

Spring 2020

## CE 660 Syllabus: Counseling Theory and Practice

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<b>Winona State University</b> Counselor Education Department CE 660: Counseling Theory and Practice Semester Hours: 3		
<b>Course Location</b>	This class meets face-to-face weekly; Tuesday evenings from 5pm to 8pm on the WSU Rochester Campus, Broadway Building, Room 317.	
<b>Instructor</b>	Mary Fawcett, Ph.D.	
<b>Instructor Phone &amp; E-Mail</b>	507-457-5338; mfawcett@winona.edu	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	351 Helble Hall	
<b>Instructor Office Hours:</b>	Mondays 1:00pm—5:00pm and Wednesdays, 11am-5pm; and by appointment	

## I. COURSE DESCRIPTION

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues

## II. COURSE PREREQUISITES

Prerequisites: [CE 601 - Foundations of Counseling](#), completion of or concurrent registration in [CE 658 - Microskills](#) and CE 660 permission of instructor. In general, students are not eligible for enrollment in 660 until they have successfully completed approximately 12 semester credits in the CE department and have satisfied all relevant course prerequisites. Students should consult with their faculty adviser and refer to the detailed enrollment procedures in the CE Program Handbook. Grade only.

## III. COURSE OBJECTIVES

The purpose of this course is to expose students to a wide variety of theories in personality and counseling and to apply those approaches to practices in counseling. The course provides the student with the opportunity to practice those various approaches to counseling in simulated developmental settings and role-playing situations. The purpose is also to provide the opportunity for the student to develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, special awareness and particularly multicultural awareness. All practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms,

style, counseling techniques and effectiveness.

Upon completion of this course the student will be able to:

1. Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations
2. Demonstrate counseling competence with the counseling theories of Rogers, Adler, Glasser, Perls, cognitive behaviorists (Ellis, Beck), psychodynamic and multicultural theorists (skills)
3. Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge)
4. Recognize and practice interventions for issues related to a variety of populations (skills)
5. Formulate his/her own personal counseling philosophy which integrates several theories and produce a written theory paper (knowledge)
6. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge)
7. Understand the ethical knowledge as it applies to specific cases (skills, knowledge)
8. Understand the basics of family therapy (knowledge)
9. Demonstrate the ability to integrate several theoretical perspectives into a counseling session (skills)

#### **IV. COURSE REQUIRED TEXTS**

Sharf, R. S. (2016). Theories of psychotherapy and counseling (6<sup>th</sup> Ed). Belmont, California: Brooks/Cole Publishing Co. ISBN: 9781305087323

Additional reading assignments including current literature will be assigned throughout the semester.

## V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2009) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE \_\_\_ are included.

2009 CACREP STANDARDS CORE	LOCATION OF EVALUATION		
	Skills Tapes	Final Exam	Theory Paper
<b>2. SOCIAL AND CULTURAL DIVERSITY</b>			
2a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.			X
2b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.			X
2c. Theories of multicultural counseling, identity development, and social justice.	X	X	X
2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	X		X
<b>3. HUMAN GROWTH AND DEVELOPMENT</b>			
3g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	X	X	
<b>5. HELPING RELATIONSHIPS</b>			
5a. An orientation to wellness and prevention as desired counseling goals.	X		
5b. Counselor characteristics and behaviors that influence helping processes.	X		
5c. Essential interviewing and counseling skills.	X		
5d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.	X		X

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	Skills Tape	Final Exam	Theory Paper
	<b>FOUNDATION</b> <b>A. Knowledge</b>		

A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	X	X	
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	X	X	X
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	X		
<b>B. Skills and Practices</b>			
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	X		
<b>COUNSELING, PREVENTION, AND INTERVENTION</b>			
<b>C. Knowledge</b>			
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	X		
<b>D. Skills and Practices</b>			
D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	X	X	X
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	X		
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	X		
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	X		
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	X		
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	X		
<b>DIVERSITY AND ADVOCACY</b>			
<b>E. Knowledge</b>			
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	X	X	
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	X	X	
<b>F. Skills and Practices</b>			
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	X		X
<b>ASSESSMENT</b>			
<b>G. Knowledge</b>			

G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	X		
G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	X		
<b>DIAGNOSIS K. Knowledge</b>			
K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	X		
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	X		
<b>2009 CACREP STANDARDS School Counseling</b>			
<b>FOUNDATIONS A. Knowledge</b>			
A2. Understands ethical and legal considerations specifically related to the practice of school counseling.	X		X
<b>B. Skills and Practices</b>			
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	X		
<b>COUNSELING, PREVENTION AND INTERVENTION C. Knowledge</b>			
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	X	X	
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	X		
<b>D. Skills and Practices</b>			
D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	X		
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	X		
D5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	X		
<b>DIVERSITY AND ADVOCACY E. Knowledge</b>			

E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	X	X	
<b>F. Skills and Practices</b>			
F1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	X		
F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	X		
<b>ASSESSMENT</b> <b>G. Knowledge</b>			
G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	X		
G2. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	X		
<b>H. Skills and Practices</b>			
H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	X		
H4. Makes appropriate referrals to school and/or community resources.	X		
H5. Assesses barriers that impede students' academic, career, and personal/social development.	X		
<b>RESEARCH AND EVALUATION</b> <b>J. Skills and Practices</b>			
J1. Applies relevant research findings to inform the practice of school counseling.	X		
<b>LEADERSHIP</b> <b>O. Knowledge</b>			
O4. Understands the important role of the school counselor as a system change agent.	X		

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including lecture, role-play, small and large group discussion and experiential activities.

## VII. COURSE EVALUATION METHODS

- Taped sessions will be assessed for demonstration of theory, therapeutic presence and structure of session. Tape assignments may be redone to achieve a better grade.
- The final exam of multiple choice questions will evaluate a student's knowledge of the various theories learned over the course of the term.
- The Theory Paper will be evaluated in terms of the development of a discussion of important and distinctive elements about chosen theories which have a meaning for the student and his/her potential clients, how chosen theories complement each other and provide multiculturally competent counseling services, and how the student will utilize the chosen theoretical makeup as part of an overall practice that includes goodness of fit with the student's counseling philosophy and professional viewpoint.
- No late work will be accepted.
- All assignments are to be completed for a passing grade.

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Percentage
1- 4, 6, 7-9	Skills Tapes	CMHC: A2, A5, A6, B1, C9, D2, D3, D5, D6, D8, D9, E1, E3, F3, G1, G2, K3, K4 SC: A2, B1, C1, C3, D1, D2, D5, E1, F1, F2, G1, G2, H1, H4, H5, J1, O4 CORE: 2C, 2F, 3G, 5A, 5B, 5C, 5D	42%
1-3, 5, 7-9	Final Exam	CMHC: A2, A5, D2, E1, E3 SC: C1, E1 CORE: 2C, 3G	35%
1-3	Theory Paper	CMHC: A5, D2, F3 SC: A2 CORE: 2A, 2B, 2C, 2F, 5D	23%

### A. Description of Assignments

- **Attendance:** Attendance and Participation: students are required to attend all class

sessions, but one absence for an emergency is allowed with permission from instructor. It is expected that the student will contact the instructor before the missed class, and student is responsible for fulfilling all work for missed class. If it is necessary to miss more than one class **for any reason, including emergencies**, the student should consider withdrawing from the course.

- **Taped Sessions:** Seven tapes will be made for the following theories: Rogerian, MI, CBT, Adlerian, Reality, Cross-Cultural Specific Counseling Theory, Integrative Theory. Most tapes will be for the length of 25 minutes; The PC session will be 15 minutes; the integrative tape is 30 minutes. Taped sessions may be redone to achieve a higher grade. Sessions will be recorded on student devices and uploaded to MediaSpace with a link submitted to D2L on a Word document.
- **Final Exam:** The final exam will be multiple-choice format and will evaluate a student's knowledge of the various theories learned over the course of the term. The exam will be taken online via D2L. The exam is NOT open book and students may NOT use each other, the Internet, or other resources while taking this exam. Students will be allowed one attempt only.
- **Theory Paper:** The Theory Paper is a discussion about the student's personal theory of counseling with important distinctive elements about theories that have a meaning for the student. Elements of the paper include how well the theories complement each other, how the student intends to combine specific techniques for each of the chosen theories, and how the student plans to address multicultural concerns with chosen theories. Papers should be formatted APA Style, be a minimum of ten (10) pages and have a minimum of five (5) scholarly resources, including the course text.
- **Late work will not be accepted.**

## B. Grading for Course

- **Final Grade Scale:**

<b>100-90:</b>	<b>A</b>
<b>89-80:</b>	<b>B</b>
<b>79-70:</b>	<b>C</b>
<b>69-60:</b>	<b>D</b>

• **Taped Session Rubric**

<i>Points Possible</i>	<i>6 points</i>	<i>5 points</i>	<i>3-4 points</i>	<i>2 or fewer</i>
<i>Demonstration of Theory</i>	Above average tape illustrating theory, uses 2-3 theoretical interventions.	Average tape illustrating theory, uses fewer than 2 theoretical interventions.	Below average tape illustrating theory, uses some of theoretical concepts but no interventions.	Tape does not illustrate theory.
<i>Therapeutic Presence</i>	Student demonstrates empathy, exemplary listening skills, and a variety of microskills.	Student demonstrates empathy, good listening skills, and some microskills.	Student lacks empathy, demonstrates marginal listening skills, and few microskills.	Student lacks empathy, poor listening skills, and no microskills.
<i>Structure of Session</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced with preferred statements.	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors –weak statements are not replaced with preferred statements. Requirements not met.
<i>Confidence</i>	Student demonstrates confidence and does not stop the session to regroup or come up with the next thing to say	Student demonstrates confidence and stops the session to regroup or come up with the next thing to say 2-3 times	Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 3 times	Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 3 times, and stumbles on most of his/her responses

• **Final Exam Rubric**

**70 M/C questions=35% of grade: each question is worth .5% of the final grade.**

• **Theory Paper Rubric**

<i>Points possible</i>	<i>20-23 pts.</i>	<i>15-19 points</i>	<i>10-14 points</i>	<i>Fewer than 14 points</i>
<i>Content</i>	Paper clearly concerned with counseling theory. All aspects of assignment addressed and discussed, and complex thinking skills utilized.	Paper clearly concerned with counseling theory. Most aspects of assignment addressed and discussed, and complex skills utilized.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing. No evidence of complex thinking skills.

<i>Format</i>	Exceptional Writing (excellent grammar, strong APA style, flow, structure, & strong synthesis of ideas). A minimum of 5 scholarly references, including the text.	Strong writing (excellent grammar, APA mostly correct, synthesis of ideas). Minimum of 5 scholarly references, including the text.	Marginal writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.	Poor writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.
<i>Depth of Understanding</i>	Synthesis of relevant theories and ideas from assigned course readings. Inclusion and analysis of material from outside readings specifically related to chosen theories.	Synthesis of relevant theories and ideas from assigned course readings. Material included from outside readings specifically related to chosen theories, however, a depth of understanding is not demonstrated.	Theories and ideas are presented but not synthesized. Material included from outside readings specifically related to chosen theories, however, a depth of understanding is not demonstrated.	Theories and ideas are presented but not synthesized. Limited material included from outside readings specifically related to chosen theories, and a depth of understanding is not demonstrated.

**VIII. COURSE SCHEDULE**

DATE	Topic	CACREP Standards <i>Core/CMHC/School</i>	Content	Activities & Assignments
1.14	Introductions, syllabus, review of microskills, partner selection, Person-Centered Theory	<b>CMHC: A2, A5, B1, C9, D2, E1, E3</b> <b>SC: B1, C1, E1, J1</b> <b>CORE: 5B, 5C, 5D</b>	Chapt.6, Person-Centered Theory	Lecture, discussion and taping PC session (Note: all sessions will be recorded by students and it is recommended that group partners record each other's sessions as back up)
1.21	Review of Person-Centered, CED REORIENTATION	<b>CMHC: A2, A5, A6, B1, D2, D3, E1, E3, F3</b> <b>SC: C1, D5, E1, J1</b> <b>CORE: 5B, 5C, 5D</b>	MI Handout (D2L)	<b>Person-Centered Tape Due</b> Lecture and Class Discussion
1.28	Motivational Interviewing	<b>CMHC: A2, A5, A6, B1, D2, D5, E1, E3, K3, K4</b> <b>SC: B1, C1, E1</b> <b>CORE: 5B, 5C, 5D</b>		Lecture, discussion and taping MI session
2.4	MI Follow up Chapter 8, Behavioral Theory	<b>CMHC: A2, A5, B1, C9, D2, E1, E3, F3, G1, G2</b> <b>SC: C1, C3, E1, G1, G2, J1</b> <b>CORE: A2, 2C, 3G, 5B, 5C, 5D</b>	Chapt. 8, Behavior Theory	Lecture and Class Discussion <b>MI Tape Due</b>
2.11	Chapt. 10, Cognitive Theory	<b>CMHC: A2, A5, B1, C9, D2, D6, E1, E3, F3, G1, G2, K3, K4</b> <b>SC: A2, B1, C1, E1, J1</b>	Chapter 10, Cognitive Theory	Lecture, discussion and taping CBT session

		<b>CORE: 5B, 5C, 5D</b>		
2.18	Review CBT go over lifestyle summary	<b>CMHC: A2, A5, B1, D2, E1, E3</b> <b>SC: C1, E1, G1, G2</b> <b>CORE: 5B, 5C, 5D</b>	Lifestyle Summary Handout (D2L)	<b>Cognitive/ Behavioral Tape due</b> Lecture and Class Discussion
2.25	Chapt 4, Adlerian Theory	<b>CMHC: A2, A5, B1, C9, D2, D8, E1, E3, F3, K3, K4</b> <b>SC: C1, D5, E1, J1</b> <b>CORE: 5B, 5C, 5D</b>	Chapt 4, Adlerian Theory	<b>Lifestyle summary due</b> Lecture, discussion and taping Adlerian session
3.3	Review Adlerian Feminist Theory	<b>CMHC: A2, A5, B1, D2, E1, E3</b> <b>SC: C1, E1</b> <b>CORE: 2A, 2B, 5B, 5C, 5D</b>	Feminist Theory, Chapter 13	<b>Adlerian Tape due</b> Lecture and Class Discussion
3.17	Racial Identity Models (handout, D2L) Counseling Specific Minority Groups Rescheduled for 3.31	<b>CMHC: A2, A5, B1, C9, D2, E1, E3, F3</b> <b>SC: C1, D1, D2, D5, E1, F1, F2</b> <b>CORE: 2A, 2B, 2C, 2F, 5C</b>	Racial Identity Models (handout, D2L)	Lecture and Class Discussion
3.24	Herring and Walker's Cross-Cultural Specific Model	<b>CMHC: A2, A5, B1, D2, D9, E1, E3</b> <b>SC: C1, D1, D2, D5, E1</b> <b>CORE: 2A, 2B, 2C, 2F, 5C</b>	Herring and Walker's Cross-Cultural Specific Model (handout, D2L)	Lecture, discussion and taping Cross Cultural Specific Theory session

3.31	<p><del>Review CCC</del>  <del>REBT</del> rescheduled for 4.21                  Racial Identity Models (handout, D2L)                  Counseling Specific Minority Groups</p>	<p><b>CMHC: A2, A5, B1, D2, E1, E3, F3</b>  <b>SC: C1, E1</b>  <b>CORE: 5B, 5C, 5D</b></p>	<p>Racial Identity Models (handout, D2L)</p>	<p><del>Cross-Cultural Specific Counseling Tape Due</del>                  Online Lecture</p>
4.7	<p>Chapt. 11, <del>Reality Theory</del> rescheduled for 4.21                  Herring and Walker's Cross-Cultural Specific Model and illustration</p>	<p><b>CMHC: A2, A5, B1, C9, D2, E1, E3, F3, K3, K4</b>  <b>SC: B1, C1, C3, E1, J1, O4</b>  <b>CORE: 5B, 5C, 5D</b></p>	<p>Herring and Walker's Cross-Cultural Specific Model (handout, D2L)</p>	<p>Online lecture and online availability of taped session via D2&gt;</p>
4.14	<p>Psychoanalytic Theory                  Existential Theory</p>	<p><b>CMHC: A2, A5, B1, D2, E1, E3</b>  <b>SC: A2, C1, D5, E1, H1, H4, H5</b>  <b>CORE: 5B, 5C, 5D</b></p>	<p>Psychoanalytic Theory, Chapter 2, Existential Theory, Chapter 5</p>	<p><del>Reality Theory Tape Due</del>                  Lecture and Class Discussion  <b>Cross-Cultural Specific Counseling Tape Due</b></p>
4.21	<p>Preparing for Integrative Tape                  REBT                  Reality (with illustration)</p>	<p><b>CMHC: A2, A5, B1, C9, D2, E1, E3, F3</b>  <b>SC: C1, E1, J1</b>  <b>CORE: 5B, 5C, 5D</b></p>	<p>REBT, Chapter 9; Chapt. 11, Reality Theory, Using Metaphors in Counseling</p>	<p>Online Lectures  <del>Taping of Integrative Session,</del></p>
4.28	<p><b>Gestalt Theory</b>  <b>Review of Theories, Prepare for Exam</b></p>	<p><b>Exam:</b>  <b>CMHC: A2, A5, B1, D2, E1, E3</b>  <b>SC: C1, E1</b>  <b>CORE: 2C, 3G</b>  <b>Paper:</b>  <b>CMHC: A5, D2, F3</b>  <b>SC: A2</b>  <b>CORE: 2A, 2B, 2C, 2F, 5D</b>  <b>Tape:</b>  <b>CMHC: A5, B1, D2, F3</b></p>	<p>Gestalt Theory, Chapter 7</p>	<p><b><u>Zoom Class In Person, 5-8pm</u></b>                  Join Zoom Meeting  <a href="https://minnstate.zoom.us/j/563730523">https://minnstate.zoom.us/j/563730523</a>                  One tap mobile                  +19292056099,,563730523# US (New York)                  +16699006833,,563730523# US (San Jose)                  Dial by your location                  +1 929 205 6099 US (New York)                  +1 669 900 6833 US (San Jose)                  Meeting ID: 563 730 523</p>

		<b>SC: A2</b> <b>CORE: 2A,</b> <b>2C</b>		
5.5, 5-7pm	Final Exam, D2L			<b>Final Tapes Due</b> <b>Personal Theory Paper Due</b>

## APPENDIX A

### INFORMED CONSENT

#### THIS WILL BE READ AT THE BEGINNING OF EACH SESSION.

.....

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we are going to be using the **Person Centered approach**, where I will be acting as a partner with you, exploring whatever you want to bring to the session. The focus is basically on you, your feelings, and where you want to take the session. I'm wondering if you have any questions about this. Tell me what you want to talk about today.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we are going to focus on **Motivational Interviewing**, where I will be acting as a guide with you. We will take a look at your behaviors, current decisions and motivation levels. I'm wondering if you have any questions about this. Last time we...You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today I'll be using **cognitive/behavioral techniques**. We will focus on your thoughts/behaviors/feelings. As we talk about your work, you may find some new insights about your thoughts/behaviors as they relate to your current issue. I'm wondering if you have any questions about this. Last time we...You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today, we'll be using **Adlerian techniques**. This means we will be focusing on family of origin issues and what you learned about yourself through your family. This may also mean that we explore the type of 'script' you have learned to live and how this relates to your current

issues. I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today, we'll be using **Cross Cultural Specific Theory**. This means we will be focusing on cultural and ethnic issues and what you know about yourself in terms of values, traditions, and family dynamics. This may also mean that we explore the types of oppression you have experienced because of your minority status within the culture in which you live. I'm wondering if you have any questions. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we'll be using **Reality Theory techniques**. This means we'll be focusing on your current issues and your responsibilities and choices related to them. We may explore problem solving options and make specific plans about your next few weeks. I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to tape form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we'll be using \_\_\_\_\_ **techniques**. This means we'll be focusing on \_\_\_\_\_ I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

### **Instructions for Taping and Transcript**

- (1) Assume your client has already signed a release for taping (and mention this) at the beginning of the session.
- (2) Structure appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate. If one technique does not work out, try another.
- (3) Always use opening and closing summaries.

### **After Taping:**

- (1) Check out with client if there are any portions they do not wish shown to the class;

- (2) Make a transcript of the tape, using the TRANSCRIPT FORMAT and identify microskills;
- (3) Write one paragraph about your strengths, one paragraph about your areas needing improvement, and a final paragraph about your goals for the future sessions;
- (4) Be prepared, if asked by the instructor, to show part of your recorded session to the class.

**Transcribe each tape according to the attached TRANSCRIPT FORMAT. Write on one side of the page only and type. No handwritten transcripts will be accepted.** Please follow directions exactly.

Do **NOT** WRITE THE CLIENT’S NAME ANYWHERE ON THE TRANSCRIPT.

Keep **confidential** what is discussed in sessions.

**TRANSCRIPT FORMAT TO BE FOLLOWED**

**Tape #1  
January 21, 2020  
Person-Centered**

<b>Statement</b>	<b>Skill/observation</b>
<b>CI #1: I’m just really confused about....</b>	looking down
<b>CO#1: You sound concerned and angry...</b>	<b>RF</b>
<b>CI #2: I am, I really worry...</b>	crying
<b>CO#2: Tell me more</b>	<b>Enc</b>
<b>CI#3: I just don’t know what...</b>	
<b>CO#3: You are worried that...</b>	<b>RF &amp; Enc</b>
<b>CL#4: I want so much for...</b>	
<b>CO#4: You should just go ahead and marry him</b>	<b>Ugh! Advice!</b>
<b>PS: Tell me more about the relationship</b>	<b>Foc</b>

**Note: Preferred Statements are allowed on all tapes.**

**Three paragraphs:**

- Strengths
- Areas to Improve
- Goals for Next Tape/Practicum

## APPENDIX B

### UNIVERSITY EXPECTATIONS & COURSE POLICIES

#### A. University Expectations and Resources

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any

specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

## B. Graduate Student Resources

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,  
([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):

RCTC Counseling Center, UCR Room SS133; 285-7260  
([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))

UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

**UCR Learning Center – Rochester:** For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

**Writing Center - Winona:** The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>