



Syllabus for COUN 200 • Seminar in Counseling Techniques (3)			
<b>Semester:</b>	Fall 2018	<b>Department:</b>	Counselor Education & Rehabilitation
<b>Course:</b>	Seminar in Counseling Techniques	<b>Instructor:</b>	H. Dan Smith, EdD, MFT
<b>Units:</b>	Three (3)	<b>Office:</b>	ED 481 (Fall ONLY)
<b>Time:</b>	Wednesdays, 1:00 pm to 3:50 pm	<b>e-mail:</b>	dans@mail.fresnostate.edu
<b>Location:</b>	ED 55/70	<b>Telephone:</b>	559-278-0329 / 559-287-5413
<b>Website:</b>	<a href="http://hdansmith.com">http://hdansmith.com</a>	<b>Office Hours:</b>	See below . . .

**Course Description:** This 3-unit, lecture/lab course is designed to help you acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. You will **NOT** emerge from the course as a polished psychotherapist, but you will be provided the basic tenets on which many outstanding therapists base their technique. Emphasis is placed on learning and demonstrating the "core conditions" of counseling as defined by the person-centered movement. **This is a Web Enhanced class, using Blackboard for weekly assignments.** *It is usually expected that students will spend approximately 1 hour of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 3 hours outside of class each week.*

**Instructor Office Hours (ED 481-Fall Semester Only):** Tuesday, 9:30 a.m. to 1:00 p.m. (when not in meetings). I'm a pretty busy guy, but I'll find a way to make time for you for consultation. **ALWAYS by e-mail!**

**Textbook:** Martin, D.G. (2015). *Counseling and therapy skills* (4th ed.). Long Grove, IL: Waveland Press.

**Course Objectives for Marriage, Family and Child Counseling Graduate Students (per the Council for the Accreditation of Counseling and Related Educational Programs – CACREP):**

2016 CACREP Standard		Learning Activities & Experiences	Evaluation Method
<b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</b>			
<b>F. 1. Professional Counseling Orientation and Ethical Practice</b>			
f.	Demonstrate understanding of professional counseling organizations, including membership benefits, activities, services to members, and current issues.	Readings, Discussion	Discussion, Exams
i.	Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling (e.g., ACA Code of Ethics).	Readings, Discussion	Discussion, Exams
l.	Demonstrate understanding of self-care strategies appropriate to the counselor role.	Readings, Discussion	Discussion, Exams
m.	Demonstrate understanding of the role of counselor supervision in the profession.	Readings, Discussion, Work in Lab	Discussion, Exams, Blackboard
<b>F. 2. Social and Cultural Diversity</b>			
d.	Demonstrate understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	Readings, Discussion	Discussion, Exams
g.	Demonstrate understanding of the impact of spiritual beliefs on clients' and counselor's worldviews.	Readings, Discussion	Discussion, Exams
<b>F. 5. Counseling and Helping Relationships</b>			
a.	Demonstrate understanding of theories and models of counseling.	Readings, Discussion, Fishbowl, Work in Lab	Blackboard, Work in Lab, Exams
f.	Demonstrate awareness of counselor characteristics and behaviors that influence the counseling process	Readings, Discussion, Fishbowl, Work in Lab	Work in Lab
g.	Demonstrate essential interviewing, counseling, and case conceptualization skills	Readings, Discussion, Fishbowl, Work in Lab	Blackboard, Work in Lab, Exams

**Course Objectives for School Counseling Graduate Students (per the California Commission on Teacher Credentialing – CCTC):**

- **Objective 1:** The student will demonstrate a practical, understanding of basic responding skills through counseling and/or role play activities CTC 27
- **Objective 3:** Candidates will actively participate in class activities, which includes assuming the role of both counselor and client as requested. CTC 8
- **Objective 4:** The student will observe peers and offer critique on the appropriateness of their counseling behaviors. CTC 16
- **Objective 5:** Compare and contrast counseling techniques appropriate for various client populations, including multicultural and social equity populations CTC 3, 21
- **Objective 6:** Demonstrate an ability to apply current legal and ethical practices to the counseling relationship CTC 6, 18

**Areas of focus (CCTC):**

- **Areas of specific mention** in this course include: studies that provide an understanding of the nature and needs of individuals at all developmental levels; theories of learning and personality development. CTC 2
- **Areas of specific mention or focus** include: a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will

be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. CTC 7

- **Areas of specific mention or focus** include: a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. CTC 11
- **Areas of specific mention** in this course include: Professional identity - studies that provide an understanding of all of the following aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. CTC 17, 18
- **Areas of specific mention** in this course include: Professional organizations, primarily ACA and CAMFT, including membership benefits, activities, services to members, and current emphases. CTC 18

**Student Outcome and Assessment Plan (SOAP):** The Counselor Education faculty is committed to providing a program milieu that offers students the opportunity for professional and personal growth. The learning goals of the program emphasize achieving a firm understanding of the theoretical foundations of counseling and its practical applications, and becoming responsive to the cultural, ethnic, racial, disability, gender, sexual identity, and socio-economic context of individuals, couples, and families. COUN 231 emphasizes the following nine learning objectives.

SOAP Goals/Objs.	Objective	Evaluation Method
<b>Goal 1:</b> Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society. Upon successful completion of the Counseling: Option in Marriage, Family and Child Counseling, MS degree program, students will be expected to be able to:		
Objective 1.2	Conduct effective individual, couples, marriage, family, child, and group counseling.	Readings, Counseling Practice, Fishbowl Exercise
Objective 1.4	Apply professional counseling expertise under direct supervision	Counseling Practice, Fishbowl Exercise, Counseling Lab
Objective 1.7	Demonstrate awareness to the existence of cultural diversity, demonstrate sensitivity to people with differences, demonstrate responsiveness to recognize differences through counselor interventions with individuals and groups.	Readings, Discussion, Exams
<b>Goal 2:</b> Prepare professional counselors who are proficient in written and verbal communications		
Objective 2.2	Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate mental health terminology and consultative practices.	Professional Content Update (writing assignment), Counseling Practice. Lab work
<b>Goal 3:</b> Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments		
Objective 3.2	Maintain effective working relationships with members of the mental health and service community.	Reading, Discussion, Personal Counseling
<b>Goal 4:</b> Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California.		
Objective 4.1	Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society	Discussion Exams
Objective 4.2	Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.	Counseling Lab Practice, Exams

<b>Goal 5:</b> Provide Counseling: Option in Marriage, Family and Child Counseling students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and the licensure requirements of the State of California's Board of Behavioral Science as a Marriage and Family Therapist.		
Objective 5.1	Monitor and adjust program curricula to comply with the regulations of the State of California's Board of Behavioral Science.	Discussion, Evaluate Progress, Evaluate BBS Regulations.
Objective 5.2	Maintain academic and practical curricula reflective of standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP).	Discussion, Readings, Counseling Practice, Fishbowl

**Learning the skills:** You will have the opportunity to practice the skills taught in role-play, classroom exercises, and 1:1 counseling practice. All members of the class will serve both as counselor and client. This class is essentially an experiential process, and you will have to be involved and supportive of each other to maximize the professional growth opportunities for all. Student counselor-client interactions will be recorded for additional evaluation and study.

**Dan's Policy on Attendance:** In order to learn these skills, you must be present--**your attendance is expected.** Please call and alert me to any absence prior to class. Students who absences show to be interfering with their learning of the skills will be asked to drop the class. There are serious consequences for not learning the skills! Just like the high school raffle, **"YOU MUST BE PRESENT TO WIN."**

**Accessories:** Our counseling lab has rather complicated and delicate audio/video recording system. You'll need a 4GB thumb drive to download your sessions for review and evaluation. **YOU MUST PURCHASE A NEW THUMB DRIVE FOR THIS CLASS AND ONLY USE IT FOR THIS CLASS. NO VIRUS PROBLEMS!** Your sessions will playback only on the "VLC" player from <http://videolan.org> (free download). We'll discuss this at the beginning; a tour of the lab will cause this to all make sense.

**University Policy on Students with Disabilities:** The University is committed to providing reasonable academic accommodation to students with disabilities. Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities (559-278-2811) for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate your needs. **IF YOU EXPECT ACCOMMODATION THROUGH THE ACT, YOU MUST MAKE A FORMAL REQUEST THROUGH SERVICES FOR STUDENTS WITH DISABILITIES.**

**University Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration);
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading; and
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

It is important that we all do the 'right thing' where exams, papers, and other academic matters are concerned; the university permits your instructor to require students to sign a statement on all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

**University Policy on Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a "0" or "F" on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating/plagiarism, refer to the "Class Schedule" (Legal Notices on Cheating and Plagiarism) or the "University Catalog."

**University Statement on Computer Access:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services ([www.csufresno.edu/ITS/](http://www.csufresno.edu/ITS/)) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Counselor Education Program Policy on the use of Electronic Devices in the Classroom (Adopted 12-11-07):** Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" (**not** "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (Facebook, LinkedIn, Instagram, Twitter, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

**University Policy on Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action ..."

**Statement on Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page, <http://www.fresnostate.edu/home/about/copyright.html>

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**Clinical Review; a Process to Assist Students . . . and Protect the Profession:** Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.

**Professional Content Updates (written assignments):** Students are expected to become familiar with journals related to counseling techniques/strategies. Three (3) times during the semester students will submit a hard copy of a journal article read specifically for this class, along with a hard copy of an original summary and critique. Articles must come from current, counseling-related journals ("current" will be considered to include the period from 2000 to the present). On the day they are due, the class may discuss findings with the group. It is essential that you are prepared on the day the assignment is due. To complete the assignment, you are to:

1. Submit a hard copy of the article. Include the specific name of the journal, date, volume, and pages, plus references at the end of the article;
2. Write a brief (1- to 2-page, hard copy) summary of major points in the article. The top of the page should have a regular bibliographic reference to the article submitted; *and*
3. Critique the article by listing its strengths and limitations (1-page maximum, hard copy).

This three-part assignment is in lieu of a major paper. Professional Content Updates (PCU) are due **Week 5: September 26; Week 9: October 24; and Week 12: November 14.** *Please, no exceptions. Please present in HARD COPY format. I don't print papers!*

**Ethics:** It is expected that you act at all times in a professionally responsible way. This includes attending class, being punctual and prepared, participating actively, and other more subtle forms of desirable behavior. Given the nature of this class--the kind of intimacy that emerges in counseling relationships--all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the "Ethical Standards" of the American Counseling Association (ACA). This "ethics" document will be distributed and discussed early in the course.

**Evaluation:** There will be two (2) exams during this course: one during midterm on **Week 7: Wednesday, October 10** the other is a final examination on **Week 17: Wednesday, December 19 from 1:00 p.m. to 3:00 p.m.** These exams will be on content of counseling, which, unfortunately, has been shown to have little or no correlation with competence as a counselor. The exams will require you to do two things: 1) develop your thoughts regarding selected topics/issues from the text and class discussions; and 2) give appropriate, written responses to client statements.

Your counseling competence will be determined by a rating procedure designed to discriminate levels of counselor effectiveness, yet it is a highly subjective rating system. Since this is a "skills" oriented class, you will have ample opportunity to learn and hone your basic counseling skills. As in any skill building process, feedback will be frequent and ongoing. Your active participation is the key to success in this area. The following scale will be used to evaluate students in this course:

Course Evaluation Activity (1% = 6 Bb points)	%-Value	Bb Points
Two exams @ 20% (120 Bb each, total 240 Bb)	40%	240
Professional Content Updates @ 5% (30 Bb each, total 90 Bb)	15%	90
Counseling vignettes (10 vignettes at 6 Bb each, total 60 Bb)	10%	60
Counseling Competence *	30%	180
Professional Responsibility **	5%	30
<b>TOTAL FOR CLASS ACTIVITIES</b>	<b>100%</b>	<b>600</b>

Percentage Scale	Blackboard Points Scale
A = 90% - 100%	A = 540 - 600
B = 80% - 89%	B = 480 - 539
C = 70% - 79%	C = 420 - 479
D = 60% - 69%	D = 362 - 419
F = below 60%	F = 000 - 359

\* This is, for the most part, a function of professional judgment on the part of your instructor--feedback is essential to keep you feeling comfortable with this method of evaluation.

\*\* Usually this is no problem, and will only be "worth" the value listed. Infractions resulting in personal/emotional injury will increase this weighting. Don't panic, we'll discuss this.

**IMPORTANT NOTICE:** Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.

**Selected Bibliography:**

- Brammer, L.M. & McDonald, G. (2003). The helping relationship: Process and skills (8th ed.). Boston: Allyn & Bacon.
- Capuzzi, D. & Gross, D.R. (2006). Counseling and psychotherapy: Theories and interventions (4th ed.). New York: Merrill.
- Carkhuff, R.R. (2009). The art of helping (9th ed.). Amherst, MA: Human Resource Development Press.
- Corey, M.S. & Corey, G. (2010). Becoming a helper (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G. (2009). Theory and practice of counseling and psychotherapy (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, M.S., & Callanan, P. (2012). Issues and ethics in the helping professions (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Corsini, R.J. & Wedding, D. (2012). Current psychotherapies (9th ed.). Pacific Grove, CA: Brooks/Cole.
- Egan, G. (2010). The skilled helper: A systematic approach to effective helping (9th ed.). Pacific Grove, CA: Brooks/Cole.
- Gollnick, D.M. & Chinn, P.C. (2008). Multicultural education in a pluralistic society (8th ed.). New York: Merrill.
- Ivey, A.E. (2010). Intentional interviewing and counseling: Facilitating client development (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Kottler, J.A. (2012). Introduction to counseling: Voices from the field (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Martin, D.G. (2003). Clinical practice with adolescents. Pacific Grove, CA: Brooks/Cole.
- Murphy, B.C. & Dillon, C. (2012). Interviewing in action in a multicultural world (4th ed.). Pacific Grove, CA: Brooks/Cole.