

Spring 2017

CE 653 Syllabus: Theory and Practice of Sexual, Substance Abuse

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Winona State University
Department of Counselor Education
CE 653: Theory and Practice of Sexual, Substance Abuse and
Crisis Counseling
Spring 2017

Course Dates: January 10-April 25, Tuesdays, 5-8pm, F-to-F and Adobe Connect
Room location: 325 Gildemeister Hall, Winona campus
URL: <https://connect.shot.smsu.edu/ce653/>

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Course Description:

This course exposes students to the theory and practice of working with clients who present with sexual concerns, substance abuse and/or addiction, and crisis issues. This course facilitates knowledge, awareness and skill development as it relates to student growth and development in preparation to work with client concerns in these sensitive topic areas. Students practice application of counseling theories in a laboratory setting with simulated situations. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues. Prerequisites: CE 601 - Foundations of Counseling, completion of or concurrent registration in CE 658 – Microskills, CE 660 Counseling Theories, and permission of instructor. In general, students are not eligible for enrollment in 660 until they have successfully completed approximately 15 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. 4 credits

Required Texts

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th Ed)*. Washington, DC: American Psychiatric Publishing.
- Hyde, J., & DeLamater, J. (2013). *Understanding human sexuality, 12th Ed*. ISBN-13: 9780078035395
- Jackson-Cherry, L. R. & Erford, B. T. (2014). *Crisis assessment, intervention, and prevention, 2nd Ed*. ISBN-13: 9780132946964
- Fisher, G. L. & Harrison, T. C. (2018). *Substance Abuse: Information for School Counselors, Social Workers, and Counselors, 6th Ed*. Boston: Pearson. ISBN-13: 9780134387451

Additional readings regarding current literature will be assigned in course assignments.

Course Objectives:

This 4-credit course will provide theoretical frameworks and practical skill building in the counseling of student and clients with sexual concerns, substance abuse and addiction issues, and crisis related presenting concerns. The course provides the student with the opportunity to practice various approaches to counseling in simulated developmental settings and role-playing situations. The purpose also includes special awareness of these specific areas of concern, and particularly multicultural awareness in working with diverse client populations. 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. Increase knowledge of sexual development and sexuality across the life span.
*This learning outcome will be assessed by case studies.
2. Increase comfort with discussing sexuality and sexual concerns of clients.
*This learning outcome will be assessed by taking a pre/post self-assessment of student comfort level and shared with the instructor.
3. Increase knowledge of sexual dysfunctions and current treatment approaches.
*This learning outcome will be assessed by case studies.
4. Increase knowledge of treatment approaches for sexual difficulties from different theoretical orientations.
*This learning outcome will be assessed by graded role-plays on each treatment approach.
5. Develop counseling skills and techniques for working with a variety of clients including persons with differing sexual values, needs, and backgrounds regarding sexuality concerns.
*This learning outcome will be assessed by graded role-plays on each treatment approach.
6. Develop ethical behaviors regarding sexuality counseling including the recognition of personal limitations in this context.
*This learning outcome will be assessed by case studies.
7. Advance knowledge in the field of human sexuality through critical

evaluation of current research.

*This learning outcome will be assessed by the assignment of a literature review/presentation.

8. Identify and differentiate addictive substance and behaviors, as well as diagnostic symptoms and criteria of substance abuse and dependence.
*This learning outcome will be assessed with D2L quizzes.
9. Recognize and become familiar with the principles of addiction counseling and research-based treatments used in addiction counseling.
*This learning outcome will be assessed with case studies and a literature review.
10. Develop basic skills for working with clients with addictions.
*This learning outcome will be assessed by graded role-plays on each treatment approach.
11. Recognize the major theoretical frameworks and current treatment modalities of addictions counseling.
*This learning outcome will be assessed by graded role-plays on each treatment approach.
12. Recognize the nature and typical anatomy of a personal crisis.
*This learning outcome will be assessed by case studies.
13. Identify and increase knowledge about crisis-intervention strategies and current practices, including referral for post-crisis counseling.
*This learning outcome will be assessed by graded role-plays on each treatment approach.
14. Develop basic skills for working with clients in crisis and management of external factors involving family and friends of clients in crisis.
*This learning outcome will be assessed by graded role-plays on each treatment approach.
15. Demonstrate multicultural competent practices when working with individuals from diverse backgrounds when managing sexual, addictive or crisis issues.
*This learning outcome will be assessed by graded role-plays on each treatment approach, and via a literature review.

Course Topics of Major Topics and Subtopics

- I. Sexual development and sexuality across the life span.
 - a. sexual dysfunctions
 - b. current treatment approaches and skill development
 - c. theoretical orientations
 - d. techniques for working with a variety of clients including persons with differing sexual values, needs, and backgrounds regarding sexuality concerns
 - e. ethical behaviors regarding sexuality counseling
- II. Addictive substance and behaviors, as well as diagnostic symptoms and criteria of substance abuse and dependence
 - a. principles of addiction counseling and research-based treatments used in addiction counseling

- b. basic skill development for working with clients with addictions
 - c. major theoretical frameworks and current treatment modalities of addictions counseling
 - d. techniques for working with a variety of clients including persons with differing cultural values
- III. Crisis-intervention strategies and current practices, including referral for post-crisis counseling
- a. nature and typical anatomy of a personal crisis
 - b. crisis-intervention strategies and current practices, including referral for post-crisis counseling
 - c. basic skills for working with clients in crisis and management of external factors involving family and friends of clients in crisis
- IV. Multicultural competent practices when working with individuals from diverse backgrounds when managing sexual, addictive or crisis issues
- a. skill development in working with various clients from ethnic cultural groups
 - b. skill development in working with both gendered, and LGBTQ clients
 - c. skill development in working with clients from various SES groups
 - d. skill development in working with clients from various political groups
 - e. skill development in working with clients with disabilities
 - f. skill development in working with clients with DSM considerations

Content

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Related Standards: (include CACREP objectives for CMHC and SC as appropriate)

CACREP 2009 Standards Clinical Mental Health Counseling	Location of evaluation for CACREP Standard			
	Student attendance and participation during instructor lecture and group discussions	Counseling Demonstration Intervention Tapes	Case Studies	Topic presentations & chapter readings
FOUNDATION				
A. KNOWLEDGE				

A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	X	X	X	X
A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	X	X	X	X
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	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	X
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	X	X	X	X
A7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	X		X	X
A8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	X			
A9. Understands the impact of crises, disasters, and other trauma-causing events on people.	X	X	X	X
A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	X			
B. Skills and Practices				
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	X	X	X	
COUNSELING, PREVENTION, AND INTERVENTION				
C. Knowledge				
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	X		X	
C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	X		X	

C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help).	X			
C4. Knows the disease concept and etiology of addiction and co-occurring disorders.	X	X	X	X
C5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	X			
C6. . Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	X	X	X	
C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	X	X	X	
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	X	X	X	
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	X		X	X
D. Skills and Practices				
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		X	X
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	X	X	X	X
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	X	X	X	
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	X	X	X	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	X	X	

DIVERSITY AND ADVOCACY				
E. Knowledge				
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	X	X	X	X
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	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	X
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	X		X	
F. Skills and Practices				
F1. Maintains information regarding community resources to make appropriate referrals.	X	X	X	
F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	X		X	
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	X	X		
ASSESSMENT				
G. Knowledge				
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		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	X	X	
G3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	X		X	
G4. Identifies standard screening and assessment instruments for substance use disorders and	X	X	X	

process addictions.				
H. Skills and Practices				
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	X		X	
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	X	X	X	
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	X	X	X	
RESEARCH AND EVALUATION				
I. Knowledge				
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	X	X	X	
DIAGNOSIS				
K. Knowledge				
K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).	X	X	X	
K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	X	X	X	
K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	X	X	X	
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	X		X	
K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	X		X	
L. Skills and Practices				
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	X		X	
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with	X		X	

collaborating professionals.				
L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	X		X	

Course Expectations and Requirements:

Course assignments will be turned into the Desire-to-Learn drop boxes.

Methods of Instruction

Basic instructional plan and teaching methods utilized include the following:

- Lecture/ discussion
- Videotapes and modeling
- Videotaped role-plays with peer feedback
- Case studies and responses to manual exercises
- Reflective self-evaluations

Grading:

- 100-93: A
- 92-86: B
- 85-79: C
- 78-72: D

Please note:

- Assignments received late will receive a grade reduction of 10% for every day it is late.
- Tapes that do not meet the minimum requirement of each respective assignment may be repeated for a grade.
- All sessions will be taped outside of class; students should plan accordingly

CE 653 Preparedness/Assessment of Readiness for CE 680/CE 690

After the completion of CE 653, a decision will be made on your entrance into the practicum/internship sequence. Explanation of course grades is as follows:

Grade of “A” means you have done excellent work and are practicum-ready. Requires a minimum of 93% of total points.

Grade of “B” means you have done good work. With the assignment of a B you will either be given a practicum-ready rating or will be told specifically what needs to be done before practicum. Requires a minimum of 80% of total points.

Grade of “C” or below means you do not have the skill readiness that practicum requires. You may be asked to either retake CE 653 or switch program tracks to Professional Development Master of Science Degree.

COURSE ASSIGNMENTS (CACREP standards added-from grid above)

Assignment (Description and Number) and Due Dates		Percent of overall grade	CACREP Standards Assessed
1	Class Participation, Lecture Discussions, Small Group Work, every class meeting	15%	CMHC STANDARDS: A2, A3, A4, A5, A6, A7, A8, A9, A10, B1, C1, C2, C3, C4, C5, C6, C7, C8, C9, D2, D3, D5, D6, D8, D9, E1, E2, E3, E5, F1, F2, F3, G1, G2, G3, G4, H1, H3, H4, I1, K1, K2, K3, K4, K5, L1, L2, L3 CACREP CORE: G2B, G2D, D2E, G3C, G3E, G3F, G3G, G5C, G5F, G5G, G7D, G7E, G7F, G7G
2	Topic Presentations, due 4/11 and 4/18	24%	CMHC STANDARDS: A2, A3, A5, A6, A7, A9, C4, C9, D2, D3, D5, E1, E3, E5 CACREP CORE: G2B, G2D, D2E, G3C, G3E, G3F, G3G, G5C, G5F, G5G, G7D, G7E, G7F, G7G
3	Case Studies, due 1/24, 2/7, 2/21, 3/14, 3/28, 4/11 and 4/25	28% (7 x 4 points each)	CMHC STANDARDS: A2, A3, A5, A6, A7, A9, B1, C1, C2, C4, C6, C7, C8, C9, D2, D3, D5, D6, D8, D9, E1, E2, E3, E5, F1, F2, G1, G2, G3, G4, H1, H3, H4, I1, K1, K2, K3, K4, K5, L1, L2, L3 CACREP CORE: G2B, G2D, D2E, G3C, G3E, G3F, G3G, G5C, G5F, G5G, G7D, G7E, G7F, G7G
4	Counseling Intervention Demonstration Tapes, due 2/7, 3/14 and 4/11	33% (3 Tapes Total; each worth 11)	CMHC STANDARDS: A2, A3, A5, A6, A9, B1, C4, C6, C7, C8, D5, D6, D8, D9, E1, F1, F3, G2, G4, H3, H4, I1, K1, K2, K3 CACREP CORE: G2B, G2D, D2E,

		points)	G3C, G3E, G3F, G3G, G5C, G5F, G5G, G7D, G7E, G7F, G7G
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Attendance: students are required to attend all class sessions, but one absence is allowed with permission from instructor. It is expected that the student will contact the instructor before the missed class, and be responsible for arranging a classmate to record class and fulfilling all work for missed class. If it is necessary to miss more than one class **for any reason**, the student should consider withdrawing from the course. The last withdrawal from class day is mid April, 2016.

Class Participation: Students are expected to attend in person or via Adobe Connect and be present and engaged in group discussions, small group work and individual reflections.

Topic Presentation

One literature review and related topic presentation will be completed; students will select a topic within the categories of sexual concerns, substance use and abuse, and crisis interventions. Each presentation will be 20 minutes (including Q&A) with handouts with full reference list. **Potential** topics include: counseling for sexual orientation and identity, counseling clients with heroin addiction, counseling clients in crisis following a natural disaster. Students **MUST** pre-approve their topic with the instructor.

Your Literature Review/Presentation should include the following:

1. Important distinctive elements about issues related to chosen topic
2. Specific counseling issues to be addressed in a counseling session
3. How you intend to combine a specific techniques related to the identified counseling issue
4. How you plan to integrate counseling for multicultural and ethnic diversity issues

<i>Points possible</i>	<i>93-100 pts.</i>	<i>92-86 points</i>	<i>85-79 points</i>	<i>Fewer than 79 points</i>
<i>Content</i>	Presentation clearly concerned with counseling issue. All aspects of assignment addressed and discussed, and complex thinking skills utilized. Assignment turned in on time.	Presentation clearly concerned with counseling issue. Most aspects of assignment addressed and discussed, and complex skills utilized. Assignment turned in on time.	Counseling issue chosen is not discussed or reviewed well; explanation of is lacking. Some aspects of assignment missing. Some evidence of complex	Counseling issue chosen is not clearly defined, discussed or reviewed well; explanation of is lacking. Most aspects of assignment missing. No evidence of

			thinking skills evident. Assignment turned in late.	complex thinking skills. Assignment turned in late.
<i>Format</i>	Exceptional Presentation skills (excellent grammar, flow, structure, & strong synthesis of ideas). A minimum of 7 scholarly references, including the text.	Strong presentation skills (excellent grammar, synthesis of ideas). Minimum of 5 scholarly references, including the text.	Marginal presentation skills, several errors in formatting, grammar, or synthesis of ideas. Minimum reference of 5 not met.	Poor presentation skills utilized, grammar, or synthesis of ideas. Minimum reference of 5 not met.
<i>Depth of Understanding</i>	Strong synthesis of relevant literature; discussion of counseling issue, counseling techniques, and consideration of counseling theory applied are clear and supported by research; and discussion about diversity issues are well developed.	Adequate synthesis of relevant literature; discussion of counseling issue, counseling techniques, and consideration of counseling theory applied are clear and mostly supported by research; and discussion about diversity issues are well developed.	Weak synthesis of relevant literature; discussion of counseling issue, counseling techniques, and consideration of counseling theory applied are not clear, nor supported by research; and discussion about diversity issues are not well developed.	Weak synthesis of relevant literature; discussion of counseling issue, counseling techniques, and consideration of counseling theory applied are non-existent; and discussion about diversity issues is missing.
<i>Presentation Style</i>	Topic is delivered without reading slides; eye contact with audience is engaging; presence is professional; presenter is excited to talk about their topic	Topic is delivered without reading slides for the most part; eye contact with audience is strong; presence is professional; presenter is excited to talk about their topic	Topic is delivered by reading slides; eye contact with audience is weak; presence is not professional; presenter is not passionate about their topic	Topic is delivered by reading slides; eye contact non-existent; presence is uncomfortable/anxious; presenter is bored/boring by/about topic

Case Studies

There are 7 (seven) case studies discussed in class developed by the instructor. Case studies will be discussed in class in the following format and narrative (4 page maximum) summaries will be written and submitted by each student to the D2L Dropbox on assigned dates.

The Client/s Your instructor will describe the client’s diversity in terms of the following identities: gender, ethnicity (race), disability, class, age, sexual orientation, and religion.

Presenting Issues and Challenges Your instructor will offer information on the client’s reason for referral, psychological difficulty, subjective distress, and any clinical observations.

Case History and Developmental Background Your instructor will offer familial, cultural, social, ethnic, and identities and their contributions to the personality development of the client.

The Therapy Students will discuss a potential diagnosis, the therapeutic perspectives and the particular approach or modality that could be used with the client. The process of counseling and therapy will be described in some detail, including the following: interventions; assessment, goals, and therapy treatment; and outcomes. Students should consider the identities in the clinical process, particularly the use of traditional healing, spirituality, and other alternative healing modalities that support resilience.

Questions Students will complete their discussion with 3-5 follow-up questions regarding the case and a plan for how they might obtain information.

<i>Points Possible</i>	<i>5 points</i>	<i>4 points</i>	<i>2-3 points</i>	<i>1 or fewer</i>
<i>The Client(s)</i>	Discussion of client identities is strong and articulate	Discussion of client identities is adequate	Discussion of client identities is weak	Discussion of client identities is non-existent
<i>Presenting Issues</i>	Discussion of presenting issues is complete, accurate and comprehensive	Discussion of presenting issues is complete, mostly accurate and comprehensive	Discussion of presenting issues is weak, not accurate and not comprehensive	Discussion of presenting issues is non-existent
<i>Case History and Developmental Background</i>	Student demonstrates strong ability to summarize case history and developmental background	Student demonstrates some ability to summarize case history and developmental background	Student demonstrates little ability to summarize case history and developmental background	Student demonstrates no ability to summarize case history and developmental background
<i>Therapy</i>	Student articulates a potential diagnosis, appropriate interventions,	Student describes a potential diagnosis, appropriate interventions, assessment tools,	Student summarizes a potential diagnosis, appropriate	Student does not adequately summarize articulates a potential

	assessment tools, therapy goals, treatment and outcomes. Students strongly consider the client's identities in the clinical process	therapy goals, treatment and outcomes. Students adequately consider the client's identities in the clinical process	interventions, assessment tools, therapy goals, treatment and outcomes. Students weakly consider the client's identities in the clinical process	diagnosis, appropriate interventions, assessment tools, therapy goals, treatment and outcomes. Students does not consider the client's identities in the clinical process
<i>Questions</i>	Students create articulate follow-up questions (3-5) regarding the case and a well thought out plan for how they might obtain information	Students create effective follow-up questions (3-5) regarding the case and a plan for how they might obtain information	Students create weak follow-up questions (3-5) regarding the case and a poorly thought out plan for how they might obtain information	Students do not create follow-up questions (3-5) regarding the case nor a plan for how they might obtain information

Counseling Intervention Demonstration Tapes

Students will create 3 (three) Counseling Intervention Demonstration session tapes. The following format will be followed: 1 sexual concerns; 1 substance abuse/use; 1 crisis concerns. Note: There may be additional counseling demonstration tapes assigned if original session does not meet the assignment criteria.

Your Intervention Demonstration videotapes should be made with a partner from this class who becomes your "client". As a counselor, you should utilize microskills within a theoretical model you developed in CE 660 for each session with your client. You will begin with an Informed Consent (see below for example). Your sessions will be between 30-45 minutes and each videotape will be submitted with a transcript (see below for example).

As clients, students find it difficult to remember details if they are making up material, however they also feel uncomfortable presenting real issues. Two options are: 1) use a real scenario from your history or 2) use presenting issues from someone you know well. Check with your counselor prior to taping to determine your client story based on the goal of the assignment (sexual concern, substance use or abuse, crisis).

You may use electronic devices that enable you to turn in a final product on a flash drive or via OneDrive. Please ensure the following:

1. The microphone is working and voice can be heard distinctly (if session is not clearly audible, it will not be considered for grade)
2. light source at rear or side does not interfere with picture
3. faces and bodies of counselor (and client, if possible) can be seen
4. outside interruptions are kept to a minimum during taping (outside noise, rain, pets, etc.)

<i>Points Possible</i>	<i>9-11 points</i>	<i>6-8 points</i>	<i>3-5 points</i>	<i>2 or fewer</i>
<i>Issue Addressed</i>	Issue is clearly identified and goals are set	Issue is clearly identified and goals are set, but vague	Issue is not clearly identified and goals are not set	Issue is not clearly identified nor addressed, and goals are not set. Session is confusing and disorganized.
<i>Theoretical Model</i>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	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. Transcript is completed within guidelines.	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. Transcript is lacking for any part of the session.	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. Transcript is not well-written or formatted correctly.	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. Transcript is incomplete. Requirements not met.

INFORMED CONSENT (may be read)

Informed Consent:

I want to take a few minutes to go over (review) a few things. Thank you for signing the permission to tape form. I am taping this session for my training class to get feedback on my skills from my instructor and peers in the class. Mostly they will be focusing on me, not you. But at any time if you want me to turn the tape off, let me know and I will.

I also want to mention that everything here is confidential unless you are sharing something with me that involves self-harm or harm to others (including child and elder abuse), or unless you sign something that allows me to tell someone else what we've talked about. I'm wondering if you have any questions so far.

Finally, I want to share with you the risks and benefits of counseling. Many clients report getting a better perspective on their issues when they get counseling and feeling overall a sense of relief after a few or several sessions because they are gaining support and figuring things out in their lives. At times some people **may** feel worse before they feel better because they are working through some hard stuff they've never shared with anyone and this can be hard work. You may find this to be true at times and if so, please let me know what's going on and we can work through the tough feelings together. Also, you may have some feelings that surprise you during the course of our work together, and this is common as you explore new ways of getting to know yourself better. I hope you will let me know if you have any questions as we work together. Do you have any questions?

My theoretical approach to counseling is... I believe in goal setting and will want to begin every session with a goal to work on within the time frame we have set for ourselves. We will typically have 25 minutes to visit. I will set up additional sessions at the end of each session depending on your interest in planning additional sessions. Do you have any questions?

Instructions for Transcript

After Taping:

- (1) Make a transcript of the tape, using the TRANSCRIPT FORMAT and identify microskills;
- (2) Write one paragraph about your strengths, one paragraph about your areas needing improvement, and a final paragraph about your goals for the future sessions;

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 14, 2015
Sexual Concerns**

Statement	Skill/observation
CI #1: I'm just really confused about....	looking down
CO#1: You sound concerned and angry...	RF
CI #2: I am, I really worry...	crying
CO#2: Tell me more	Enc
CI#3: I just don't know what...	
CO#3: You are worried that...	RF & Enc
CL#4: I want so much for...	
CO#4: You should just go ahead and have sex with him	Ugh! Advice!
PS: Tell me more about your concerns	Foc

Note: Preferred Statements are allowed on all tapes.

Three paragraphs:

Strengths
Areas to Improve
Goals for Next Tape

**Tentative Course Outline and Assignment Due Dates
Spring, 2016**

Note: not all chapters in course texts are REQUIRED reading, however it is strongly recommended that students read and review every chapter of each text in order to prepare for class.

DATE	TOPICS	READINGS ASSIGNED	ASSIGNMENTS DUE	CMHC	Core
				CACREP Standards	
1/11	Introductions, syllabus, review of microskills and theory, partner selection, desensitization exercises			A2, A3, A5, B1	G2B, G2E,

1/17	Sexual Concerns	Hyde and Delamater: Chapters 4, 7, 8; DSM-5 Sexual Concerns: Sexual Dysfunctions, Paraphilic Disorders, Child Sexual Abuse, Other Circumstances Related to Child Sexual Abuse, Spouse or Partner Violence, Sexual		C2, C3, C4, C5, C8, E1, E2, E3, E5	G2B, G7D, G7E, G7F, G7G
1/24	Sexual Concerns Process Case Study	Hyde and Delamater: Chapters 9, 10, 12, 13;	Case Study #1 Prepare for Tape #1	A2, A3, D2, D3, F1	G2B, G7E, G7F, G7G
1/31	Sexual Concerns	Hyde and Delamater, Chapters 14 and 15	Written Case Study #1 Due	A2, A3, G3, G4, H1, H2, H3, I3	G2B, G7F, G7G
2/7	Sexual Concerns Process Case Study	Hyde and Delamater, Chapters 17, 18	Case Study #2 Tape #1 Due	G3, H1, H2, H3, I3	G7E, G7F, G7G
2/14	Substance Use and Addiction	Fisher & Harrison, Chapters 1-4 DSM-5, SUDs & SIDs	Written Case Study #2 Due	A3, C4, D8 A6, H4, K3	G1B G2B, G7E, G7F, G7G
2/21	Substance Use and Addiction Process Case Study	Fisher & Harrison, Chapters 5-8 Rule 25 Assessment & P.P.C.	Case Study #3 Prepare for Tape #2	D8, G4, H3, H4 H3, H4, K3	G3E, G3F, G3G, G5C,
2/28	Substance Use and Addiction	Fisher & Harrison, Chapters 9-12	Written Case Study #3 Due	C4, D8	G2B, G7F, G7G

3/14	Substance Use and Addiction Process Case Study	Fisher & Harrison, Chapters	Case Study #4 Tape #2 Due	D8, G4, H3, K3,	G2B, G7F, G7G
3/21	Crisis	Jackson-Cherry and Erford, Chapters 1, 2, 3 DSM-5 Crisis/PTSD: Anxiety Disorders, Trauma-and Stressor-Related Disorders	Written Case Study #4 Due	A5, A7, A9, A10, C2, C3, L1, L2, L3	G2B, G2D, G2E, G3E, G3F, G5C, G5G
3/28	Crisis Process Case Study	Jackson-Cherry and Erford, Chapters 5, 7, 8	Case Study #5 Prepare for Tape #3	A5, A7, A9, K5, L1, L2, L3 F1	G2B, G2D, G5C, G5G
4/4	Crisis	Jackson-Cherry and Erford, Chapters 9, 10	Written Case Study #5 Due	A5, A7, A9, A10, K5, L1, L2, L3	G2B, G5C, G5G
4/11	Crisis Process Case Study	Jackson-Cherry and Erford, Chapters 11 and 12	Case Study #6, Tape #3 Due	A5, A7, L2, L3	G2B, , G3F, G5C, G5G
4/18	Various Topics		Topic Presentations Written Case Study #6 Due	A2, A3, D2, D3, D5, E1, E3, E5	G2B, , G3G, G7D,
4/25	Various Topics		Topic Presentations Case Study #7 Prepost Quiz Due	A2, A3, E3, E5	G2B, G5G, G7E,

Expectations and Resources:

Academic Integrity: 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>.

Accommodations: 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>.

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/):

- RCTC Counseling Center, UCR Room SS133; 285-7260 (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 and Diversity Office is 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>