

**Texas A&M University - Central Texas**  
**COUN 5357 Methods and Practices in Counseling and Psychology**  
**SPRING 2018**  
**INSTRUCTOR AND CONTACT INFORMATION**

**COURSE INFORMATION**

**Professor:** Michelle Kelley Shuler PhD., LPC, LCDC  
**Phone:** 918-822-1281  
**E-mail:** michelle.shuler@tamuct.edu  
**Office Hours:** Tuesdays 10:00-2:30 and Wednesdays 9:00 - 3:00

**Course Overview**

The course is designed to introduce Counseling pre-interns to methodology that goes beyond building basic counseling skills and techniques. The course will also teach students the basics of professional documentation and treatment planning. It will also include legal issues related to counseling and psychological services and introduce basic business practices. Prerequisite: CPSK 550 or approval of Dean.

**Required Texts & Theravue Practice Sessions**

Young, Mark. (2017). *Learning the art of helping: Building blocks and techniques. (6th ed.)* Upper Saddle River: Pearson. 9780134165783

**Theravue: <https://www.theravue.com/>**

Theravue is a new online practice system for therapy education. In the Fall of 2017 this class engaged in a pilot program to test this system in a classroom setting. After very positive reviews from students I am pleased to say we will be using this system to practice all of the skills taught in this course. You will be required to sign up and register for the semester. At this time, Theravue has offered this to our students for a 50% discount. This will cost you between \$30-\$50.00 for the semester. You can not sign up until after the first day of class so please be patient and we will work out the details then. I have been in communication with the Financial Aid office and have been assured you will be able to utilize financial aid dollars to cover this cost.

**STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.
2. Students will demonstrate an understanding of crisis intervention and suicide prevention models, including the use of psychological first aid for at-risk suicidal clients.

3. Students will demonstrate understanding of counseling methods and techniques, including skills and appropriateness of intervention, insight into their limitations as a counselor, need for referral, and other related skills tied to best practice counseling.

**(IIF5: Helping Relationships)-** Studies that provide an understanding of the counseling process in a multicultural society, including the following:

| CACREP Standard  | Activity   | SLO       |
|--|--|-----------|
| <b>Common Core for all students:</b>   |  |           |
| a. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b); | Journal: Role of counselor<br>Lectures<br>Readings               | SLO 2 & 3 |
| b. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II1i);   | Journal: Suicide Intervention<br>Lectures<br>Readings            | SLO 2 & 3 |
| c. A general framework for understanding exceptional abilities and strategies for differentiated intervention (IIF3h);   | Counseling Demonstration Tapes<br>Lectures<br>Readings<br>Videos | SLO 1     |
| d. Counselor characteristics and behaviors that influence the counseling process (IIF5f);  | Counseling Demonstration Tapes<br>Lectures<br>Readings<br>Videos | SLO 1     |
| d. Essential interviewing and counseling skills (IIF5g);   | Counseling Demonstration Tapes<br>Lectures<br>Readings<br>Videos | SLO 1     |
| e. Crisis intervention, trauma informed, and community based strategies, such as Psychological First Aid (IIF5m);  | Journal: Suicide Intervention<br>Readings<br>Lectures            | SLO 2 & 3 |
| <b>Standards for Clinical Mental Health Counseling (CMHC) track</b>  |  |           |

|   |   |           |
|---|---|-----------|
| 1. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f);           | Journal: Suicide Intervention<br>Lectures<br>Readings<br>Journals | SLO 2 & 3 |
| 2. Demonstrates appropriate use of cultural factors relevant to clinical mental health counseling (CMHC:C2j); and | Counseling Demonstration Tapes<br>Journals                        | SLO 1     |

**Recommended Texts:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)

**Expectations**

**Attendance and Participation:**

Attendance is expected for all classes and all groups. Because of the experiential nature of this class, missing even a small part of a class leaves a large void in your learning and understanding. **Missing more than 30 minutes of a class will result in an absence.** Active participation in this class is essential. Come to class prepared to participate. Participation at an “A” level means initiating spontaneous comments or question during class session.

**Homework Assignment x 4 – 5 points each**

Counseling simulation videos through Theravue will be completed during weeks of 1/31, 2/7, 2/21, and 3/28. Students will be provided access to course modules that contain several simulated counselor client sessions. Students will watch each video session and respond with the appropriate skill set. These practice sessions will be graded on completion and performance.

**Outside Exercises: Counseling Tapes– 40 points**

Each student will be required to record 2 separate counseling sessions with a peer (classmate) client. **This person is not a real client, a family member, a close friend, or a student who has taken this course. This interaction should be a simulated (real) session with a fellow classmate and not a role play.**

You should practice counseling skills that we learn in this class. In addition, you will be responsible for transcribing each session. On this transcription, you will need to type verbatim what was said by you and the volunteer client. After you have completed this, you should go back and identify any skills that you used **and** any thoughts you have about the session. This will be handed in when you turn in your recording. For each session you will also need to complete a case

note. This case note should follow the format taught in class.

You will be graded on your ability to utilize the skills during the sessions, as well as being able to identify them on the transcriptions. Your case note will also be graded for thoroughness. It is important to note that if the recordings are of such a poor quality that I cannot hear or see them, you will either need to redo the session or receive a 0.

***Tape #1 (Due October 28) 10 points***

This tape should be 20 minutes in length. It should highlight the skills we have learned up to this point (Chapters 1-9 and 12).

***Tape #2 (Due November 18) 20 points***

This tape should be 30 minutes in length. In this tape you should highlight the skills we have learned in this class. This recording is to be videotaped as you will be required to present part of this to the class in an informal presentation. The amount you will need to transcribe will depend upon your previous performance in class. If you have averaged an A on your first two tapes you will transcribe 10 minutes, 20 minutes for a B, and 30 minutes for a C or less. We will critique each tape together as a learning experience. If you need access to a video recording device, I will make them available on a first-come, first-serve basis.

**Journals x2– 5 points each**

An important aspect of being a professional helper is understanding yourself. To further your understanding, you will be required to complete journal assignments. These are to be written or typed using your own words. I believe it is vital to be completely honest during these exercises, so you will not be required to share anything you have written with others.

**Midterm & Final Examinations – 20 points each**

This exam will cover the skills we discuss and practice throughout the semester. It will be in short-answer format. You will be given client statements and will need to respond to them using the appropriate skills.

**Grade Distribution**

|                            |  |
|----------------------------|--|
| <b>Attendance:</b>         | one free absence, 10 points per missed class after |
| <b>Homework Exercises:</b> | 20 points  |
| <b>Outside Exercises:</b>  | 40 points  |
| <b>Journals:</b>           | 10 points (5 point per journal)                    |
| <b>Midterm:</b>            | 20 points  |
| <b>Final:</b>              | 20 points  |
| <b>Total:</b>              | 105 points   |

## Course Outline

| DATE | TOPIC   | READINGS        | ASSIGNMENT/ACTIVITY                                     |
|------|---|-----------------|---|
| 1/17 | Syllabus/Introductions  | Ch. 1           |   |
| 1/24 | The Therapeutic Relationship  | Ch. 2 & 3       | <b>Journal 1 Open</b>                                   |
| 1/31 | Invitational Skills   | Ch. 4           | <b>Theravue Homework Assignment: Open Question</b>      |
| 2/7  | Reflecting Skills<br>Paraphrasing                                       | Ch. 5           | <b>Theravue Homework Assignment: Reflecting Content</b> |
| 2/14 | No Class This Week  |                 |   |
| 2/21 | Reflecting Feeling  | Ch. 6           | <b>Theravue Homework Assignment: Reflecting Feeling</b> |
| 2/28 | <b>In Class Taping</b>  |                 |   |
| 3/7  | <b>TAPE 1 DUE</b><br><b>In Class Practice &amp; In Class Assignment</b> |                 |   |
| 3/14 | Spring Break  |                 |   |
| 3/21 | Reflecting Meaning  | Ch. 7           | <b>MID TERM online</b>                                  |
| 3/28 | Challenging Skills<br>Goal Setting                                      | Ch. 8<br>Chp 10 | <b>Theravue Homework Assignment: Rupture Repair</b>     |
| 4/4  | Goal Setting Again  | Chp 10          | <b>In Class Practice</b><br><b>Journal 2 Open</b>       |
| 4/11 | Change Techniques &<br>Termination Skills                               | Chs. 11-12      | <b>In Class Practice</b>                                |
| 4/18 | <b>In Class Taping</b>  |                 |   |
| 4/25 | Curative Factors & Advanced Change Techniques                           | Ch13 & 14       | <b>TAPE 2 DUE</b>                                       |
| 5/2  | Catch up and Review   |                 |   |
| 5/9  | <b>FINAL</b>  |                 |   |

**Mode of instruction and course access:**

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**Student-instructor interaction:**

**Please email me with any questions/emergencies you might have. I check email daily and will respond within 48 hours**

**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**Import University Dates****TECHNOLOGY REQUIREMENTS AND SUPPORT****Technology Requirements.**

**This course will use the [A&M-Central Texas Instructure Canvas learning management system.](#)**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

**Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

---

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES****Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [<https://www.tamuct.edu/departments/access-inclusion>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

**Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lmDavis@tamuct.edu](mailto:lmDavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

**The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more



comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

### **Important University Dates:**

#### **January 2018**

January 2, (Tuesday) Winter Break Ends

January 2, (Tuesday) Priority Deadline for Admissions applications

January 5, (Friday) VA Certification Request Priority Deadline

January 11, (Thursday) Convocation

January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)

January 15, (Monday) Martin L. King Jr. Day

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)

January 23, (Tuesday) Last day to drop 1st 8-week classes with no record

January 31, (Wednesday) Last day to drop 16 week classes with no record

#### **February 2018**

February 2, (Friday) Priority Deadline to Submit Graduation Application

February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W

February 15, (Thursday) Last day to apply for Clinical Teaching

February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

#### **March 2018**

March 1, (Thursday) Deadline to submit application to Teacher Education Program

March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation

March 9, (Friday) 1st 8 week classes end

March 9, (Friday) Deadline for Admissions applications

March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)

March 12, (Monday) Spring Break Begins

March 12, (Monday) 1st 8-week grades from faculty due by 3pm

March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)

March 16, (Friday) Spring Break Ends

March 19, (Monday) 2nd 8 week begins

March 19, (Monday) Summer Advising Starts

March 19, (Monday) Class Schedule Published

March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late regis-

trants) (2nd 8-week classes)

March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)

March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record

March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

### **April 2018**

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies

April 2, (Monday) Scholarship Deadline

April 2, (Monday) Registration begins

April 5, (Thursday) Priority Deadline for International Student Admission Applications

April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W\*

April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

### **May 2018**

May 7-11, Finals Week

May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)

May 11, (Friday) Spring Term Ends

May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)

May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)

May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.

May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)

May 14, (Monday) Minimester begins

May 15, (Tuesday) Last Day to clear Thesis Office

May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)

May 21, (Monday) Priority Deadline for Admissions applications

May 25, (Friday) VA Certification Request Priority Deadline

May 28, (Monday) Memorial Day

### **Student Learning Outcomes (SLOs) Grading Rubric**

| <b>(SLO1)</b>   |                   |                     | <b>Competence</b>    |                                  |                         |
|---|-------------------|---------------------|----------------------|----------------------------------|-------------------------|
|   | <b>No<br/>(1)</b> | <b>Some<br/>(2)</b> | <b>Basic<br/>(3)</b> | <b>Above<br/>Average<br/>(4)</b> | <b>Superior<br/>(5)</b> |
| <b>Counseling Tapes</b>   |                   |                     |                      |                                  |                         |
| A general framework for understanding exceptional abilities and strategies for differentiated intervention (IIF3h); |                   |                     |                      |                                  |                         |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Counselor characteristics and behaviors that influence the counseling process (IIF5f);   |  |  |  |  |  |
| Essential interviewing and counseling skills (IIF5g);  |  |  |  |  |  |
| Demonstrates appropriate use of cultural factors relevant to clinical mental health counseling (CMHC:C2j);   |  |  |  |  |  |
| Students will demonstrate appropriate degree of empathy and ability to listen without giving advice  |  |  |  |  |  |
| Students will demonstrate ability to utilize microskills such as minimal encouragements and reflection of content.   |  |  |  |  |  |
| Students will demonstrate ability to use advanced counseling skills at a minimum such as reflection of feelings and meanings and at best challenging skills. |  |  |  |  |  |
| Students will demonstrate ability to identify and establish appropriate client goals.  |  |  |  |  |  |

|        |  |  |  |                   |  |  |
|--------|--|--|--|-------------------|--|--|
| (SLO2) |  |  |  | <b>Competence</b> |  |  |
|--------|--|--|--|-------------------|--|--|

| Journals   | NA | No (1) | Some (2) | Basic (3) | Above Average (4) | Superior (5) |
|--|----|--------|----------|-----------|-------------------|--------------|
| The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b) |    |        |          |           |                   |              |
| Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II1i);  |    |        |          |           |                   |              |
| Crisis intervention, trauma informed, and community based strategies, such as Psychological First Aid (IIF5m);   |    |        |          |           |                   |              |
| Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f);   |    |        |          |           |                   |              |

**Key Performance Indicator**

Name \_\_\_\_\_

| 1   | Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.                    |  |  |   |                       |
|---|--|--|--|---|-----------------------|
| No Competence   | Some Competence  | Basic Competence   | Above Average Competence   | Superior Level Competence   | CACRE P Standard, SLO |
| 1<br>BELOW 3 or 10  | 2<br>3-4<br>10-12  | 3<br>5-6<br>13-14  | 4<br>7-8<br>15-17  | 5<br>9-10<br>18-20  |                       |
| Candidate has no ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling. | Candidate has limited ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling. | Candidate has basic ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling. | Candidate has above average ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling. | Candidate has superior ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling. | IIF5                  |

Each student will be required to record 3 separate counseling sessions with a volunteer client. **This person is not a real client, a family member, a close friend, or a student who has taken this course or currently enrolled in the course.** They must be someone who has volunteered his/her time and understands completely that you are not providing a therapeutic service. This person should realize that this is an academic exercise and that the recordings will be reviewed by me and possibly your classmates. **This interaction should be real and not a role play.**

You should practice counseling skills that we learn in this class. In addition, you will be responsible for transcribing each session. On this transcription, you will need to type verbatim what was said by you and the volunteer client. After you have completed this, you should go back and identify any skills that you used **and** any thoughts you have about the session. This will be handed in when you turn in your recording. For each session you will also need to complete a case note. This case note should follow the format taught in class.

You will be graded on your ability to utilize the skills during the sessions, as well as being able to identify them on the transcriptions. Your case note will also be graded for thoroughness. It is important to note that if the recordings are of such a poor quality that I cannot hear or see them, you will either need to redo the session or receive a 0.

***Tape #1 (Due September 30) 10 points***

This tape should be 10 minutes in length. It should highlight the skills we have learned up to this point (Chapters 1-6).

***Tape #2 (Due October 28) 10 points***

This tape should be 20 minutes in length. It should highlight the skills we have learned up to this point (Chapters 1-9 and 12).

*Tape #3 (Due November 18)* **20 points**

This tape should be 30 minutes in length. In this tape you should highlight the skills we have learned in this class. This recording is to be videotaped as you will be required to present part of this to the class in an informal presentation. The amount you will need to transcribe will depend upon your previous performance in class. If you have averaged an A on your first two tapes you will transcribe 10 minutes, 20 minutes for a B, and 30 minutes for a C or less. We will critique each tape together as a learning experience. If you need access to a video recording device, I will make them available on a first-come, first-serve basis.