

Department of Educational Leadership and Counseling
College of Education
Prairie View A&M University

SYLLABUS

INSTRUCTOR: Mary Rue McGowen, Ph.D.
COURSE: CNSL 5013 Counseling Techniques
LOCATION: Urban League, Dallas Location Room 172
DAY: Saturdays
TIME: 8:00 AM – 12:30 PM

TELEPHONE: 972/233-2796

Conference times available by scheduled appointment

EMAIL: WebCT Mail or
mrm4@swbell.net

TEXTBOOK: Evans, D., Hearn, M., Uhlemann, M., & Ivey, A. *Essential interviewing: A programmed approach to effective communication (7th Edition)*. Pacific Grove, CA: Books Cole.

- Textbook website can be found at:
http://academic.cengage.com/cengage/student.do?totalresults.do?page=null&keyfor=all&keyitem=all&keyword=null&keytype=null&resultfor=hig heredu&resulttype=instructor&keyword_all=essential%20interviewing&pa gefrom=search&disciplinenumber=7&product_isbn=9780495095118&cont extelement=http://academic.cengage.com/cengage

Resource (required): State Board of Education Certification (2003). Texas examinations of educator standards: *Preparation manual* for school counselor (152), Austin: SBEC

- Download from SBEC Web site:
http://texas.ets.org/assets/pdf/testprep_manuals/152_schcouns_55059_web.pdf
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Material (required): Tape recorder and 2 blank tapes (to be kept and destroyed by the professor)

Resources (optional) Aaron, J. E. *The little brown compact handbook (5th Edition)*. Boston, MA: Longman.

American Psychological Association. *Publication manual of the American psychological association (5th Edition)*. Washington, DC: Author.

COURSE CATELOG DESCRIPTION: (3 semester hours credit) Study and practice of basic interview communication skills and counseling techniques. Emphasis on self-development, attending, feedback and influencing skills and core elements of counseling. This is a web-enhanced course. All assignments will be submitted via Web-CT.

COURSE OUTCOMES: This course will:

1. Provide an orientation to wellness and prevention as desired counseling goals.
2. Identify counselor characteristics and behaviors that influence helping processes.
3. Provide an understanding of essential interviewing and counseling skills.
4. Provide an understanding of counseling theories that assist the student with models to conceptualize client presentation and to help the student in selecting appropriate counseling interventions.

METHODS OF INSTRUCTION AND ASSESSMENT:

1. Group interactions and discussions (to include WebCT online discussions)
2. Lectures
3. Quizzes/Tests
4. Individual reports/assignment/projects
5. Group reports/assignments/projects
6. Audio visual aids and technology

BEHAVIORAL OBJECTIVES:

1. Make group presentations on approved topic-demonstrating competencies of organization and presentation.
2. Engage in purposeful interviews and counseling learning experiences.
3. Take final examinations.
4. Identify 10 journals relevant to counseling and focus of journals
5. Work with proficiencies for Domain II, Competency 006 –Planning and implementing the developmental guidance and counseling program.
6. Submit common assignment to True Outcomes
7. Participate in Role-play and Case Analysis

STUDENT EXPECTATIONS and RESPONSIBILITIES:

1. Read all assigned material. In a graduate level course, students are expected to carefully read and bring any questions to class for discussion.
2. Type all assignments.
3. Complete all assignments by the due dates.
4. Attend all classes, arrive on time, and remain until class is dismissed.
5. Participate in all class discussions and activities.
6. Respect the opinions of others. Agree to disagree.

TRUEOUTCOMES:

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. One or more of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

TrueOutcomes also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net

Note: Assignments

- Assignments are expected to be presented in class on the scheduled due date.
- All turned-in assignments must have a coversheet stapled to them. Coversheets should include: (1) student's name (2) assignment title (3) course number and name (4) department name (5) university name, and (6) date.
- All turned in assignments must be finished or a final copy (APA format). This includes consistency in style and format.
- Various materials will be distributed during class. A Student who is absent on the date material (s) is distributed should arrange for a fellow student to pick-up a copy for them.
- Ten (10) percent will be deducted for any unexcused late assignment, per day.

UNIVERSITY ATTENDANCE POLICY: Prairie View A&M University requires regular attendance. Attending all classes supports the full academic development of each learner. **Excessive absenteeism**, whether excused or unexcused, may result in the course graded being reduced to a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms.

Absences due to illness, attendance at university approved activities, and family or other emergencies constitute excused absences and must be supported by documentation (via e-mail or a note to this effect) prior to or immediately upon the student's return to class.

Note

Students cannot have an **unexcused** absence (**10 points** will be deducted for each) without risk of having the overall grade reduced in the course. The instructor is not required to accept late assignments. Also, student tardiness will be monitored (**2 points** will be deducted for each unexcused tardy).

COURSE REQUIREMENTS AND GRADING CRITERIA: The course requirements and grading method are as follows:

Course Requirements	Method Criteria
• Case Studies, Class Participation, Role play	25%
• Final Exam	25%
• Project: Interview	30%
• Transcriptions	20%
• Group Chapter Presentations	

Grading Method
95 - 100 = A
85 - 94 = B
75 - 84 = C
65 - 74 = D
≤ 64 = F

WEBSITES RELEVANT TO THE COUNSELING PROFESSION

<http://www.counseling.org/> (American Counseling Association)

<http://www.amhca.org/> (American Mental Health Counseling Association)

<http://www.txca.org/tca/Default.asp> (Texas Counseling Association)

<http://www.dshs.state.tx.us/counselor/default.shtm>
(Texas Licensed Professional Counselor/LPC)

<http://www.houstonlpcassociation.org/> (Houston LPC Association)

<http://www.nbcc.org/> (National Board for Certified Counselors/NCC)

<http://www.schoolcounselor.org/> (American School Counselor Association)

<http://www.collegecounseling.org/> (American College Counseling Association)

<http://www.acesonline.net/> (Association for Counselor Education and Supervision)

<http://www.bgsu.edu/colleges/edhd/programs/AMCD/>
(Association for Multicultural Counseling and Development / AMCD)

<http://www.americanpsychotherapy.com/index.php>
(American Psychotherapy Association)

<http://www.cgjunghouston.org/> (The Jung Center, Houston, Texas)

INDIVIDUAL/GROUP PRESENTATIONS: Students will make oral presentations on current issues related to this course and counseling. All students are expected to:

- Demonstrate competence in gathering facts and data
- Attain knowledge about the practice of counseling

- Plan and implement strategies and programs properly
- Provide assistance with faculty and staff development concerning diversity

Note: Grade of Incomplete

Incompletes will not be given except in rare situations and in the event of an emergency. An emergency is defined as the illness of a student or the student's immediate family member. This situation will be determined on an individual basis. A student requesting an incomplete must do so in writing. This written request must include: 1) A brief explanation of the emergency situation; and, 2) The amount of time requested to complete the coursework. When an incomplete is given, the instructor will establish a **firm** timeline to complete all assignments. Coursework not completed according to the specified timeline will result in the grade of "I" being changed to a grade of "F."

Texas Examination of Educator Standards (TExES)

Domain II – Planning and implementing the developmental guidance and counseling program.

Competency 006: 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.

ADA Statement

Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of Disability Services at 936-857-2610/2620 as soon as possible. Once you receive a letter of adjustment from the office, kindly make an appointment with Ms. Belinda Lewis to discuss appropriate adjustment for this class.

CONFIDENTIALITY AND ETHICAL REQUIREMENTS

Students are required to participate in a significant amount of role-playing and practiced-based interviewing. It is expected that as student colleagues participate in discussions and practice, information may be revealed that may be personal and confidential. All students are required to maintain the confidentiality of interviewees and the class.

Confidentiality to clients is a major and ethical requirement of all counselors. Students are required to change the name and any identifying personal information of interviewees on all assignments. Permission statements are required for all interviewees.

CNSL-5013 COUNSELING TECHNIQUES
Summer 2008, Saturdays, 8:00 am – 12:30 pm -
COURSE OUTLINE & SCHEDULE
Instructor: Dr. Mary Rue McGowen

This course outline and schedule serves as a guideline regarding course material, projects, and due dates. The professor of records reserves the right to modify this schedule. You are required to attend class regularly in order to be ready for upcoming lectures, projects, experiential work, and due dates.

Week 1	June 7	Intro and syllabus; General overview, Q & A
		Programming a Foundation for Counseling skills
		Writing Assignment: Philosophy of Counseling: What is counseling? What impact does it have on people (300 words in length) Due June 14
		Multicultural Issues in Interviewing
Week 2	June 14	Attending Behavior
		Effective Questioning
		In class listening assignment
		Download counselor preparation manual from http://texas.ets.org
		Philosophy of Counseling Paper due, class discussion on papers
		Multicultural Self-Assessment
Week 3	June 21	Oral reports on Listening assignments
		Begin Group work on Counselor Prep Framework project
		Attending skills: Encouraging, Paraphrasing & Summarizing
		Reflecting Feeling and Meaning
		Carl Rogers Tape on Reflecting
Week 4	June 28	Group Presentations: Developing an Individual Style
		Communicating Feeling and Immediacy Chapters 6-7
		Complete Dispositions in True Outcomes
		List of 10 Counseling Journals and journal focus due
		Counseling Skills List: What skills do I have/need?
Week 5	July 4 - 5	Holiday – 4th of July- Independence Day
		No classroom instruction; Virtual Class-WebCT Discussions- Topics TBA
		Submit the Counselor Prep Framework project
Week 6	July 12	Group Presentation; Confronting Chap 8; Self-Disclosing Chap 9; Information Giving Chap 10
		Counselor Ethics & Confidentiality/Types of Multiple role relationships
		Course Project: Counselor Interview-15 min each interview transcription and competencies analysis
Week 7	Jul 19	Group Presentations: Interpreting Chap 11; Structuring for Information and Action Chap 12
		Proficiency Grid Due
Week 8	Jul 26	Group Presentations: Enlisting Cooperation Chap 13; Putting It All Together Chap 14
		Competencies Analysis Due
		Submit Common Assignment to TRUE OUTCOMES
Week 9	Aug 2	Final Class day all presentations, role plays due.
		Final Exam
	Aug 6	Final Grades due for Graduating Students
	Aug 9	Summer Graduation
	Aug 12	Final Grades due for Non-graduating students / All students

Skills List

Interviewing/Counseling Skills I Possess Now	Interviewing/Counseling Skills I Need to Acquire/Develop
Journal	