Instructor: Steffany J. Homolka, Ph.D.
Office: 204H, Academic Building
Office Hours: M 1:00 pm – 4:00 pm, WF 10:00 am – 12:30 pm, Th. 12:30 pm – 2:30 pm
Email: steffany.homolka@angelo.edu
Phone: 325-942-6167

Course Prerequisite: None

Required Text:


Book for assignment 5. Speak with Dr. Homolka before choosing a text, please.

Course Description:
Knowledge and application of conceptual and practical skills needed for individual and group counseling. Emphasis is placed on working within an evidence-based treatment model of selecting and applying interventions. Designed to prepare students for practicum.

Course Objectives:
1. Develop specific skills, competencies, and points of view needed by professionals in counseling
2. Learn to apply course material (to improve thinking, problem solving, and decisions)
3. Learn how to find and use resources for answering questions or solving problems

Student Learning Outcomes:
By the end of the semester you should be able to:
1. Have developed a beginning level competency in skills and techniques for individual and group counseling and have an understanding of how to continue improving competency throughout ones career
2. Have an understanding of ethical issues related to conducting psychotherapy and apply this knowledge to practical experiences
3. Have an understanding of what evidence-based practice and empirically supported treatments in counseling are and learn how to find more information about these practices
DISCLAIMER
This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Policies/Expectations
- Read the syllabus thoroughly. If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
- Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.
- Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices). Please be respectful of others in all ways.
- If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.
- Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
- The instructor reserves the right to use plagiarism prevention software.

Class Sessions
- The majority of the class will be discussion- and activity-based with some lecture.
- You MUST take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always encouraged.
- This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication
- Email is the best way to contact your instructor.
- All emails should include the course title or number in the subject line.
- All emails should include your first and last name.

Course Requirements:
Readings: Read all of the assigned material before their assigned class, during which we will discuss the material. In order to have meaningful class discussions you must come to class having read the assigned material. Some material in the text may be challenging upon first read, but lectures
and discussions will be easier and more advantageous if you have read the assigned reading. If I feel the class is not keeping up with the reading, I will have the option to start giving quizzes at any time during any class. Just remember that reading prior to class is really to your benefit.

**Attendance and Participation:** Attendance and graduate-level participation in discussion and other course-related activities is **mandatory**. There will be frequent in-class experiential activities to provide students the opportunity to practice skills and techniques covered in class. Participation in these activities is necessary to develop competency. As such you will be graded on your participation on a pass/fail basis. For each class, you will be given a grade based on your participation. Grades will be assigned as adequate (10) or inadequate (0). To receive an adequate grade for that class, you must be present for the entire class and participate fully in all in-class activities, including providing your fellow classmates with appropriate, meaningful feedback. Some in-class activities will be knowledge-based. In order to receive an adequate grade for those classes, you must successfully and accurately complete the activity. If you are absent, you will automatically receive a 0 for that day’s attendance and participation.

**Assignments:**
You will be required to complete six assignments throughout the semester. Most of these assignments are designed to increase self-awareness and/or increase your knowledge of specific techniques and methods. More details regarding these assignments will be provided in class.

**Assignment 1:** Create your family genogram containing three or more generations. Complete activities 1 through 3 on page 69. Submit your genogram and a paper reflecting on what you learned about your family and how this better helps you understand yourself as a future mental health professional.

**Assignment 2:** Submit a paper reflecting upon your personal values and the role they may play in how you will conduct yourself as a professional counselor (both negatively and positively).

**Assignment 3:** Complete one activity from options 2 through 5 on page 129. Be prepared to discuss your experience with the group.

**Assignment 4:** Submit a paper using the same format as in your C & C textbook describing a specific therapy modality not already mentioned within your textbook. Get Dr. Homolka’s approval of the therapy modality you choose first, though. Reflect on whether this therapy modality is something you would incorporate into your practice. Be prepared to present the therapy modality to the class, along with any other classmates who may have chosen the same modality.

**Assignment 5:** Submit a paper reviewing one of the following books. Reflect on how the book applies to your life as a professional mental health provider. Give a group presentation of the book and its professional impact on members of the group. Note: Books will be assigned in a specific manner which will be further discussed in class.
Assignment 6: Implement a specific self-care practice into your life for at least a week. Submit a paper evaluating your personal self-care habits and the effects of implementing the new self-care practice. Reflect on C & C Ch. 14 as it pertains to you personally and professionally in terms of caring for yourself on a daily basis and coping with crises.

Counseling Lab:
Baseline Video Demonstration & Paper: With a partner from class, complete a 15-20 minute client session in which you are the counselor. You should also portray a client for your partner but will not be evaluated on this. In your video demonstration, pretend that this is your first meeting with your client and do whatever you believe is appropriate in your role as a counselor. You will not be graded on your use of skills at this point. This exercise is meant to serve as a demonstration of your skills prior to beginning this course.

Weekly Group Role-Play: The class will be divided into groups of two or three for the lab component of this course. Groups will arrange to meet for 1 ½ hours per week, on their own time, for practice and role play of psychotherapy skills and for a 30-minute supervision/taping sessions weekly. You will be required to practice specific skills being learned within the course and will be evaluated based on how well you use such skills. Guidelines and assignments for the lab work will be given weekly. All students will keep a written log of meetings using the binder on Drexene’s desk. Further details will be provided in class.

Final Video Demonstration: With a different partner from class, complete a 25-30 minute client session in which you are the counselor. You should also portray a client for your partner but will not be evaluated on this. In your video demonstration, pretend that this is your first meeting with your client. Use the skills that you have learned in this course. Unlike your baseline video tape, you will be evaluated on your use of the skills in this demonstration. You may complete up to 2 videos. You should select the one that best portrays your skills and that video will be evaluated for a grade.

Self-Evaluation of Therapeutic Skills Paper: You will complete evaluations of your skills in your final video demonstration. Further information will be provided in class. You will need to include examples of how you demonstrated specific skills in your sessions. In addition, you will write a final paper evaluating your skills as a counselor based on the skills demonstrated in your role-play videos over the course of the semester. This paper should include a critical analysis of your skills in your final demonstration and areas where continued improvement is needed. Furthermore, reflect on your professional development as it pertains to your fears, values, diversity, understanding of the counseling process, supervision, self-care, and therapy style.

Self-Awareness and Counseling Skills Journal:
The C&C book contains many self-assessment surveys and is generally oriented toward increasing self-awareness. The counseling lab aims to help students learn and practice counseling skills but also increase their self-awareness and observation skills as a clinician. In order for these readings and exercises to be helpful, though, it is important that you are actually reflecting upon them. Hence, you are responsible for keeping a journal documenting any questions, thoughts, or concerns you may have about the reading and exercises each week. Please complete all self-assessment surveys within the book and be prepared to discuss them in class. Within your
journal, reflect on how the C&C readings pertain to you personally and professionally. You may incorporate other readings as relevant, but are not required to do so. For those C & C chapters that have an accompanying assignment (i.e., Ch. 2, 3, 4, 7, and 13), you do not have to also write a journal entry for these chapters, but please still complete any self-assessment surveys within these chapters. Reflect on your experience with the group role-play activity each week as well. Critique yourself and highlight improvements. Submit your journal at the END of the semester. You may write your journal entries so long as your writing is legible; however, typed journals are preferred.

**Assignment Policies and Requirements**

*Counseling Competency:* The counseling lab activities are designed to help students learn and practice counseling methods and techniques. These activities also serve as a means for the counseling faculty to monitor the development of your clinical skills and evaluate your competency. By the end of this course, you will be expected to demonstrate general competency of the practices and skills taught within the course.

*Self-Awareness and Disclosure:* Many of the assignments within the course require self-disclosure in order to promote self-awareness as a professional mental health provider and encourage personal growth. Grades will not be based on the level of information you disclose and you will not be expected to self-disclose information within class or assignments that you would prefer to withhold. Rather, grades will be based on the completion of these assignments as requested and the level of professional competency you demonstrate in terms of self-awareness as it relates to becoming a mental health provider. The level to which you self-disclose within class is your decision solely and will not impact your grade. However, faculty reserve the right to require a student to seek professional help to address any personal concerns that may be affecting his or her professional competency.

*Papers:* All typed papers should use APA format and style. Additional information regarding paper requirements will be provided in class. There is no minimum or maximum paper length. The length of the paper will depend on how much you need to write in order to meet the requirements of each assignment. Rubrics can be provided for assignments and the like at the students’ request. As relevant, all graded materials and behaviors will be assessed based on engagement of the material, active participation, beginner-level professional competency, requirements of individual assignments, completion of required tasks, APA format, spelling, punctuation, and grammar.

**Grade Points Distribution:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>140</td>
<td>8%</td>
</tr>
<tr>
<td>6 Assignments</td>
<td>300 (50 ea.)</td>
<td>18% (3% ea.)</td>
</tr>
<tr>
<td>Baseline demonstration video</td>
<td>100</td>
<td>6%</td>
</tr>
<tr>
<td>13 Weekly group role-plays</td>
<td>325 (25 ea.)</td>
<td>19% (1.5% ea.)</td>
</tr>
<tr>
<td>Final video demonstration</td>
<td>300</td>
<td>18%</td>
</tr>
<tr>
<td>Self-evaluation paper</td>
<td>200</td>
<td>12%</td>
</tr>
<tr>
<td>13 Journal entries</td>
<td>325 (25 ea.)</td>
<td>19% (1.5% ea.)</td>
</tr>
</tbody>
</table>

Total Possible Points: 1,690
## Final Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1538-1690</td>
<td>91-100%</td>
</tr>
<tr>
<td>B</td>
<td>1369-1537</td>
<td>81-90%</td>
</tr>
<tr>
<td>C</td>
<td>1200-1368</td>
<td>71-80%</td>
</tr>
<tr>
<td>D</td>
<td>1030-1199</td>
<td>61-70%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 1029</td>
<td>≤ 60 %</td>
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</tbody>
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## Student Support:

Throughout the semester I am available to meet with students for both further exploration of the class’ topics and academic support for those who may struggle with the class’ requirements or topics. If there is a particular professional development topic not covered in class that interests you, please let me know. I would be happy to help you further explore different professional development topics outside of class and may even consider incorporating such topics into the course. I encourage you to speak with me before or after class or set up a time to meet with me.

Students registered with the Office of Disability Services are especially encouraged to set up a time to meet with me so we can discuss any needs for additional individual arrangements.

### Tutoring:
The ASU Writing Center and ASU Tutor Center are available and I strongly encourage you to take advantage of these resources. These services are likely to increase students’ grades and future academic performance. The ASU Tutor Center (C301) and ASU Writing Center (C305; 942-2093) are located on the third floor of the ASU Library. Writing Center and Tutor Center can work with students in any discipline and at any skill level. Both centers are free to all ASU students.

### Title IX:
Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357.

### Student Absence for Observance of Religious Holy Days:
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

### Academic Honesty & Honor Code:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/honorcode5.pdf](http://www.angelo.edu/forms/pdf/honorcode5.pdf). Academic honesty is expected on all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Psychology and Sociology adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2017-2018) [http://www.angelo.edu/student-handbook/](http://www.angelo.edu/student-handbook/). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and
integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**Plagiarism**

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

**Students with Disabilities**

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

Persons with disabilities which may warrant academic accommodations and any student who feels they may need an accommodation based on the impact of a disability must contact the Office of Student Affairs in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Reading</th>
<th>Assignments Due</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Introductions</td>
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</table>
| 9/7     | II&Z: Ch. 1 & Appendix B C&C: Ch. 1 & 2 | • Baseline Video Demonstration  
• Group Role-Play  
• Journal (C&C 1 & GRP) | • Intro to interviewing  
• Genograms  
• Is this job for you?  
• Healer know thyself |
| 9/14    | II&Z: Ch. 2 C&C: Ch. 3  | • Group Role-Play  
• Assignment #1  
• Journal (GRP) | • Ethics, multicult., + psych  
• Personal values  
• Family interview & genogram |
| 9/21    | II&Z: Ch. 3 C&C: Ch. 4  | • Group Role-Play  
• Assignment #2  
• Journal (GRP) | • Attending & empathy  
• Understanding diversity  
• Values paper |
| 9/28    | II&Z: Ch. 4 C&C: Ch. 5 & 6 | • Group Role-Play  
• Assignment #3  
• Journal (C&C 5 & 6; GRP) | • Observation skills  
• Common beginner concerns  
• The helping process  
• Diversity exercise |
| 10/5    | II&Z: Ch. 5 & 6 C&C: Ch. 7 | • Group Role-Play  
• Journal (GRP) | • Questions  
• Paraphrasing  
• Theory applied to practice |
| 10/12   | II&Z: Ch. 7 & 8 C&C: Ch. 8 | • Group Role-Play  
• Assignment #4  
• Journal (C&C 8; GRP) | • Reflecting feeling  
• 5-stage counseling session  
• Ethical issues  
• Theory paper & presentation |
| 10/19   | II&Z: Ch. 9 C&C: Ch.9 | • Group Role-Play  
• Journal (C&C 9; GRP) | • Multiple perspectives  
• Boundary issues |
| 10/26   | II&Z: Ch. 10 C&C: Ch.10 | • Group Role-Play  
• Journal (C&C 10; GRP) | • Empathic confrontation  
• Fieldwork/supervision |
| 11/2    | II&Z: Ch. 11 C&C: Ch. 11 | • Group Role-Play  
• Journal (C&C 11; GRP) | • Reflection/interpretation  
• Working with groups |
| 11/9    | II&Z: Ch. 12 & 13 C&C: Ch.12 | • Group Role-Play  
• Journal (C&C 12; GRP) | • Self-disclosure  
• Concrete action  
• Working in the community |
| 11/16   | C&C: Ch.13 | • Group Role-Play  
• Assignment #5  
• Journal (GRP) | • Stress, burn-out, self-care  
• Managing personal/prof crises  
• Book review/reflection and group presentation |
| 11/23   | Thanksgiving: No Class | None | None |
| 11/30   | II&Z: Ch. 14 C&C: Ch. 14 | • Group Role-Play  
• Assignment #6 | • Skill integration  
• Self-care paper |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12/7</td>
<td>II&amp;Z: Ch. 15 &amp; 16</td>
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<tr>
<td></td>
<td>• Journal (GRP)</td>
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<td></td>
<td>• Group Role-Play</td>
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<tr>
<td></td>
<td>• Microskills</td>
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<tr>
<td></td>
<td>• Journal (GRP)</td>
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<tr>
<td></td>
<td>• Personal Style</td>
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<tr>
<td></td>
<td>• Microskills</td>
</tr>
<tr>
<td></td>
<td>• Personal Style</td>
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<tr>
<td><strong>Wednesday, December 13, 5-7 pm:</strong></td>
<td>Final Exam</td>
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<td></td>
<td>• Final Video Demonstration</td>
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<td>• Self-Evaluation Paper</td>
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<td></td>
<td>• Submit all journal entries</td>
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* Please note that this syllabus is subject to change throughout the semester.