

**PRAIRIE VIEW A&M UNIVERSITY
WHITLOWE R. GREEN COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

SPRING 2013 COURSE SYLLABUS

INSTRUCTOR: Dr. Carl L. Gardiner

TELEPHONE: 936-261-3401

EMAIL: clgardiner@pvamu.edu

OFFICE HOURS: Mondays (Main Campus) 10am – 12pm; 1:00pm – 5:00pm
Wednesdays (NW Center) 10am – 12pm; 1:00pm – 5:00pm
Saturdays 10am – 1:00pm

COURSE: CNSL 5013 Z02 CRN - 21021 Counseling Techniques

SESSION: ONLINE

OFFICE: Room # 113 Whitlowe Green College of Education

Material/Resources:

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2008). *Essential interviewing: A programmed approach to effective communication*. (8th Edition.). Pacific Grove, CA: Brooks-Cole.

Textbook website found at: http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9780495095118&disciplinenumber=7

I READ TEXT: The Present: The Secret to Enjoying Your Work And Life, now!
Authored: by Spencer Johnson

Catalog Description:

This course involves the study and practice of basic interview communication skills and counseling techniques. An emphasis is placed on self-development, attending, feedback and influencing skills and core elements of counseling. This course provides an introduction to analysis, and discussion of current theories and practices in counseling and psychotherapy. Special emphasis is given to the development of an appreciation for the constructs and concepts associated with the more common theories of therapy. As students' gains familiarity with the aims, objectives, and techniques of the various models of intervention, they will develop a critical appraisal of their application to a variety of clinical settings, populations, and issues that will be explored.

Philosophy of the College of Education:

This course is based in part on the “**E-FOLD-P**” model of the College of Education. The acronym refers to the preparation of **educators** (counselors) as **f**acilitators of **l**earning for **d**iverse **p**opulations. The major goals of this model are:

1. To prepare beginning administrators as problem solvers, critical thinkers and decision-makers.
2. To prepare beginning administrators as facilitators of teachers and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self – appraisal techniques and goals settings for a strong personal commitment.

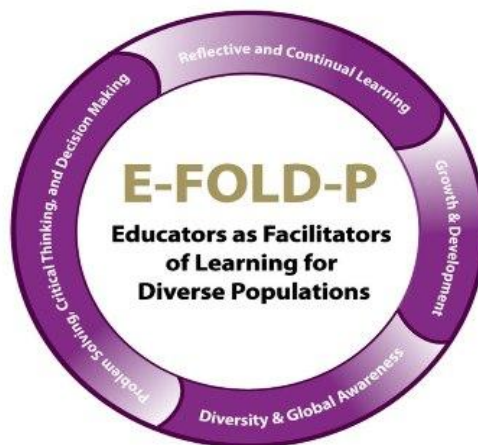
E-FOLD-P (Conceptual Framework) (Educator As Facilitator For Diverse Populations)

To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.

To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.

To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.

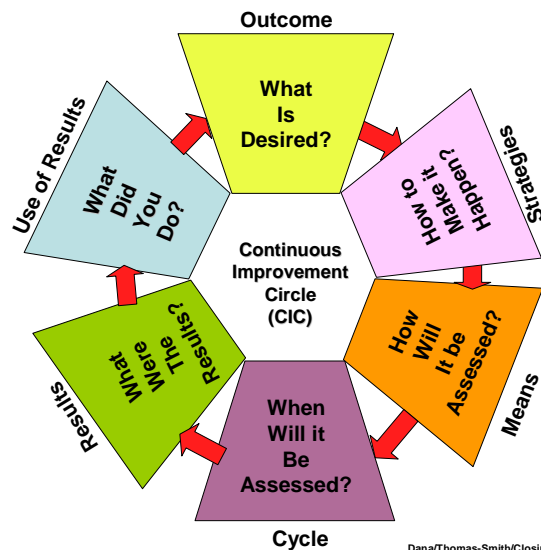
To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



ARTIFACTS

Students are required to complete a total of five **artifacts** as part of an electronic portfolio (e-portfolio) in order to complete their program. These documents will be used for future state accreditation and/or educational endeavors. More information will be provided during the semester as it relates to the type of assessment that will be utilized. Students who submit these assignments will be given extra credits for their efforts.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University



Instructional Objectives:

1. The student will gain a working application of the more common techniques used in counseling today.
2. A more familiar application of one particular theory and one technique commonly associated with that theory will be demonstrated by the student.
3. The ethical, legal, and practical concerns in the use of counseling techniques will be discussed.
4. The student will develop application of their own skills within cell units.
5. Further course objectives include the following: to develop a personal theory of counseling through:
 - a. an inventory of personal strengths and limitations;
 - b. an understanding of existing facilitative skills;
 - c. the development of new ideas, skills and processes.
6. To provide an environment conducive to learning through the development of trust and mutual respect.

Expected Learning Outcomes:

1. By class discussions, presentations and exams, students should be able to identify, define and discuss theories covered in the course.
2. Students should be able to distinguish, compare and contrast the models, state the themes, assumptions. Points of view, techniques and limitations of each mode.
3. Research a specific area of interest in the practice of counseling and psychotherapy.
4. Students will demonstrate knowledge of effective counseling techniques through various means, i.e., role playing, review of therapy, videos and class discussion.

TEXES Competencies for School Counselors that relate to this course:

001(Human Development)

- The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

002(Student Diversity)

- The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

003(Factors affecting students)

- The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

006(Counseling)

- The school counselor understands how to provide effective counseling services to individuals and small groups.

007(Assessment)

- The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

009(Collaboration with Others in the School and Community)

- The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

010(Professionalism)

- The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Student Responsibilities:

1. Complete assigned reading prior to each class session and be prepared to join in classroom discussion.
2. Complete and submit all assignments by due date. **LATE WORK WILL NOT BE ACCEPTED.**
3. Participate in class discussion and activities. Let's learn from one another, you have much to offer your classmates and your instructor.

Class Assignments:

Weekly Reflections Logs: Each student is required to write eight a one page reflection log from the previous chapter. All logs must be posted via ECourse by 11:00pm on the day assigned. Logs must be typed **one page**, double space; Times Roman and size 12 Font (**Late logs will be unacceptable**). Submit a total of eight logs, each will have a value of 10 point. In order to achieve full credit logs presented must be thorough, critical, and on-time.

Guidelines for Reflection Logs

Submit your reflections in this order, numbering each log from "1" through "8:"

Articulate your personal reactions about each chapter in your text and delineate any specific information that has resonated with you; such as, your discoveries, your interests, and concerns.)

Individual class Project – PowerPoint Presentation

Assume that you have been invited to speak to a group of counseling interns on any of the topics below. Select one, and prepare a presentation that includes content that includes critical discussion of the implications of this topic for you as a counselor as well as its influence on the counseling process.

PowerPoint slides must not be less than (15) in number. All slides must be bulleted and professional executed.

PRESENTATION TOPICS

- Counseling racially diverse clients
- Counseling gay and lesbian clients
- The importance of cultural competence during the therapeutic process
- Counseling suicidal clients
- Counseling homicidal clients
- Counseling teenage parents
- Issues with on-line counseling
- Counseling with the elderly
- Strategies use with angry clients
- Therapist attraction to a client
- Client attraction to a therapist
- The importance of ethical issues and guidelines in counseling
- Power point Presentation on Carl Rogers Client Centered Therapy
- Counseling via the internet

EMPHATIC INTERVIEW AND TRASCRIPT

Guidelines for the interview:

Content of the interview : You are expected to demonstrate your ability to respond to the interviewee in an empathic way, through:

- consistent and appropriate use of the basic listening skills (i.e., at least one use of each) that have been taught up to that point in the course (the five major skills sets which are covered in the textbook, Chapters Two through Seven:

(1) non-verbal attending, (2) paraphrasing, or "reflection of content," (3) reflection of feeling, (4) open invitation to talk (e.g., questions), and (5) summarization (which is usually a combination of reflection of content and feeling).

- a consistent ability to empathically respond to the other person's perspective, allowing him or her to explore it.

Guidelines for transcript:

(a). **Before**: a brief introduction to the segment (e.g., who the interviewee is (e.g., first name **NO LAST NAME REQUIRED**), other background information (demographics/cultural background, such as gender, age, race, religion, ethnicity, disability, social class)

(b). **During**: Identify the problem which is presented by the client; identify the skills you are using, reflections/critiques on the choice and nature of your statements, and comments on what you understand about the client. You should be able to identify your therapeutic orientation and how it will be used to help the client addressing his/her problem.

(c). **After**: a conclusion on the whole segment and/or session (share your overall perceptions of the interview in a five page narrative format.

NB. If interviewee is not a student a letter of consent should be executed.

Technical Guidelines:

(A) Set up an interviewing session with a classmate, or someone who earnestly needs some form of therapeutic intervention. (It is best if the interviewee presents a "real" issue.). It is not in

your best interest to conduct the interviews with a partner, family member, housemate, or friend. While they are usually convenient, you will have a tendency to "protect" them and yourself, be less confrontive, and get tangled up in the issues.

NOTE: Do not try to resolve a problem during this segment. Just explore the issues that the client brings up.

(B) Select two 10 to 20 minutes interview segments.

(C) Three to five pages emphatic interview report

(D) Your report must consist of the following information

1. Clients first name
2. Demographic information
3. Mood of the client
4. Your therapeutic orientation
5. Attending skills utilized
6. Goals for the clients
7. Skills utilized
8. Conclusion

Overview: The interview assignment will consist of each student shifting conducting a 20 – 30 minutes interview segments. This interview process may be executed in one or sessions, but you are expected to use several counseling skills as outlined in your text. This segment will not require to be taped. At the conclusion of the interview a comprehensive transcripts must be compiled. Basically, use the format from the text, plus other guidelines learned in the second half of the course.

Reminders and Specific Directions for Interview:

You must demonstrate the integration of the understandings and skills taught in this course. Do not try to cover all five stages in the twenty-minute typed segment, as exploration may take some time, but do mention the stage(s) of the interview.

Comment again on the skills you use, the choices you made or wish you had made (e.g., to continue exploration or to move to another stage, depending on the situation, how much the person had already explored, etc.) your insights on the client. You can also comment on use of material from the course.

The assignment will be rated separately for:

(1) Demonstration of skills:

a). the ongoing, appropriate use of the basic attending skills over the 20 minutes (at least one of each: non-verbal attending, paraphrasing, reflection of feeling, open ended questioning, and (optional) summarization.

b). the appropriate use of some of the so-called "advanced skills," which are presented in Chapters Eight through Thirteen of the textbook. You are not expected to demonstrate all of the skills in the interview, as it may not be appropriate to do so. After the interview, compile a narrative of the interview segment. Do not write your report in the format of "counselors say" and "client says"

Class Participation: Participation is a measure of your on-time attendance at full class sessions and involvement, which includes such factors as your inquisitiveness; initiatives (e.g., volunteering ideas and role plays), timeliness and thoroughness of written assignments and between-session practice sessions; and attendance in class. Attendance at all sessions is expected, barring special circumstances. Please leave a message via e-mail or phone when you must miss a class. You must take the initiative to catch up on what you've missed by consulting with a classmates and obtaining the assignment.

Evaluation:

Students will receive grades for the course based on the total points accumulated from participation, article critiques, research paper, presentation and exams. **LATE WORK WILL NOT BE ACCEPTED.**

GRADING MATRIX SAMPLE

Name:						
Assignment	Grade	Weekly logs	Grade	Quiz	Grade	Final Exam
Therapeutic orientation Paper	/50	1	/10	1	/ X 10	/100
Legal and ethical issues in counseling	/50	2	/10	2	/ X 10	
I - Read Assignment	/50	3	/10	3	/ X 10	

The role of a professional school counselors	/50	4	/10		
Final transcript	/50	5	/10		
		6	/10		100
		7	/10		
		8	/10		
TOTAL	250		80	30	100

GRADING MATRIX

Instrument	Point Value	Total	Final Grade
Online Discussions	8 online discussions logs at 10 points each	80	
Assignments	5 assignments @ 50 points each	250	
Power point presentation	Selected counseling topic 100 points	100	
Quizzes	3 quizzes at 10 points each	30	
Final Exam	100 points	100	
Total course points		560	
Bonus	Attendee's at the Waymon Webster Counseling conference 10 points Bonus	10	
GRADE		570	A

Grade assignment scale

570 - 520	A
519 - 469	B
468 - 418	C
417 - 367	D
366 and <	F

- ❖ The submission of the (5) artifact assignments will be selected from the five assignments that is assigned.
- ❖ The final grade resulting from the sum of the above components will be converted into letter grades according to the following scale.
- ❖ In order to receive maximum points students are encourage to log into ECourse on a regular basis and execute all test, discussions and assignments before the expiration dates and times.
- ❖ Late assignments will not be accepted as hard copies, and must not be sent to me via e-course mail or my personal e-mail.

16 Weeks Course Outline

<u>DATE</u>	<u>ACTIVITIES</u>
Week 1 01/13/13 – 01/19/13	Purchase required text book Review Course Syllabus and 16 week course outline Getting to know your classmates Pre –Test Administration
Week 2 01/20/13 –01/26/13	Chapter 1 Foundation for Learning programming and foundation
Week 3 01/27/13 - 02/02/13	Chapter 2 Attending Behaviors Reflection Log No. 1 due in E -Course by 11pm
Week 4 02/03/13 - 02/09/13	Chapter 3- Effective Questioning Reflection Log No. 2 due in E -Course by 11pm E – course assignment 1 Your therapeutic orientation
Week 5 02/10/13 - 02/16/13	Quiz # 1 Chapters 1 – 3 Chapter 4- Reflecting Content Reflection Log No. 3 due in E -Course by 11pm
Week 6 02/17/13 – 02/23/13	Chapter 5- Reflecting Feeling Reflection Log No. 4 due in E-Course by 11p E – course assignment 2 Legal and Ethical issues in the field of Counseling
Week 7 02/24/13 – 03/02/13	Chapter 6 Integrating Your listening and Exploration Skills Reflection log No. 5 due in E- course by 11 pm

Week 8 03/03/13 - 03/09/13	Chapter 7 Confronting Quiz # 2 Chapters (4 -6)
Week 9 03/10/13–03/16/13	Chapter 8 communicating feelings and immediacy Reflection Log No # 6 due in E- course by 11 pm E – Course assignment 3 I – Read book
Week 10 03/17/13 – 03/23/13	Chapter 9 Self Disclosure Reflection log # 7 due in E- course by 11 pm
Week 11 03/24/13 – 03/30/13	Chapter 10 Interpreting Individual PowerPoint presentation
Week 12 03/31/13 – 04/06/13	Chapter 11 Information Giving Reflection log # 8 due in E- course by 11 pm
Week 13 04/07/13 -04/13/13	Quiz # 3 (Chapters 7 - 11)
Week 14 04/14/13 – 04/20//13	Chapter 12 Structuring for Exploration, Clarification and action E – Course Assignment 4 Role of the counselor
Week 15 04/21/13 – 04/27/13	Chapter 13 Enlisting Cooperation E – Course Assignment 5. Final Interview transcript
Week 16 04/28/13 – 05/04/13	COMPREHENSIVE - FINAL EXAMINATION
05/05/13- 05/11/13	Graduation Exercise

COUNSELING CONFERENCE

The 21st annual Waymon T. Webster conference is scheduled to be held on Saturday March 2, 2013 from 8am-12pm at Prairie View A&M University Memorial Center. The cost of the conference is (\$35.00 early registration) and (\$45.00 onsite). Students who are unable to attend the conference will be required to submit a research paper in lieu of your attendance. This research paper shall be written in an autobiographical format delineating the conference speaker experience, research and other relevant information regarding his counseling publications. A minimum of 3 pages not including cover and reference pages, written based on APA format. This research paper is due no

later than 03/12/2013 via an assigned E – Course link. The URL link to register for the conference on or before the deadline of 2/25/2013 is below:

<http://www.pvamu.edu/pages/174.asp>**Extra Credit** 10 points (certificate of attendance, or paper must be submitted before credit is awarded).

ALL ASSIGNMENTS SHOULD BE SUBMITTED ON THE ASSIGNED DATE. LATE ASSIGNMENTS WILL NOT BE ACCEPTED NO EXCEPTION.

American Psychological Association (APA)

All assignments are required to be in APA style/format. Papers will be penalized for failure to follow APA style. University and Graduate School policies relating to plagiarism will be strictly enforced. Any paper showing evidence of plagiarism will be given ZERO points.

Disability Statement:

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) or Office of Disability Services at (936) 857-2610/2620, early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

University Class Attendance Policy: (from the PVAMU Graduate Catalogue, 1998-2001, pg. 71)

1. **Class Attendance-** Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive videos. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or being assigned a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms.
2. **Excused Absences-** Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES, and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are responsible for all oral and written examinations as well as all assignments whether absence is excused or unexcused.
3. **Unexcused Absences-** Accumulation of one week of unexcused absences constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirements when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

Academic Misconduct:

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work constitutes plagiarism.

Nonacademic Misconduct:

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students under nonacademic procedures will adjudicate such incidents.

Sexual Misconduct:

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Student Academic Appeals Process:

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Certification Students ONLY

All student pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

All student pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website Certify Teacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time. WWW.CERTIFYTEACHER.COM

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Technical Support:

Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Discussion Netiquette:

PVAMU is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion, and values. I encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene as I monitor daily the dialogue in the course.

Conduct within courses should be guided by common sense and basic etiquette. The following are good guidelines to consider:

Never post, transmit, promote, or distribute content that is known to be illegal.

Avoid overtly harassing, threatening, or embarrassing fellow learners. If you disagree with someone, respond to the subject, not the person.

Refrain from transmitting or distributing content that is harmful, abusive, racially or ethnically offensive, vulgar, sexually explicit, or otherwise. Class/section norms of conduct may vary, but there is no place where hate speech is tolerated.

In sum: Be polite.

Have any questions about Netiquette? You can always follow the ancient karmic law to avoid any action that you would not wish visited upon yourself, or you can consult a web site that covers the topic of Netiquette in depth: <http://www.etiquette.net/index.html>

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Institution: Prairie View A&M University
Office of Student Affairs & Institutional Relations
Address: P.O. Box 519: MS 1107
A.I. Thomas Building, St 013
Prairie View, Texas 77446

Telephone: 936-261-2123
Fax: 936-261-2138
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University
Email: kfnorman@pvamu.edu

Selected Readings and/or Materials or Equipment:

Amarpreet, K.L., & Rochet, A.P. (2000). The effect of information on listeners' attitudes toward speakers with voice or resonance disorders, *Journal of Speech, Language and Hearing Research*, 43, 782-801.

Crowe, T.A. (Ed.). (1997). *Applications of Counseling in Speech-Language Pathology and Audiology*. Baltimore, MD: Williams and Wilkins.
Egan, G. (1998). *The Skilled Helper: A Problem-Management Approach to Helping*. (6th ed.). Pacific Grove, CA: Brooks/Cole.

Featherstone, H. (1981). *A Difference in the Family: Living with a Disabled Child*. New York: NY: Penguin Books.

Garstecki, D.C. (1998). Hearing loss, control and demographic factors influencing hearing aid use among older adults. *Journal of Speech, Language and Hearing Research*, 41, 527-537.

Glenn, E.E., & Smith, T.T. (1998). Building self-esteem of children and adolescents with communication disorders. *Professional School Counseling*, 2, 39-46.

Holland, A.L. (1999). *Counseling Adults with Neurogenic Communication Disorders*. [Videotape]. (Available from RTN Healthcare Group, 495 William Pitt Way, Pittsburg, PA 15239-1330.)

Manning, W.H. (2001). Counseling Strategies and Techniques. In *Clinical Decision Making in Fluency Disorders* (2nd ed.) (pp. 235-266). San Diego, CA: Singular.

Nybo, W. (1998). Grandparents' role in family systems with a deaf child: An exploratory study. *American Annals of the Deaf*, 143, 260-267.

Rollin, W.J. (2000). *Counseling Individuals with Communication Disorders: Psychodynamic and Family Aspects*. (2nd ed.). Boston, MA: Butterworth-Heinenmann.

Shames, G.H. (2000). *Counseling the Communicatively Disabled and their Families: A Manual for Clinicians*. Needham Heights, MA: Allyn & Bacon.

Zebrowski, P. (2000). *Counseling Parents of Children Who Stutter*. [Videotape]. (Available from Stuttering Foundation of America, P. O. Box 11749, Memphis, TN 38111-0749.)

American Psychological Association (APA):

All assignments are required to be completed in APA style/format. Papers will be penalized for failure to follow APA style. An APA style guide can be located at the following link:

<http://www.tamu.edu/pvamu/library/HowDoI/Citation.html>

Graduate Catalog/Grading Web Location:

PVAMU Graduate School Grading Policy can be found in the Graduate School Handbook and can be found online at: <http://www.pvamu.edu/pages/231.asp>

Access to Learning Resources:

PVAMU Library:

phone: (936) 261-1500

web: <http://www.tamu.edu/pvamu/library/>

University Bookstore: phone: (936) 261-1990

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling**

By virtue of my signature I hereby certify that I have received a copy of the syllabus for Counseling Technique 5013 for FALL 2012 semester. I have also read and fully comprehend my responsibilities and will execute the requirements contained herein.

Please print your name legibly.

Dr. Carl Gardiner
Assistant Professor

Date