Length 3-4 pages.

Personal Choice Articles on Assigned Topic – Each week students will select and critique three articles on a preassigned topic for the week. Length and source of the articles chosen is up to the student. Reflection of personal articles is to be 4-5 pages in length for

all the articles read, not each article. Try to keep the information in your articles no more than five years old.

Weekly Topics:	10-24-11	Week 2	Characteristics of a Counselor
	10-31-11	Week 3	Confidentiality
	11-7-11	Week 4	ACA Code of Ethics
	11-14-11	Week 5	Suicide
	11-21-11	Week 6	Student Choice
	11-28-11	Week 7	NO CLASS – Mumford Project
	12-5-11	Week 8	Student Choice
	12-12-11	Week 9	10 Minute Project – NO JOURNAL THIS WEEK

Assigned Textbook Reading/Presentations (*Learning the Art of Helping*) – Students will do a 4-5 page reflection on the assigned textbook reading for the week. In other words, reflect on what you took from the reading and how would you apply this information in the real world OR one of the exercises at the end of each chapter doing one exercise for all chapters read.

Assigned text readings:	10-24-11	Week 2 - Chapters 1-3
	10-31-11	Week 3 – Chapters 4-6
	11-7-11	Week 4 – Chapters 7-8
	11-14-11	Week 5 – Chapters 9-10
	11-21-11	Week 6 – Chapter 11
	11-28-11	Week 7 – Chapter 12
	12-5-11	Week 8 – Chapter 13
	12-12-11	Week 9 - No Assignment

### Class Participation

A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- Integrating class readings into participation:** Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,
- Interaction in classroom discussions:** Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
- Interaction in classroom learning activities:** Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.

## **Academic Integrity**

The faculty expects students to pursue and work with academic integrity. A copy of the policies concerning academic integrity may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

## **Required Textbooks**

**Learning the Art of Helping**

**ISBN # 0-13-113781-6**

**Essential Interviewing**

**ISBN # 0-495-09511-7**

***Master of Arts in Counseling  
Doane College***

***Participant Consent To Participate In Interviews***

I hereby consent to do an interview with a counselor-in-training from the Doane College Master of Arts in Counseling program. I understand that the content of the interview will contain no means of identifying me, such as my full name. I also understand that I can withdraw this permission at any time.

The interview experience is for the purpose of supervising the professional education of the counselor-in-training and is subject to the confidentiality and duty to warn safeguards found in the ACA and APA codes of ethics.

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Participant's name – PLEASE PRINT

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Participant's Signature

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Date

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Counselor-in-Training Name – PLEASE PRINT

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Date

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Counselor-in-Training Signature

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Date



***Master of Arts in Counseling  
Doane College***

***Participant Consent to Make Audio Tape Recordings of Interviews***

I hereby consent to having my interview with a counselor-in-training from the Doane College Master of Arts in Counseling program recorded on audiotape. I understand that the tape will contain no means of identifying me, such as my full name, and that the counselor-in-training will erase the tape(s) no more than 90 days after the completion of the training period. I also understand that I can withdraw this permission at any time.

The tape is for the purpose of supervising the professional education of the counselor-in-training and is subject to the confidentiality and duty to warn safeguards found in the ACA and APA codes of ethics.

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Participant's name – PLEASE PRINT

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Participant's Signature

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Date

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Counselor-in-Training Name – PLEASE PRINT

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Date

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Counselor-in-Training Signature

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Date