

**THEORIES I****COUNSELING 601-7**

Autumn Term, 2010

3 Credits

COURSE SYLLABUS

TIME/LOCATION: TUESDAY EVENING, 6:00 pm to 10:30 pm Grand Island Campus

INSTRUCTOR: Donald P. Belau, Ph.D. NCSP LIPC
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REQUIRED TEXTS:

Evans, D., Hearn, M., Uhlemann, M., & Ivey, A. (2008).
Essential Interviewing, 7th edition,
Thomson-Brooks/Cole, Belmont, CA
ISBN-13: 978-0-495-09511-8

Hacker, D., (2004). A Pocket Style Manual, 4th edition,
Bedford/St.Martin's Boston, MA
ISBN- 0-312-40684

Young, M., (2008). Learning the Art of Helping: Building Blocks and
Techniques, 4th edition, Pearson Merrill Prentice Hall, Upper Saddle
River, New Jersey
ISBN: 0-13-111753-X

**COURSE DESCRIPTION
AND OBJECTIVES**

Counseling 601 is a three (3) semester hour graduate level course
that has three major objectives:

- 1) orient the student to the field of mental health counseling
- 2) introduce the student to the most basic techniques of
counseling
- 3) facilitate the students' experiential development of the
basic relationship and interpersonal skills necessary for
mental health counseling and psychotherapy

These objectives will be achieved through personal reflections, self-examination, and feedback from the class and instructor. 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 closely examined.

METHODS OF INSTRUCTION:

This course will include nine (9) evening sessions, each lasting four hours, thirty minutes (4:30). A combination of instruction techniques will be used to facilitate your learning, including: *collaborative learning* activities, traditional style lectures and media presentations, demonstrations, simulated individual student presentations, study group activities and in-class discussions.

You will be given background handouts addressing various issues. Lessons will be professionally scripted and presented using Power Point technology to facilitate and enhance your understanding and insure complete subject coverage.

Depending upon the enrolled number of students, the class will be divided into small study groups who will work together throughout the course.

In this process, you are encouraged to take an active and collegial approach to your course studies including: (a) working with other graduate students to achieve learning goals; (b) retaining individual accountability for one's own performance as well as the success of small-group and end results; (c) collaboration analyzing case assignments, preparing for examinations and individual study projects; (d) decision making, communicating; (d) providing each other with positive feedback regarding the persons work; (d) group processing and planning; (e) learning and demonstrating interviewing skills.

ASSESSMENT OF LEARNING AND PERFORMANCE, GRADES:

You will receive two "grades" for this course; one reflecting *academic knowledge and skills*, and one reflecting your *professional skill development*.

Your mastery of course objectives, academic competency and professional performance will be assessed by the instructor both subjectively and objectively, in a variety of ways including observation, individual conversation, by written and oral examination, performance on assignments, attendance and participation. Individual performance will be reflected by the grades you earn during the course:

Class participation	25%
Weekly reflections	25%
Video presentation	25%
Outside of Class videos	25% (to be reviewed by the instructor)

In practical terms, in addition to performance on formal evaluations, your *professional development evaluation and academic grade* will also be based upon:

- ✓ Demonstrated competency effectively analyzing cases during class discussion as well as analysis of those presented as case assignments.
- ✓ "Professional sophistication, maturity, effort and attitude."
- ✓ Quality of contributions to class discussion and interaction with other members of the class.
- ✓ Attendance and preparation for class.
- ✓ Professional quality; i.e. appearance of written case assignments.
- ✓ Acceptance of responsibility for your performance.

Throughout the course you will receive feedback from the instructor, as well as grades on various assignments and examinations that reflect your acquisition of knowledge and skills. You will also have the opportunity to benefit from observing others demonstrate interviewing skills and will be able to participate in two-way Socratic discussion.

DESCRIPTION OF GRADED PERFORMANCE LEARNING ACTIVITIES:

Attendance

Class participation is expected and is critical. There will be no makeup opportunities. 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.

Participation

A high premium is placed by the instructor on class participation. Ideal class participation, that earns the highest number of participant 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,
Interacts 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

After each class period, the instructor will evaluate each student's participation on a 20 point scale and assign a weekly score.

Interviews—Outside of Class

You are required to complete a minimum of 15 45-50 minute interviews during the course of the term with subjects you do not know, or with whom you only have a casual relationship (neighbor, co-worker, etc.). Do not use family members or friends in completing this assignment. You will be given informed consent forms for each subject to sign. Signed consent forms will be turned in to the instructors the last class session.

Interviews—To Be Reviewed in Class

This is a videotaped presentation. The camera must focus only on you. Do not videotape the interviewee. There should be only voices on the tape (no birds chirping, children running by, phone ringing, etc). Student tapes will be critiqued by weeks 5-9. The tape you critique in class should be 15-20 minutes in length. The segment (or combination of segments) should be the one(s) you feel is reflective of your best interviewing efforts.

Personal Reflections Journal (15 pages due each week, including title & reference pages)

Students will be required 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 views 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 efforts to read reflect, and react will be evaluated. It is expected that the student will show consistent growth and improvement in reacting to the feedback provided.

Serious reflection guided by critical thinking—a dialectal approach, preferably should be the process. Reflections are to be typed in APA style and format and secured in a folder in the following order:

Cover Page
Class Reflection
Personal Choice Articles
Textbook Reflection
Reference Page

You are requested to hand in the actual copy of the article. You will hand these reflections in weekly. Late journals will result in a lowering of the grade (if prior to the next week—1 point, two more weeks late—up to 10 points)—no exceptions!! The writings must be typewritten (word processor) using APA format. Written feedback will be provided weekly. Each week the personal reflection/reaction journal will contain three sections:

Class Reflection—Reflecting on the content, discussions, your learning experience, observations, etc. General length 3-4 pages.

Personal Choice Articles on Assigned Topic—Each week students will select and critique **three** articles on a pre-assigned topic for the week. Length and source of the articles chosen is up to the student (however, only professional journals are acceptable sources). 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:	Week 1 Orientation
	Week 2 Characteristics of a Counselor
	Week 3 Confidentiality
	Week 4 Homosexuality
	Week 5 Pedophilia
	Week 6 Deviance
	Week 7 Domestic Violence
	Week 8 Suicide
	Week 9 Transsexuals/topic of your choice with Instructor approval

GENERAL INFORMATION:

1. Study responsibility: Lessons will emphasize information contained in assigned course text which addresses entry level counseling knowledge expectations. To broaden the scope of instruction, and develop the professional skills, you will have opportunity to effectively apply theoretical concepts or techniques through such activities as observing and practicing interview skills. These activities will be structured to give you a chance to benefit from the observations and positive *feedback* of your colleagues and the course instructor. Even if "something" is not *specifically* mentioned in class, *you* are still individually responsible for learning the information presented in course textbooks, whether or not actually discussed by the instructor.

2. Individual assistance and participation: The structure of instructor led in-class discussions and opportunities afforded by cooperative collaborative learning groups are some of the venues in which questions can be addressed, theories analyzed, and general learning facilitated.

- You are *encouraged* to raise questions during class so that inquiry will disclose where clarification is needed, and afford opportunity to add depth to lesson activities and resolve questions likely held by more than one person.
- Your comments, personal-life experience, observations, and ideas *are* welcome and *beneficial* to everyone's learning. This is particularly true in this type course.
- It is important *you* be given personal attention. In addition to consultation by the instructor *during* class sessions, to resolve questions not clarified in class, or to address something that concerns you, the instructor will be available after class. But because each session lasts until 10:30 pm, you may wish to make an appointment to visit with the instructor at another time. Appointments are encouraged.

If you wish to contact the instructor, refer to the telephone numbers listed on Page 1 of this Syllabus.

3. Cancellations: Should bad weather, or unforeseen event, cause cancellation of a lecture session, every attempt will be made to reschedule the class. Please insure the instructor has a current phone number where you can be notified of class changes, or in some cases, if the instructor needs to contact you.

4. Attendance: This graduate course involves not only text study and research, but significantly revolves around discussions, lectures, media presentations and extensive planned learning experiences that occur

in class. These cannot be duplicated. Just one evening class is equivalent to four, one hour, weekly on-campus lecture sessions.

Interviewing techniques are best learned from practice, observation and insight gained during class presentation and discussion. You must attend class and be actively involved in the study of the skills modeled by the instructor and your colleagues; *it is unlikely that make-up* work is available for missed classes.

You are expected and required to attend all sessions and/or make-up sessions. **Grades will be automatically reduced for absence.** The exception to this rule would be if you were seriously incapacitated, i.e., ill, or injured, or a significant circumstance existed i.e., major illness in your immediate family which unavoidably required your presence.

5. Grading scale: Letter grades are used to reflect performance. The point value attached to those grades are stated in the Done College Catalog. For the course as a whole, or any single activity were grades are determined, the following guidelines apply:

A+	97 to 100%	B+	87 to 89%	C+	77 to 79%
A	93 to 96%	B	83 to 86%	C	73 to 76%
A-	90 to 92%	B-	80 to 82%	C-	70 to 72%

6. Recommended readings, resources and outside class activity: Between class sessions, you are expected to study the course texts, complete designated assignments, and *prepare* for group discussion and role-play demonstration activities.

7. "Old-hand" with experience vs. "New kid on the block": It is recognized not all students enter Counseling 601 with the same experience background. This class focuses on *developing* your ability, your knowledge and professional skills. You will be graded on how well you can recognize and apply appropriate theoretical concepts. You are not graded competitively with more experienced classmates on a curve.

8. Professional competencies: One of the hallmarks of this course is the excellent opportunity it affords for you to actually practice and receive "feedback" regarding your effectiveness. This is a challenging course, with "depth." Classes cover information you need to know to be successful in your professional work and to effectively assist clients.

Keep in mind that this is a professional course designed to facilitate your effectiveness as a counselor in the complex process of developing interview skills and broadening your exposure to unique needs of prospective clients.

Assigned Textbook Readings (Learning the Art of Helping & Essential Interviewing)

-Students will do a 4-5 page reflection on the assigned textbook reading for the week. Use what you took from the reading and how would you apply this information in the real world?

Week	Learning the Art of Helping	Essential Interviewing
Week 1	Chapter 1-Helping as a personal journey	Chapter 2-Attending Behavior
Week 2	Chapter 2 & 3-The nuts & bolts of a helping relationship/ The Therapeutic Relationship	
Week 3	Chapter 4 & 5-Invitational Skills	Chapter 6-Integrating Your Exploration Skills
Week 4	Chapter 6 & 7-Paraphrasing Skills	Chapter 4-Reflecting Content
Week 5	Chapter 8—Reflecting Skills: Reflecting Meaning and Summarizing & Chapter 9—Challenging Skills	Chapter 5-Reflecting Feeling
Week 6	Chapter 10—Assessment and the Initial Interview & Chapter 11—Goal-Setting Skills	
Week 7	Chapter 12—Change Techniques & Chapter 13—Outcome Evaluation and Termination Skills	Chapter 7 Confronting
Week 8	Chapter 14—Curative Factors—Part I	Chapter 9-Self-disclosing
Week 9	Chapter 15—Curative Factors—Part II	Chapter 9-Self-disclosing

Video Tape Protocol

Ask minimal, if any, questions.

You are not a therapist.

Do not interview anyone under 21 years of age.

Try to incorporate as many interview skills as possible.

Interviews should be 45-50 minutes in length.

Get release forms signed before taping.

The interviewee or information given by the interviewee should not be recognized by others.

All information about the interviewee is confidential.

You are responsible for the quality of tape.

Tape only you.

Make sure your equipment is working.

At the end of the term, all interview release forms are to be handed in and will be kept in your student file.

Journal
Doane College
COU 601 - Theories of Counseling and Practice I
Week 3

Jane J. Doe

ABSTRACT

The following pages are an accumulation of my thoughts from the previous class session and crime. My class reflection contains topics such as the articles on deviance, interviewing, and homosexuality. The article reflections on crime include thoughts on murder, prison abuse, computer hackers, stolen identity, the death penalty, and DNA testing.

REFERENCES

Ballard, S. (2003). Should *the Death Penalty Be Abolished?* *Jet*, 2003, 103: 4-6.

Sherwood, J. (1995). *Crime and Punishment. Canada & the World Background*, 1995,
61: 4 & 6

Taylor, L. (1995). *The Facts and Nothing but the Facts*, *Canada & the World*
Background, 1995, 61: 16

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

Participant Consent to make Video/Audio 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 video/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 or destroy the video/audiotape(s) no more than 30 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.

Any questions may be directed to the MAC dean, Dr. Thomas Gilligan, 402-466-4774 or toll-free at 888-803-6263.

Participant's name---please print

Participant's Signature Date

Counselor-in-Training Name---please print

Counselor-in-Training Name---signature Date