

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus



**Kremen School of Education
and Human Development**

Department of Counselor Education & Rehabilitation



Fall 2020 - Syllabus for

**COUN 200 - Seminar in
Counseling Techniques (3)**

**H. Dan Smith EdD, LMFT
Professor Emeritus
Chair Emeritus**

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-- SYNCHRONOUS VIRTUAL INSTRUCTION ONLY --

| Syllabus for COUN 200 • Seminar in Counseling Techniques (3) | | | |
|---|---|----------------------|---|
| Semester: | Fall 2020 | Department: | Counselor Education & Rehabilitation |
| Course: | Seminar in Counseling Techniques | Instructor: | H. Dan Smith, EdD, LMFT |
| Units: | Three (3; Lecture/Lab) | Office: | ED 481 (Fall ONLY) |
| Time: | Wednesdays, 1:00 pm to 3:50 pm | e-mail: | dans@mail.fresnostate.edu |
| Location: | Virtual Instruction Only | Telephone: | 559-287-5413 - cell |
| Website: | http://hdansmith.com | Office Hours: | Tuesday mornings, see p. 2, below . . . |

Course Description: Prerequisite: COUN 174. Emphasis given to interviewing skills, philosophy, theory, and methodology as applied to counseling. Student must earn a grade of B or better to move on to COUN 208. (2 seminar, 2 lab hours) (taken straight from the *University Catalog*).

H. Dan Smith, EdD, LMFT

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"Rate My Professors"



**THE CALIFORNIA STATE
UNIVERSITY**

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

Find this book on-line, any edition will do (they're all about the same, even though the later editions are more detailed).

Summary/outline of the course: 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. Course material will be presented using varied instructional methods, including lecture, small and large virtual group discussions, case studies, demonstrations, role play, class exercises, and assigned reading. Sensitive issues will be discussed, and students **MUST** adhere to a

classroom standard of respect for all perspectives. **This taught virtually, but also a "Web Enhanced" class, using Canvas 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. Some weeks more . . . others less. Like life . . .*

SYNCHRONOUS VIRTUAL INSTRUCTION ONLY means the course is taught in "real time" and only at the times specified for the course, students will be present via Zoom with all cameras turned ON.

Instructor Office Hours (by appointment only via Zoom): I'm a pretty busy guy, but I'll find a way to make time for you for consultation. *ALWAYS by e-mail, too. Don't hesitate*

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 |
|---|--|-----------------------------------|--|
| SECTION 2: PROFESSIONAL COUNSELING IDENTITY | | | |
| F. 1. Professional Counseling Orientation and Ethical Practice | | | |
| a | <u>Demonstrate</u> understanding of history and philosophy of the counseling profession and its specialty areas. | Readings, Discussion | Discussion, Professional Identity Paper |
| b&c | <u>Demonstrate</u> understanding of counselors' roles and responsibilities including multiple professional roles and responsibilities | Readings, Discussion | Discussion, Group Presentation, Professional Identity Paper, PCU |
| d | <u>Demonstrate</u> understanding of advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients. | Readings, Discussion | Lab, Discussion on systemic and feminist therapy, and counselors' roles as advocates and leaders |
| f | <u>Demonstrate</u> understanding of professional counseling organizations, including membership benefits, activities, services to members, and current issues. | Readings, Discussion | Discussion, Exam(s) |

| | | | |
|---|---|---|---|
| i&j | <u>Demonstrate</u> 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) plus impact of technology. | Readings, Discussion | Discussion, Work in Lab, Exam(s), Professional Identity Paper |
| k&l | <u>Demonstrate</u> understanding of strategies for personal and professional self-evaluation and implications for practice, as well as self-care strategies appropriate to the counselor role. | Readings, Discussion, Fishbowl | Discussion, Work in Lab, Professional Identity Paper, Fishbowl |
| m | <u>Demonstrate</u> understanding of the role of counselor supervision in the profession. | Readings, Discussion, Work in Lab, Vignettes | Discussion, Work in Lab, Fishbowl |
| F. 2. Social and Cultural Diversity | | | |
| d | <u>Demonstrate</u> understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. | Readings, Discussion, Work in Lab, Vignettes, Fishbowl, Group Project | Discussion, Vignette Responses, Work in Lab, Professional Identity Paper, Group Project, PCU |
| g | <u>Demonstrate</u> understanding of the impact of spiritual beliefs on clients' and counselor's worldviews. | Readings, Discussion, Work in Lab, Vignettes, Group Project | Discussion, Vignette Responses, Work in Lab, Fishbowl, PCU, Group Project |
| F. 5. Counseling and Helping Relationships | | | |
| a | <u>Demonstrate</u> understanding of theories and models of counseling. | Readings, Discussion on Theories, Work in Lab, Vignettes, Fishbowl, Group Project | Professional Identity and Self-Growth Paper, Vignette Responses, Fishbowl, Group Project, PCU |
| d | <u>Demonstrate</u> understanding of ethical and culturally relevant strategies for establishing and maintaining relationships. | Readings, Discussion, Work in Lab, Vignettes, Fishbowl | Professional Identity and Self-Growth Paper, Vignette Responses, PCU |
| f | <u>Demonstrate</u> awareness of counselor characteristics and behaviors that influence the counseling process | Readings, Discussion, Work in Lab, Vignettes, Fishbowl | Professional Identity and Self-Growth Paper, Vignette Responses, Fishbowl, PCU |
| g | <u>Demonstrate</u> essential interviewing, counseling, and case conceptualization skills | Readings, Discussion, Work in Lab, Vignettes, Fishbowl | Vignette Responses, Fishbowl, Work in Lab, PCU |

| | | | |
|---|--|----------------------|--|
| l | <u>Demonstrate</u> understanding of suicide prevention models and strategies | Readings, Discussion | Discussion based on case examples, Vignette Responses, PCU |
| m | <u>Demonstrate</u> understanding of crisis intervention, trauma-informed, and community-based strategies | Readings, Discussion | Professional Identity and Self-Growth Paper, Discussion, PCU |
| n | <u>Demonstrate</u> processes for students developing a personal model of counseling | Readings, Discussion | Discussion based on case examples |

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, service 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 200 emphasizes the following nine learning objectives.

| SOAP Goals/Objs. | Objective | Evaluation Method |
|---|--|---|
| Goal 1: 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, Group Project |
| 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, PCU, Group Project |
| Goal 2: 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. Group Presentation |
| Goal 3: 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 |
| Goal 4: 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, PCU |
| 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 |
| Goal 5: 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 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, via weekly content exercises on Canvas, and 1:1 counseling practice (via Zoom). All members of the class will serve both as counselor and client at various times. This class is heavily reliant on the experiential process, and you *must 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. This should be interesting "virtually." They say it can't be done!

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."** It will be expected that students have their computer cameras "on" at all times during class sessions.

Policy on Late and make-up work: Please note there will be a penalty for late work. For every class day late, 33% of the total possible points will be deducted until no points remain. Should you have something planned, please let me know in advance with an e-mail.

Accessories You Will Need for the Class: You will need a PC that is stable and reliable, as well as a solid internet connection. This class will be impossible to manage with a smartphone.

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 an assignment, through an "F" for the course, to expulsion from the university. For more information, refer to the *University Catalog*.

University Policy on Disruptive Classroom Behavior: "The classroom [even a Zoom 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 ..."

Contact information for Department Chair: The Department Chair, who is the next contact level beyond the faculty member, should be contacted should students need assistance with a concern that they are unable to address satisfactorily with the faculty member directly. This will put the student on a direct path for assistance with any issue and allow the chair to work with the faculty member and the student immediately to attempt to resolve the matter. If the issue relates to Title IX or Discrimination, Harassment or Retaliation allegations, those issues will be reported to the appropriate office as mandated by Executive Orders. **Chair:** Dr. Jenelle Pitt, ED 350, phone: 559-278-0304.

Computers: "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 (<http://www.fresnostate.edu/technology>) or the University Bookstore (The Kennel) (<http://www.kennelbookstore.com>). In the curriculum and for 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."

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>

Canvas 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.

Intellectual Property Provision: As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording,

dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Active Reading, Learning, and Participation: *Active reading* means doing the following for each reading assignment: list points you think are important, questions that you have, inconsistencies that you find, areas of interest, and connections with other readings both in this course and in others. *Active learning* means that you not only read the readings, but that you develop points of view about what the authors say and do some critical analysis of the ideas on the readings. The nature of the course necessitates completing the assigned readings prior to class. Our discussions will hinge on the readings and the quality of the discussion will depend on class members' understanding of the readings. *Active participation* means that you bring your insights and contribute them to the class discussion. It also means engaging actively with the thoughts of your colleagues, listening carefully, responding openly to, and making connections with others' contributions. Therefore, attendance in class is essential. The readings for the week are listed in course schedule and focus on professional identity, counseling skills, philosophy, and theories.

Ethics: It is expected that you always act in a professionally responsible way. This includes attending class, being punctual and prepared, participating actively, and other subtler 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 assigned (for internet retrieval) and discussed early in the course.

INSTRUCTONS FOR ASSIGNMENTS:

1. **Exams:** There will be two (2) exams during this course: one during midterm on **Week 7: September 30**, the other is a final examination on **Week 18: December 16 from 1:15 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 actual competence as a counselor! The exams will require you to do two things: 1) give appropriate, written responses to client statements; and 2) develop your thoughts regarding selected topics/issues from the text and class discussions. **The exams collectively account for 40% of your grade (see table below).**
2. **Professional Content Updates (written assignments via Canvas):** Students are expected to become familiar with journals related to counseling techniques/strategies. Three (3) times during the semester students will submit a brief review of a journal article read specifically for this class. Articles must come from contemporary, counseling-related journals ("contemporary" will be considered to include the year 2000 to the present). On the day(s) 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:
 - a. Submit your review via Canvas; you may type your review directly into the Canvas field or upload a cut-and-paste document from your word processor. At the TOP of the critique,

please include the author(s), title of the article, name of the journal, date, volume, and pages, just like a bibliographical entry;

- b. Write a brief summary of major findings in the article; *and*
- c. Critique the article by listing its strengths and limitations.

The assignment will be posted on Canvas two (2) Wednesdays *prior* to the due date should you wish to complete the assignment early. Turnitin will be automatically employed to evaluate the authenticity of the article reviewed and test for authenticity of the assigned review. This three-part assignment is in lieu of a major paper. Professional Content Updates (PCUs) are due **PCU1-Week 5: September 16; PCU2-Week 9: October 14; and PCU3-Week 12: November 4**. *Please, no exceptions. The PCUs collectively account for 15% of your grade (see table below).*

- 3. **Weekly Canvas Counseling Vignettes:** Each week (for 10 weeks) beginning with **Week 3: September 4**, you will be presented with two (2) client vignettes on Canvas. Your job is to log into the class Canvas platform, read the client statement, view the client making the statement (all but two of twenty vignettes have videos), and write a response that is consistent with the counseling model we are exploring in class. Your responses to the vignettes will be evaluated on the Carkhuff Scale of Empathy (which will be discussed and demonstrated during the first weeks of class). This is an ESSENTIAL ASSIGNMENT as students who are diligent about the vignettes have shown a steadier pattern of skill development than those who are less engaged with the process. *This assignment collectively accounts for 15% of your grade (see table below).*
- 4. **Small Group Presentations:** Students will be assigned into four (4) groups of four (4) students by the instructor, and each group will pick a counseling/therapy technique from a list that the instructor will provide (first come, first served) that they would like to present to the class. To fulfill the assignment, group members must research the history of the approach, describe how it "works," and find a brief demonstration video implementing the technique on YouTube (or elsewhere) and present it to the class, inviting discussion. Groups will have 20+/- minutes to give their presentation and all group members will receive the same grade unless group members decide otherwise. Via Zoom, this should be interesting.

Presentations should generally cover the following format:

- a. Overview on the theory
- b. Brief history
- c. Philosophical underpinnings
- d. Therapeutic strategies, techniques, and goals
- e. Theories of counseling and consultation
- f. Outcome assessment and evaluation
- g. Applicability/inapplicability for different counseling specializations and cultures

Our day for this assignment will be **Week 11: October 28**. *This assignment accounts for 15% of your grade (see table below).*

- 6. **Counseling Competence and Professional Responsibility** are addressed within the Course Evaluation Activity table presented below. Your "counseling competence" will be determined by a rating procedure designed to discriminate levels of counselor effectiveness, yet it is a subjective rating system. Since this is a "skills" oriented class, you will have ample opportunity to learn and hone your basic counseling skills. As with any skill-building process, feedback will be frequent and ongoing. Your active participation is the key to success in this area. I'm not

looking for perfection (as it doesn't exist), just growth. As I mentioned on page one of this tome, we are going to focus on "basic skills" as well as facilitative attitudes, honest discussion, respect for people's differences, issues, and concerns, and maximizing counselor growth.

These two areas of evaluation account for 20% of your grade (see table below).

The following scale will be used to evaluate students in this course: EDITED 09-30-2020

| Course Evaluation Activity (1% = 6 Canvas points) | %-Value | Canvas Points |
|--|-------------|---------------|
| Two exams @ 20% (120 points each, total 240 Canvas points) | 40% | 240 |
| Professional Content Updates @ 5% (30 points each, total 90 Canvas points) | 15% | 90 |
| Counseling vignettes (10 vignettes at 6 points each, total 60 Canvas points) | 10% | 60 |
| Group Presentation on Counseling Theory/Approach | 15% | 90 |
| Counseling Competence * | 15% | 90 |
| Professional Responsibility ** | 5% | 30 |
| TOTAL FOR CLASS ACTIVITIES | 100% | 600 |

| Percentage Scale | Canvas 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 on 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.

For FREE Tutoring on Campus: Contact the Learning Center in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559-278-3052 (<http://fresnostate.edu/studentaffairs/lrc>).

Our Campus has Developed "SupportNet" to connect students with specific campus resources promoting academic success. Students may be referred to it if determined they need these services to succeed in your course (<http://fresnostate.edu/studentaffairs/lrc/supportnet>).

Student Handbook: Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: <http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>

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