



THE UNIVERSITY OF  
**TENNESSEE**  
 KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
 DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
 COUNSELOR EDUCATION PROGRAMS**

**COUN 480 SKILLS FOR COUNSELING  
 SPRING 2017**

**Course Section:** COUN 480, section 001, 3 credit hours  
**Course Meetings:** Tues & Thurs 2:10 – 3:25  
**Course Location:** Bailey 327

**Faculty Instructor:** Jeff L. Cochran, PhD  
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**Co-Instructor:** Rachael Marshall, M.S.  
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**Office Hours:** By appointment

**COURSE DESCRIPTION**

3 credit hours. An introduction to basic helping skills necessary to the preparation of counselors, teachers, and others involved in human service delivery.

**PURPOSE AND FOCUS**

This course facilitates the development of counseling skills, serving as a practicum prerequisite for masters in counseling students and assisting students from related fields in applying counseling skills. A focus of the course is the development of counselors and students from related fields to become optimally effective agents of change through therapeutic relationships. Because thoughtful self-development is related to one's ability to relate to and connect with others, we will emphasize personal growth throughout our time together.

<b>COURSE GOALS: STUDENTS WILL</b>
1. Develop a working knowledge of the concepts of human nature and development that support and inform what counselors do, and broadly how to help persons in need
2. Understand what therapeutic listening is and how it helps
3. Understand core characteristics of effective helpers
4. Understand the meaning and therapeutic importance of unconditional positive regard and genuineness in counselor effectiveness
5. Explain how and why therapeutic relationship skills apply to a variety of client concerns and counselor tasks; if from a non-counseling field, explain how and why counseling skills apply to your field
6. Establish proficiency in therapeutic listening and expressing empathy
7. Understand the basics of how to help slow to start clients engage
8. Understand how to structure counseling sessions and client work
9. Develop emerging proficiency for managing crises through therapeutic relationships
10. Understand the role of culture in therapeutic relationships
11. Enhance core characteristics of effective helpers including self-awareness, insight, and ability to connect with others

#### CONTENT ADDRESSED

<b>CACREP CURRICULAR CONTENT</b>	<b>2016 STANDARD</b>
counselor characteristics and behaviors that influence the counseling process	2.F.5.f
essential interviewing, counseling, and case conceptualization skills	2.F.5.g
development of measurable outcomes for clients	2.F.5.i
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j
suicide prevention models and strategies	2.F.5.l
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c
identification of evidence-based counseling practices	2.F.8.b
crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b
techniques of personal/social counseling in school settings	5.G.3.f
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d
the impact of technology on the counseling process	2.F.5.e

#### STUDENT LEARNING OUTCOMES

<b>SLO</b>	<b>STANDARD</b>	<b>EVALUATION</b>
counselor characteristics and behaviors that influence the counseling process	2.F.5.F	Skill Practices
essential interviewing, counseling, and case conceptualization skills	2.F.5.G	Skill Practices, Test, Application Paper
Overall skills for developing deeply healing therapeutic relationships	overarching	Skill Practices, Test

### PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
- ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **S**elf-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

### METHODS OF INSTRUCTION

This course is designed for individuals who are committed to developing therapeutic relationship skills and qualities of effective helpers. The content and process in this course may be different from many other courses you have taken throughout your career. Instructional strategies will include interactive presentations by the co-instructors, engaged discussion, small group activities, demonstrations, in- and out-of-class-skill-practice, and other experiential activities.

### TEXTS

Cochran, J.L., & Cochran, N.H. (2015). *The heart of counseling: Counseling skills through therapeutic relationships* (2<sup>nd</sup> edition). New York, NY: Routledge.

Supplemental readings to be assigned through Canvas, including 1-3 articles or book chapters (TBA)

### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due
Reading Reflections	25	ongoing
Midterm Examination	25	2/23
Skills Practice (average of components)	25	
Skills Practice 1		3/21
Skills Presentation		4/4-4/11
Skills Practice 2		4/27
Application paper	25	4/11
Extra Credit Option	5	ongoing

Grading Scale	
A	94 - 100
A-	90 - 93.9
B+	87 - 89.9
B	84 - 86.9
B-	80 - 83.9
C+	77 - 79.9
C	74 - 76.9
C-	70 - 73.9
D+	67 - 69.9
D	64 - 66.9
D-	60 - 63.9
F	0 - 59.9

## OVERVIEW OF ASSIGNMENTS

Please see the *Assignment and Rubric Addendum* for detailed instructions and rubrics related to each assignment.

### Reading Reflections (25 points, sum of components)

These brief, ongoing written assignments provide you with an opportunity to reflect on readings and apply takeaway lessons to your personal and professional roles.

### Skills Practice (25 points, average of components)

You will complete two recorded practice sessions with your peers, reflect on your work, obtain peer feedback, and submit the materials for instructor feedback. The first skills practice will be due in the middle of the semester, and the second skills practice will be due at the end of the semester. In addition, you will work with a small group of peers to present a brief skills demonstration to class.

### Midterm Examination (25 points)

You will complete an in-class, multiple-choice test over major concepts of Chapters 1-8.

### Application Paper (25 points)

This formal, academic paper will provide you an opportunity to conceptualize how therapeutic relationship skills apply to a population or situation of interest to you. We will ask you to develop your ideas early in the semester and submit a topic and citations prior to the due date.

### Extra Credit Options: Counselor Development (5 points)

You may choose one extra credit option. One option includes completing a series of three surveys designed to help us understand how characteristics may relate to counseling skill development. The second option involves completing a series of three activities from the textbook.

## INSTRUCTOR POLICIES

### ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

This course is designed for individuals who are preparing for careers in which they provide service to others; thus, we expect attendance and participation as part of professional responsibility. At all times, students are expected to demonstrate personal characteristics consistent with characteristics of effective helpers, engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to UT's Civility and Academic Integrity policies. As future helpers, you are responsible for coming to class prepared to discuss readings, making meaningful contributions to class discussions/activities, and attending respectfully to others when not contributing directly. Should you miss all or part of class, you are responsible for making sure you receive the necessary information about classroom learning experiences and activities.

Because your presence is such an important part of our experience, we will follow the following attendance policy:

- Graduate students may miss two classes without penalty. For every additional absence, we will deduct 5 points from your final grade
- Undergraduate students may miss three classes without penalty. For every additional absence, we will deduct 5 points from your final grade.

We developed this policy to allow for normal life stress and mishaps. Please save these absences for illness or emergencies. If you are concerned about your ability to fully engage in this course, please visit with instructor(s) as early as possible.

**LATE POLICY**

You are responsible for pacing yourself and submitting assignments on or before due dates. Unless we have made prior arrangements or there is clear evidence of the most extenuating and unforeseeable of circumstances, assignments are considered late if not received by class time on the date due. We will adjust grades **late assignments** as follows:

- 10% reduction if same-day submission
- 20% reduction up to one week late
- 30% reduction more than one week late.
- We will not accept assignments more than two weeks past deadline.

**INCLEMENT WEATHER POLICY**

In most cases, we will follow university announcement for weather cancellations and delays; however, there may be times the university is officially open but we choose not to meet. In those cases, we will email you as soon as possible before class to inform you. If we are forced to cancel class for very bad weather, we may have to make up the meeting time within a course meeting date that we were not planning to meet.

If you feel that very bad weather makes your attendance unsafe, when class is not cancelled, you may use one or more of your allowed absences.

**ASSIGNMENT SUBMISSION AND GENERAL GUIDELINES**

Please submit all assignments through Canvas.

Unless otherwise indicated, write assignments in accordance with APA (6<sup>th</sup> ed.) style. Cover pages, abstracts, and reference pages do not count toward page specifications. Regardless of paper formatting, use APA format to cite all sources used for all assignments. Cover pages and abstracts are not needed for Reading Reflections.

**MULTITASKING & ELECTRONIC DEVICES**

Effective counseling requires focused attending, something that is increasingly difficult in our constant-contact world. Open computers, tablets, and phones are not appropriate during most class meetings as they may detract from learning and overall sense of class safety.

We will let you know if there are exceptions, but you should not need to take extensive notes during most class meetings. We will typically provide slides or other materials used in class through Canvas. I encourage you to maximize your learning by practicing what the best counselors do – focus on being in the moment during our sessions, then take time to contemplate following our sessions. That time of review and reflection is an optimal time to make notes regarding the most important points, ponderings, and take-away lessons.

**SAFETY, INTEGRITY, RESPECT, PRIVACY, AND CONFIDENTIALITY**

To achieve our course learning outcomes, this course is experientially oriented, requires a level of personal communication, and includes personal self-development. You have the right to decide what and how you share in our class activities and practice sessions. We trust you to manage your own engagement in the course. At the same time, we hope you will remember that persons grow the most when uncomfortable to some degree. We encourage you to strive to push through discomfort you experience, knowing that you may decide when and how to limit yourself. If an activity feels too uncomfortable, please exercise your right to limit participation without penalty.

If you find yourself feeling consistently vulnerable, unwilling, or unable to engage in exercises where you share parts of yourself for your and your partners' skill development, you may wish to consider whether this is the best time for you to enroll in this course. This may be especially true if you are navigating a

crisis or have experienced a recent trauma. If you have questions whether this is the best time for you to take this course, please visit with your instructor as soon as possible.

This course involves extensive practice of counseling skill. So it is likely that student colleagues will say things that are personal and that they intend to be kept private. Although group and classroom activities do not carry the same legal right to confidentiality and privilege as professional counseling, members of our learning community have an ethical obligation to maintain privacy regarding peers' communications. We expect you to demonstrate respect and integrity by treating your colleagues' disclosures as confidential.

Even in professional counseling practice, there are limits to confidentiality. If you are concerned regarding the nature of a peer's disclosures, please visit with your instructor.

### YOUR ROLE IN THE COURSE

You are an important partner in our learning community. In large part, the success of this course depends on the degree to which you engage in an interactive, personal learning experience. I expect you to share responsibility for creating a meaningful experience. You may do this in a few ways:

1. Take responsibility for your own learning and process – read the syllabus and related documents carefully. Ask questions. Plan sufficient time for in- and out-of-class responsibilities (an average of 3 hours per week in class and 6-9 hours per week out of class – with substantial variations at certain times in the semester). Use office hours. If you find yourself falling behind or lost, ask for support sooner rather than later.
2. Prepare for each class meeting – Read. Watch. Reflect. Apply. Come to class ready to share perspectives, questions, insights, and topics for further exploration.
3. Contemplate and consolidate - give yourself time to think about important concepts while reading and after each class meeting. Think about how the concepts apply to you as a person and the work you might do. Take notes on these reflections.
4. Remain open - You will have an opportunity to encounter new ideas and to engage in constructive feedback, support, and challenge with your instructors and colleagues.
5. Take risks - Although we will strive for this to be a safe place, it will not always be a comfortable place. This course is meant to help you *start* developing counseling skills. I do not expect you to bring previous counseling skills to the table; however, we expect you to try on new skills and ways of being, even if they feel awkward or intimidating. Just as you will help your future clients embrace opportunity in their relationship with you, we hope you will choose to take risks even (and especially) when it is not comfortable for you.
6. Respect confidentiality - Active involvement in the class meetings and activities entails a level of personal self-disclosure and vulnerability. Persons learn the most in an environment of trust and openness. It is important that you commit to upholding classmates' privacy in the same way you would like them to protect your privacy. Although you do not have a legal right to confidentiality in what you share with peers, you have an ethical obligation to maintain privacy of your classmates' disclosures.
7. Immerse yourself - Most of all, immerse yourself in this study; enjoy and be passionate in your learning. We hope you will be pleased with how much you challenge yourself, how much you learn, and with the excellent counselor or therapeutic agent of change you become.



*Dear Student,*

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.*

*Interim Provost John Zomchick*

#### UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”

<http://civility.utk.edu/>.

#### EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

#### ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

#### YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

#### DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

#### WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

## TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
1/12 R	Introductions Syllabus & Course Overview	
1/17 T	Counseling's Big Picture	Intro & Chapter 1
1/19 R	Counseling's Big Picture continued	
1/24 T	Essential Skills	Chapter 2
1/26 R	Essential Skills Practice	<b>RR1 due (Intro – Ch 2)</b>
1/31 T	Empathy	Chapter 3
2/2 R	Special Topics Workshop ( <i>Hodges 101</i> )	Mindfulness
2/7 T	Empathy (continued)	Chapter 4 <b>RR2 due (Ch 4-3)</b>
2/9 R	Unconditional Positive Regard	Chapter 5
2/14 T	Genuineness	Chapter 6 <b>RR3 due (Ch 5-6)</b>
2/16 R	Structuring Relationships	Chapter 7
2/21 T	Structuring Relationships (continued)	Chapter 8 <b>RR4 due (Ch 7-8)</b>
2/23 R	<b>Midterm Examination</b>	<b>Midterm Examination</b>
2/28 T	Stages of Change	Chapter 9
3/2 R	Special Topics Workshop ( <i>Hodges 101</i> )	Career Guided Imagery
3/7 T	Stumbling Blocks	Chapter 10 <i>Begin outside practice for skills practice 1</i>
3/9 R	Skills Practice Recordings ( <i>on own</i> )	
3/14 T	<b>NOT MEETING</b>	<b>SPRING BREAK</b>
3/16 R	<b>NOT MEETING</b>	<b>SPRING BREAK</b>
3/21 T	Managing Crisis	Chapter 11 <b>Skills Practice 1 Due</b>
3/23 R	Managing Crisis (continued)	
3/28 T	Cultural Considerations	Chapter 12 <b>RR5 due (Ch 9-12)</b>
3/30 R	Cultural Considerations (continued)	<b>Application Paper Topics Due</b>
4/4 T	Skills Presentations	
4/6 R	Skills Presentations	
4/11 T	Skills Presentations	<b>Application Papers Due</b>
4/13 R	Ending Relationships	<i>Begin outside practice for skills practice 2</i>
4/18 T	Special Topics Workshop ( <i>Hodges 101</i> )	Creativity in Counseling
4/20 R	Skills Practice Recordings ( <i>on own</i> )	
4/25 T	Connecting to your work	Chapters 13-15 & Concluding thoughts <b>RR6 due (13-Conclusion)</b>
4/27 R	Course evaluations/Consolidating skills & review	<b>Skills Practice 2 Due</b>



**Education, Health & Human Sciences Department of Educational Psychology & Counseling  
Counselor Education Program**

# **COUN 480 Skills for Counseling Spring 2017**

## **Assignment Addendum**

(Please see Canvas for Associated Rubrics)

## Reading Reflections (25 points)

### Overview

Share your reflections regarding assigned readings and course activities. These reading reflections (“RRs”) are an opportunity for you to focus in on the elements of reading most important to you, to process your learning, and to also share questions, comments, and struggles related to the material. Through these reflections, you will solidify your understanding of course content and will also prepare to come to class and engage in meaningful conversation and practice. You may find it helpful to print your reflections and bring to class with you on the days they are due.

### Assignment Details

- Include a *very brief* summary focused on aspects of readings most important or meaningful to you. You need only summarize enough to help your instructor know what parts of the readings have struck a reaction in you.
- *Focus* your RRs on personal meanings (what the material means to you, connections to your personal experience) or applications (what you will do with the reading) than on summary
- Limit your RRs to one, single-spaced page, 12-point font, with 1” margins.

### Assignment Tips

- The page limit will require that you focus on parts of the readings that strike reactions in you that you most need to ponder. This will require concise writing. Often when consulting with a client, significant other in a client’s life, or administrator in your life, you have only brief moments to get your point across. The concise writing required in these reactions can help develop your skills for concise communication (selecting the most important comment to make).
- Practice expressing yourself by drafting your RRs in “stream of consciousness” style. But please edit the works you turn in. Use your process of editing to develop your thoughts on the topic and enhance the quality of the work you submit. Your submitted reactions cannot be completely resolved of all the issues you’ve explored (one can spend a lifetime studying each topic), but work through your thoughts in written reactions such that what you submit represents thoughts you have spent significant time contemplating.

### Submission Instructions

- Submit RRs to Canvas by 10:00AM on assigned dates.
- Upload your Microsoft Word files into the Assignment section of Canvas.

### Evaluation

- Each RR is graded for quality of writing, link to reading, depth of thought, and personal application.
- Points from the 6 RRs are averaged for Total RR grade, with points per RR falling into the following categories:
  - o 24-25 points – Excellence across required areas (quality of writing, link to reading, depth of thought, personal application)
  - o 20-23 – Proficiency across required areas
  - o 18-19 – Minimally adequate across required areas
  - o <18 – Missing elements or inadequacy across required areas.

## **Skills Practice 1 (25 points – averaged into SP Total)**

### **Overview**

Skills Practice 1 (SP1) is the first of several formal opportunities to receive feedback and develop your skills. You will work in groups of three for SP1. Each partner will serve as helper for a 30-minute session, client for a 30-minute session, and observer for a 30-minute session.

### **Assignment Details**

- Videorecord a full 30-minute practice session with a peer helper.
- You can begin practicing/recording for this assignment approximately one month prior to the due date. About one week prior to the assignment due date, I will have a “last chance” class period dedicated to completing final recordings.
- SP1 includes three parts
  1. SP1 Recording
  2. Partner feedback (2 pages) - your observer will review your work and provide feedback in the following areas
    - Counseling skills used during the session and how they were helpful
    - Evaluation of your applications of skills, including strengths and any “mistakes” that could rupture a therapeutic relationship
    - Areas in which you did not demonstrate a skill but could have, or times when you could have used a different skill to be more effective
  3. Response to feedback (2 pages) - your comments (agreement, disagreement, new/other thoughts) regarding your observer’s review

### **Assignment Tips**

- The recording process can invoke anxiety as we learn therapeutic listening skills. Sometimes, anxiety can get in the way of performing our best. And, practice makes (closer to) perfect. For these reasons, I encourage you to begin recording early and continue your sessions until you are satisfied with the recording.
- You can video record sessions using a smartphone, tablet, or computer. If you need, you can check out recording devices from UT resources.
- Be sure your practice sessions are a full 30 minutes. Stopping your practice in less than 30 minutes reduces your opportunity to practice, experience therapeutic listening and relationship, and gain feedback.
- Do not aim for perfection. We never get there. Rather, show us your best work and an awareness regarding areas where you will continue to grow.

### **Submission Instructions**

- Submit SP1 in one file (peer and your feedback) via Canvas.

### **Evaluation of SP1 Paper**

- We will SP1 papers with focus on completion of the feedback-response cycle, with very few apparent misunderstandings of skills; apparent depth of understanding; apparent openness to giving and receiving feedback; and attention to self-development as an agent of change in therapeutic relationships. Point ranges:
  - 24-25 points – excellence across categories of: completion of the feedback-response cycle, with very few apparent misunderstandings of skills; apparent depth of understanding; apparent openness to giving and receiving feedback; and attention to self-development as an agent of change in therapeutic relationships
  - 20-23 – proficiency across categories of review (above)
  - 18-19 – minimal adequacy across categories of review
  - <18 – missing elements or inadequacies across categories of review.

### Evaluation of Skills Practice

- We will review sessions for proficiency, often by spot check (listening to >10 minute of practice session – you are welcome to suggest segment for review) and assign scores based on application of 11 foundational skills. Point categories:
  - 24-25 points = average rating of 4 or higher across the 11 items of instructor rating (rating sheet available in Canvas), with no items rated lower than 3
  - 20-23 points = average rating of 3 – 3.9, with only 1-2 items rated lower than 3
  - 18-19 points = average rating of 2.5 or higher, with only 1-2 rated as 1 or 2
  - 17 or less = poorer ratings than above.

### Skills Practice 2 (25 points – averaged into SP Total)

#### Overview

Skills Practice 2 (SP2) is your opportunity for a second practice experience and to improve your skills based on feedback. SP2 is evaluated only by your instructor. Partners should work together, repeating practices if needed, until confident of submitting a practice session for each that can earn ratings of 4 or 5 on at least 10 of 11 foundational skills.

#### Assignment Details

- Videorecord a full 30-minute practice session with a peer.
- You can begin practicing for SP2 several weeks prior to the due date.
- SP2 Includes two parts
  1. **SP2 Recording** (graded in same way as SP1)
  2. **SP2 Paper** (3-4 pages)
    - Counseling skills used during the session and how they were helpful
    - Evaluation of your application of skills, including skills strengths and any “mistakes” that could rupture a therapeutic relationship
    - Areas during the session in which you did not demonstrate a skill but could have, or times when you could have used a different skill to be more effective
    - Your thoughts about how you will use skills learned in the course in your future.

Evaluation categories and points definitions:

- 24-25 – Excellence across categories of clarity of writing, apparent depth of understanding, and self-application
- 20-23 – Proficiency in categories above
- 18-19 – Minimal adequacy in categories above
- <18 – Missing elements or inadequacy across categories above.

#### SP2 Detailed Self-Review (Required of Graduate Students - Submit in place of SP2 paper above)

Divide your mock session into 6-minute segments. Per segment, comment on the following:

- Main counseling skills used during the 6-minute segment and how they contributed
- Evaluation of your application of your application of foundational skills during each segment, including potential “mistakes” that could rupture the therapeutic relationship
- Areas in which you did not demonstrate a skill but could have, or times when you could have used a different skill to be more effective

Following that detailed review, in summary review of your SP2, comment on the following:

- How unconditional positive regard is evident in your mock session and the role unconditional positive regard may have had in the helpfulness of your interactions
- The challenges you felt in making your therapeutic listening, empathy and unconditional positive regard genuine expressions of who you are with your client
- Your thoughts about how skill sets covered throughout the course would be utilized in continuing

counseling with this person.

This paper should be 7-10 pages.

Evaluation categories and points definitions:

- 24-25 – Excellence across categories of clarity of writing, apparent depth of understanding, and self-application
- 20-23 – Proficiency in categories above
- 18-19 – Minimal adequacy in categories above
- <18 – Missing elements or inadequacy across categories above.

Overall Grade Note for this major assignment area: Grades on all of the assignments in this area will be averaged together to calculate reveal your final grade for this area, which is worth 25 points of your overall course grade.

#### **Assignment Tips** (in addition to SP1)

- As with SP1, begin recording early and continue your until you are satisfied with the recording.
- Do not aim for perfection. We never get there. Rather, show your best work, improvement from SP1, and an awareness regarding areas where you will continue to grow.

#### **Submission Instructions**

- Submit SP2 via Canvas.

#### **Evaluation**

- Scores will be assigned based on application of 11 foundational skills in the SP2 video. I will also evaluate the written component with focus on thoroughness, accuracy, and insight.

### **Skills Presentation (25 points – averaged into SP Total)**

#### **Overview**

Each group of students will present an 8-10 minute segment of one of the group's practice sessions in class. This demonstration could be from SP1, SP2, or another practice session.

#### **Assignment Details**

- Select a segment to initiate helpful class discussion of the skill set (e.g., a point where the counselor struggled and would like guidance for future work or a segment where it went so well that the group would like to share it with the whole class for discussion).
- Come prepared to share your reflections and experiences with the class.
- Come prepared to facilitate peer discussion and reflection.

#### **Submission Instructions**

This assignment will be completed in class.

#### **Evaluation**

This presentation is not graded for proficiency and is not expected to be perfect work, even for a student beginning her or his study of counseling. This score is based on:

1. Evidence of quality of thought in selecting the segment (e.g., what are your questions about it? What do you want the class to see/provide input on? What are your thoughts so far on the segment/what have you considered so far?)
2. The technological readiness of the presentation (e.g., the recording is ready and plays through projection system in the classroom when we need it)
3. Usefulness in advancing class discussion (e.g., it isn't the same question, problem, or situation that two or more other groups have presented).

All team members will receive the same score.

### Points per Evaluation

- 20-25 – Good work across required categories of: evidence of quality of thought in selecting segment, technical readiness for the presentation, and usefulness in advancing class discussion.
- 18-19 – Minimal adequacy across required categories
- <18 – Significant problems noted across required categories

### Special Note

Even with a focus on the helper's skill enactment (e.g., although we might ponder how the client experienced a skill, we will NOT focus on client content), playing a recorded session in class is still quite vulnerable for the client. Be sure to select a segment the client is comfortable sharing with the class.

### Application Paper (25 points)

**For Graduate Students.** The focus of this assignment is increasing understanding of the foundations of a therapeutic relationship by conceptualizing its application to a population or setting of interest. Consider the needs of a population/setting and give thoughts on how the therapeutic relationship skills will benefit or help meet those needs. Select a population/setting that interests you and have it approved by your instructor by Nov 5. In your report, utilize 3-4 articles, books or book segments describing the problems or needs of the population/setting. Also, use 3-4 sources, one of which can be *The Heart of Counseling*, that support your thoughts of how therapeutic relationships may benefit persons of the population/setting. The body of your paper will need to be no less than 7 pages in length.

#### Notes:

- "Population" refers to persons whose situations may be similar enough that they share many of the same problems or needs, for example: youth with conduct disordered behaviors, youth who are grieving the recent death of a loved one, adult survivors of childhood sexual abuse, adults with serious addiction, etc.
- "Settings" refers to a context in which counseling may apply, for example: in-patient addictions treatment centers, programs assisting foster children and families, a school (elementary, middle or high) that serves a low SES at-risk community, a school-based program focused in helping students with highly disruptive behavior, a counseling program that serves individuals and families affected by and rebuilding from divorce, etc.
- Further, if yours is a non-counseling field, you are encouraged to consider settings of your field for your counseling skills.
- In this assignment, you are not expected to be comprehensive in your knowledge of setting or population, but are expected to use your article, book or book segment resources to discern problems or needs of the population/setting from which you can realistically imagine how the foundations of a therapeutic relationship may apply.

**For Undergraduate Students.** The focus of this assignment is increasing understanding of elements of a therapeutic relationships by conceptualizing application to a population or context. Consider where you would utilize elements of therapeutic relationship skills learned in class; it can be a counseling or non-counseling population and/or setting. Think about the needs of the population or setting and give thoughts on how elements of therapeutic relationships will help meet those needs. Provide 1<sup>st</sup> source and have your population/setting approved by your instructor by Nov. 5. In your report, utilize 1-3 articles, books or book segments describing the problems and needs of the population or setting. Maximum 5 pages.

#### Notes:

- See Notes above regarding the terms "population" and "setting" and the extent/purpose of your 1-3 resources.
- Further, if you do not anticipate working as a counselor, you are encouraged to consider non-counseling settings for your skills. Examples may include applications of relationship building skills learned from your readings and study in this course to family relationships such as parenting or marriage, or to your work as a teacher or manager.

**Assignment Tips**

- You can use *The Heart of Counseling* to support your thoughts regarding how therapeutic relationships may apply to your population.
- Although you are not expected to be comprehensive in your knowledge of setting or population, I expect you will work to create a realistic understanding of how foundations of a therapeutic relationship may apply to your population and setting.
- You may find it helpful to identify 2-4 primary need areas/themes for your population of interest. Then, identify 2-4 ways that elements of therapeutic relationships may meet those areas of need. Strive to clearly link needs and applications.
- If you would like to talk through your ideas, you are welcome to make an appointment with the instructor at least one week prior to assignment due date.

**Submission Instructions:** Submit your paper to Canvas

**Evaluation:** Application papers are evaluated for adherence to assignment parameters, quality of writing, and depth of thought.

**Point Categories:**

- 24-25 – Excellence across evaluation categories
- 20-23 – Proficiency across evaluation categories
- 18-19 – Minimal adequacy across evaluation categories
- <18 – Missing or inadequate elements across evaluation categories.

**Extra-Credit Options (choose 1, 5 points)****Option 1: Completion of a Survey exploring meaning in relation to counseling skill development**

We are conducting survey research to explore how students develop meaning through understanding empathy, self-compassion (or self-acceptance), and effects on perceived counseling skills.

Through your help in completing our survey set, we hope to help better understand counselor development and education. Your assistance in completing our survey set will be greatly appreciated. 5 points Extra credit is granted following your on-time completion of survey and submission of documentation at end of semester. The survey completion statement generates automatically when you complete the survey segment for that time period. Carefully check due dates to ensure that you complete surveys on time.

Each survey of the set must be completed within the specified time period. The survey takes 15-20 minutes to complete. Note that your participation is completely voluntary. Non-participation will have no effect on your regular grade in this course, and you may withdraw from the survey at any time.

**Option 2: Completion of Focus Activity and Further Study opportunities from text**

Each chapter in *The Heart of Counseling* includes more activities than we could possibly have time for. Some are topics for journaling and/or discussion, some are additional practice activities, some are contemplation or observation activities, some include further reading and reports. Select three sets of three activities to complete and report, from the chapters within the time frames below:

- Chapters 1 & 2: Complete by end of 2<sup>nd</sup> week.
- Chapters 3 - 6: Complete by mid-semester.
- Chapters 7 – Concluding Thoughts: Complete by final week of the semester.

Your reports of activities should include: identification of each activity completed, any written documents associated with the activities, and a report of your experience and what you learned with each activity.

Each of the three reports of activity sets should be 6-12 pages, including any journals or other documentation prompted within activities.

All activity set reports should be completed on-time through Canvas. For option 2, we will assign credit as follows

- 5 points - all three sets completed on-time, well-written, and conveying depth of thought
- 3 points - all three sets completed on-time, but appearing only moderately well written and not clearly conveying depth of thought.
- 0 points - one or more sets not completed on-time or not even moderately well-written or conveying moderate levels of depth of thought.

For both options, you will submit documentation through Canvas at the end of semester.