WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

COURSE SYLLABUS

DIVISION: TBF

PROGRAM AREA: Counselor Education

COURSE: CED 7040 Techniques of Counseling

CALL NUMBER: 32768

COURSE CREDIT: 4 hrs.

TERM/YEAR: Spring/Summer 2017

COURSE LOCATION: Main Campus, 0403 State

INSTRUCTOR: Sameerah Davenport, Ph.D., LPC, NCC
Lecturer
Licensed Professional Counselor
National Certified Counselor

OFFICE: Dr. Davenport: 325 Education Building (main campus)

OFFICE HOURS: Thursday 2:00-5:00 main campus

OFFICE PHONE: Dr. Davenport (313) 577-9356

E-MAIL ADDRESS: sameerah.davenport@wayne.edu

DEPARTMENT SECRETARY: Lei Juan Stewart-Walker (313) 577-1613
E-Mail: ab2628@wayne.edu

WEBSITE: www2.coe.wayne.edu/tbf/counseling

COURSE DESCRIPTION: (from catalog)

CED 7040
12-2016
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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.

GOALS:

The techniques of counseling course allows students the opportunity to integrate the foundational knowledge regarding counseling that they have learned thus far with practical work. The ability to competently and ethically integrate and apply the theoretical principles, skills, interventions and techniques learned throughout the program is the overall goal of this class. The ability to competently utilize the counseling process, to conceptualize cases, to develop and implement treatment plans are important goals in this course. The structure of the class encourages the reinforcement of counseling principles and theories through instruction and subsequently each student is able to practice counseling while receiving live supervision.

METHOD OF TEACHING

To facilitate development and understanding of the practical application of counseling this class is being taught using direct instruction and practical application of counseling skills, techniques and interventions.

COURSE OBJECTIVES:

The course is designed to assist students in understanding and developing the necessary skills and knowledge to be competent and ethical counselors. Students will become familiar with the practical application of the counseling process, major theoretical perspectives and concepts, foundational counseling skills, as well as techniques used to assist an ever-changing diverse array of clients.

LEARNING OUTCOMES

In this course students will develop the knowledge and skills required for comprehensive case analysis, intervention and demonstration of professional dispositions including the following:

1. Ability to Demonstrate Understanding and Implementation of Counseling Skills and Professional Dispositions:
   a. Development of Therapeutic Relationship
   b. Diagnostic Interviewing/ Assessment
   c. Problem Specification
d. Case Conceptualization and Treatment Planning

e. Goal Setting

f. Intervention Planning and Implementation

g. Progress/Outcome Evaluation/Referral

[CACREP: II.G.5.c; CMHC: C.7; C.9; D.2; D.6; E.3; G.1; I.3; J.2; SC:C.3; D.3]

2. Development of strategies and used of evidence-based to assist individuals from diverse backgrounds, varying environmental conditions, and developmental stages. [CACREP: II.G.5.c; CMHC: C.7; C.9; D.2; E.3; F.3; G.1; I.3; J.2; SC: C.3]

3. Demonstrate knowledge of the interpretation and application of the legal requirements and ethical codes related to the practice of counseling. [CACREP: II.G.5.c; CMHC: C.7; C.9; D.2; D.6; E.3; G.1; I.3; J.2; SC: C.3]

4. Ability to demonstrate understanding of psychopathology and atypical development; the ability to design and implement prevention and intervention plans throughout the lifespan for culturally diverse populations. [CACREP: II.G.5.c; CMHC: C.7; C.9; D.2; D.6; E.3; F.3; G.1; I.3; J.2; SC: D.3]

REQUIRED TEXT:


REFERENCES:


## COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Pts</th>
<th>LEARNING OUTCOME/CACREP STANDARDS EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS/LABORATORY EXPERIENCE:</strong></td>
<td></td>
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<tr>
<td>Supervisor Evaluation of Clinical Skills</td>
<td>100</td>
<td>• ALL LEARNING OUTCOMES</td>
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<tr>
<td></td>
<td></td>
<td>[II.G.5.c; CMHC: C.7; C.9; D.2; D.6; E.3; G.1; I.3; J.2; SC:C.3; D.3]</td>
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<tr>
<td>Instructor Evaluation of Clinical Skills</td>
<td>200</td>
<td>• ALL LEARNING OUTCOMES</td>
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<td></td>
<td>[II.G.5.c; CMHC: C.7; C.9; D.2; D.6; E.3; G.1; I.3; J.2; SC:C.3; D.3]</td>
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<td>Instructors’ Evaluation of Documentation</td>
<td>75</td>
<td>• ALL LEARNING OUTCOMES</td>
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<tr>
<td>Interview Summary / Observation Forms (30)</td>
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<td>[II.G.5.c; CMHC:C.7; D.2; E.3; F.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<tr>
<td>Ethics Assignment (5)</td>
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<td>[II.G.5.c; CMHC: C.7; C.9; D.2; D.6; E.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<tr>
<td>Case Conceptualization (10)</td>
<td></td>
<td>[II.G.5.c; CMHC: C.7; D.2; D.6; E.3; F.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<tr>
<td>Interim Dyad Report (10)</td>
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<td>[II.G.5.c; CMHC: C.7; C.9; D.2; D.6; E.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<tr>
<td>Final Dyad Report (20)</td>
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<td>[II.G.5.c; CMHC: C.7; C.9; D.2; D.6; E.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<tr>
<td>Tape Script #1 Counselor Analysis and Response</td>
<td>35</td>
<td>• ALL LEARNING OUTCOMES</td>
</tr>
<tr>
<td>(Counselor Responses: 20 points)</td>
<td></td>
<td>[II.G.5.c; CMHC:C.7; D.2; E.3; F.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<tr>
<td>(Counselor Analysis: 15 points)</td>
<td></td>
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<tr>
<td>Tape Script #2 Counselor Analysis and Response</td>
<td>55</td>
<td>• ALL LEARNING OUTCOMES</td>
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<tr>
<td>(Counselor Responses: 30 points)</td>
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<td>[II.G.5.c; CMHC:C.7; D.2; E.3; F.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<tr>
<td>(Counselor Analysis: 25 points)</td>
<td></td>
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<tr>
<td>Quiz</td>
<td>10</td>
<td>• ALL LEARNING OUTCOMES</td>
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<tr>
<td></td>
<td></td>
<td>[II.G.5.c; CMHC:C.7; D.2; E.3; F.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<td>Final Examination</td>
<td>25</td>
<td>• ALL LEARNING OUTCOMES</td>
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<tr>
<td></td>
<td></td>
<td>[II.G.5.c; CMHC:C.7; D.2; E.3; F.3; G.1; I.3; J.2; SC: C.3; D.3]</td>
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<tr>
<td><strong>Total</strong></td>
<td>500</td>
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</tbody>
</table>

**Total 500 points**

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1. **READINGS**

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This course will involve lecture, discussion, and practical application of counseling skills. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as schedule. Please note that Incomplete Grades will only be given under extreme circumstances.

2. **SKILL COMPETENCE: Supervisor evaluation 100 points; Instructor evaluation 200 points**

Students must demonstrate competence in the various skills and stages of counseling from intake through evaluation. Skill competency assessment will be based live observation. Each student's performance will be graded by the instructor and supervisors during the eleven Counseling Process dyads. Activities will include those in class and ongoing counseling triads conducted in the counseling laboratory. Supervisor and Instructor grading will be based on the ability of the counselor-in-training to demonstrate professional and ethical skills and behaviors (as delineated in the ACA code of ethics) in both the lecture and lab sections of the class.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>SUPERVISOR POINTS</th>
<th>INSTRUCTOR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and foster/maintain therapeutic relationship</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>• Students will demonstrate core relationship building skills used to develop and maintain the therapeutic relationship</td>
<td></td>
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<tr>
<td>Diagnostic Interviewing/Assessment</td>
<td>15</td>
<td>30</td>
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<tr>
<td>• Students will be able to define presenting issues</td>
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<tr>
<td>• Students will be able to regularly assess CABS + culture relative to issue(s)</td>
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<tr>
<td>• Student will be able to assess for suicide/homicide</td>
<td></td>
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<tr>
<td>Case Conceptualization and Treatment Planning</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>• Students will be able to process and comprehend client issue(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student will be able to apply appropriate theory/theories to understanding of client issue</td>
<td></td>
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<tr>
<td>Goal Setting and Progress Outcome/Evaluation</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>• Students will be able to utilize goal setting techniques</td>
<td></td>
<td></td>
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<tr>
<td>• Students will be able to evaluate progression of goals</td>
<td></td>
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<tr>
<td>Intervention Planning and Implementation</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>• Students will be able to choose interventions based on case conceptualization and theoretical basis</td>
<td></td>
<td></td>
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<tr>
<td>• Students will be able to implement basic and advanced skills, techniques and interventions</td>
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<tr>
<td>Paperwork</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>• Student will be able to maintain quality documentation of client(s)</td>
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</tbody>
</table>
A. DISCLOSURE STATEMENT
Students must develop and be comfortable in presenting their personal disclosure statements prior to the first counseling session (May 18, 2017). Please submit a typed copy in word format by email by due date.

B. DYAD ROLES (corresponding forms: 30 points) begins May 25, 2017
a. Observer Role
   Each student must observe a Counseling Process Triad session weekly.
   1. 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 & Basic Skill Observation Form
      Skill Practice Dyad Sessions #1, #2, #3, etc. - Basic Skill Observation Form
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. As clients, students must present an appropriate, authentic issue.

3. COUNSELING PROCESS INTERIM DYAD REPORT 10 points
   (covering sessions 1-3 with second client)
   Typed report must include (use form provided):
   1. Development of rapport/relationship
   2. Problem assessment/exploration of areas of concern
   3. CABS plus multicultural issues
   4. Identification and setting of goals
   5. Theoretical approach/approaches (w/ techniques) and interventions used or to use.
   DUE: July 6, 2017

4. COUNSELING PROCESS DYAD FINAL REPORT 20 points
   (covering all sessions with second client)
   Typed report must include (use form provided):
   1. Implementation and evaluation of the treatment plan.
   2. Termination and proposed follow-up.
   DUE: August 3, 2017
5. **TAPE SCRIPT ANALYSIS #1: (use form provided)** 35 points
Typed script analyses of five (5) minutes of skill practice triad session #2 (June 1, 2016) (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 counselor responses 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).

**DUE: June 15, 2017**

6. **TAPE SCRIPT ANALYSIS #2 (use form provided)** 55 points
Typed script analyses of five (5) minutes of counseling process triad session #2-3 (June 29, 2017) (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).

**DUE: July 13, 2017**

7. **CASE CONCEPTUALIZATION** 10 points
Students will develop a case conceptualization and treatment plan for an individual from the past or present who is famous/infamous. The focus should be on one (1) primary issue the individual presents with. The paper should incorporate one or more theoretical perspectives; identify goals, strategies and criteria for evaluation. 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: June 1, 2017**

8. **QUIZ** 10 points
June 22, 2017
A quiz will cover material from lectures, handouts, and text.

9. **ETHICS ASSIGNMENT** 5 points
A two (2) page discussion of two ethical codes [review the ACA Ethics Code 2014]. A brief case example should be provided for each ethical code to demonstrate the students’ comprehension of the issue.

**DUE: May 25, 2017**

10. **FINAL EXAM: August 3, 2017** 25 points
The final exam will consist of multiple choice, fill-in-the-blanks, and essay questions. All questions will come directly from the class lectures, presentations and/or readings in your textbook.
EVALUATION & GRADING:

Final grade will be derived from a composite of the major requirements above.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>475-500</td>
</tr>
<tr>
<td>A-</td>
<td>450-474</td>
</tr>
<tr>
<td>B+</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>420-434</td>
</tr>
<tr>
<td>B-</td>
<td>400-419</td>
</tr>
<tr>
<td>C+</td>
<td>375-399</td>
</tr>
<tr>
<td>C</td>
<td>350-374</td>
</tr>
</tbody>
</table>

Below 400 is a failing grade.

ATTENDANCE:

1. Attendance at all scheduled classes is mandatory. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. Thus, superior grades for the course will tend to be the natural consequence for persons who attend regularly. It is the responsibility of the student to obtain materials and information regarding classes that were not attended.

2. Each student must complete at least 9 of the 10 scheduled lab sessions and corresponding lectures to earn any clinical experience points.

3. Class and laboratory attendance are mandatory. More than one absence in either the class or lab will result in a failure of the course for the semester.

GUIDELINES FOR MAXIMUM PERFORMANCE:

1. All formal papers are to be typed.

2. Use APA format for all formal papers:
   a. Cover page with relevant information, short abstract, body of paper should include
an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.

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

c. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. ***Plagiarism will result in severe disciplinary action. See below for specifics.

ACADEMIC DISHONESTY/PLAGIARISM:

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of http://doso.wayne.edu/assets/codeofconduct.pdf). Plagiarism includes copying material (any more than 5 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. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

As of Winter 2017 changes to the Wayne State University Student Code of Conduct also states that work cannot be reused in a secondary course without the expressed permission of the instructor. “Academic misbehavior...includes...unauthorized reuse of work product..., which means submission for academic credit, without the prior permission of the instructor, of substantial work product previously submitted for credit in another course”.

DUE DATES:

It is expected that assignments will be turned in on the identified due dates. Only under exceptional circumstances will assignments be accepted if turned in late. When a due date must be revised due to special circumstance of the student, it will be the student’s responsibility to negotiate with the professor a revised due date. Students will be held accountable to the revised due date.

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.

**ATTENTION STUDENTS WITH DISABILITIES:**

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.

**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.
## WAYNE STATE UNIVERSITY
## COLLEGE OF EDUCATION

## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment Due</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>CLASS SCHEDULE:</strong></td>
</tr>
<tr>
<td>5/11/2017</td>
<td>Course Introduction and Overview, Therapeutic Relationship, Understanding CABS + Culture, Disclosure Statement, <strong>Chapter 3 and Handouts</strong></td>
</tr>
<tr>
<td>5/18/2017</td>
<td>Basic Counseling Skills, Therapeutic Building Blocks, <strong>DISCLOSURE STATEMENT DUE (submit via email)</strong>, Readings: Chapter 4 and handouts</td>
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<tr>
<td>5/25/2017</td>
<td>Ethical and Cultural Competency, Administrative Skills, <strong>ETHICS ASSIGNMENT DUE</strong>, <strong>SKILL PRACTICE TRIAD #1</strong>, Readings: Chapter 5, 11 &amp; Handouts</td>
</tr>
<tr>
<td>6/1/2017</td>
<td>Assessment and Goal Setting, Case Conceptualization and Treatment Planning, <strong>CASE CONCEPTUALIZATION DUE</strong>, <strong>SKILL PRACTICE TRIAD #2</strong>, Readings: Chapter 8 &amp; Handouts</td>
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<tr>
<td>6/8/2017</td>
<td>Planning and Introducing Termination and Follow-up, Action Skills and Interventions/ Working towards Goals, <strong>Readings: Chapters 6 &amp; Handouts</strong>, <strong>SKILL PRACTICE TRIAD #3</strong></td>
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<tr>
<td>6/15/2017</td>
<td>Practical application of SFBT, Reality Therapy and Narrative Therapy, <strong>TAPE SCRIPT ANALYSIS #1 DUE (use skill practice #2- 6/1/17)</strong>, <strong>SKILL PRACTICE TRIAD #2-1</strong></td>
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<tr>
<td>6/22/2017</td>
<td>Practical Application of Gestalt Therapy and Existential Theory, <strong>SKILL PRACTICE TRIAD #2-2</strong>, <strong>QUIZ</strong></td>
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</table>

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College of Education

6/29/2017  Practical Application of Adlerian therapy and Cognitive Behavioral Approaches
SKILL PRACTICE TRIAD #2-3
Handouts

7/06/2017  Practical Application of Cognitive Behavioral Approaches continued
SKILL PRACTICE TRIAD #2-4
INTERIM DYAD REPORT DUE (covering counseling sessions #2-1 to #2-3)
Handouts

7/13/2017  Integrative Counseling Strategies and Case Conceptualization
SKILL PRACTICE TRIAD #2-5
Handouts
TAPE SCRIPT #2 DUE (use counseling process #2-3 on 6/29/2017)

7/20/2017  Resistant/ Reluctant and Mandated Clients
Counseling Children and Adolescents
SKILL PRACTICE TRIAD #2-6
Readings: Chapter 10

7/27/2017  Crisis Counseling; Burnout/Compassion Fatigue and Counselor Self-care
SKILL PRACTICE TRIAD #2-7
Readings: Chapter 9, 12 and handouts

8/03/2017  LAST CLASS
FINAL DYAD REPORT DUE (covering counseling sessions 1-7 with second client)
FINAL EXAM

Instructor reserves the right to amend syllabus