COUN 669 Counseling Pre-Practicum

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COURSE TITLE: Counseling Pre-Practicum
SEMESTER: 
COURSE NUMBER: COUN 669
CREDIT HOURS: 3 Graduate Hours
DAY & TIME: 
INSTRUCTOR: DR. MICHELLE HALL, PCC-S
OFFICE LOCATION/PHONE: Hailstones 209 PH: (513) 745-1027
E-MAIL ADDRESS: hallm4@xavier.edu FAX: (513) 745-2920
OFFICE HOURS: 

COURSE DESCRIPTION:
Learning and demonstration of basic counseling skills in a lab environment. In addition to content related to specific interventions, common therapeutic factors will also be discussed. Topics covered during the semester reflect those identified by the CACREP core areas (specified below) and selected standards for School and Clinical Mental Health Counseling programs.

Course Objectives:

1) PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
Specific Objective:
- Students will explore self-care and self-reflection as ways to support their efforts to maintain ethical practice. (G.1.d.)
- Students will apply and adhere to ethical standards within their practice of counseling. (S.B.1; C.B.1) Assessed with class participation, TRIADs

2) SOCIAL AND CULTURAL DIVERSITY
Specific Objective:
- Students will gain experience working with diverse individuals and will demonstrate cultural sensitivity and responsiveness. (G.2.b; C.D.5; S.D.1) Assessed with class participation, TRIADs, Communication Habits Assessment, Final Assessment

5) HELPING RELATIONSHIPS
Specific Objective:
- Students will learn and demonstrate basic counseling skills and gain an appreciation for the counselor role.

G.5.b. counselor characteristics and behaviors that influence helping processes; Assessed with class participation, TRIADs, Communication Habits Assessment, Final Assessment

G.5.c. essential interviewing and counseling skills. Assessed with class participation, TRIADs, Communication Habits Assessment, Final Assessment
6) GROUP WORK
Specific Objective:
- Students will work in a small group and provide and receive feedback about their demonstration of basic counseling skills.

G.6.e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. Assessed with class participation, TRIADs, Final Assessment

REQUIRED TEXT

INSTRUCTIONAL METHODS AND ACTIVITIES
- Interactive lectures
- Class discussion
- Role play
- Video viewing and critique
- Triad counseling sessions
- Group process/critiquing/video tape viewing

ASSIGNMENTS

1. Class Attendance and Participation
Since much of the learning in this course occurs in the context of discussion, demonstrations, and experiential activities, you are expected to be on time and present for all classes. Factors used to assess your grade include punctual attendance and willingness to participate in class exercises and discussion. See Attendance Policy for details.

2. Communication Habits Assessment
A self-report form measuring baseline communication habits. After rating baseline communication and receiving ratings from another scorer, students will write a plan for improvement.

3. TRIADs (or Therapeutic Relationship In Abbreviated Demonstration)
Experiential exercises include three TRIAD experiences (in which you will function in the role of Counselor, Client, and Observer) in counseling scenarios with peers. You will practice counseling micro-skills when working with a real problem presented by your peer client. Peers will critique each other’s’ demonstration of required skills for that unit.

TRIAD groups consist of three students. For the TRIAD experience, you will hold three separate counseling sessions (15 minutes each). During one session, you will be the counselor. During another session, you will be the client. During the final session, you will serve as an observer for your other two TRIAD group members. Note: If there are more than three people in the group, you will have more than one observer in addition to your supervisor!
You will conduct your TRIAD in one of the pre-practicum lab rooms (Hailstones second floor). Please note that only your TRIAD members and your supervisor will observe each session. TRIADS 2 and 3 are required to be videotaped. The sessions can be taped using the Flip cameras checked out from the department, and then played on the screen in the conferencing room for viewing and critique.

After each counseling session, you will complete a critique form *critiquing the counselor in that session*. Please use the critique form that corresponds to your role in the TRIAD. For instance, if you are the client in a session, you will use the critique form labeled **Client Form** (but you are critiquing the counselor). If you are the observer, you will use the **Observer Form** to critique the counselor, and if you are the counselor, you will critique yourself.

**Triad I**: Focus on Rapport and Empathy Skills  
**Triad II**: Focus on Empathy and Inquiry Skills  
**Triad III**: Focus on Empathy, Inquiry and Influencing Skills

### 4. Final Self Evaluation

In this guided reflection exercise, students will provide an overall evaluation of their performance of and development in learning basic counseling skills, including specific areas for future development while in practicum and internship.

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**RUBRIC FOR MEASURING STANDARDS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standards Addressed</th>
<th>MET</th>
<th>PARTIALLY MET</th>
<th>NOT MET</th>
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</thead>
</table>
| **TRIAD Sessions**          | 1) PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE  
de. self-care strategies appropriate to the counselor role.                                                                                                                                                    | Demonstrates self-care through ability to handle stress, manage own emotions in session, and avoid inappropriate self-disclosure or boundary violations. Role models self-care and mental, emotional, and relational health to clients when appropriate. | Demonstrates self-care through ability to handle stress, manage own emotions in session, and avoid inappropriate self-disclosure or boundary violations. When student makes a mistake, is able to self-correct and has insight into how personal issues are affecting work as a counselor. Takes initiative in creating a plan for self-care to address any issues. | Demonstrates compromised functioning by failing to manage own stress and emotions in session. May inappropriately self-disclose or violate a boundary, and shows minimal self-awareness and self-correction. Does not take initiative in creating a self-care plan. |
| **Break-Out Sessions (including TRIADS)** | 6) GROUP WORK  
de. direct experiences in which students participate as                                                                                                                                                                | Participates in all break-out sessions and TRIAD experiences fully.                                                                  | Participates in most break-out sessions and all TRIAD experiences. Shows minimal hesitation to                                                                                                                                 | Effort is lacking when participating in break-out sessions and |
| **The Communication Habits Assessment** | 2) SOCIAL AND CULTURAL DIVERSITY  
  b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients. | Assessment is complete, including thoughtful reflection and inclusion of concrete plan for addressing any attitudes or skill deficits related to working effectively with a diverse clientele. | Assessment is complete, but the plan for addressing any attitudes or skill deficits related to working with a diverse clientele is vague or incomplete. | Assessment is incomplete, and doesn't address any attitudes or skill deficits related to working with a diverse clientele. Seems to lack insight into how personal characteristics influence the helping process. |
| -- | -- | -- | -- | -- |
| 5) HELPING RELATIONSHIPS  
  b. counselor characteristics and behaviors that influence helping processes; | Demonstrates self-awareness of how own personal characteristics, including communication habits, affect the helping process. Provides an honest rating of communication habits and clearly and fully articulates how problematic communication can impact the helping process. | Demonstrates some self-awareness of how own personal characteristics, including communication habits, affect the helping process. Provides an honest rating of communication habits and attempts to articulate how problematic communication can impact the helping process. | Demonstrates minimal to no self-awareness of how own personal characteristics, including communication habits, affect the helping process. Shows little effort to provide honest rating of communication habits and does not or cannot articulate how problematic communication can impact the helping process. | -- |
| **TRIAD session** | 5) HELPING | Demonstrates | Demonstrates most | Is not able to |
### RELATIONSHIPS

**b. counselor characteristics and behaviors that influence helping processes:**

- personal characteristics and behaviors that are consistent with effective counseling, including: Establishing rapport with ease, and building trust by conveying non-judgment and acceptance.

- personal characteristics and behaviors that are consistent with effective counseling and is able to correct problematic behaviors. Is able to establish rapport with some effort, and is able to build trust by conveying non-judgment and acceptance with few errors.

- correct problematic characteristics or behaviors, or lacks insight and initiative to make corrective changes. Struggles to establish rapport and/or convey non-judgment and acceptance of clients.

### 5) HELPING RELATIONSHIPS

**c. essential interviewing and counseling skills.**

- Demonstrates required skills for the specific session while maintaining rapport and building trust with the client. Uses basic attending skills and expresses empathy consistently. Is able to self-correct problematic communication habits and respects the client’s autonomy. Uses relevant skills that promote client understanding and provide structure to the session and self-corrects when making errors.

- Demonstrates most of the required skills for the specific session while maintaining rapport and building trust with the client, with few errors. Shows few errors in using basic attending skills and expressing empathy. Uses problematic communication habits minimally and demonstrates self-awareness of errors throughout the critiquing process. Most skills used are relevant to the goals of counseling, with minimal tangents. Demonstrates self-awareness of errors in using specific skills in the critiquing process.

- Demonstrates few of the required skills for the specific session. Struggles to maintain rapport and build trust with the client. Shows errors in using basic attending skills and expressing empathy. Uses problematic communication habits and demonstrates little self-awareness of errors throughout the critiquing process. Is tangential with clients and demonstrates difficulty creating structure in the session. Does not self-correct and shows minimal self-awareness.

### PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:

**Grading:**

- Communication Habits Assessment 10pts
- TRIAD 1 20pts
- TRIAD 2 25pts
- TRIAD 3 25pts
- Final Evaluation 10pts
ATTENDANCE POLICY:
Graduate students are training to be professional helpers responsible for the welfare of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a significant portion of your final grade (via discussion exercises, activities, and the group participation score). Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussion.

A student who misses more than 2 classes in a semester may be subject to possible action by the instructor, which includes, but is not limited to:

➢ Recommendation to withdraw from the class.
➢ Additional assignments(s) to complete the class.
➢ Reduction in grade per the percentage allotted to attendance and participation.
➢ Any other action deemed appropriate by the instructor.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. Naturally, faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will attempt to work with these students on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors. Likewise, it is expected that all students will refrain from using technology while class is in session (unless specifically related to course tasks). PLEASE: No use of cell phones while in class, and laptops are only to be used for class notes! **Attendance and Participation grade will drop with habitual use of technology while class is in session.**

Attendance & Participation:
Class attendance is required and arriving late or leaving early is discouraged. You are responsible for obtaining any notes or handouts that you miss from one of your classmates. The responsibility for attending class falls with the student and problems in this area need to be addressed by the student contacting the instructor in a timely manner. Collaborating with one’s colleagues is an essential professional practice. Group and class discussions are opportunities to engage with your classmates to share and acquire ideas so students are
expected to be prepared to participate constructively. **If you do not actively participate in this class (in role plays, discussions, etc.), you will lose participation points.**

Because this is an experiential course, attendance is crucial. **Therefore, you will be allowed one miss without penalty; subsequent absences will result in a lowering of your grade by 5 points per additional absence.**

**Academic Misconduct:**
Students are expected to act with integrity, which ultimately means that you do your own work, are honest with yourself and others, assist others when needed, and **give all assignments and activities your full effort and attention.** Please see the graduate handbook for more information about penalties regarding academic misconduct.

**Disability Statement:**
Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.
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<tr>
<th>Date</th>
<th>Topics / CACREP Areas</th>
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<td>Review Course Syllabus; Course Overview and Introductions</td>
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<td>Baseline Communication Skills: The Communication Habits Assessment (5) a, b, c</td>
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<td>Establishing Rapport First Impressions and the Counseling Context Basic Attending Skills Nonverbal Communication in Counseling (2) b; (5) a, b, c</td>
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<td>The first counseling session: Explanation of Counseling and Limits of Confidentiality (5) a, b, c</td>
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<td>Building Empathy Skills: Paraphrase Reflection of Feeling Non-Reciprocity and Self-Care (1) d; (5) a, b, c</td>
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<td>Building Empathy Skills: Reflection of Meaning The Non-Judgmental Listening Cycle Summary (2) b; (5) a, b, c</td>
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<td><strong>TRIAD 1: First counseling session &amp; Empathy</strong> Critique following each session (5) a, b, c</td>
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<td><strong>Process TRIAD</strong> Relevant Inquiry: Focus and Probe (5) a, b, c</td>
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<td>Inquiry Skills</td>
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<td>Inquiry + Empathy Practice</td>
<td>CH 3 &amp; 4</td>
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<td><strong>TRIAD 2: Focus on Empathy &amp; Inquiry</strong> Videotape (5) a, b, c</td>
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<td>View videotapes and critique</td>
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<td>Influencing Skills (2) b; (5) a, b, c</td>
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<td>Influencing Skills and Termination (2) b; (5) a, b, c</td>
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<td>TRIAD 3: Focus on Influencing and Termination Videotape</td>
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<td>View videotapes and critique</td>
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