



Syllabus for COUN 200 • Seminar in Counseling Techniques (3)

Semester:	SPRING 2020	Department:	Counselor Education & Rehabilitation
Course:	Seminar in Counseling Techniques	Instructor:	Nayantara Rodrigues, M.S., LMFT
Units:	Three (3)	Office:	By appointment only
Time:	Thursdays 4-7pm	e-mail:	nrodrigues@mail.fresnostate.edu
Location:	ED 55	Telephone:	559-776-0079 - cell
Website:	n/a	Office Hours:	

Course Description: Prerequisite: COUN 174. Emphasis given to interviewing skills, philosophy, theory, and methodology as applied to counseling. Student must earn a grade of B or better to move on to COUN 208. (2 seminar, 2 lab hours) (taken straight from the *University Catalog*).

Required Textbook: Martin, D.G. (2015). *Counseling and therapy skills* (4th ed.). Long Grove, IL: Waveland Press.

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th Ed.). Boston, MA: Cengage Learning.

Recommended: Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th Ed). Pacific Grove, CA: Brooks/Cole.

Summary/outline of the course: This 3-unit, lecture/lab course is designed to help you acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. You will **NOT** emerge from the course as a polished psychotherapist, but you will be provided the basic tenets on which many outstanding therapists base their technique. Emphasis is placed on learning and demonstrating the "core conditions" of counseling as defined by the person-centered movement. Course material will be presented using varied instructional methods, including lecture, small and large group discussions, case studies, demonstrations, role play, class exercises, and assigned reading. Sensitive issues will be discussed, and students **MUST** adhere to a classroom

standard of respect for all perspectives. **This is a Web Enhanced class, using Canvas for weekly assignments.** *It is usually expected that students will spend approximately 1 hour of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 3 hours outside of class each week. Some weeks more . . . others less. Like life . . .*

Instructor Office Hours (ED 481-Fall Semester Only): Tuesday, 9:30 a.m. to 1:00 p.m. (call my cell first, this is a temporary office). I'm a pretty busy guy, but I'll find a way to make time for you for consultation. *ALWAYS by e-mail!*

Course Objectives for Marriage, Family and Child Counseling Graduate Students (per the Council for the Accreditation of Counseling and Related Educational Programs – CACREP):

2016 CACREP Standard	Learning Activities & Experiences	Evaluation Method
SECTION 2: PROFESSIONAL COUNSELING IDENTITY F. 1. Professional Counseling Orientation and Ethical Practice		
a	<u>Demonstrate</u> understanding of history and philosophy of the counseling profession and its specialty areas.	Readings, Discussion
b&c	<u>Demonstrate</u> understanding of counselors' roles and responsibilities including multiple professional roles and responsibilities	Readings, Discussion
d	<u>Demonstrate</u> understanding of advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients.	Readings, Discussion
f	<u>Demonstrate</u> understanding of professional counseling organizations, including membership benefits, activities, services to members, and current issues.	Readings, Discussion
i&j	<u>Demonstrate</u> understanding of ethical standards of professional counseling organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling (e.g., ACA Code of Ethics) plus impact of technology.	Readings, Discussion
k&l	<u>Demonstrate</u> understanding of strategies for personal and professional self-evaluation and implications for practice, as well as self-care strategies appropriate to the counselor role.	Readings, Discussion, Fishbowl
m	<u>Demonstrate</u> understanding of the role of counselor supervision in the profession.	Readings, Discussion, Work in Lab, Vignettes
		Discussion, Professional Identity Paper, PCU, Lab, Discussion on systemic and feminist therapy, and counselors' roles as advocates and leaders, Exam(s), Work in Lab, Exam(s), Professional Identity Paper, Discussion, Work in Lab, Professional Identity Paper, Fishbowl, Discussion, Work in Lab, Fishbowl

F. 2. Social and Cultural Diversity			
d	<u>Demonstrate</u> understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	Readings, Discussion, Work in Lab, Vignettes, Fishbowl, Group Project	Discussion, Vignette Responses, Work in Lab, Professional Identity Paper, Group Project, PCU
g	<u>Demonstrate</u> understanding of the impact of spiritual beliefs on clients' and counselor's worldviews.	Readings, Discussion, Work in Lab, Vignettes, Group Project	Discussion, Vignette Responses, Work in Lab, Fishbowl, PCU, Group Project
F. 5. Counseling and Helping Relationships			
a	<u>Demonstrate</u> understanding of theories and models of counseling.	Readings, Discussion on Theories, Work in Lab, Vignettes, Fishbowl, Group Project	Professional Identity and Self-Growth Paper, Vignette Responses, Fishbowl, Group Project, PCU
d	<u>Demonstrate</u> understanding of ethical and culturally relevant strategies for establishing and maintaining relationships.	Readings, Discussion, Work in Lab, Vignettes, Fishbowl	Professional Identity and Self-Growth Paper, Vignette Responses, PCU
f	<u>Demonstrate</u> awareness of counselor characteristics and behaviors that influence the counseling process	Readings, Discussion, Work in Lab, Vignettes, Fishbowl	Professional Identity and Self-Growth Paper, Vignette Responses, Fishbowl, PCU
g	<u>Demonstrate</u> essential interviewing, counseling, and case conceptualization skills	Readings, Discussion, Work in Lab, Vignettes, Fishbowl	Vignette Responses, Fishbowl, Work in Lab, PCU
l	<u>Demonstrate</u> understanding of suicide prevention models and strategies	Readings, Discussion	Discussion based on case examples, Vignette Responses, PCU
m	<u>Demonstrate</u> understanding of crisis intervention, trauma-informed, and community-based strategies	Readings, Discussion	Professional Identity and Self-Growth Paper, Discussion, PCU
n	<u>Demonstrate</u> processes for students developing a personal model of counseling	Readings, Discussion	Discussion based on case examples

Course Objectives for School Counseling Graduate Students (per the California Commission on Teacher Credentialing – CCTC):

- **Objective 1:** The student will demonstrate a practical, understanding of basic responding skills through counseling and/or role play activities CTC 27

- **Objective 3:** Candidates will actively participate in class activities, which includes assuming the role of both counselor and client as requested. CTC 8, 14, 25 (CTC 8, 14, 25 Introduction)
- **Objective 4:** The student will observe peers and offer critique on the appropriateness of their counseling behaviors. CTC 16 (CTC 16 Introduction)
- **Objective 5:** Compare and contrast counseling theories and techniques appropriate for various client populations, including multicultural and social equity populations CTC 3, 21, 23 (CTC 6, 21 Introduction)
- **Objective 6:** Demonstrate an ability to apply current legal and ethical practices to the counseling relationship CTC 6, 18 (CTC 6 Introduction)

Areas of focus (CCTC):

- **Areas of specific mention** in this course include: studies that provide an understanding of the nature and needs of individuals at all developmental levels; theories of learning and personality development. CTC 2, 25 (CTC 2, 25 Introduction)
- **Areas of specific mention or focus** include: a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. CTC 7, 21 (CTC 7, 21 Introduction)
- **Areas of specific mention or focus** include: a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. CTC 11
- **Areas of specific mention** in this course include: Professional identity - studies that provide an understanding of all of the following aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. CTC 17, 18 (CTC 18 Introduction)
- **Areas of specific mention** in this course include: Professional organizations, primarily ACA and CAMFT, including membership benefits, activities, service to members, and current emphases. CTC 18

Student Outcome and Assessment Plan (SOAP): The Counselor Education faculty is committed to providing a program milieu that offers students the opportunity for professional and personal growth. The learning goals of the program emphasize achieving a firm understanding of the theoretical foundations of counseling and its practical applications, and becoming responsive to the cultural, ethnic, racial, disability, gender, sexual identity, and socio-economic context of individuals, couples, and families. COUN 200 emphasizes the following nine learning objectives.

SOAP Goals/Objs.	Objective	Evaluation Method
Goal 1: Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society. Upon successful completion of the Counseling: Option in Marriage, Family and Child Counseling, MS degree program, students will be expected to be able to:		
Objective 1.2	Conduct effective individual, couples, marriage, family, child, and group counseling.	Readings, Counseling Practice, Fishbowl Exercise, Group Project
Objective 1.4	Apply professional counseling expertise under direct supervision	Counseling Practice, Fishbowl Exercise, Counseling Lab
Objective 1.7	Demonstrate awareness to the existence of cultural diversity, demonstrate sensitivity to people with differences, demonstrate responsiveness to recognize differences through counselor interventions with individuals and groups.	Readings, Discussion, Exams, PCU, Group Project
Goal 2: Prepare professional counselors who are proficient in written and verbal communications		
Objective 2.2	Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate mental health terminology and consultative practices.	Professional Content Update (writing assignment), Counseling

		Practice. Lab work. Group Presentation
Goal 3: Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments		
Objective 3.2	Maintain effective working relationships with members of the mental health and service community.	Reading, Discussion, Personal Counseling
Goal 4: Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California.		
Objective 4.1	Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society	Discussion, Exams, PCU
Objective 4.2	Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.	Counseling Lab Practice, Exams
Goal 5: Provide Counseling: Option in Marriage, Family and Child Counseling students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and the licensure requirements of the State of California's Board of Behavioral Science as a Marriage and Family Therapist.		
Objective 5.1	Monitor and adjust program curricula to comply with the regulations of the State of California Board of Behavioral Science.	Discussion, Evaluate Progress, Evaluate BBS Regulations.
Objective 5.2	Maintain academic and practical curricula reflective of standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP).	Discussion, Readings, Counseling Practice, Fishbowl

Learning the Skills: You will have the opportunity to practice the skills taught in role-play, classroom exercises, via weekly content exercises on Canvas, and 1:1 counseling practice. All members of the class will serve both as counselor and client at various times. This class is heavily reliant on the experiential process, and you *must be involved* and supportive of each other to maximize the professional growth opportunities for all. Student counselor-client interactions will be recorded for additional evaluation and study.

Policy on Attendance: In order to learn these skills, you must be present--**your attendance is expected.** Please call and alert me to any absence prior to class. Students who absences show to be interfering with their learning of the skills will be asked to drop the class. There are serious consequences for not learning the skills! Just like the high school raffle, **"YOU MUST BE PRESENT TO WIN."**

Policy on Late and make-up work: Please note there will be a penalty for late work. For every class day late, 33% of the total possible points will be deducted until no points remain. Should you have something planned, please let me know in advance with an e-mail.

Accessories You Will Need for the Class: Our counseling lab has rather complicated and delicate audio/video recording system. You'll need a 4GB thumb drive to download your sessions for review and evaluation. **YOU MUST PURCHASE A NEW THUMB DRIVE FOR THIS CLASS AND ONLY USE IT FOR THIS CLASS. NO VIRUS PROBLEMS!** Your sessions will playback only on the "VLC" player from <http://videolan.org> (free download). We'll discuss this at the beginning; a tour of the lab will cause this to all make sense.

University Policy on Students with Disabilities: The University is committed to providing reasonable academic accommodation to students with disabilities. Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities (559-278-2811) for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate your needs. **IF YOU EXPECT ACCOMMODATION THROUGH THE ACT, YOU MUST MAKE A FORMAL REQUEST THROUGH SERVICES FOR STUDENTS WITH DISABILITIES.**

University Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration);
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading; and
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

It is important that we all do the 'right thing' where exams, papers, and other academic matters are concerned; the university permits your instructor to require students to sign a statement on all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

University Policy on Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a "0" or "F" on an assignment, through an "F" for the course, to expulsion from the university. For more information, refer to the *University Catalog*.

Counselor Education Program Policy on the use of Electronic Devices in the Classroom (Adopted 12-11-2007): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" (**not** "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking

course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (Facebook, LinkedIn, Instagram, Twitter, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action (keep reading . . .).

University Policy on Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action . . ."

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.fresnostate.edu/technology>) or the University Bookstore (The Kennel) (<http://www.kennelbookstore.com>). In the curriculum and for class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Statement on Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page, <http://www.fresnostate.edu/home/about/copyright.html>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Active Reading, Learning, and Participation: *Active reading* means doing the following for each reading assignment: list points you think are important, questions that you have, inconsistencies that you find, areas of interest, and connections with other readings both in this course and in others. *Active learning* means that you not only read the readings, but that you develop points of

view about what the authors say and do some critical analysis of the ideas on the readings. The nature of the course necessitates completing the assigned readings prior to class. Our discussions will hinge on the readings and the quality of the discussion will depend on class members' understanding of the readings. *Active participation* means that you bring your insights and contribute them to the class discussion. It also means engaging actively with the thoughts of your colleagues, listening carefully, responding openly to, and making connections with others' contributions. Therefore, attendance in class is essential. The readings for the week are listed in course schedule and focus on the themes of professional identity, counseling skills, philosophy, and theories.

Ethics: It is expected that you always act in a professionally responsible way. This includes attending class, being punctual and prepared, participating actively, and other subtler forms of desirable behavior. Given the nature of this class--the kind of intimacy that emerges in counseling relationships--all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the "Ethical Standards" of the American Counseling Association (ACA). This "ethics" document will be assigned (for internet retrieval) and discussed early in the course.

INSTRUCTIONS FOR ASSIGNMENTS:

1. **Exams:** There will be two (2) exams during this course: one during midterms (oral exams and feedback) the second a Professional Identity and Self Growth Paper (CTC 8 Assessment)
2. **PERSONAL JOURNALS:** Students are expected to have a personal journal starting the first day of fish bowl until midterms. After every class write a paragraph or half a page of your experience related to what took place in class that day. The reflection will be feelings, thoughts, and/or reactions that YOU felt. Please do not talk about others experience or what you observed in others. This journal is for yourself and your personal growth.
3. **GRADED HOMEWORK ASSIGNMENT:** There will be a homework assignment in which you will be graded. It is intended to facilitate your progress in developing your counseling skills. Therefore, completion of the assignment is considered part of your ethical/professional responsibility. 2 points will be taken off each day it is late.
4. **Professional Identity and Self-Growth Paper:** (a) define your identity as a professional counselor based on the counseling philosophy that resonates with you and your area of specialization; (b) counseling theory/approach that best describes your work as a counselor-in-training; (c) thoughts and feelings concerning your growth and development as a counselor-in-training including specific strengths, weaknesses, and areas in which you need further development; and (d) activities that supported your self-growth this semester (e.g., counseling, group work, volunteer activities, conferences, and workshops) and plans on how you will continue self-growth and exploration throughout the Master's Degree Program. (CTC 8, 18, 21 Assessment)
6. **Counseling Competence and Professional Responsibility** are addressed within the Course Evaluation Activity table presented below. Your "counseling competence" will be determined by a rating procedure designed to discriminate levels of counselor effectiveness, yet it is a subjective rating system. Since this is a "skills" oriented class, you will have ample opportunity to learn and hone your basic counseling skills. As with any skill-building process, feedback will

be frequent and ongoing. Your active participation is the key to success in this area. I'm not looking for perfection (as it doesn't exist), just growth. As I mentioned on page one of this tome, we are going to focus on "basic skills" as well as facilitative attitudes, honest discussion, respect for people's differences, issues, and concerns, and maximizing counselor growth. (CTC 14 Assessment)

The following scale will be used to evaluate students in this course:

Course Evaluation Activity (1% = 6 Canvas points)	%-Value	Points
Midterm	15%	60
Personal Journals	10%	40
Graded Homework Assignment	5%	20
Professional Identity and Self-Growth Paper (final)	15%	60
Counseling Competence *	50%	200
Professional Responsibility **	5%	20
TOTAL FOR CLASS ACTIVITIES	100%	400

Grading Scale: A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = below 60%. Students who make a grade of "C" or below may be asked to retake the course to gain the skills required for success in subsequent courses.

* This is, for the most part, a function of professional judgment on the part of your instructor-- feedback is essential to keep you feeling comfortable with this method of evaluation.

** Usually this is no problem, and will only be "worth" the value listed. Infractions resulting in personal/emotional injury will increase this weighting. Don't panic, we'll discuss this.

IMPORTANT NOTICE on Clinical Review; a Process to Assist Students . . . and Protect the Profession:

Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.

For FREE Tutoring on Campus: Contact the Learning Center in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559-278-3052 (<http://fresnostate.edu/studentaffairs/lrc>).

Our Campus has Developed "SupportNet" to connect students with specific campus resources promoting academic success. Students may be referred to it if determined they need these services to succeed in your course (<http://fresnostate.edu/studentaffairs/lrc/supportnet>).

Student Handbook: Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: <http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>

Calendar of Events (CTC 8, 14, 16, 21, 25 Practice: Discussions and Fish Bowl)

NOTE: Assignments are listed on the date you are to begin them and should be completed by the following class.

January 23:

Housekeeping (prerequisites/adds/waiting list etc.)
Introductions/Getting to Know You/Each other
Review Syllabus
Your 174 Experiences
Discussion about Class/Expectations/Fears/Integrating different fields (how this class can be beneficial to all fields NOT just MFT's)/type of approach we will be utilizing
ASSIGNMENT: Chapter 1 & Vulnerability/ Shame and Guild Video

January 30:

NAME GAME
Chapter 1 Discussion/Questions/Comments
Vulnerability & Shame/Guilt video Discussion
The Core Conditions – Lecture/Discussion
Core Conditions Group/Classroom Exercise (examples of core conditions)
Fish Bowl- Example from Peer Consultant
ASSIGNMENT: Chapter 2&3 DUE NEXT WEEK GRADED HOMEWORK ASSIGNMENT

February 6:

NAME GAME
Chapters 2&3 Discussion/Questions/Comments
Graded Homework Assignment Due- Group Discussions
Fish Bowl
ASSIGNMENT: Chapter 5 & Review Samples of Affective Words
Review 20 Alternatives to it sounds like

February 13:

Chapter 5 Discussion/Questions/Comments
Immediacy and Personalizing – Lecture/Discussion
Fish Bowl
ASSIGNMENT: Chapter 6 & Review The Client is in Charge &
Review Barriers to Effective Communication- Lecture/Discussion

February 20:

Chapter 6 Discussion/ Questions/Comments
Fish Bowl
Assign Groups
Orientation to Labs
ASSIGNMENT: Chapters 4 & Review Evocative Empathy

February 27:

Chapters 4 & 8 Discussion/Questions/Comments
Fish Bowl
Labs
Review for Midterm/Schedule Midterm Meetings

March 5: **MIDTERM MEETINGS /JOURNAL** (Readings; lecture material; ethics; skills responses)
Labs for those who do not have Midterm Meetings on this day.

March 12: **MIDTERM MEETINGS /JOURNAL** (Readings; lecture material; ethics; skills responses)
Labs for those who do not have Midterm Meetings on this day.

March 19: **MIDTERM MEETINGS /JOURNAL** (Readings; lecture material; ethics; skills responses) Labs
for those who do not have Midterm Meetings on this day.
ASSIGNMENT: Chapter 11 & Browse ACA Ethical Standards

March 26:
LABS
ASSIGNMENT: Chapter 14&16 Labs

April 2:
Labs
ASSIGNMENT: Chapter 17

April 9: SPRING BREAK

April 16: Closing with Groups/My evaluation

April 23: Closing with Class Potluck

April 30: **FINAL (Readings, lecture material, skills responses, ethics)**

***Syllabus may change due to needs of the class. Instructor will give advance notice on changes. ***

Selected Bibliography:

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- Murphy, B.C. & Dillon, C. (2012). Interviewing in action in a multicultural world (4th ed.). Pacific Grove, CA: Brooks/Cole.