CED 605: Counseling Techniques  Fall 2006  
Southeastern Louisiana University 
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Texts


Course Description

This course is designed to assist students in identifying, exploring and practicing those counseling skills needed to successfully facilitate a client through the helping process.

Conceptual Framework

The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).

Course Objectives

Counselors-in-training will be guided through a sequence of didactic coursework, supervised simulated exercises, and independent counseling experiences so that upon the completion of this course students will be able to:
1. demonstrate an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship (Core 5b; KL, SM).
2. demonstrate self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries (Core 5b; KL).
3. conceptualize client presentation and select appropriate counseling interventions, including an exploration of affective, behavioral, and cognitive theories (Core 3c; KL);
4. demonstrate an understanding of the individual counseling strategies to be utilized with clients from diverse populations (Core 2c, 2d; CK, KL, SM )
5. discuss counselor and client characteristics and behaviors that influence helping processes, including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations and skills (Core 5a; CK, KL).
6. identify and discuss ethical and legal consideration regarding the counseling relationship and skills (Core 5g; CK, KL, PS).

Course Requirements

1. Active and Appropriate Participation. As a performance based course, class attendance is mandatory. Active participation is required as a means of facilitating a better understanding of content material. Completion of all reading assignments and videotape assignments prior to class is essential. This is a small class; therefore, everyone’s participation is crucial to a successful classroom experience. Participation in role-plays as both client and counselor are required of all students.
2. Mid-Term and Final. Students will take a written mid-term examination, comprised of some combination
of short answer, essay and objective questions, and complete a mid-term videotape. Students will also complete a final videotape and analysis as the final examination.

3. **Videotapes and analyses.** Students will complete 6 to 8 videotapes, including the mid-term and final tape. Selected tapes will include be accompanied by a written analysis (form will be provided).

4. **Reflection Papers.** Students will be assigned reflection papers (1 ½ - 3 page typed) several times throughout the semester. These papers are commented upon but not graded, but completion is one aspect of the participation grade. Topics will be provided.
**Evaluation of Performance**  ***Students must earn at least a "B" in this course to avoid repeating***

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total Possible Points</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Mid-Term Exam (Written)</td>
<td>50</td>
<td>94 - 100 = A</td>
</tr>
<tr>
<td>Mid-Term Videotape</td>
<td>100</td>
<td>85 - 93 = B</td>
</tr>
<tr>
<td>Final Videotape &amp; Analysis</td>
<td>200</td>
<td>75 - 84 = C</td>
</tr>
<tr>
<td>Participation*</td>
<td>50</td>
<td>65 - 74 = D</td>
</tr>
<tr>
<td>Graded videotapes</td>
<td>200</td>
<td>64 and below = F</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
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**Grade Interpretation:** The University Catalogue requires students to be graded on the following basis:
- A - Work of the highest degree of excellence
- B - Good Work
- C - Average Work
- D - Work that meets only the minimum requirements for passing
- F - Failing Work

*Participation grade* will be determined as follows:

**Active participation** (e.g., contributing verbally to class discussion, providing feedback to other students, volunteering to participate in role-plays)
5 pts. will be multiplied by the appropriate descriptor (see below) for a possible total of 25 pts.

**Appropriate participation** (e.g., keeping comments focused on the topic at hand, constructive feedback to others, participation is relevant, positive/professional attitude)
5 pts. will be multiplied by the appropriate descriptor (see below) for a possible total of 25 pts.

Descriptors: 1- Never 2 - Rarely 3 - Sometimes 4 - Often 5 - Almost always

Students will lose participation points (from the calculated total) for the following:
- 4 pts. per missed class (or excessive tardiness or excessive leaving early) after one absence
- 2 pts. per day late for reflection paper or other assignment not turned in on time/not thoughtfully done

**Late/Missed Assignments:** Reflection papers are due most weeks. Papers can be e-mailed, faxed, or sent by another student if a student must miss class. Students missing the mid-term exam will be allowed to make it up, but may be given a different exam. Should a student miss the final exam taping, arrangements for a re-taping will be made with the instructor at the student’s request. Students should notify the professor in advance if a class meeting or assignment is to be missed.

**Videotaping Guidelines.** Students will be divided into dyads or triads for videotaping exercises (you may or may not have the same partners throughout). As clients, you will be asked to present counseling issues that you will be comfortable discussing in front of the entire class as some of the tapes will be reviewed in class. My expectation is that you will use “real” but not serious issues. Readings and reflections at the beginning of the course will assist students in identifying appropriate issues. Specific guidelines for taping and evaluation will be provided.

**Students with Disabilities:** If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

**Expectations.** This is an introductory, graduate level course for beginning counseling students. Therefore, the activities and lectures are designed to build upon one another. New terms and concepts will be defined as they are introduced. I expect that you can read, write, discuss, and reflectively critique at a graduate level. Should you find yourself having difficulty in this course, please do not hesitate to meet with me immediately.
Academic Integrity. Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of exams or other course work. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

Communication. According to University policy, the use of Southeastern e-mail accounts is considered an official form of correspondence between the University and students. Students are required to use their Southeastern e-mail address when conducting school-related correspondence, and students are also required to frequently check their Southeastern e-mail account. In this course, I often communicate with students via e-mail and encourage students to check their e-mails every couple of days.

Blackboard - Blackboard is used to facilitate communication and access to information in this course. Course syllabi and other important information will be posted in Course Information; handouts and lectures will be posted in the Course Documents section; other features such as Discussion Board, External Links, & Groups may also be used.

Children in the Classroom. The University classroom is not a place for children, and students are not to bring family members to class for day care or babysitting. Please make proper arrangements for child-care.

Appropriate Student Behavior and Classroom Decorum. Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cell phones, or other electronic devices; repeatedly talking while others are speaking; or arguing in a way that is perceived as “crossing the civility line.” Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct.

Cell Phones and Pagers - Please exercise common sense, respect, and courtesy in the use of cell phones and/or pagers in class. My preference is that you turn off your cell phone/pager during class and check it at the break. If, however, you need to keep your cell phone/pager on, please set it to silent or vibrate. If you receive a call during class, please step out of the classroom to answer the call. Please do not send or read text messages during class.
Knowledge Base


