Course Description
An introduction and orientation to guidance and counseling, emphasizing counseling communication skills and legal and ethical issues.

Course Goals

To identify key theoretical constructs related to techniques of counseling
To identify components of the helping relationship, including the unique characteristics of the helping relationship, facilitation of the helping relationship, factors that help or strain the therapeutic relationship and techniques that facilitate the helping relationship
To practice interviewing and counseling skills including invitational skills, reflecting skills, advanced reflecting skills, assessment, challenging skills, goal setting skills and solution skills;
To identify and become familiar with systems perspectives in counseling techniques including skills designed to define and strengthen family dynamics
To address the integration of technology and counseling methods
To become familiar with ethical and legal issues regarding techniques of counseling according to the ACA Code of Ethics and Standards of Practice and other ACA Divisional Ethics Codes. This includes issues related to documentation and treatment planning, billing, scope of practice, selection of technique diagnosis, plan of care, dual relationship, professionalism and other topics.
To provide the student with practice in the process of counseling.
To enable the student to develop facilitative helping skills.
To enable the student to integrate theory with practice.
To enable the student the opportunity to investigate attitudes and issues that may bias the counseling process.

Texas Examinations of Education Standards (TExES) School Counselor Domain II – PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM Competency 006 (Counseling)
The school counselor understands how to provide effective counseling services to individuals and small groups.
The beginning school counselor:
Applies knowledge of counseling and consultation theories, principles, and practices in a school community.
Understands the scope of the school counselor's job, and recognizes when and how to make referrals to professionals outside the school.
Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.
Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.
Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.
Knows how to use counseling-related research techniques and practices to address student needs.
Applies knowledge of how to coordinate resources for students within the school and the community.
Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

Methods of Instruction
This class uses a workshop format and is designed to be a safe place to try out new skills. Lecture, on-line assignments, group work, group activities, observations, and practice of skills will be a part of each class. Course content will be linked to TExES standards related to school counseling as found at http://www.sbec.state.tx.us. Additionally the Texas Counseling Association Code of Ethics (found at http://www.txca.org) will be reviewed.

Course Requirements
Students are expected to attend all scheduled classes, complete all classroom, on-line and out-of-classroom activities in order to successfully complete the course. Throughout the semester, opportunities will be given to videotape a practice session which you may choose to evaluate for partial requirements of this course. Alternate, you may request a videotape to review from the instructor.

Major Course Activities
All activities must be satisfactorily completed to receive course credit.
1. Counseling Tapes demonstrating process skills
2. Assessment sheets for peer/ professional reviewed tapes
3. Introspective Autobiography
4. Personal Journal
5. Chapter Assignments
6. Electronic Portfolio

Course Evaluation Plan
A grade will be assigned primarily based on demonstrated counseling process skills. Written work plays a role in your grade and a large part in your personal growth. Attendance and participation is critical to successful completion of this course.

Potential Points
1. Counseling Tapes 200 (2 tapes @ 100 each)
2. Autobiography 150
3. Assessment sheets 150 (2 assessments at 75 each)
4. Self assessments 150 (2 assessments at 75 each)
5. Journal 100
6. Portfolio 50
7. Assignments 200
8. Attendance Student must be present for all scheduled sessions to receive course credit. 1000

Course Assignment Criteria
Exceptional class attendance and participation are an important part of your performance and grade evaluation. Late work will be accepted at no more than half the original value.

A-1000 to 900 (90%) Outstanding, above minimum requirements
B - 899 to 800 (80%) Satisfactorily meeting minimum requirements
C - 799 to 700 (70%) Minimally meeting requirements
F – below 700 Unacceptable work

**Textbooks**

**Classroom Rules**
You are graduate students. Stated rules regarding dress, attendance, attitude, conversations, etc., are probably not warranted. The following should be observed:
- Treat others with respect.
- Maintain confidentiality of disclosures during counseling sessions or simulations.

"Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, 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."

"*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 contained in both print and web versions of the Student Handbook.*"

**Contacting the Professor**
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325-947-7604 (home)
903-399-5438 (cell)
## Course Calendar

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Young</th>
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<tr>
<td>Week 1</td>
<td>Chapter 1 Helping as a Personal Journey</td>
<td>Question for thought: <strong>Helper Qualities.</strong> In this book, a number of important qualities of helpers are listed. Take a look at the list and think about what qualities have not yet been mentioned. One way to think about this is to remember someone you know who is very nurturing or helpful. What are the qualities of this person?</td>
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<tr>
<td>August 24</td>
<td>Chapter 2 The Nuts and Bolts of Helping</td>
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<td>Class meets August 29 at 9:00 in Carr 191</td>
<td>Chapter 3 The Therapeutic Relationship</td>
<td>In class: Set meeting times Review syllabus and blackboard Chapters 1 1. Discuss your reasons for wanting to become a helper. What are your expectations and concerns? Divide this list into realistic and unrealistic. 2. Structured interview exercise. In groups of 3 or 4 compile a list of 20 questions you might ask someone about her/ his life. 3. In groups of 3 or 4 compile a list of inappropriate and appropriate disclosures in a school counseling situation. Video segment 9 Discussion From Chapter 2 Video Segment 14 Suicide Assessment Role Play – Helper vs Friendship Professional Distance Boundaries</td>
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| Week 2  | Chapter 4 Helping Someone Who is Different | Blackboard assignment: Choose question 1 OR 2  
Consider your personal and cultural attitudes toward ethnic minorities, war veterans, the elderly, persons with chronic illness and pain, prison inmates, gay and lesbians, alcoholics or drug addicts, non Christians, ex-convicts, sex offenders, those with mental or physical disabilities. Are there any special populations you feel you could not work with under any condition? How will you communicate this non-judgmentally to your client? Are there special populations you would like to work with, but feel unable to at this point? What education or experiences would you need in order to achieve competency with this group?  
2) The ACA, CACREP, and the codes of ethics and professional standards of many professional organizations uphold spiritual and religious beliefs as integral components of a client’s identity and a major influence on their worldview. Is there a difference between “spirituality” and “religion”? How do you feel about including spiritual or religious material in counseling? What would it be like for you to address these concerns with your clients? What type of interventions might be appropriate to use to address these issues in counseling? Can you think of a situation when religious beliefs would be dysfunctional?  
Short answer. 25 points |
| Week 3  | Chapter 5 Invitational Skills | Using Feedback sheets, evaluate Video Segment 1. 25 points |
| Week 3  | Chapter 6 Reflecting Skills: Paraphrasing September 19 Possible observation opportunity in Carr EFA at 1:00 Dr. David Tarver | Ch 6. Using Video segment 2, label the interventions as Open Question, Closed Question, Paraphrases. 25 points  
If you are observing Dr. Tarver, complete assessment sheet #1 |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Chapter</th>
<th>Week Details</th>
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| 4        | September 21 | 7       | Reflecting skills  
Ch. 7. Watch Video Segment 5  
Feel vs. Think - See Blackboard for short answer question 25 points |
| 5        | September 25 | 8       | Reflecting Skills: Reflecting Meaning and Summarizing  
Ch. 8 Video segment 7 – reflecting meaning.  
Complete Discussion 2, p. 179 – presenting problems 25 points |
| 6        | October 5   |         | Class meets on Saturday, October 10 at 9  
Opportunity to observe Dr. David Tarver  
1 pm  
Chapter 9: Challenging Skills  
Ch. 9 Opportunity to complete Video Tape 1 with partner  
The Jahari Window  
Lazarus’ Inner Circle Strategy  
I-Statements & Feedback |
| 7        | October 12  |         | Self-evaluation due  
Peer / professional assessment sheet due |
| 8        | October 19  | 10      | Assessment and the Initial Interview  
Ch. 10 – Question for thought: What is the impact of spirituality, culture, ethnicity, poverty, gender, and social issues on the counselor. Complete genogram and bring to class on October 31. See Homework 1, p. 247  
Websites:  
www.genopro.com (free download)  
http://www.emicrotraining.com/resources/community_genogram.pdf  
On Discussion Board: When assessing a client, what cultural norms might be confused with pathology? What part does your own view of “normal” contribute to inaccurate assessment? 25 points |
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<th>Week 9</th>
<th>October 26</th>
<th>Chapter 11</th>
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<tr>
<td></td>
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<td>Goal-Setting Skills</td>
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<td></td>
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<td>Class meets 9:00 am</td>
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<td>October 31 Possible observation</td>
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<td>Dr. David Tarver Carr 191</td>
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<td>October 31 1:00 pm</td>
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<td>Bring genogram to class 25 points</td>
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<td>Bring Journal to Class for Check</td>
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<td>Autobiography Due</td>
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<td>Create scenarios and set goals</td>
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<td>Opportunity to create second tape with partner</td>
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<th>Week 10</th>
<th>November 2</th>
<th>Chapter 12</th>
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<td>Change Techniques</td>
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<td>Self-evaluation due</td>
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<td>Peer/or Dr. Tarver assessment sheet due. If observing Dr. Tarver on November 21, assessment sheet is due Week 13</td>
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<td>See Blackboard for Discussion Board on Alternate Explanation Scenarios 10 points</td>
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<tr>
<th>Week 11</th>
<th>November 9</th>
<th>Chapter 13</th>
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<td>Outcome Evaluation and Termination Skills</td>
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<td>Create a Progress notes Initial Session for your videotaped interview. See blackboard for model</td>
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<td>Post to blackboard - 40 points</td>
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<tr>
<th>Week 12</th>
<th>November 16</th>
<th>Possible observation opportunity Dr. David Tarver November 21 1:00 pm</th>
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<td></td>
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<td>Read Chapter 14</td>
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<tr>
<th>Week 13</th>
<th>November 23</th>
<th>Read Chapter 15</th>
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<tr>
<th>Week 14</th>
<th>November 30</th>
<th>Portfolios or alternate assignments due</th>
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<tr>
<th>Week 15</th>
<th>December 7</th>
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That’s all folks

**Major Assignments**
1. Counseling Tapes (2 tapes @ 100 possible points each)
Counseling Tapes will be completed in this course. The tapes must be recorded on DVD or standard audiocassette. **You may NOT use family members to complete tape assignments.** It is advisable to use classmates in this process. If you are intending to work with an adolescent you must obtain and have signed a permission slip from the parents. Scripting a taped interview is strictly prohibited. Tapes must be of good quality and of standard format. Both persons must be able to be heard. Poor quality tapes will have to be redone. A disclaimer at the beginning of each tape is important emphasizing that the tape is a class project and that whatever is said on the tape is confidential.

Recording Appraisal Sheet
For each tape submit a "Recording Appraisal Sheet" to be turned in. The last sheet should be bound around the tape and submitted to the professor. The first two tapes will be “traded” to a classmate for appraisal (See below.) The Recording Appraisal Sheet should contain the following information and should be word-processed.

   Name of counselor and date of tape.
   An explanation of how the interview was opened.
   A description of the counselor's level of communication with the client.
   An explanation how the interview was closed.
   A description of how the personal feelings and attitudes of the counselor affected what happened during the interview.
   A description of what significant feelings were expressed by the counselee and how these feeling were handled by the counselor.
   A description of positive changes that took place in the counselee.
   A description of the relationship developed between the counselor and counselee.
   A listing of theoretical approach(es) employed.

2. Peer Appraisal Sheets
You will review two tapes from a classmate. Include the name of the Helper and that of the Observer (you). You may videotape Dr. David Tarver’s modeling of counseling skills and submit your assessment of him

Tape 1 Review should include the following:
   Body position: Describe the helper’s body position. What does it convey and how did you arrive at this conclusion?
   Evaluate the helper’s ability to maintain eye contact.
   Evaluate the helper’s voice tone.
   Evaluate the helper’s gestures and facial expressions.
   Give feedback on the helper’s use of encouragers and questions.
   How effective, overall, do you think the session was? Why?

Tape 2 should include the following:
   Include items 1 through 5 from Tape 1.
   Identify any (or all) of the following techniques used by the helper during the session:
      reflection of feelings, paraphrase, paraphrases that hit the feeling. How effective was the use of these techniques?
   How effective was the session? Why?
   If you were conducting the session, what would you have done differently? The same?
3. Autobiography (150 possible points)
Each student will be asked to complete an "Introspective Autobiography". This assignment will present you with a number of different issues that are the common core of problems often presented in counseling. You will be asked to address these issues openly and honestly in writing. This is often an assignment given in counseling to facilitate the individual in identifying the origins of problems, facing them honestly, and sharing them with another person. The Autobiography is strictly confidential. It will be shared with no one. After having been read, the Autobiography will be returned personally to you, or be destroyed. As a counselor, I accept what you write as the best you can do at this time.

You are to write an autobiography of your life stressing the important relationships and events in your life. What effects these events and relationships have had on you as a person today and what effect these relationships and events will have on you in the future should also be considered. The main idea of the autobiography is that it is a statement of who you are and where you will start from now in determining your own life. This statement will be very personal. This document will be confidential.

4. Journal (100 possible points)
Students are required to keep a personal journal during this course. This will be a daily record of your life, a log of events and reflections. Again, this is often an assignment that is recommended by counselors. It helps the individual to reflect on the day's happenings and their influence on the individual. These logs are often the basis for issues that are presented in counseling sessions.

5. Electronic Portfolio (50 possible points)
Counseling Majors – Course content will be linked to TExES standards related to school counseling as found at http://www.sbec.state.tx.us. The student will demonstrate proficiency in the standards addressed in the above document related to this course. These proficiencies will be documented in an electronic portfolio using TaskStream or appropriate software. The portfolio will include a minimum of one and no more than three artifacts [work sample(s) created during this course] developed during this course and a corresponding explanation of how the artifact(s) relates to the student’s mastery of the standard(s).

Non-counseling Majors – In lieu of the portfolio above, write a response to the following question: What did you learn during this counseling course that you foresee as aiding your success in your chosen major and its corresponding job? Use your best writing skills. Cite your references well. The final product should be a typed paper of no more than four pages.

6. Attendance
You are expected to attend class each week for the experiential component of the course.
APPENDIX

CONFIDENTIALITY AND ETHICS INFORMATION
In this course, you will experience a fair amount of role-playing and practice interviewing. It is quite possible for a person to say something confidential. It is your duty to maintain confidentiality and trust. These same principles hold when talking to your volunteers. Use a fictitious name when describing the person with whom you are working. Permission of the person with whom you are working must always be obtained in writing. Keep in mind the legal limits of confidentiality. You have no legal right to maintain confidence if you were questioned by an attorney in court. Study the ethics code. Start with issues of confidentiality and client's rights. When audio or video taping a session be sure you have permission on tape for that interview to proceed. If the person wishes, stop the tape at any time.

FOR YOUR OWN CONSIDERATION IN YOUR OWN ROLE PLAYS AS CLIENT. You have the right and personal responsibility to decide what to share. All experiential exercises in this course are optional and you may stop participating in an experiential exercise at any time without penalty. At the same time, if you find yourself not wishing to engage in the exercises, you may prefer to drop the course. This course, by its very nature, is experientially oriented. THIS IS A PROFESSIONAL COURSE. As such, we are working with practical material. We seek to regard you as developing professionals.
Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout this course, it is possible that personal information will be shared; therefore, learning to maintain confidentiality is essential. By signing this form, you are agreeing to keep your fellow students’ personal disclosures to yourself. You may describe the general the activities of the class to others, but it would be highly inappropriate to disclose another student’s personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with other classmates who are not present in those sessions.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student’s best interests.

**CLASS GUIDELINES**

Personal information shared in the class is the property of the class and is not to be taken outside of this context.

You are free to participate or not, but others in the class are free to give you feedback either way. You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you “deeper” than you want to go.

Fully attend to the person sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.

Use “I” statements when giving feedback. Be concrete, specific, and objective.

Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not probe or ask a lot of questions, particularly when they serve you more than they will help the other person.

Practice being “real” in the class.

You get out of this class what you put into it.

If you choose to raise a personal issue that leads to a strong emotional reaction, your instructor may refer you to counseling services outside of the context of the class.

I agree to the conditions stated above.

________________________________________  _______________________
Student’s signature                        Date