

Syllabus for COUN 208 • Practicum in Counseling			
<b>Semester:</b>	Fall 2020	<b>Department:</b>	Counselor Education & Rehabilitation
<b>Course:</b>	Practicum in Counseling	<b>Instructor:</b>	
<b>Units:</b>	Four (4)	<b>Office:</b>	
<b>Time:</b>	Tues, Thurs 7:00-9:50pm	<b>e-mail:</b>	
<b>Location:</b>		<b>Telephone:</b>	559-346-7127
<b>Website:</b>		<b>Office Hours:</b>	By appointment only

### Course Description

This course offers supervised, on-campus counseling experiences with selected clients. Students gain experience in individual counseling, critiquing of recorded sessions and typescripts, observations, case consultation and case report writing. Issues of gender, ethnicity, class, sexual orientation and disability as they impact the counseling process will be explored. This course consists of two hours of seminar and four hours of lab experience. Course material will be presented using systematically varied instructional models including lecture, student discussion, role play, case studies, student presentations, demonstrations, didactic instruction and assigned readings. Lab activities will include conducting individual counseling sessions, observing other students, reviewing recorded (audio/visual) sessions and case consultation. This course meets the CACREP standards for the development of professional orientation and ethical practice with specific emphasis on Standards Section II G 1 d, e, f; 2 a, b, e, f; 3 c, e, f; 5 a, b, c, d, g; Section III F 1, 2, 3, 4, 5; Practicum standards F1, 2, 3, 4, 5

## Prerequisites

This course is open to Masters in Counseling degree and PPS students only. Students must have successfully completed COUN 200 with a grade of "B" or better.

### Course Objectives and Learning Outcomes (CTC 4, 6, 18 Introduction and Practice)

The goal of this course is to support students in developing strong professional identity through conducting and reflecting upon their counseling practices. By the end of the course students should be able to:

1. Demonstrate basic and advanced counseling skills during individual counseling sessions including the ability to establish therapeutic counseling relationships, design effective intervention strategies, evaluate outcomes, and conduct effective termination of counseling relationships with diverse clients.
2. Assess the counseling process and themselves as counselors through engaging in a series of activities: providing individual counseling, writing reflection journals, and evaluating their own micro-counseling skills and core-conditions implemented in each counseling session (CACREP II.G.5.c).
3. Apply theory to practice while counseling clients from diverse backgrounds (CACREP II.G.2.a-f, 3.e, 5.d).
4. Engage in peer-evaluation through observing and critiquing the counseling sessions lead by your peers and providing constructive feedback on the strengths and weaknesses of counseling sessions you observed (CTC #4 and #31).
5. Understand and apply the legal and ethical principles that govern the counseling profession as prescribed by the American Counseling Association (ACA) and related entities (CACREP II.G.1.j; CTC # 6 and #18).
6. Recognize and seek consultation (with instructor) when confronted with "crisis", "safety," "legal" and "ethical" issues presented by their client(s).
7. Write progress notes and case reports that are clear, comprehensive and accurate.
8. Learn about counseling theories and interventions that could support clients in resolution of such issues (e.g. promoting persistence among first generation students, teaching healthy ways to cope with depression, stress management etc.).
9. Expand their capacity to embrace and appreciate diversity through receiving opportunities to connect with college students who might be different than themselves in relation to gender, sexual orientation, ethnicity, religion etc. in a more genuine and meaningful manner.
10. Incorporate social justice and multicultural counseling concepts in counseling sessions.
11. Demonstrate self-care strategies appropriate to the counselor role (CACREP II.G.1.d).
12. Reflect upon the ways in which providing counseling transformed their current perspectives, biases, stereotypes, and sense of "self".
13. Translate the learning gained from engaging in individual counseling sessions to the areas of their specializations and clients they aspire to serve in future.

## CTC Standards (Introduction)

This course develops and assesses students for the PPS-School Counseling Credential in accordance with the following CTC Standards:

CTC #2: Understanding of the effects of language, cultural variables, diversity, socioeconomic status, and factors of resiliency.

CTC #3: This course provides experiences directed toward the improvement of student's ability to communicate with clients of all ethnic, racial and cultural diversity groups and be involved in the necessary activities toward solution of identified problems.

CTC #4: The abilities of students to assess a client, the counseling process, and themselves as counselors are developed in this course through a series of activities: providing individual counseling, observing and critiquing of peers in counseling, critiquing of tapes, writing reflection journals, and writing reports and progress notes on counseling sessions.

CTC # 6 and # 18: Students will understand the professional code of ethics of ACA and be able to incorporate those ethical standards into the counselor's behavior.

CTC #8: Students are supervised, on-campus counseling experiences with selected clients. While students work on developing their counseling skills, they are also helped to gain understanding of how their own self-concept and issues may influence their counseling competence. This is accomplished through receiving feedback from instructors and peers, reviewing tapes of their counseling sessions, and maintaining a personal journal throughout the semester. These journals are designed to help students gain insight into themselves and what personal characteristics facilitate and/or hinder their counseling abilities. Students write reports summarizing their assessment and understanding of the client's self-concept, world-view, nature of concerns, and decision-making behaviors.

CTC # 11: Students demonstrate an understanding of learning theories and factors influencing learning and teaching including emotional state, motivation and organizational skills.

CTC # 14: Students will demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.

CTC# 16: Students demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements.

CTC # 18: Professional identity is developed through conducting counseling services in the capacity of a counselor and reflecting on their practices.

CTC #21 Students know the theories, concepts, processes, skills and practices required for successful personal and social development.

CTC # 23: Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils.

CTC #25: Candidates know community-based mental health referral resources and effective referral practices.

CTC #27: Students demonstrate collaborative competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school.

## NCATE 1.6 Professional Dispositions

This course supports the development of the following professional dispositions among students: critical thinking, professional ethics, valuing diversity, collaboration, and life-long

learning. Students will demonstrate these dispositions through their class discussions, written assignments, and case studies. Students will be given feedback on their development of these dispositions as an ongoing process and through a written evaluation sheet at the end of the semester.

### **Required Texts**

1. Handbook for COUN 208: Practicum in Counseling (available on Canvas).
2. Copy of ACA or CAMFT Ethical Guidelines (available on Canvas).

### **Recommended Texts**

1. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th Ed). Pacific Grove, CA: Brooks/Cole.
2. Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins. MLA Citation.
3. Jongsma, A.E., Peterson, M.L., & McInnis, W. P. (2000). *The adult psychotherapy treatment planner*. John Wiley & Sons: New York.

### **Course Requirements**

#### **\*Liability Insurance:**

Students automatically purchase malpractice insurance through the university (written by Lloyd's of London) by their registration in this class; unfortunately, you are not a "named insured" and you do not get a policy in your hands. The faculty recommends (and many placements demand) that students have their own insurance, which comes with a policy face sheet with YOUR NAME on the policy. Malpractice insurance is available through ACA, AAMFT, and/or CAMFT (and probably others, too). Since some of you are pursuing the MFCC Degree (and the license in California), you are strongly encouraged to examine the CAMFT program for your independent insurance (it will be something you will carry during your career.) **Note:** ACA, AAMFT, and CAMFT are professional counseling organizations that could strengthen your professional identity and expertise as counselors and therapists apart from providing liability insurance.

#### **\*Adhere to the ACA or CAMFT Code of Ethics and Standards of Practice:**

Practicum students must uphold a high degree of professionalism at all times when working with clients. This includes knowledge of the ACA and CAMFT ethical code and the applicable laws in California. Also read section entitled "Professional Behavior" in the Handbook (CACREP II.G.1.j). Located on Canvas.

**\*Individual Counseling and Digital Recording:** All counseling sessions will be recorded. Students should purchase a new encrypted 4GB Flash Drive that is USB 2.0 compatible for uploading the recorded sessions. Digital recordings are to be treated with the highest level of confidentiality. Students are responsible for destroying all recorded information at the end of the

semester. Counseling sessions are to remain confidential in accordance with ACA's Code of Ethics. Students should review each recording in a confidential setting and use them for self-assessment and session notes. On occasion, students may be required to submit recordings for review and feedback from the instructor. In keeping with practicum policy, students should ensure clients have signed the informed consent form, which includes notification that session recordings are to be used for supervisory and educational purposes, prior to beginning counseling. (CTC 2, 3,4,5,10, 18, 25 practice); (NCATE 1.2, 1.5, 1.8, 4)

**\*Evaluations:**

Apart from providing students on-going supervision, Instructor will meet students to discuss their mid-term and final evaluations based on the evaluation templates provided by the Counselor Education Program. (CTC 2, 3, 4, 6, 8, 14, 18, 25 assessment)

**\*Triadic and Group Supervision:**

Students will participate in triadic supervision about their specific counseling concerns and issues that may enhance or compromise therapeutic relationship and/or counseling skills for an average of **1 hour** of individual/triadic supervision per week. Students will participate in group supervision approximately **2 hours** per week. (NCATE 1.2, 1.5, 1.8, 4) (CTC 2, 5, 10, 11, 14, 16, 23, 25, 27 assessment)

**\*Attendance: (30 points)**

It is extremely important you do not miss sessions and supervision. If your absence is unavoidable, you are responsible for contacting your clients in a timely manner (at least 24 hours in advance) and notifying your instructor, through email and/or phone. **Unannounced absences are considered "unethical conduct", and could result in a failing grade in the course. You are allowed to miss 2 class days without any academic impact. After 2 missed class days, your grade automatically drops one letter grade.** Your attendance is essential for this class.

**\*Student Progress Folders: (10 points)**

Students will maintain a Progress Folder which includes: **Time Logs, Mid-Term Evaluation, and Final Evaluation** along with all documentation and records. Student progress folders will be evaluated by the instructor. (CTC 4 assessment); (NCATE 1.2, 1.5, 1.8, 4).

**Following material must be placed in progress folder regularly:**

**Time Logs**

Students are required to complete a Time Log, which include: **Counseling Time Sheets, Observation Time Sheets, and Supervision Time Sheets (See forms in Handbook, Canvas)**. These will be turned in at the last class meeting. Students are also required to complete the Proof of Sessions Form as needed for clients, and to give them to the clients at their final sessions. MFCC students who are continuing on to COUN 238 are required to make a copy of their time logs and submit to COUN 238 instructor.

**\*Client Sessions Folder: (30 points)**

Students are required to maintain a folder with clients' legal documents such as client application for counseling and release forms as well as complete session notes after each counseling session. Instructor might ask for the session notes during any group session. Failure to keep updated and appropriate notes will result in a reduced final grade. The sample template for session notes is included in handbook, Canvas. (CTC 3, 4, 6, 8, 11, 23, 25 Practice)

1. Client Progress Folders must be kept strictly confidential. These folders will be reviewed by the instructor before Midterm and Final Evaluations. The folders must include:
  - a. Application for Counseling (Informed Consent)
  - b. Permission to Record
  - c. Counselor Trainee Evaluation Forms (Completed by clients following each session)
  - d. Case Write-Ups, Case Notes, and Case Summaries.
  - e. Observation Forms (Provided by Peer Observers)
  - f. Other appropriate/necessary documents, i.e. Authorization to Receive & Release Information, No-Harm Contract, Suspected Child/Elder/Dependent Adult Abuse Reports, etc.
  - g. Any other documents pertaining to the client and/or containing the client's name.
  - h. Typescripts.

Client Progress Folders will be turned in to the instructor for review as requested prior to midterm evaluations and again following the last counseling session of the semester. The folders will be held in confidence for one year, and then will be destroyed.

**\*CASE WRITE-UP INTAKE:** Due no later than one (1) week following the first session for each client. If inaccurately done, you will be requested to redo them and resubmit to the instructor. (Use Format on Canvas)

**\*CASE NOTES:** Written following each session and filed in the client's folder. Case notes for the second-??? session will be turned into instructor no later than 1 week following that session. If inaccurately done, you will be requested to redo it and resubmit to the instructor. (Use Format on Canvas)

**\*CASE SUMMARIES:** Due no later than one (1) week following the last session for each client. If inaccurately done, you will be requested to redo them and resubmit to the instructor. Last session requires a case note and closing case summary. (Use Format on Canvas)

**BEGIN FIRST SET OF CLIENTS: To Be Announced.**

**\*Peer-Evaluation: (10 points) (CTC4,10, 16, 23 Practice)**

Student will be required to observe and critique a minimum of twenty (20) counseling sessions for a total of 800 minutes (40 minutes per session) of other counselor trainees. After the observation, the observer and counselor should plan to meet for at least ten (10) minutes to exchange both verbal and written feedback. The observer is responsible for getting the report to the counselor who will keep the reports for review with the supervisor. It is important to remember that when observing a counseling session, written feedback must be given to the counselor. This type of feedback is often more helpful than just verbal feedback based on a sketchy recollection of events. In addition, counselors can use written feedback to augment their audio/video tape session reviews. Students will be expected to have completed 400 minutes of

counseling session observation at mid-term review and 800 minutes by the final evaluation. (CTC 4, 23 Practice); (NCATE 1.2, 1.5, 1.8, 4).

**\*Engaging in Active Reading: (20 points)—5 points each due by midnight.**

The instructor has uploaded (4) research articles on Canvas that promote growth as counselors and professional development. Each student is required to read the research articles as assigned throughout this semester. As most of the in-class time will be dedicated to discussing students concerns as novice counselors and client issues, students will be responsible for their own reading. To assess student's engagement with reading material, instructor will evaluate students critical thinking skills demonstrated in assigned discussion board activities throughout semester.

**\*Reflective Essays: (20 points)—Submit by email. (CTC 3, 5, 11, 16 assessment)**

Students are required to submit two reflective essays (3 to 5 pages each) on the following two themes with follow-up questions that might aid the process of reflection:

**Beginning of Semester Reflective Essay—Part One—Due on 9/3/2020 @ 7:00pm**

- a. For what reason(s) did you decide to become a counselor/therapist?
- b. In this class, you will have opportunity to serve college students through providing them individual counseling. Engage in informal conversations with undergraduate students who might be your friends, student club members etc. What are some of the individual and systemic-level issues that they are concerned about?
- c. What are some of your strengths and weaknesses that might influence your ability to provide counseling to college students?

**End of Semester Reflective Essay—Part Two—Due on 12/3/2020 @ 7:00pm**

- a. Ikeda (1990) expressed that world peace begins with encouraging the person right in front of us. In this class, you had opportunities to deeply listen to and encourage college students through individual counseling. Do you believe you had an impact on the lives of students you met and on larger community? In what ways?
- b. How has the experience of providing individual counseling transformed your own values and sense of "self"?
- c. What are some of the areas you want to continue to grow in as counselors-in-training and in what ways (e.g. any specific self-care strategies)

The Reflective Essays will receive "A" if they reflect thoughtful personal introspection that enhances your insights regarding your personal and professional identity (CACREP II.G.1.d).

**\*Typescript: (10 points) Submit by email. Due on 10/8/2020 @ 7:00pm.**

Students are required to complete two typescripts during the semester. Typescripts will consist of (1) verbatim account of five (5) minutes of counseling. The typescript will be typed in two columns with the text of the session on one side and students' comments regarding accuracy, effectiveness and possible better responses on the other side.

Typescripts should illustrate five minutes of counseling that needs close scrutiny and work

and are for the purpose of sharpening students self-critiquing skills.

### Student Evaluation Criteria

Level of Counseling Skills and Competencies.....	50 points
Attendance.....	30 points
Engaging in Active Reading/Discussion Board.....	20 points
Student Folder.....	10 points
Client Folder.....	30 points
Peer Evaluation.....	10 points
Reflective Essay Part One.....	10 points
Reflective Essay Part Two.....	10 points
Typescript.....	10 points
<b>Total.....</b>	<b>180 points</b>

Please be aware that, while there are written assignments for this course, this is a practicum course that is required for continuation to further practicum and fieldwork experiences in your program. **Therefore, your ability to demonstrate ethical and effective clinical skills is required to receive a grade of ‘B’ or better on the final evaluation and continue further in the program.**

Letter grade will be determined by the following total points:

Grade A: 162-180

Grade B: 144-161

Grade C: 126-143

Grade D: 108-125

Grade F: 0-107

\* Your counseling competency grade is determined by a rating procedure designed to help discriminate levels of skill. (See handbook for copy of Midterm/Final Evaluation form.) However, it is a subjective rating system, and is, in large part, a function of professional judgment on the part of the instructor. Frequent feedback is essential to keep students feeling comfortable with and clear about this method of evaluation. **Students are responsible** for making appointments to meet with the instructor if additional feedback is desired.

\* Anyone earning a **C or below** will be asked to repeat the Practicum course, after appropriate remedial action is taken. Anyone receiving a C or below at midterm evaluations will receive a Memorandum of Understanding to help clarify areas needing improvement to achieve a B or better in the course.

\* NOTE: A GRADE OF C OR LOWER FOR THE COURSE MAY BE ASSIGNED FOR ANY BREACH OF PROFESSIONAL/CLASS ETHICS, WHICH HAS THE POTENTIAL FOR CAUSING HARM (e.g. breach of confidentiality, missing a counseling appointment without prior notice to the client, etc.).

*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.*



<b>Kremen School of Education and Human Development</b>	
<b>Theme</b>	Leadership for diverse communities
<b>Vision</b>	The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.
<b>Mission</b>	The mission of the Kremen School of Education and Human Development is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

### Course Schedule and Content Areas

<b>Day</b>	<b>ASSIGNMENT</b>
8/20	Syllabus Review and Practicum Goals Review: CAMFT & ACA Ethical Guidelines Ethical Guidelines of Counseling MOU Regarding Confidentiality Role-Plays Feedback Guidelines
8/25- 8/27	Video: Vulnerability Video: Empathy vs. Sympathy COUN 200 Counseling Core Conditions Crisis Assessment Person Centered Therapy Fish Bowl Role-Plays <b>Assigned Reading Canvas Discussion Board Due 8/27/2020</b>
9/1- 9/3	Case Write Ups, Case Notes, Case Summaries Structure of Sessions Fish Bowl Role Plays <b>Reflective Essay One Due 9/3/2020</b>
9/8- 9/10	Basic Counseling Skills and Therapeutic Alliance <b>Assigned Reading Canvas Discussion Board Due 9/10/2020</b>

9/15-9/17	Reflection of Feelings
9/22-9/24	Mental Health Status Exam <b>Assigned Reading Canvas Discussion Board Due 9/24/2020</b>
9/29-10/1	Immediacy Confrontation Self-Disclosure
10/6-10/8	<b>Mid-Term Evaluations</b> <b>TypeScript Due 10/8/2020</b>
10/13-10/15	Countertransference/Transference
10/20-10/22	Client Goals and Outcomes Development of Treatment Plan <b>Assigned Reading Canvas Discussion Board Due 10/22/2020</b>
10/27-10/29	Reflection of Meaning and Interpretation
11/3-11/5	Discussion on Intervention Strategies
11/10-11/12	Discussion on Termination of Sessions
11/17-11/19	Discussion on Professional Identity
11/24	<b>Thanksgiving Break—11/26</b>
12/1-12/3	Discussion on Personal Growth and Self-Care Celebrate personal and professional growth <b>Final Evaluations</b> <b>End of Semester Reflective Essay Due 12/3/2020</b>
12/8	<b>Consultation Days 12/10-11</b>
12/15	<b>Final/Wrap Up Semester</b>

\*This syllabus is subject to change based on unique characteristics of class and situations surrounding it.

### **University/Departmental Policies**

STATEMENT ON SERVICES FOR 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 for information regarding accommodations.””(Madden Library 1049, 278-2811) Please notify your instructor immediately, so that reasonable accommodations for learning and evaluation can be made.

STATEMENT ON CHEATING AND PLAGIARISM: “The University has a written policy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. The full text of the document is available in the office of the Vice President for Student Affairs in the Joyal Administration Building, Room 262. University definitions of cheating and plagiarism may be found in the section on ‘Legal Notices’ in the current ‘Schedule of Courses’.”

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.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and 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.”

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 and/or removal from class.”

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

COPYRIGHT POLICY: Copyright laws and fair use policies protect the rights of those who have produced 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.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfll.pdf>. For copyright Questions and Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>.

Digital Campus 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.

#### POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM (Adopted by the Counselor Education Program, 12/11/07)

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” 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 (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., is 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.

#### **Suggested Readings**

Bugental, J.F. (1987). *The Art of the Psychotherapist*. WW Norton & Co.: New York.

- Carkhuff, R. R. (1967). *Helping and human relations: A primer for lay and professional helpers*. NY: Holt, Rinehart & Winston.
- Carkhuff, R. R. (1983). *The art of helping*. (5th ed.) Amherst, MA: Human Resource Development Press.
- Corey, M. & Corey, G. (1989). (2nd ed.) *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.
- Cormier, S. & Nurius, P.S. (2003). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions (5<sup>th</sup> Edition)*. Thomson: Brooks/Cole: Pacific Grove, CA.
- Ivey, A. (1972). *Microcounseling: Interviewing skills manual*. Springfield, IL: Charles C Thomas.
- Martin, D.G. & Moore, A.D. (2003). *First steps in the art of intervention*. Pacific Grove, CA: Brooks/Cole.
- Pederson, P. (1988). *A handbook for developing multicultural awareness*. Alexandria, VA: American Counseling Association.
- Pedersen, P., Drguns, J., Lonner, W., & Trimble, J. (1976). *Counseling Across Cultures*. University Press Hawaii: HI
- Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The Convergence of Race, Ethnicity and Gender. Multiple Identities in Counseling*. Prentice Hall: New Jersey.
- Rogers, C.R. (1954). *Becoming a person. A therapist's view of psychotherapy*. Boston: Houghton Mifflin.