I. Locator Information
Instructor: Doreen B. Hilton, Ph.D.
Office Location: 119 Continuing Education Building
Course # and Name: PSYC 612 Techniques & Process in Counseling
Office Hours: By appointment
Semester Credit Hours: 3
Day and Time Class Meets: Thursdays, 6:00-8:50, NERC 235
Total Contact Hours: 2 hours and 50 minutes per week (in class)
E-mail Address: dhilton@uncfsu.edu
Office Phone: (910) 672-1680

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: A study of the process and development of the essential skills and techniques used in counseling psychology. This course includes a laboratory experience.
Prerequisite: PSYC 611

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-1387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Required Course Textbooks:

Required Journal Articles:


VI. Student Learning Outcomes/Behavioral Goals
Through extensive practice of counseling, completion of written and experiential tasks included in the training program, and integration of theory and processes learned in PSYC611, students will be able to:

1. Master basic active listening and attending skills
2. Master the counseling skills involved in:
   a) building therapeutic relationships;
   b) responding to clients;
   c) effective communication/reflective listening;
   d) identifying/confronting client resistance;
   e) appropriate self-disclosure;
   f) integrative understanding of clients;
   g) goal setting;
   h) developing client conceptualizations;
   i) formulating clinical hypotheses;
   j) designing intervention strategies;
   k) terminating the counseling relationship;
   l) evaluating client outcomes;
   m) maintaining accurate client records; and
   n) maintaining professional boundaries
3. Engage in the various activities directed toward self-exploration;
4. Practice techniques specific to particular counseling theories;
5. Demonstrate understanding of legal and ethical issues of counseling, both with respect to working with clients and to responsibilities inherent within this course.
6. Demonstrate competence in multiculturally sensitive basic counseling skills.

Support of Conceptual Framework: The course is focused on developing counselor skills that enable students to understand and formulate counseling strategies that are appropriate for a diverse clientele.

VII. Course Requirements:

Class Attendance and Participation: Students are required to attend ALL scheduled classes. This class is highly experiential, therefore, attendance at all sessions is critical. Any absences in the class will negatively impact class activities and your class participation grade. In the event of an emergency or medical issue, please provide documentation regarding the event to the instructor. Given the nature of this course, it will be extremely difficult to “make-up” any missed class work. Students are expected to participate in all class discussions in a cooperative, honest, and respectful manner. Students are required to participate in practice counseling sessions in class in the roles of counselor and client. Effective class participation requires preparation for class; thus, it is important that all assigned readings, reflections, and studying have been handled responsibly prior to each class.

Counseling Portfolios: Students will submit THREE counseling portfolios including transcripts, self-evaluation paper, case notes, Client Feedback Form, and Counselor Feedback Form at predetermined times during the semester. Detailed guidelines and a description of all components are contained in the Guidelines for Submission of Counseling Portfolios. Each student will schedule a 30-minute individual 1st portfolio feedback session with the instructor. Instructor may schedule additional individual feedback sessions as needed.

Reflection Journal: Students will keep an ongoing journal where they will explore on a weekly basis their personal reactions to the textbook and articles, classroom discussions, and classroom experiences. This journal will be submitted twice (midterm week and finals week). Entries should be two to three pages typed, double-
Homework Examinations:  Two examinations, a midterm and a final, will be given. Each examination will be combination of Essay/application, short answer, and objective items.

Homework Assignments:
1. Conduct a 15-20 counseling interview with a classmate or friend who is at least 18 years old as your client. Videotape this session. Obtain the written consent of your “client” prior to beginning the session. An Informed Consent Form for Counseling Skills Practice will be provided. Have the “client” complete the Client Feedback Form at the conclusion of the interview. You should complete the Counselor Feedback Form at the conclusion of the interview.
2. Transcribe the interview.
3. Conduct an analysis of the interview transcription. Guidelines will be provided. Submit the consent form and the completed feedback forms with your analysis.
4. Review the RESPECTFUL Model (D’Andrea & Daniels, 2001) on pages 14-15 in the textbook. Identify yourself in each of these dimensions. That is, respond to the questions posed for each dimension. (Limit 2 typed, double-spaced pages using 12 point font, Times New Roman)
5. Identify one emotion that is particularly difficult or challenging for you handle or respond to. What makes that emotion challenging or difficult for you? Can you identify when and how that emotion became challenging for you? How do you think you can get to the place when it is less challenging for you? (Limit 1 typed, double-spaced page using 12 point font, Times New Roman)

Requirements and Grading Criteria:
- Attendance and Participation: 100 points
- Counseling Portfolios with Case Notes 3 @ 100 points: 300 points (Note that Portfolio #1 includes your first two sessions.)
- Reflection Journal: 13 entries@10 points: 130 points
- Examinations 2@100 points: 200 points
- Homework Assignments 5@ 10 points: 50 points

Grading System:
Your grades in this course are recorded as points or raw scores in every category of the coursework. The points are then transformed into percentages. The final percentage score is converted to a letter grade as shown below:

92% - 100% = A
83% - 91% = B
73% - 82% = C
64% - 72% = D
Below 64% = F

Methods of Instruction: This course will be delivered using lectures, discussions, and experiential activities.

Late Assignments: Assignments must be turned in on the date they are due. Late assignments will be accepted only in extreme cases as determined by the instructor and they will be penalized 5 points for each day after the due date.
**Academic Honesty:** All students are expected to conduct themselves with honesty and integrity in all work for this course. All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the Department of Psychology and/or report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

**Extra Credit Policy:** There is no provision for a student to obtain extra credit. Each student is encouraged to increase his or her practice time and study skills in order to obtain more points for a better grade.

**FSU Policy on Disruptive Behavior in the Classroom:** The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Confidentiality:** This course has a major experiential component that requires self-disclosure, self-evaluation, and role-playing. As such, students are reminded to adhere to the Ethical Principles of Psychologists) APA and to the Ethical Standards (ACA) when talking about class experiences outside of class.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments/Homework</th>
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<tr>
<td>January 15</td>
<td>Introduction to course/overview--</td>
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<td>January 22</td>
<td>The Science of Interviewing and Counseling</td>
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<td>Ethics, Multicultural Competence, and Wellness</td>
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<td>Homework 1 Interview Due</td>
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<td>Homework 4 RESPECTFUL Model Due</td>
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<td>February 5</td>
<td>Attending &amp; Observation Skills</td>
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<td>February 12</td>
<td>Questions: Opening Communication</td>
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<td>Homework 2 Transcribe Due</td>
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<td>February 19</td>
<td>Encouraging, Paraphrasing, and Summarizing: Active Listening Skills</td>
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<td>February 26</td>
<td>Observing and Reflecting Feelings: A Foundation of Client Experiencing</td>
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<td>March 5</td>
<td>MIDTERM EXAMINATION How to Conduct and Interview Using Only Listening Skills</td>
<td>Ivey Chapter 7</td>
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<td>March 12</td>
<td>MIDTERM BREAK-----------NO CLASSES</td>
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<td>March 19</td>
<td>How to Conduct and Interview Using Only Listening Skills Practice Interviewing Using Listening Skills Complete Homework 3 Analysis</td>
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<td>Supporting While Challenging and Confronting Focusing the Interview</td>
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<td>Homework 3 Analysis Due</td>
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<td>April 9</td>
<td>Self-Disclosure and Feedback Logical Consequences, Information/Psychoeducation, and Directives</td>
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<td>April 16</td>
<td>Decisional Counseling, Skill Integration, Treatment Plans, and Case Management</td>
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<td>April 23</td>
<td>Microskills Applications</td>
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<td>April 30</td>
<td>Determining Personal Style: Self-Evaluation and the Future</td>
<td>Ivey Chapter 15</td>
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<td>Portfolio 3 Due</td>
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<td>May 6</td>
<td>6:00 P.M. – 7:50 P.M. FINAL EXAMINATION Course Integration and Wrap-up</td>
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Guidelines for Ongoing Counseling Sessions

1. You will be a participant in two counseling dyads:
   a. You will serve as the counselor in one dyad and the client in the other.
   b. You will meet with your client both in and out of scheduled class meetings.
   c. The in-class individual counseling sessions will run 15-20 minutes.
   d. Audio tape the in-class session (in which you are the counselor) so that you will be able to critique your own progress.
   e. You will video tape the three out-of-class sessions for your counseling portfolios.
   f. Each of the three videotaped out-of-class sessions must run for 30-40 minutes.

2. When you are playing the role of client, you are to come up with a real life problem that you are willing to work on during these sessions. Your initial problem may not be what you talk about for all of the sessions, yet you need to be authentic and not create a character or problem to discuss. Realize that you have life history to add depth to your situation that a made-up character would not, and this is vital information for the counseling sessions.

3. After each session, prepare case notes. These notes should be typed (one page maximum), be written in third person, and include: Your name, the client’s initials, date, day of the week, and time of session (time began and time ended), session number and the following information:
   a. Description of what was said (main points only, not “word for word”)
   b. Observations of how the client is doing, including counselor concerns
   c. Plans for what will be discussed/worked on for the next week

   Although these are practice sessions, it is still vital that you keep these notes confidential. Please note that if this were a professional counseling site, the notes would be written in the counseling office and would not leave the building.

4. Each ongoing counseling session will be monitored by the instructor for the purpose of giving the student counselor feedback regarding his/her implementation of basic counseling skills taught in the program, i.e., attending skills, establishing rapport, demonstrating empathy, paraphrasing, open-ended questions, reflection of feelings and meanings, appropriate confrontation, case conceptualization, and exploration of client issues.

Guidelines for Submission of Counseling Portfolios (points breakdown: audio & video =20%; transcripts =20%; self-evaluation paper =30%; case notes = 20%; feedback forms=10%)

Along with each video tape, turn in the following three typewritten documents:

1. A typewritten transcript of the counseling session. The written transcripts will be verbatim transcriptions of eight minutes of the counseling session. Within the body of the verbatim transcript include:
   Part A:
   Notations regarding factors such as (but is not limited to): interaction dynamics that the counselor was aware of at that moment and how that impacted what counselor did next and/or conceptualization clues that the counselor realized or now realizes is highly pertinent in grasping underlying issues.
   Part B:
   "Now I Wish I Had Said...." statements, along with your rationale, where appropriate. Regarding every counselor response that does not include an "IWIHS" statement, the instructor will assume that the counselor would choose to say the exact same thing to the client again if it were possible to “turn back time” and redo the counseling session.
2. **A Self-Evaluation Paper** (3-4 typed, double spaced, 12pt. font pages) on the appropriateness/effectiveness of your responses in that specific session (be specific) including the following areas:

   **Part A: About the session (1-2 pages)**
   a. An identification of the client's current presenting concern;
   b. A client conceptualization that describes the client within the counseling theoretical context of his/her environment, life experiences and worldview; and
   c. Issues to explore in the next and subsequent sessions (regardless of whether or not you get the opportunity)

   **Part B: Self-evaluation/reflection (2-3 pages)**
   a. Present Counseling Skills (I am able to...) Skill areas you feel were your strengths in the session Identify skills. Note what worked and what you feel good about.
   b. Areas for Improvements (I could do better...) Skill areas you feel you need to improve in the future Identify non-facilitative behaviors or attitudes. Explain what makes these non-facilitative AND describe plans for monitoring or changing these behaviors or attitudes. Where would more appropriate skills have been better?
   c. Awareness (I am aware...) Identify insights gained regarding counseling skills, personal development, and/or interpersonal relationships. Explain how these insights may enhance counselor skills and how they will influence your overall professional development.
   d. Summarize use of skills with skill count. Include a summary commentary of the interview.
   e. From observation, note how you influenced the direction of the interview.
   f. Assess your competence level. What have you mastered?
   g. Where do you have room for growth? What are your plans for further development?

3. **Case notes** for the session following the format established and distributed in class.

**Counselor Feedback**

**Counselor Self-feedback:**
Immediately after each counseling session, prior to listening to the audio tape or viewing the videotape, the counselor will complete the **Counselor Feedback Form. This completed form should be included in each portfolio.**

**Client Feedback:** Immediately after each counseling session, the “client” should complete the **Client Feedback Form. This completed form should be included in each portfolio.**

**Instructor Feedback:** The Carkhuff Scale (in addition to skills dimensions in the textbook, articles, and discussed in class) will be utilized for the purpose of giving the student counselor feedback regarding his/her implementation of basic counseling skills taught in the course as evidenced on submitted videotapes.
Carkhuff 5-Point Scale: Evaluation Instrument for Video Tapes Critique

**Level 1**
The verbal & behavioral expressions of the first person (counselor) either do not attend to or detract significantly from the verbal and behavioral expressions of the second person (client).

**Level 2**
While the first person (counselor) responds to the expressed feelings of the second person (client), he/she does so in such a way that subtracts noticeable affect from the communications of the second person.

**Level 3**
The expressions of the first person (counselor) in response to the expressed feelings of the second person (client) are essentially interchangeable (Minimally Facilitative).

**Level 4**
The responses of the first person (counselor) add noticeably to the expressions of the second person (client) in such a way to express feelings a level deeper than the second person was able to express himself/herself.

**Level 5**
The first person's (counselor) responses add significantly to the feelings and meaning of the expressions of the second person (client) in such a way as to:
   a. accurately express feelings below what the person (client) himself/herself was able to express, or
   b. in the event of ongoing deep self-exploration on the second person's (client) part, to be fully with him in his deepest moments.

PLEASE NOTE THAT THIS SYLLABUS AND THE SCHEDULES CONTAINED HEREIN ARE SUBJECT TO CHANGE. THE INSTRUCTOR WILL NOTIFY STUDENTS IN WRITING OF ANY CHANGES.