

University of Connecticut
Department of Educational Psychology, Neag School of Education
EPSY 5315: Counseling
FALL 2024

Instructor: Latoya Haynes-Thoby, PhD, LPC, NCC

Office Location: 315A Gentry Building

Office Hours: By Appointment

Email: latoya.haynes-thoby@uconn.edu

Class Meeting Time: Tuesday, 4 – 6:30 PM

Location: 117 Gentry Building

Zoom: <https://uconn-edu.zoom.us/j/95998417683?pwd=K1fJ9090IbQSbL8fBchaJcQ3e53lhQ.1>

Required Texts:

Hackney, H. L., & Bernard, J. M. (2017). *The professional counselor: A process guide to helping* (8th ed.). Upper Saddle River, NJ: Pearson.

Resource Texts:

American Counseling Association. (2014). *Code of ethics and standards of practice*.
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Erford, B. (2015). *40 techniques every counselor should know*. Merrill.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Essentials of intentional interviewing and counseling in a multicultural world*. Thomson Brooks/Cole.

**** Additional readings, as assigned by the instructor (e.g., journal articles, etc.)**

Video Resource:

Sommers-Flanagan, J. & Sommers-Flanagan, R. *Clinical Interviewing: Intake, Assessment & Therapeutic Alliance*

<http://www.psychotherapy.net.ezproxy.lib.uconn.edu/stream/uconn/video?vid=276>

(Note: Please log onto the UConn library website in order to access this video)

COURSE DESCRIPTION

EPSY 5315 focuses on school, clinical, and student advising settings where counselors work with students in K-12 settings, collegiate settings, as well as with young adults, and other professionals. Students will learn formal counseling techniques, knowledge, and helping skills necessary to apply their professional counseling skills in a professional setting. Students will gain knowledge, competence, and awareness regarding the counseling relationship, and facilitation.

Emphasis is placed on students' efforts and demonstrable abilities required for ethical, and competent counseling. This course will support students to learn to conduct a counseling session, including conducting an intake session for a new student/ client, assessment of presenting issues, building rapport, addressing student/ client concerns, and termination of a counseling session. Students will learn skills, including active listening, reflection of feelings, meaning, encouragers, demonstrating empathy, applying interventions, goal collaboration, and how to develop a treatment plan.

METHOD OF INSTRUCTION

The format of the course includes lectures with power point, discussion, small group activities, video clips, and recorded role-play counseling sessions. The focus of this course is to develop knowledge and skills as they relate to counseling practice.

The course is a pre-practicum course that serves as a transition between *EPSY 5308: Counseling Theories and Practice* and *EPSY 5317: Fieldwork in School Counseling (practicum)* in which skills and knowledge are applied to actual clients/students and client situations. This course assists students in becoming aware of their own biases and potential for developing into an effective counselor. Each student must identify and reflect on his/her own strengths, limitations, and obstacles in the counseling process. The independent assignments, roleplay exercises, videos, and class discussions all contribute to the development of a beginning counselor.

INSTRUCTIONAL OBJECTIVES

A. Skills

Students will:

1. demonstrate an ability to empathize with clients.
2. practice active listening skills.
3. demonstrate use of clear and effective verbal communication.
4. identify client nonverbal behaviors and demonstrate effective therapeutic usage of their own nonverbal behaviors.
5. demonstrate an acute awareness of one's impact on others.
6. provide constructive feedback to peers.
7. integrate constructive feedback given by their peers, instructor, and clinical supervisor.
8. demonstrate professionalism in counseling and supervision sessions.

B. Dispositions

Students will:

1. appreciate the complexities of counseling with culturally diverse populations and be proactive in supervision to understand their own strengths and limitations.
2. value self-assessment and self-awareness recognizing that both are ongoing processes.
3. recognize and value individual differences among peers and clients.
4. value constructive feedback provided by peers, instructor, and clinical supervisor.
5. recognize how values, attitudes, and biases impact the counseling and client progress.

6. gain increased sensitivity to how societal and economic conditions impact individuals.
7. value multicultural differences and understand their impact on behaviors.

CLASSROOM POLICIES AND EVALUATION CRITERIA

Professional Demeanor/ Class Participation

Students are expected to treat one another with respect and to contribute to the development of a classroom environment that encourages knowledge acquisition and skill application. Class attendance and constructive participation in all aspects of the course are expected.

Students are required to both receive and give constructive feedback about their skill development. Participants are expected to treat one another with respect and to contribute to the development of a classroom environment that encourages skill development. Please abstain from discussing the skill development of classmates with individuals outside of the classroom space. This course will include group activities, role plays, and discussion to help process and integrate the information presented in reading assignments, videos, and lectures. This course will serve as preparation for the practicum experience, and students will be assessed in areas related to professional behavior within the classroom space and during filmed roleplay sessions.

Attendance and constructive participation in all aspects of the course are required.

Assignment Due Dates:

Students are expected to have completed all readings, and assignments before the start of class. Late assignments will receive a 10-point deduction for each day late, after the assignment due date.

Electronic Devices

As a part of your preparation for the counseling profession, students are expected to give their full attention during the classroom period. This means that all mobile devices should be silenced during class. Laptops, tablets, and other electronic notetaking devices should only be used for class related purposes (i.e., notetaking, accessing materials related to class, etc.). *Please excuse yourself from the classroom space to complete or accept any emergency calls.*

Course Requirements

Final grades will be based on the following:

Course Requirements	Percentage	Points
Case Presentations:	40%	400
Case Presentation #1	10%	
Case Presentation #2	10%	
Case Presentation #3	20%	
Counseling Technique	10%	100
Roleplay Persona	5%	50
Progress Notes	20%	200
Reflection Papers:	15%	150

Letter to Myself	5%	
Closing Reflection	5%	
<i>Workshop Reflection</i>	5%	
Museum Artifacts	5%	50
Participation	5%	50
Total	100%	1000

GRADING SCALE:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
F	below 70

Course Requirement Descriptions

All assignments must be typed in 12-point Times New Roman font, and in accordance with APA format

1) *Liability Insurance*

All counselor-trainees **must** obtain liability insurance before the end of this semester in order to sign up for EPSY 5317 (Fieldwork/Practicum).

Insurance options:

- **CPH & Associates:** <http://www.cphins.com/>
- **American School Counselor Association (ASCA):**
<https://www.schoolcounselor.org/school-counselors-members/member-benefitsinfo/liability-insurance>
- **American Counseling Association (ACA):**
<https://www.counseling.org/membership/membership-benefits>

2) *Case Presentations (50%)*

Each student will submit three videos which may be viewed by the instructor. Students will conduct these recorded sessions with a peer from class (note: “sessions” should be completed via using Voicethread recording software). During these sessions students are encouraged to create a “character” or persona to roleplay. You may decide to incorporate some of your own identity into the character, since both the use of authentic concerns and perspective taking will facilitate the student’s ability to understand the experience of being a client, as well as facilitate the development of helping skills.

Concerns that are inappropriate for counseling sessions include those personal experiences that are traumatic in nature such as abuse or suicidal ideation. At times the counseling relationship can bring up old issues and/or make it difficult to continue with established coping mechanisms. Students are fully in charge of how much they choose to disclose to

each other, and they should not be pushed past where they feel comfortable. We will be working as a class to develop roleplay “characters”, which can be blended with personal issues. If, at any point during the semester, students feel uncomfortable with either their role as the client or as the counselor due to the nature of what is being discussed, they should set up a meeting with the instructor immediately.

Confidentiality between partners is an absolute necessity. Students will submit a total of three (3) assessments of counseling sessions to the instructor. As part of the assessment, you will be asked to watch your tape and annotate (using the VoiceThread platform) or submit time stamps (i.e., “At minute 3:45 there was an opportunity for a reflection of feeling. I would have liked to have said something like ‘It sounds like you are really overwhelmed at the moment.’”). These timestamps will help the instructor locate areas in your tape where you a) think you implemented a target skill and b) had a missed opportunity and/or did not implement the skill the way you might have wanted to. Within each time stamp, provide some self-reflection of what was going on for you during that point in the session, and provide an alternate response if you feel you may have missed an opportunity to practice a skill (i.e., you will provide an alternate response). These reflections and alternate responses will be submitted separately as part of the reflection paper.

Please be aware that there is a higher level of security for recording sessions with clients. If you are concerned about confidentiality of recordings in this class, please speak with the instructor. This is also a reason to refrain from disclosing sensitive and personal material. You must, however, also make sure to treat these videos as protected information even if they are roleplays. Do not play the videos when others are present (i.e., in your home, on campus, in public). Store videos on a password protected computer, or record directly into the VoiceThread assignment.

Case Presentation #1 (10%):

- The length of the first taped session should last about 20 minutes. After the session, watch the session and take note of the timestamps that you would like to highlight for the instructor. Timestamps should be provided for a) skills you demonstrated/things you think went well and b) missed opportunities/things you think could be improved. You should select at least 5 time stamps, but there is no maximum number of time stamps. However, you must indicate places in the tape where you practiced the skills contained in the rubric for the assignment. If you didn’t have an opportunity to implement a skill from the rubric, indicate places within the recording where you may have been able to utilize the skill, and provide an alternate statement demonstrating how you would have expressed it to your client. This recording is intended to demonstrate foundational helping behaviors. In this recording you must demonstrate listening skills and basic empathy, as well as skills to facilitate deeper exploration such as reflections of feeling, reflections of meaning, paraphrasing, summary, etc.

A two to three-page session assessment should also be submitted for review by the instructor. The following questions should be addressed to help you analyze your work:

- What was the presenting problem and the underlying issue(s) for this “client”?

- What is your hypothesis about the client?
- What was the range of emotions I experienced during this encounter?
- What was the transference-countertransference I experienced, and what did I do with that?
- What were the cultural concerns this encounter raised for me?
- **Finally: Please identify 10 minutes of the tape that you would want the instructor to watch. You can select several different portions of the tape, up to 10 minutes in length. Please provide the timestamps for each portion(s).**

(Course Objectives Assessed: II.G.1.c; II.G.2.f; II.G.5.a, b, c, f, j; CMHC.B.1; CMHC.7; CMHC.D.7.)

Case Presentation #2 (15%):

The second recording must be at least 30 minutes in length. You will also submit a document with timestamps, identification of the skills used in the session, and alternate statements. In this recording students must demonstrate facilitative counseling skills as well as skills such as broaching, confrontation/challenging, and goal setting. You will submit a timestamp document to identify skills and alternate statements, following the same guidelines as tape 1.

A two to three-page session assessment should also be submitted for review by the instructor. The following questions should be addressed to help you analyze your work:

- What was the presenting problem and the underlying issue(s) for this “client”?
- What is your hypothesis about the client?
- What was the range of emotions I experienced during this encounter?
- What was the transference-countertransference I experienced, and what did I do with that?
- What were the cultural concerns this encounter raised for me?
- **Finally: Please identify 10 minutes of the tape that you would want the instructor to watch. You can select several different portions of the tape, up to 10 minutes in length. Please provide the timestamps for each portion(s).**

(Course Objectives Assessed: II.G.1.c; II.G.2.f; II.G.5.a, b, c, f, j; CMHC.B.1; CMHC.7; CMHC.D.7.)

Case Presentation #3 (25%):

This final recording must be at least 45 minutes in length. In this recording students must demonstrate facilitative counseling skills and must employ at least one technique that is appropriate to the client’s concern and that is part of the counselor’s preferred theoretical orientation (ex: using the empty chair technique to help the client process unfinished business with a family member as part of the counselor’s Gestalt approach). If you as the counselor have a person-centered/existential framework you may borrow from other techniques as long as you can justify their use in your reflection comments as helping to accomplish your theoretical objectives for the client. Finally, the end of the tape should include one termination technique.

You will submit a timestamp document to identify skills and alternate statements, following the same guidelines as sessions 1 & 2.

Please answer the following questions (3-4 pages, double spaced):

- What was the presenting problem and chief complaints for this “client”?
- What is your hypothesis about the client?
- What were some of the underlying issues this client did not articulate?
- What was the range of emotions I experienced during this encounter?
- What was the transference-countertransference I experienced, and what did I do with it?
- What were the cultural concerns this encounter raised for me?
- **Finally: Please identify 10 minutes of the tape that you would want the instructor to watch. You can select several different portions of the tape, up to 10 minutes in length. Please provide the timestamps for each portion(s).**

(Course Objectives Assessed: II.G.1.c; II.G.2.f; II.G.5.a, b, c, f, j; CMHC.B.1; CMHC.7; CMHC.D.7.)

3) **Counseling Technique Presentation (10%)**

Each student will construct a presentation describing a counseling technique; the theory it originates from; evidence of its effectiveness; the populations for whom the technique may be most effective (including cultural considerations); the rationale for further research; and an example of the technique. The presentation will be approximately 8-10 minutes and must include a typed handout to be distributed to each class member.

This assignment should be in compliance with the APA (7th ed.) *Publication Manuals*.

(Course Objectives Assessed: II.G.5.c; CMHC.B.1)

4) **Description of Roleplay Personas (5%)**

Each student will create a client persona for use in the roleplay counseling sessions that will be assessed by the instructor for review. The instructor may approve, edit, &/or request a new persona be developed. Please note that the persona being role-played should not represent the student involved in the roleplay. Additionally, it is suggested that students create personas with which they could easily identify and thus, it might be helpful to create a persona based on attributes of friends. This assignment is considered part of your professional development.

Please see Persona description within HuskyCT for specific details and examples.

5) **Progress Note:**

Students will also complete a **Progress Note** for the final Case Presentation session. The format for the progress note will be provided in class. Both the counseling session & progress note will be graded on a point/letter basis. You will complete this assignment with the same partner you had in case presentations.

6) Opening & Reflective Papers:

“Growth as a Counselor and as a Client: This paper will demonstrate your growth over the course of the semester. At the beginning of the semester, you will submit the first part of the paper:

- a) **Letter to Myself:** For this assignment, you will draft a letter to yourself. Discuss your hopes and plans for the semester related to the following prompts:
 - i) What do I hope to gain from this experience?
 - ii) What is my vision of a “good” counselor? Where did my vision of a “good” counselor come from?
 - iii) What drew me to counseling as a professional goal?
 - iv) What do I need in order to develop into the type of counselor I want to be?
 - v) How might I be able to support my peers this semester?

- b) **Looking Back and Moving Forward:** This paper will focus on your own assessment of your growth as a counselor over the course of the semester, as well as your experience as a client. You should review your first and third recordings and then reflect on and answer the following questions:
 - i) As you review your first taped session again, what stands out to you?
 - ii) In what ways have your skills grown/developed over the semester?
 - iii) What areas do you feel you still need to work on/develop for the future? Be specific.
 - iv) Has your concept of counseling and the skills involved changed this semester? Why or why not?
 - v) How did you feel in the role of the counselor?
 - vi) Which techniques seem most natural/enjoyable to you? Which techniques seem less comfortable for you?
 - vii) Please share any additional points that you would like to add?

This paper is meant to be self-reflective and show integration between what you learned across your experiences in the roleplays and course material.

The paper (including both the opening and reflective portions) should be 8-10 pages. You do not need to use APA style for this paper).

Content	Rating Criteria	Points
Letter to Myself	Demonstrates self-awareness and depth of reflection	10
Grammatical and stylistic accuracy	Writing is clear, concise, and organized.	10
Material	Integration of course material and other literature	10
End of Year Reflection	Depth of reflection; insight into oneself; process of counseling; creativity in approach to paper	10
Completeness in addressing each question	How have you seen yourself grow as a counselor; How did your experience as a client help you in your work as a counselor; what would you have done differently if you were a counselor; what	10

	impact has this experience had on your overall understanding of the helping profession.	
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Paper Submission Format

Your written work must be submitted on HuskyCT. You should submit your required paper before class time on the designated date. A submission will be considered late after that time. Late submission of assignments will receive a 5% grade deduction for each day.

UNIVERSITY POLICIES AND RESOURCES

Student Health and Wellness—Mental Health (SHaW-MH)

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the **Student Health and Wellness-Mental Health (SHaW-MH)** office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university’s student health insurance plan and also partially funded through university fees. If you do not have UConn’s student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor**, or contact the office at **(860) 486-4705**, or <https://studenthealth.uconn.edu/> for services or questions.

Students with Disabilities

Students with special needs should contact the instructor early in the semester so accommodations can be made. For more information, please go to <http://www.csd.uconn.edu/>. Additional help is available through the university. Through the merger of the Center for Students with Disabilities (CSD) and the University Program for College Students with Learning Disabilities (UPLD), one office now serves all students with disabilities. All students may contact the office by visiting the Wilbur Cross Building, Room 204, calling (860) 486-2020 or emailing csd@uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy

To protect the campus community, all non- confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

Student Academic Misconduct (Academic Integrity)

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism). [Appendix A: Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/academic-misconduct/)
<http://community.uconn.edu/academic-misconduct/>

Plagiarism

You are expected to submit your own work. Submitting the work of other students as your own is a violation of academic integrity. Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else’s work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentence and constructing a new sentence in your own words. The original sentence must be substantially altered by you for it to be your own work. Citing the source is still necessary because you took the idea from the source. Plagiarism and collaborating on exams each constitute academic misconduct and will result, at a minimum, in a failing grade on the assignment or in the course. Please review the following tutorial if you need more information:
<http://tlt.its.psu.edu/plagiarism/student-tutorial/>

Confidentiality

In our graduate courses, we have students who work in a variety of settings and in a variety of roles. It is the responsibility of instructors **and students** to be sensitive to privacy and confidentiality issues, and to consider these issues when classroom discussions occur and/or when students submit assignments. In the interests of privacy and confidentiality, and to create an environment in which all students feel free to participate, discussions in the classroom and/or issues presented in student work will not be disclosed to others outside of a given course without permission, as a breach of confidentiality may present a risk of harm to students.

Attendance

Is important, and strongly encouraged. You are graduate students, but most important, you are adults. Students who miss class or classwork will be responsible to make up that work on their own. Please note that I will not redo or recap lectures for individual students nor do I share my notes. Please do not make those requests. Materials and course content can be found on HuskyCT. Students who miss class for any reason will not (and cannot) earn participation points. Students need to attend class (in-person or virtually) and participate in order to earn those points for that class/ day.

ACCREDITATION STATEMENT

This course addresses the following curriculum components stipulated by the Council for the Accreditation of Counseling and other Related Programs (CACREP) Standards.

**THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF
ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE
COURSE OF THE SEMESTER**

Tentative Course Outline

Week	Topics	Readings	Assignments Due:
Week 1			
8/27	Ice breaker; Course Overview Professional Identity; Professional Organizations: Overview of the Helping Profession; Self-Awareness CACREP 2.F.5.f, i; 5.G.3.f		Persona Development
Week 2			
9/3	Empathy and Perspective Taking; Developing a Character CACREP 2.F.5.d	H&B, ch. 1&3 ACA Code of Ethics; ASCA Ethical Standards	Letter to Myself (Opening Reflection); Consent Forms; Persona Due (Upload into HuskyCT)
Week 3			
9/10	Invitational Skills; Reflection Skills: Paraphrasing and Reflecting Feeling; VoiceThread Practice CACREP 2.F.5.f, g, j; 5.G.3.h	H&B, ch 2	Metaphor Museum Artifact #1
Week 4			
9/17	Reflecting Skills: Reflecting Meaning and Summarizing; Immediacy and Self-Disclosure CACREP 2.F.5.f, g, j; 5.G.3.h	H&B, ch. 4	Voice Thread Practice Uploads Due
Week 5			
9/24	Integration & Practice CACREP 2.F.5.f, g, j; 5.G.3.h	H&B, ch 3	Metaphor Museum Artifact #2
Week 6			
10/1	Assessment & the Initial Interview; Record Keeping; Developmentally	H&B, ch. 5	Case Presentation #1 Due

	Appropriate Treatment Planning; Goal Setting; Challenging Skills CACREP 2.F.5.g., j., h, i; 5.G.3.f		
Week 7			
10/8	Video Session Response CACREP Standards 2.F.5.f, g, j; 5.G.3.h	H&B, ch. 6 Ray et al., 2013; Moyers & Martin, 2006	Practice Progress Note Due Case Presentation #1 Session Assessment Due
Week 8			
10/15	Change Techniques; Advanced Change Techniques; Managing “Difficult” Clients CACREP 2.F.5.a; 2.F.5.g; 2.F.5.j	H&B, ch. 7 Miller & Moyers, 2006; Levensky et al., 2007	Site Wish Lists Due Metaphor Museum Artifact #3
Week 9			
10/22	Outcome Termination; Consultation; Community Resources CACREP Standards 2.F.5.g, i; 5.G.3.f MOU Discussion & Guidelines	H&B, ch. 12	MOU Discussion & Questions Case Presentation #2 Due Progress Note Due for CP#2
Week 10			
10/29	Cultural Competency and Social Justice Counseling Techniques Presentation CACREP 2.F.5.a; 2.f.5.b	Chung & Bemak, 2002; Edwards, 2006; MSJCC Competencies	Begin Site Contacts Select at least 2 techniques from this week’s readings; and come to class prepared to discuss and practice them in class Case Presentation #2 Assessment Technique Presentations Due
Week 11			

11/5	Psychodynamic & Adlerian Techniques Overview; Counseling Termination CACREP Standards 2.F.5.f, g, j; 5.G.3.h	H&B, ch. 8	Site Follow-Ups Case Presentation #2 Session Assessment Due
Week 12			
11/12	Cognitive & Behavioral Techniques Overview; Brief Counseling Techniques; Technology in Counseling Technique Presentations CACREP Standards 2.F.5.g., I, j; 5.G.3.f, h	H&B, ch. 9 & 10	All MOUs Should be Signed Select at least 2 techniques from this week's readings; and come to class prepared to discuss and practice them in class Technique Presentations Due
Week 13			
11/19	Humanistic and Mindfulness Approaches; Risk Assessment Technique Presentations CACREP Standards 2.F.5.i	H&B, ch. 11 Chu et al., 2015 & Chu et al., 2013; Granello, 2010	Site Confirmations Select at least 2 techniques from this week's readings; and come to class prepared to discuss and practice them in class Technique Presentations Due Case Presentation #3 Due
Week 14			
11/26 <i>No Mtg</i>	Holiday Break		No Class Meeting
Week 15			
12/3	Session Assessment & Reflection		Progress Note for CP #3 Due Case Presentation #3 Session Assessment Due Closing Reflection Due

****Syllabus is subject to change.**

APPENDIX A

Sample Alternate Responses

For each of your recordings, you will add timestamps to your recorded session within VoiceThread. **Please use this format for every case recording you hand in.** Highlight a small section of video that includes what was said during the session within VoiceThread and annotate H1 for the helper’s first statement and C1 for the client’s first statement. Repeat this labeling format for each subsequent response. Within your annotation, list the skill you used with that statement. Add a second annotation to indicate your alternate response [i.e. please label this comment as “alternate response”]; here you will list your thoughts about what you [the counselor/ H1] said, what you might have said differently (alternate response), your observations about the efficacy of your response based on what the client said, and any other observations you make regarding your skills during the session.

Client or Helper Responses	The Skill You Used	Alternate Response
H1: What would you like to talk about today?	Open Question	I think I will try something less “canned” next time, such as “How would you like to begin?”
C1: I am having a problem with my boyfriend.		
H2: Tell me more about that.	Minimal Encourager and Door Opener	She paused as if she wanted me to say something, so I encouraged her to continue.
C2: I think he is keeping something from me. He is acting differently and seems very distant. He has never been like this before.		She appeared to be afraid. I should have paraphrased or asked her to tell me about her feelings or about what she meant by “different” and “distant.”
H3: Have you been dating for a while?	Closed Question	The client is very distressed, so this question seems pointless and very invalidating as I look at it now. It seems like I totally washed over her deep concerns and feelings.
C3:		
H4:		
Etc.		

APPENDIX B

Transcript and Assessment #1

Assignment Component	Points Possible	Points Earned	Instructor Comments
Tape and transcription format has been followed: Video is clear, and you can hear both the counselor and client. All 3 columns are correctly and appropriately completed.	5		
Therapeutic Relationship & Nonverbal Skills: Counselor’s body language –Counselor makes eye contact consistently with client; body language is open; counselor appears attentive, warm and caring, appropriate voice tone, distance from client, posture.	5		
Invitational Skills – Use of door openers and minimal encouragers. Open and closed questions are used appropriately (more open than closed) and the client is given ample time to respond before more questions are asked. Counselor avoids WHY questions. Use of attentive silence when appropriate.	5		
Reflecting Content – Counselor accurately paraphrases client statements. Reflections are of minimal length and are to the point.	5		
Reflecting Feeling-- Accurate and appropriate reflection of feelings -- not over or under shooting the degree of emotions.	5		
Assessment -Addressed all questions for session analysis thoroughly	5		
Total Points	30		

APPENDIX C

Transcript and Assessment #2

Assignment Component	Points Possible	Points Earned	Instructor Comments
Tape and transcription format has been followed: Video is clear, and you can hear both the counselor and client. All 3 columns are correctly and appropriately completed. Areas for feedback/alternate responses are noted within the tape.	5		
Therapeutic Relationship & Nonverbal Skills: Counselor’s body language –Counselor makes eye contact consistently with client; body language is open; counselor appears attentive, warm and caring, appropriate voice tone, distance from client, posture.	5		
Foundational Skills – Use of door openers and minimal encouragers. Open and closed questions are used appropriately, and the client is given ample time to respond before more questions are asked. Counselor avoids WHY questions. Use of attentive silence when appropriate. Counselor accurately paraphrases client statements. If the client talks at length, the counselor politely interrupts to interject timely reflections and control the session. Reflections are of minimal length and are to the point. Accurate and appropriate reflection of feelings. A student demonstrates the ability to use reflection of values, core beliefs and meanings to take client to a deeper level. Counselor demonstrates appropriate use of summarization.	15		
Broaching – Attempt at broaching a statement related to race/ethnicity/gender/religious and/or spiritual orientation/sexual orientation, etc.	5		
Goal Setting – Initial goal setting. Facilitated client to identify at least one broad goal for change and at least one small, achievable step to attempt. Counselor did not dictate or suggest goals for the client but rather facilitated client self-exploration.	5		
Assessment -Addressed all questions for session analysis thoroughly.	5		
Total Points	40		

APPENDIX D

Transcript and Assessment #3

Assignment Component	Points Possible	Points Earned	Instructor Comments
Tape and transcription format has been followed: Video is clear and you can hear both the counselor and client. All 3 columns are correctly and appropriately completed.	5		
Therapeutic Relationship & Nonverbal Skills: Counselor’s body language –Counselor makes eye contact consistently with client; body language is open; counselor appears attentive, warm and caring, appropriate voice tone, distance from client, posture.	5		
Invitational Skills – Use of door openers and minimal encouragers. Open and closed questions are used appropriately, and the client is given ample time to respond before more questions are asked. Counselor avoids WHY questions. Use of attentive silence when appropriate.	5		
Paraphrasing – Counselor accurately paraphrases client statements. No parroting of what client has said. If client talks at length, counselor politely interrupts to interject timely reflections and controls the session. Reflections are of minimal length and are to the point.	10		
Reflecting feeling - Accurate and appropriate reflection of feelings -- not over or under shooting the degree of emotions.	10		
Reflecting meaning- Student demonstrates ability to use reflection of values, core beliefs and meanings to take client to a deeper level.	10		
Summarizing: Counselor demonstrates appropriate use of summarization.	5		
Challenging Skills: Counselor appropriately demonstrates ability to provide client feedback and/or challenges inconsistencies evidenced in the client disclosures. If you believed there were no opportunities to challenge the client, list your rationale in the assessment paper to earn points.	5		
Technique and Termination – Counselor integrates at least one technique from specific theoretical orientation. The technique is appropriate to the client’s issues and goals. The counselor introduces the technique, implements it, and then processes it with the client. The counselor ends the session with an appropriate closing/termination technique.	10		
Assessment- Addressed all questions for session analysis thoroughly.	5		
Total Points	70		

Appendix E

Technique Presentation Rubric

Presentation Component	Points Possible	Points Earned	Instructor Comments
<p>Technique- Technique is clearly, thoroughly, and accurately described. Includes the theory it originates from, cultural considerations, and populations or settings for whom the technique may be most effective.</p>	10		
<p>Handouts/Demo – Handouts for fellow students are clear, grammatically correct, and fully explanatory so that others will feel they have a clear understanding. Example of the technique, could be using a student(s) as “client” or video of someone else demonstrating the technique.</p>	5		
<p>Presentation Quality- Presenter is clear and appears knowledgeable of the technique; <i>professional</i> delivery; remains within the <u>10 to 12-minute time limit</u>.</p>	5		
Total	20		

Appendix F

**Connecticut Child Abuse Reporting, Criminal Background Check, FBI
Identity/Background Check**

Connecticut Department of Children and Families mandated reporter child abuse site:
<http://www.ct.gov/dcf/cwp/view.asp?a=2556&Q=314388>

State of Connecticut Criminal History Request Form:
http://www.ct.gov/despp/lib/despp/reports_and_records/dps-846-c.pdf

Federal Bureau of Investigations (FBI) Background Check:
<https://www.fbi.gov/services/cjis/identity-history-summary-checks>