

INTRODUCTION TO COUNSELING PRACTICE

Semester Hours:

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Email

Fax:

COURSE DESCRIPTION

This course provides an understanding of the counseling process via basic, therapeutic interviewing skill building through practice and feedback to develop personal strengths in counseling. This course also provides students with an orientation to ethical, legal and professional issues

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, and lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. develop an understanding of counselor characteristics and behaviors that influence the helping process including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills (Corey & Corey, 2007; Evans, Hearne, Uhlemand, & Ivey, 2008; Kottler, 2004; Young, 2005)

(Knowledgeable, Reflective; CACREP II.K5.a);

2. demonstrate an understanding of essential interviewing and counseling skills in order to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship (Corey & Corey, 2007; Evans, Hearne, Uhlemand, & Ivey, 2008; Kottler, 2004; Young, 2005)

(Knowledgeable, Empathic; CACREP II.K5.b);

3. demonstrate self-awareness so that the counselor-client relationship is therapeutic and in order to maintain appropriate professional boundaries (Corey & Corey, 2007; Evans, Hearne, Uhlemand, & Ivey, 2008; Kottler, 2004; Young, 2005)

(Knowledgeable, Reflective; CACREP II.K.5.b);

4. demonstrate knowledge about ethical and legal considerations related to counseling (Corey, Corey, & Callanan, 2007; Young, 2005)

(Knowledgeable; CACREP II.K.5.g); and

5. demonstrate knowledge about departmental procedures and requirements for practicum and internship (*Community Counseling Practicum and Internship Handbook* and *School Counseling Practicum and Internship Handbook*, current editions)

(Knowledgeable).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Young, M. E. (2005). *Learning the art of helping: Building blocks and techniques* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

References:

American Counseling Association. (2005). *Code of ethics and standards of practice* (revised). ACA: Alexandria, VA.

Corey, M.A., & Corey, G. (2007). *Becoming a helper* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Department of Counseling and Educational Psychology. *Community counseling practicum and internship handbook* (current ed.). Carrollton, GA: Author.

Department of Counseling and Educational Psychology. *School counseling practicum and internship handbook* (current ed.). Carrollton, GA: Author.

Evans, D. R., Hearn, M.T., Uhlemand, M.R., & Ivey, A.E. (2008). *Essential interviewing: A programmed approach to effective communication*. Pacific Grove, CA: Brooks/Cole.

Kottler, J.A. (2004). *Introduction to therapeutic counseling: Voices from the field* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Young, M.E., & Chromy, S. (2005). *Exercises in the art of helping* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on demonstrating basic therapeutic intervention skills. At the successful completion of this course, students will have demonstrated achievement in the following conceptual framework descriptors: *culturally sensitive*: developing awareness and understanding of individual and group differences (**Assignment 3**); *empathetic*: developing sensitive for, understanding of, and appropriate responding to the needs of individual clients (**Assignments 2,4**); *knowledgeable*: demonstrating knowledge of and ability to formulate appropriate therapeutic interventions (**Assignments 2,4**); and *reflective*: demonstrating ability to use critical thinking skills when determining and implementing therapeutic interventions (**Assignments 1,2,3,4**).

Assignments

1. Attend classes, read assigned materials, participate in class activities and discussions.
Course Objectives: 1, 2, 3, 4, 5
2. Fully participate in class skill practice exercises and feedback sessions
Course Objectives: 1, 2, 3
3. Satisfactory completion of self-awareness questionnaire (provided by the instructor). Responses to the questionnaire are to be typed, double-spaced, 12-point font. The length of your responses should be sufficient to thoughtfully respond to the question.
Course Objective: 3
4. Complete two verbatim transcripts of videotaped counseling session. Format and detailed instructions provided by instructor.
Course Objectives: 1, 2

Students admitted to CEPD for Fall Semester 2006 and after are required to submit the second verbatim transcript assignment and the associated reflective paper to

Foliotek after instructor approval. This is a requirement for endorsement for counseling certification/licensure.

Evaluation Procedures

Lab Grade (7 @ 3)	21 points
Self-awareness questionnaire	15
Transcript #1	50
Transcript #2	<u>100</u>
TOTAL	186

Grading Policy

A=168-186 B=149-167 C=130-148 F=<130

Grades of Incomplete (“I”) are given only on an emergency basis (i.e., death in family, illness, etc). Prior arrangements must be made with the instructor. Late assignments will not be assigned a grade of “A.” Failure to attend class, repeated tardiness, and/or leaving class early may result in a lower grade.

CLASS POLICIES

- This is a course concentrating on clinical performance. In order to successfully complete the course students must demonstrate clinical skills, which, in the assessment of the course instructor, meet 80% of the expected level of performance. Failure to meet this 80% criterion will result in the assignment of a grade of “C” or “F” for the course. No grade of “A” or “B,” regardless of academic performance, will be assigned to any individual who fails to perform at the 80% level clinically.*
- Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two tardies equal one absence and two unexcused absences may result in a grade reduction. If, for any reason you will be forced to be tardy or absence on a regular basis, you must clear the tardy or absence with the instructor.
- Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
 - participating in interactions and class activities in a positive manner;
 - collaborating and working equitably with classmates, especially on group assignments;
 - turning in assignments on time;
 - arriving to and leaving class punctually;

- e) treating classmates, colleagues, and the instructor with respect in and out of the classroom;
 - f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
 - g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.
4. *Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence. **Communication from Instructor will take place through your myuwg web page.** All assignments will be due at the beginning of class on the scheduled due date. No email submissions will be accepted. No make-up tests will be allowed. Tardiness to class will not be tolerated and will result in a reduction of points from your final grade.**
**NOTE: Italicized statement at discretion of instructor.*
5. Opportunities for extra credit may/may not be provided for this class. Work completed for another class is not acceptable for this class.

Disability Policy

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disability Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services: www.westga.edu/~dserve/.

CLASS OUTLINE

Week 1	Introduction	
Week 2	Qualities of Helpers/Helping Relationship LAB	Ch 1, 2
Week 3	Building Therapeutic Relationship, Attending Skills LAB	Ch 3
Week 4	Reflecting <i>Self-Awareness Questionnaire DUE</i>	Ch 5
Week 5	LAB	
Week 6	Advanced Reflecting	Ch 6

Week 7	LAB <i>Bring Videotape</i>	
Week 8	Challenging <i>1st Transcript & Videotape DUE</i>	Ch 8
Week 9	LAB	
Week 10	Ethical & Legal Concerns	
Week 11	SPRING BREAK – NO CLASS	
Week 12	Goal-Setting	Ch 9
Week 13	LAB	
Week 14	Integration of Skills	Ch 7
Week 15	LAB <i>Bring Videotape</i>	
Week 16	CEP Practicum and Internships <i>2nd Transcript & Videotape DUE</i>	
Week 17	Examinations/Evaluations as scheduled	

Methods of Instruction

Instruction in this course is delivered through the use of lecture, film/video/DVD, laboratory practice and feedback, and demonstrations.

Academic Honesty

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in Graduate Catalog.