Course Description:
The course is designed to develop students’ basic counseling skills. Class meetings will be primarily experiential. In small groups, students will practice basic counseling skills, discuss and practice counseling intervention strategies, and present their own practice sessions for discussion.

Course Objectives:
Students are expected to:
- Demonstrate basic counseling skills necessary to establish rapport, assess problems, identify client goals, and begin to implement intervention strategies (CACREP Standard II.5.b.c);
- Critically examine and reflect upon their own theories of counseling as they evolve from reading, discussion, and practice throughout the semester;
- Begin to understand the ethical standards of the field (CACREP Standard II.5.e).
- Understand a model of client wellness and use this model to assess clients (CACREP Standard II.5.a).
- Become familiar with models of counselor supervision and understand how to use supervision effectively (CACREP Standard II.1.e).
- Develop skills of writing, presenting, critical thinking, and self-evaluation.

Required Texts:
- Course Reader available electronically from your Blackboard account.

Other Required Materials:
- A personal video recording device that can be played back on a computer or standard television. Our technology experts recommend the SONY Zi8.

Assignments
1. Informed consent forms- students will design their own informed consent forms to use with their practice clients. The forms should include a description of the purpose of the tapes; procedures used to ensure confidentiality; students’ professional qualifications, including the names and qualifications of their supervisors; and should gain permission from the clients to tape the sessions (see examples in Ivey & Ivey). A completed informed consent should be attached to the write-up for tape 1.
2. Out-of-class practice sessions- in addition to the practice that takes place in class, students will be required to present audio or videotapes of three practice sessions conducted outside of class. These sessions will be reviewed and critiqued in practice groups by peers and the group
supervisor. Students will submit transcribed selections from each session and personal reflections and learning from the experiences. Detailed directions for completing each assignment will be handed out.

3. Client experience- each student will serve as a client for a minimum of three sessions for one of your peers from this class. The sessions are for your development as a counselor as well as to assist in the development of the student who will be counseling you. The sessions will be viewed by a small supervision group consisting of students and a supervisor from this class. These sessions are not role plays. You are expected to be yourself and share real issues; however, you should not share any information that you would like to keep private. While I encourage you all to use these sessions to explore your issues in meaningful ways, your grade will not be contingent upon the level of personal information you provide. Students may be encouraged to seek outside counseling from a licensed professional if the issues they share become too complex for the level of their peer counselor.

4. Personal learning paper- this paper is a self-evaluation of students’ learning throughout the semester. In 8-10 pages, students will describe their accomplishments and identify and discuss areas in need of improvement. In describing their personal and professional development, students should include references to Ivey/Ivey’s ideas of determining a personal style, Skovholt and Ronnestad’s (1992) model of counselor development, Schon’s (1995) notion of incorporating reflection into practice, and describe how they have worked to become “mindful” (Kabat-Zinn) in their practice. The paper will be evaluated on grammar and content; therefore, it is important that students have their papers proofread. I encourage all of you to use the new Warner School writing center to assist you in preparing your papers.

Grading
Grades will not be used to evaluate students in this class. Instead, students who successfully complete all assignments and course requirements will pass the course with a grade of satisfactory. The only exceptions to this are 3+2 students who are using this class to fulfill a requirement in their major. These 3+2 students will receive letter grades based on the following criteria:

- Class attendance and participation 25%
- Personal learning papers 25%
- Tape #1 10%
- Tape #2 15%
- Tape #3 25%

* Students will not be graded on the informed consent forms; however, successful completion of this assignment is required to pass the course.

Attendance Policy
The emphases on personal reflection and experiential learning in this course necessitate attendance and participation in class meetings, which includes being active in classroom discussions and participating fully in class activities. While students are encouraged to attend all classes, students are allowed one excused absence without penalty. If a student misses a second or third class meeting, he/she will be required to complete a make-up assignment for each absence, the content of which will be determined in consultation with the professor. Makeup assignments will normally be targeted toward material the student misses and can include (1) watching a video and writing a reflection paper on it, (2) doing an independent reading assignment and reflection paper, or (3) viewing a peer’s counseling tape (that the absent student missed) and providing the peer and instructor with written feedback about the taped session. Students who miss more than three classes will normally not pass the course unless they provide documentation warranting extended excused absences. Students are also expected to be on time for class. Two instances of tardiness will count as one absence.

Additionally, out of respect for other students, please turn off your cell phones and computers during class time (which includes refraining from sending or reading text messages). Students who make use of cell
phones or computers during class time will be asked to leave the class and will receive an absence for that class meeting.

**Accommodations**
Students requiring special accommodations due to a disability should contact the instructor as soon as possible. It is also important that students with special needs contact the Office of University Disability Resources, which is the department responsible for maintaining the Universities compliance with regulations under Section V of the Rehabilitation Act.

**Teaching Apprentices**
CACREP, our accrediting body, requires that our doctoral students receive education and real-world experiences in teaching as part of their preparation in becoming future counselor educators. To meet this requirement, our program often incorporates doctoral student apprentices into master’s level counseling courses to assist the professors in course design, creating assignments, presenting lessons, and grading assignments. By incorporating these skilled apprentices into the class, we are able to provide more individualized attention to each student. All teaching apprentices have already attained a master’s degree in counseling or a related field, have post-master’s, professional counseling experience, and expertise and interest in the content of the courses in which they apprentice. While Professor Guiffrida maintains final authority regarding all grades, the teaching apprentices will review and provide suggestions for grades as part of the apprenticeship experience. The teaching apprentices for Counseling Theory and Practice have all completed a semester-long course in clinical supervision with Professor Guiffrida that included extensive training in supervising and evaluating beginning master’s students. They were selected by professor Guiffrida because of their counseling experience, expertise in clinical supervision, and fit with the goals and objective of the course.
Course Calendar

August 31
Introduction to course

September 7
Lecture: Self-awareness, mindfulness, counseling for the counselor
Activities: Mindfulness meditation/mindful eating
Qualities of an effective counselor exercise
Introductory triad activity
Assignments: Ivey/Ivey: Before you start – chap 1
Meier/Davis, chapter 5
Kabat-Zinn- mindfulness

September 14
Lecture: Setting the stage, active listening skills, mistaken assumptions
Activities: Mindfulness meditation
Review informed consents
Rapport building with/without questions
Assignments: Meier/Davis, chaps 1-3.
Ivey/Ivey, chaps 2-3.
Informed consent forms

September 21
Lecture: Directions for Tape 1
Activities: Mindfulness meditation
Counseling demonstration and discussion
Triads- paraphrase and open-ended questions
Assignments: Ivey/Ivey, chaps 4-5
Reader- Roark (1984). Notes on Responsive Language and Relationship

September 28
Lecture: Wheel of Wellness , Using Supervision
Activities: Assessing clients using the Wheel of Wellness
Meet Supervisors/Begin Reviewing Tape 1 (6:00)
Assignments: Ivey/Ivey, chaps 6-7
Bernard, Receiving and using supervision.

October 5
Lecture: Challenge versus support, focusing the interview, goal setting
Directions for Tape 2
Activities: Mindfulness meditation
Goal setting exercise
Cont. Reviewing tape #1 (6:00)
Assignments: Ivey/Ivey, chaps 8-9
October 12  
**Activities:** Finish Reviewing Tape 1 (4:50)  
**Assignments:** Ivey/Ivey: chap 10  

October 19  
**Lecture:** Review of Learning from Tape 1- progress/issues  
**Activities:** Review Tape 2 (6:00)  
**Mindfulness meditation**  
**Assignments:** Tape 2  
Meier/Davis: chap 4  

October 26  
**Lecture:** Directions for Tape 3  
**Activities:** cont. reviewing tape 2 (5:00)  
**Assignments:** Ivey/Ivey: chap 11  
Tape 2.  

November 2  
**Activities:** Finish reviewing tape 2/redos (4:50)  
**Assignments:** Ivey/Ivey: chap 12  
Meier/Davis: chap 6  

November 9  
**Activities:** Mindfulness meditation  
Review Learning from Tape 2- progress/issues  
**Begin Tape 3 Review (6:00)**  
**Assignments:** Tape #3  

November 16  
**Activities:** Cont. Review tape 3 (4:50)  
**Assignments:** Tape #3  

November 23—No Class—Thanksgiving Break  

November 30  
**Lecture-** Determining personal style, reflective practice, and counselor development  
**Small groups-** continue reviewing tape #3 (6:00)  
**Assignments:** Schon, *The new scholarship requires a new epistemology*;  
Ronnestad & Scovholt, *Themes in therapist and counselor development*  

December 7  
**Activities:** Discuss personal learning papers  
**Assignments:** Cont. Reviewing Tape 3 (if needed).  
**Personal learning papers.**