COURSE SYLLABUS (revised)

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Counselor Education

COURSE: CED 7040 Techniques of Counseling

CALL NUMBER: 10368

COURSE CREDIT: Four (4) Credit Hours

SEMESTER: Winter 2014

COURSE LOCATION: 21 Manoogian [likely will be changed]

TIME: Wednesday, 5:30 p.m. - 9:15 p.m.
January 6 – April 29, 2014
First class January 8th

INSTRUCTOR: Stuart G. Itzkowitz, Ph.D., LPC, LP, NCC
Senior Lecturer/University Counselor
Counselor Education

OFFICE HOURS: Monday 2:00 – 4:00
Wednesday 2:30 – 5:00
Almost always available by e-mail

OFFICE: Dr. Itzkowitz - 327 Education; (313) 577-1659

E-MAIL ADDRESS: S.Itzkowitz@wayne.edu

COUNSELING DEPARTMENT FAX: (313) 577-5235
Education Counseling Center
Room 306 (Client Reception Room)
Phone: (313) 577-1681

SECRETARY: Ms. Lei Juan Stewart-Walker (313) 577-1613
e-mail: ab2628@wayne.edu
COURSE DESCRIPTION:

Techniques, ethics, and process of counseling including: facilitative relationships, case conceptualization, goal setting, intervention, and outcome evaluation. Development of counseling skills to facilitate growth or change with respect to psychological, vocational, and social concerns through self-advocacy, cognitive, affective, and behavioral interventions. Analysis and practice using simulated counseling experiences.

COURSE OBJECTIVES:

The objectives for this course are to develop the knowledge and skills requisite for comprehensive case analysis and intervention including the following:

1. Counseling Skills
   a. Basic Relationship and Counseling Skills
   b. Diagnostic Interviewing
   c. Problem Specification
   d. Case Conceptualization
   e. Goal Setting
   f. Intervention Planning
   g. Progress/Outcome Evaluation

2. Develop awareness of issues related to the application of theory and techniques of counseling to clients from diverse backgrounds.

3. Develop skills in the preparation of a comprehensive case conceptualization.

4. To increase students' knowledge of the interpretation and application of the legal requirements and ethical codes related to the practice of counseling.

Other topics which are covered in this course include, but are not limited to, the following:
- historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement;
- roles, functions, and professional identity of community counselors;
- structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling;
- implications of professional issues unique to community counseling including, but not limited to recognition, reimbursement, and right to practice; and
- implications of socio-cultural, demographic, and lifestyle diversity relevant to community counseling.
KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS

Studies in this area include, but are not limited to the following:

1. client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;

2. principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help;

3. effective strategies for promoting client understanding of and access to community resources;

4. principles of conducting an intake interview and mental health history for planning counseling interventions; and effective strategies for client advocacy in public policy and government relations issues.

TEXTS:


Supplemental:


SELECTED REFERENCES:


Manuals:


ASSIGNMENTS:

A. READINGS

Readings assigned in the Course Schedule should be completed as indicated. Students should be prepared to summarize, discuss, and/or react to all readings.

B. SKILL COMPETENCE (Performance) [begins January 29th]

Students must demonstrate competence in the various skills and stages of counseling from intake through evaluation. Skill competency assessment will be based primarily on observation and tapes. Each student's performance will be graded by the instructor and supervisors during the ten Counseling Process dyads. Activities will include those in class and ongoing counseling triads conducted in the counseling laboratory. Specific assignments are:

DISCLOSURE STATEMENT

Students must develop and be comfortable in presenting their personal disclosure statements prior to the first counseling session (January 29th). It will be discussed in class and a first draft is due by January 15th for class practice. More details will be presented in class.

DYAD ROLES

a. Observer Role
   Each student must observe a Counseling Process Triad session weekly and complete a written Basic Skill Observation form for each as listed on rotation schedule.

b. Counselor Role
   Each counselor must complete an Interview Summary Form for each Skill Practice and Counseling Process dyad session conducted as the counselor.

c. Client Role
   Each student must present a concern appropriate for Counseling Process Triads.
   Criteria to be applied include genuineness and willingness to disclose and work on the issue presented. Role-playing is discouraged. Cooperation is expected.

   a. As counselors, students must complete an Interview Summary Form for each Skill Practice Dyad session conducted.

   b. As observers, students must complete the following forms for each Skill Practice Dyad session observed:

      Skill Practice Dyad Session #1 - Disclosure Statement Practice Activity Form

      Skill Practice Dyad Sessions #2 - #3 - Basic Skill Observation Form

   c. As clients, students must present an appropriate, authentic issue.
2. SKILL PROCESS TRIADS

Basic roles and paperwork documentation are the same in the Practice Triads. As counselors, you are to demonstrate all stages of the counseling process in accordance with the model provided.

For each session:
- Counselor completes - Interview Summaries
- Observer completes - Basic Skills Observation Form

3. TAPE SCRIPTS - COUNSELOR RESPONSES

The actual counselor/client dialog on the tape segment used for tape script assignment will be evaluated as an element of the skill grade.

C. CONCEPTUAL KNOWLEDGE

1. Dyad Reports
   
a. Counseling Process Interim Dyad Report

   Typewritten/keyboarded report must include the following steps of the process:
   1. Develop rapport
   2. Explore areas of concern
   3. Select a tentative area of concern for counseling
   4. Monitor/assess problem related behavior
   5. Formulate goals and treatment strategies.

   DUE: March 19th

   b. Counseling Process Dyad Final Report

   Typewritten report must include the following steps of the process:
   1. Implementing and Evaluation of the treatment plan.
   2. Termination and proposed follow-up.

   DUE: April 16th
2. Tape Script Analyses: (model provided)

   a. Tape Script Analysis #1

   Typewritten/keyboarded tape script analyses of five (5) minutes of skill practice triad session #3 (use form provided). The evaluation format requires:
   • labeling and rating counselor statements,
   • analysis of counselor statements,
   • analysis of client responses and
   • the generation of appropriate alternative counselor responses [a minimum of two is required]. Points will be awarded based on basic skill performance (Tape Script-Counselor Response) and knowledge of the counseling process (Counselor and Client Comment Analysis). You must turn in the tape with your script [or make sure it is in the Counseling Center].

   DUE: March 19th

   b. Tape Script Analysis #2

   Typewritten/keyboarded tape script analyses of five (5) minutes of counseling process triad session #7 [#4 of second client] (use form provided). The evaluation format requires labeling and rating counselor statements, analysis of counselor statements, analysis of client responses and the generation of appropriate alternative counselor responses [a minimum of two is required]. Points will be awarded based on beginning basic skill performance (Tape Script-Counselor Response) and knowledge of the counseling process (Counselor and Client Comment Analysis). You must turn in the tape with your script [or make sure it is in the Counseling Center].

   DUE: April 2nd

3. Case Study [Case Conceptualization] (cases provided)

   Students will develop a case conceptualization and treatment plan for a client based on information provided. The paper will incorporate one or more theoretical perspectives; identify goals, strategies and criteria for evaluation. The instructor will provide a written description of client to be used for this case study. The paper must be typed, follow the outline provided and conform to APA requirements for style and presentation. References (if applicable) must be cited within the narrative and on a bibliography page.

   DUE: March 12th

4. Quiz

   A quiz will cover material from lectures, handouts, and text.

   DUE: March 26th

5. Ethics Assignment

   A short (one to two page) discussion of two ethical issues [review the ACA Ethics Code]. Details to be presented in class.

   DUE: January 22nd
6. Final Examination
A last exam covering material from lectures and texts will be given.

DUE: April 23rd

EVALUATION & GRADING [REVISED]

Skills/Laboratory Experience:

- Instructors’ and Supervisor’s Evaluation of Skills 375 points
- Supervisor’s Evaluation of Clinical Skills (100)
- Instructors’ Evaluation of Clinical Skills (225)
- Instructors’ Evaluation of Documentation (50)

[Conceptual Knowledge includes all paperwork i.e., interim & final dyad, case conceptualization, ethics paper; interview summary, basic skills observation]

Tape Script Grading

<table>
<thead>
<tr>
<th>Tape Script #1</th>
<th>(Counselor Analysis and Response) 30 points</th>
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<tbody>
<tr>
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<td>(Counselor Response) (10 points)</td>
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<tr>
<td></td>
<td>(Counselor and Client Analysis) (20 points)</td>
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<table>
<thead>
<tr>
<th>Tape Script #2</th>
<th>(Counselor Analysis and Response) 60 points</th>
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<tbody>
<tr>
<td></td>
<td>(Counselor Response) (20 points)</td>
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<td></td>
<td>(Counselor and Client Analysis) (40 points)</td>
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Quiz

10 points

Last Examination

25 points

Total 500 points

- late and missing assignments will affect your grade and may result in repeating Techniques
- Missing more than one Counseling session will result in automatic failure

GRADING SCALE:

- 475 - 500 points = A
- 450 - 474 points = A-
- 435 - 449 points = B+
- 420 - 434 points = B
- 400 - 419 points = B-

below B- student required to retake Techniques
under 399 points = below graduate standards
Enrollment/ Withdrawal Policy:

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

RELIGIOUS OBSERVANCE POLICY:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
CLASS POLICIES:

1. Class and laboratory attendance are mandatory. Please contact instructor if unable to be present.

2. Each student must complete 9 of the 10 sessions to earn any clinical experience points.

3. Participation, involvement and commitment are necessary.

4. Professional ethics and conduct (i.e., confidentiality, etc.) are necessary and required.

5. All papers (excluding weekly interview summaries and observation forms) must be typed and comply with current APA standards for publication. Assignments are due as posted.

6. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.

7. Assignments must be completed on time. If an assignment due date cannot be met, it must be discussed and agreed to by instructor before the due date. Extension may, if granted, result in loss of points for grading.

8. Incomplete grades are only allowed for the most extenuating and unforeseeable circumstances.

CELL PHONES, TEXTING AND PAGERS:

• The inappropriate use of these devices can be quite disturbing. Either turn these devices off or set to “ring” silently. If there is a compelling need, use these devices as unobtrusively as possible. (If you are expecting an urgent call, keep your phone handy, not buried).
• Take all calls outside of the classroom.
• Texting is also inappropriate and impolite. It will earn the evil eye from Dr. Itzkowitz. Do not test my Counseling skills.
**PLAGIARISM:**

Plagiarism includes copying material (any more than five consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**ACADEMIC DISHONESTY:**

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should read the Undergraduate and Undergraduate Bulletins found at [http://www.bulletins.wayne.edu/](http://www.bulletins.wayne.edu/), The Student Due Process Policy at [http://students.slis.wayne.edu/policies/index.php](http://students.slis.wayne.edu/policies/index.php) and any other formal documents that are created for students at WSU found through [www.wayne.edu](http://www.wayne.edu). You will be asked to sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.
ATTENTION STUDENTS WITH DISABILITIES

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of this course.

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If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

GUIDELINES FROM THE NRA

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: “the disabled,” “the deaf,” “the blind,” “handicapped,” etc. It is more acceptable to say, “people who are deaf,” or “persons with disabilities.”

2) Where possible emphasize the importance of the individual rather than the disability by saying “person” or “individual” before describing the disability. For example, say, “persons with disabilities” or “people with learning disabilities,” rather than “learning disabled people.”

3) Avoid using descriptors such as “unfortunate,” “pitiful,” “poor,” and other such value-laden words. When possible, use descriptors, which emphasize a person’s abilities, such as: “uses a wheelchair or braces” rather than “confined to a wheelchair,” since a wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: “afflicted with” or “suffering from.” It is more acceptable, and accurate to say, “the person has or had _____________,” “the person has experienced____________,” or a person with __________.”

5) Avoid implying sickness when discussing disabling conditions. To the public, “disease” has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.
# CLASS SCHEDULE (SUBJECT TO CHANGE)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC/ACTIVITY</th>
<th>BOOK/CHAPTER</th>
</tr>
</thead>
</table>
| 1    | 1/8   | 5:30 - 9:15 p.m. | Introduction and Overview of Syllabus  
The Helping Relationship  
Begin Disclosure Statement  
Start Basic Counseling Skills | READ AS APPROPRIATE |
| 2    | 1/15  | 5:30 - 9:15 p.m. | Continue Basic Counseling Skills  
DISCLOSURE STATEMENT SAMPLE DUE |              |
| 3    | 1/22  | 5:30 - 9:15 p.m. | Managing the Counseling Session  
ETHICS ASSIGNMENT DUE |              |
| 4    | 1/29  | 5:30 - 7:15 p.m. | Cognitive & Affective Content  
7:30 - 7:45 p.m. Personal Reflection Period  
7:45 - 9:15 p.m. SKILL PRACTICE TRIAD #1 |              |
| 5    | 2/5   | 5:30 - 7:15 p.m. | Conceptualizing Problems & Setting Goals  
7:30 - 7:45 p.m. Personal Reflection Period  
7:45 - 9:15 p.m. SKILL PRACTICE TRIAD #2 |              |
| 6    | 2/12  | 5:30 - 7:15 p.m. | Strategies & Interventions  
CASE CONCEPTUALIZATION DUE  
7:30 - 7:45 p.m. Personal Reflection Period  
7:45 - 9:15 p.m. SKILL PRACTICE TRIAD #3 |              |
| 7    | 2/19  | 5:30 - 7:00 p.m. | Systematic Interventions  
Termination & Follow Up  
TAPE SCRIPT ANALYSIS #1 DUE  
(Use skill practice triad #2 – February 5)  
7:00 - 7:15 p.m. Personal Reflection Period  
7:15 - 9:15 p.m. COUNSELING PROCESS TRIAD #1  
(change triad members) |              |
| 8    | 2/26  | 5:30 - 7:00 p.m. | Receiving and Using Supervision  
Taking Care of Yourself  
7:00 - 7:15 p.m. Personal Reflection Period  
7:15 - 9:15 p.m. COUNSELING PROCESS TRIAD #2 QUIZ |              |
| 9    | 3/5   | 5:30 - 7:00 p.m. | Open Seminar  
7:00 - 7:15 p.m. Personal Reflection Period  
7:15 - 9:15 p.m. COUNSELING PROCESS TRIAD #3 |              |

**NOTE: NO CLASS ON MARCH 12**

**HAVE A GREAT SPRING BREAK**
10  3/19  5:30 - 7:00 p.m.  Open Seminar
INTERIM DYAD REPORT DUE
(covers 2nd counseling triad sessions 1 - 3)
7:00 - 7:15 p.m.  Personal Reflection Period
7:15 - 9:15 p.m.  COUNSELING PROCESS TRIAD #4

11  3/26  5:30 - 7:00 p.m.  Open Seminar
7:00 - 7:15 p.m.  Personal Reflection Period
7:15 - 9:15 p.m.  COUNSELING PROCESS TRIAD #5

12  4/2  5:30 - 7:00 p.m.  Open Seminar
TAPE SCRIPT #2 DUE
(Use counseling process triad #4 3/19)
7:00 - 7:15 p.m.  Personal Reflection Period
7:15 - 9:15 p.m.  COUNSELING PROCESS TRIAD #6

13  4/9  5:30 - 7:00 p.m.  Open Seminar
7:00 - 7:15 p.m.  Personal Reflection Period
7:15 - 9:15 p.m.  COUNSELING PROCESS TRIAD #7

14  4/16  5:30 – 9:15 p.m.  Open Seminar/Last Class
Review for Final
FINAL DYAD REPORT DUE
(covers 2nd counseling triad sessions 1 - 7)

4/22  STUDY DAY

15  4/23  5:30 – 9:15 p.m.  FINAL EXAM

REGISTRATION DATES

Registration for Winter 2014: starts February 3rd
Registration for Spring 2014: starts March 24th

Academic Calendar:

Important Reminder:
It is your responsibility to pay attention to the registration schedule, tuition, fees, etc. Also, remember to officially drop or add any classes.
Keep hard copies of all transactions.

Practicum applications for SPRING or FALL 2014 are due by January 17th