

# Counseling Program

School of Kinesiology, Counseling, & Rehabilitative Sciences

## COU 640-001: Counseling Techniques (3 credits)

Spring 2022

Mondays, 6:15-9 p.m.

MEP 314

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**Office Hours:** Appointment

### Course Description:

This course will provide master's candidates with the core counseling skills needed to: (1) establish client trust and a context of caring; (2) build a professional client-counselor relationship; (3) construct the environment for authentic client-counselor exchange; (4) enhance client exploration, expression, and insight; (5) assist in establishing the client's goals for growth and personal development; (6) establish a "platform" for a working relationship regardless of specific theoretical approach. Emphasis will be placed on the creative processes associated with counseling; specifically, the tolerance for ambiguity, appropriate risk-taking, and improvisation associated with helping relationships. As such, this course will expose students to experiences designed to promote the development of such capabilities. This course will provide students with an understanding of what it takes to effectively and creatively utilize counseling techniques to cultivate a helping environment that fosters innovation and problem solving.

### Required Materials

Young, M.E. (2021). *Learning the art of helping: Building blocks and techniques*, Seventh Edition. Upper Saddle River, NJ: Pearson.

Additional readings will be assigned at the discretion of the instructor.

*Students will need access to technology that permits video recording (e.g., Flip/laptop camera).*

### Course Assignments

- 1. Class Attendance and Participation:** Attendance and participation are required for all classes. Students are expected to arrive at class on time (subject to weather emergencies) and to remain in class throughout the session. Failure to be prepared will count as an absence. If you are a parent and a child-care issue arises, please contact me ahead of our class meeting time to arrange accommodations.

Active participation is essential to learning counseling skills. Students who participate actively demonstrate openness to growth and willingness to share thoughts and feelings, both in experiential activities and in reflections. This course and all its activities are a collaborative effort and its results depend heavily on your commitment, transparency, and interest. **More than two absences will prevent completion of course requirements.** Students will contact the instructor if they will be absent from a class.

*Students may meet briefly ( $\leq 15$  minutes) with the instructor or assigned supervisor on a rotating basis to receive direct feedback on experiential work. More information will be provided in class.*

2. **Reaction Papers:** Students are responsible for writing weekly reaction papers reflecting on their experiences of the counseling process. Prompts will be provided to direct students in this process. Rather than summarizing the particulars of each class, students will focus on their internal responses to engaging in the experiential activities, demonstrating their reflection on the many issues involved in building strong helping relationships while incorporating personal style in a professional, authentic, and caring manner. Each paper will be a **minimum of 2 full pages** in length. Reaction papers *are due the Wednesday immediately following class*.
3. **Idea Pad:** The generation of ideas happens naturally – the mind is constantly producing ideas in areas of some interest (and/or curiosity). As Matson (1991) explained, unless those ideas are given permanence by being written down, they're often lost forever. The "I Pad" represents a creative counseling resource students will create throughout the semester. It will collect three elements:
- Ideas:* Ideas can be found anywhere – in the newspaper, on television, in conversation, on the Internet, etc. The ideas included in I Pad should be considered the raw material for creativity/innovation in counseling. The I Pad is not a diary; the thoughts recorded should be related to counseling, portrayals of counseling in the media, ideas for interventions, interesting metaphors, etc. *Note: ideas should not be taken from preexisting counseling resources (e.g., activity books, counseling Pinterest pages, etc.)*
- Risks:* Keeping track of one's risk-taking is an effective way to become more "risk aware." In this portion of the I Pad, students will record their efforts to stretch themselves beyond their normal comfort zone, as a way of helping them get a feel for their personal risk-taking styles. For example, do you carefully measure the up and down sides of each risk? Do you trust your gut or intuition? Previous students have initiated a "Risk-a-Day" program, asking themselves what small risks they can take daily. For example, try asking someone different to lunch or shop in a store you would never consider going into.
- Quotes:* Quotations – whether by television's Dr. House or literature's Dr. Seuss, Albert Einstein or William Shakespeare, Thomas Jefferson or Captain Kirk – are good to hold onto. Not only can they serve as the catalyst for ideas, they can be helpful in interactions with clients.
- Students are expected to maintain the I Pad with at least three entries per week, consisting of a blend of the elements listed above. **Each entry should be accompanied by an explanation of its perceived relevance**, i.e., how might you use it with clients. (Remembering "why" one wrote something down is often as important as remembering the "what.")
- An example will be provided.
4. **Transcripts:** Three (3) 10-minute interview transcripts – i.e., verbatim records of counseling interviews – are required of each student: (1) a baseline against which progress can be measured (10 minutes of a 20-minute recording); (2) a mid-term transcription (10 minutes of a 45-minute recording); and (3) a final transcription (10 minutes of a 60-minute recording). These transcriptions should demonstrate a progression in skill development. This assignment will provide students with an opportunity to self-assess their interviewing skills. Detailed instructions and an example will be provided. Students who do not initially demonstrate skill development may be asked to engage in a session to demonstrate understanding of techniques. **ALL transcription assignments should disguise the nature of any individual whom you may have interviewed. Students should ensure they have recorded permission for an interview to proceed. Students should NOT use a cell phone to record sessions.** The instructor may ask to see student recordings.

5. **Do-It-Yourself Intervention:** Based upon work completed in class, students will devise a creative counseling intervention with which to engage a client. Interventions will be presented to the class. Templates and samples will be provided.

### Submission of Assignments

When turning in your assignments, please **save your assignments** (i.e., name the document files) using the following naming conventions:

*Name (full last name, first initial)\_ Title of Assignment \_Course Designation*

For example: "LawrenceC\_Transcription1\_COU640"

Unless otherwise noted, all assignments are due **by 6:15 p.m.** on the date listed on the syllabus.

**NOTE:** Assignments turned in late may not be accepted for credit. Though highly unlikely, late assignments may be accepted at the instructor's discretion with accompanying documentation of circumstances. Please communicate with the instructor if you believe an assignment will be late.

### Course Grading

The NKU Counseling Program approaches the construct of professional dispositions as "habits of mind" that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following *professional performance dispositions*: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

The assessment breakdown is as follows:

Weekly Reactions:	30 points (total for semester)
Idea Pad:	20 points (total for semester)
Transcription 1:	100 points
Transcription 2:	200 points
Transcription 3:	300 points
DIY Intervention:	25 points
<b>Total:</b>	<b>675 points</b>

## Grading Scale

- **A:** 93.00-100.00
- **A-:** 90-92.99
- **B+:** 87-89.99
- **B:** 83-86.99
- **B-:** 80-82.99
- **C+:** 77-79.99
- **C:** 73-76.99
- **F:** 0-72.99

*Note: Per the Counseling Program Student Handbook, any student receiving a grade lower than a B-minus in this course will need to repeat the course the next time it is offered.*

## Confidentiality and Ethics

Students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

In an effort to create a realistic setting for practicing counseling techniques, students are expected to bring personal experiences to discuss when serving as clients in the experiential sessions. Students have the right and personal responsibility to share only as deeply as they want, and may stop participating in an experiential interview without penalty. Given the essential role of these interviews in the learning objectives, students who are unwilling to engage in these exercises may prefer to drop the course. *Students will **NOT** be evaluated on their roles as clients.*

**Because personal information may be shared during practice sessions, it is understood that all students will adhere to an ethical policy of confidentiality. What others share in class is not to be discussed outside of class with anyone. Breaking the confidentiality of another student will be considered a serious violation of academic and professional integrity and will be taken as a breach of counseling ethics.**

### Guidelines to Assure Confidentiality of Transcription Participants

- When recording an interview for a transcription, students must have permission on tape for that interview to proceed. Students must explain to participants:
  - the interview will be used for an assignment that will be shared with the course instructor
  - the participant has a right to terminate the interview at any time
  - the recordings will be kept on a locked computer (not in the cloud) and will be erased after the assignment is returned to the student by the instructor.
- Students are responsible for all recorded participant-related data.
  - **Cell phones are not secure devices and must not be used to record interviews.**
  - Transcription interviews should be saved to the hard drive of a secured computer, not to a Cloud-based service (e.g., OneDrive, Dropbox)

- When transcribing a recording, the student must take reasonable measures to protect the participant's privacy and confidentiality.
  - Students must always use pseudonyms to preserve the participant's privacy.
  - Playing recordings in the presence of others (e.g., students, professors, relatives) without permission of the course instructor violates the participant's informed consent.
    - Unless the student is wearing headphones kept to an audible minimum, the playback of an interview recording should be discontinued should others enter the room.
- Transcriptions and recordings are not to be transferred from one person to another via e-mail (which is unsecure) or by leaving them in mailboxes or other public places. Such practices allow for the possibility of loss, theft or review by unauthorized persons.
- Unless otherwise specified, all recordings should be erased after students receive their graded transcription assignments.

## Tentative Course Schedule

### January 24

- **Topic:** Introductions & paradigm shift
- **Readings due:** Way of Creation module

### January 26

- **Assignments due:** Reaction Paper #1

### January 31

- **Topic:** Therapeutic relationship, basic attending skills
- **Readings due:** Kottler & Hecker 2002; Young, Chapters 1-3

### February 1

- **Assignments due:** Reaction Paper #2

### February 7

- **Topic:** Lived experience & affirming skills
- **Readings due:**

### February 9

- **Assignments due:** Reaction Paper #3

### February 14

- **Topic:** Invitational skills, open questions
- **Readings due:** Young, Chapter 4

### February 16

- **Assignments due:** Reaction Paper #4

### February 21

- **Topic:** Reflecting content, paraphrasing
- **Readings due:** Young, Chapter 5

## February 23

- **Assignments due:** Reaction Paper #5, Practicum applications

## February 28

- **Topic:** Reflecting emotions, review reflecting content skills
- **Readings due:** Young, Chapter 6
- **Assignments due:** **Transcription 1**

## March 2

- **Assignments due:** Reaction Paper #6

## March 7

- **NO CLASS – SPRING BREAK**

## March 14

- **Topic:** Reflecting meaning, summarizing
- **Readings due:** Young, Chapter 7; Assigned Articles
- **Assignments due:** I-Pad entries

## March 16

- **Assignments due:** Reaction Paper #7

## March 21

- **Topic:** Reflections of discrepancy
- **Readings due:** Young, Chapter 8

## March 28

- **Topic:** Self-disclosure
- **Readings due:** Young, pgs. 45-47
- **Assignments due:** **Reaction Paper #8** (due at noon); **Transcription 2**

## March 30

- **Assignments due:** Reaction Paper #9

## April 4

- **Topic:** Immediacy
- **Readings due:** Assigned readings

## April 6

- **Assignments due:** Reaction Paper #10

## April 11

- **Topic:** Focusing/goal-setting
- **Readings due:** Young, pgs. 202-218

### April 13

- **Assignments due:** Reaction Paper #11

### April 18

- **Topic:** Change skills
- **Readings due:** Young, Chapters 10-11
- **Assignments due:** I-Pad entries

### April 20

- **Assignments due:** Reaction Paper #12

### April 25

- **Topic:** Termination
- **Readings due:** Young, Chapter 12
- **Assignments due:** Transcription 3

### April 27

- **Assignments due:** Reaction Paper #13

### May 2

- **Topic:** DIY Intervention Presentations
- **Assignments due:** DIY Interventions

### May 4

- **Assignments due:** Reaction Paper #14

### May 9

- **Topic:** DIY Intervention Presentations

### May 11

- **Assignments due:** Reaction Paper #15

*Note: The syllabus is a projection of what I anticipate for the course. Faculty reserve the right to modify the syllabus in order to adjust to changing circumstances, and will notify the class of any modifications.*

## Course Policies

### Accommodations Due to Disability

Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office for Student Accessibility (OSA) in SU 303. To receive academic accommodations for this course, please obtain the proper OSA forms and meet with me at the beginning of the semester. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

## **Communication**

Students should check their e-mail inbox/Canvas course sites regularly. It is my hope that if you have concerns regarding the course, you will reach out to discuss the issue so I may address it. Should you have any concerns about my responsiveness, you are always welcome to contact the chair of the department/director of the school.

## **Classroom Behavior Policies**

In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide interactions among students and professors in this class:

- People can differ on any number of perspectives, opinions, and conclusions
- No ideas or opinions are immune from scrutiny and debate, even if they come from someone with more experience or expertise than you
- Treat every member of the class with respect, even if you disagree with their opinion
- You will not be graded on whether your professor or peers agree with your opinions

The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., social media, shopping, speculating about the next season of *WandaVision*, managing email, catching up on the hijinks of your favorite TikTok celeb, etc.).

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

## **Name/Pronoun**

My pronouns are he/him/his, and I prefer to be addressed as Dr. Lawrence. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your preferred gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to course records.

## **Green Zone Brigade Member**

I am a proud member of the Green Zone Brigade. This involved completing training to have a deeper understanding and appreciation of the military, veteran, and dependent experience, and to develop tools to better serve these students toward their goals. If you need a sympathetic ear and/or help identifying and connecting with resources in the local community or on campus, please let me know. I also encourage all military affiliate and veteran students to visit NKU's Veterans Resource Station located in UC 131 or visit their website at <https://inside.nku.edu/veterans.html>.



## Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Class Attendance (2.75 hrs/wk x 15 wks)	=	41.25 Hours
Readings (3 hrs/wk x 15 wks)	=	45.00 Hours
Transcriptions (8 hrs x 3 assignments)	=	24.00 Hours
Reflections (2 hrs/wk x 15 wks)	=	30.00 Hours
Idea Pad (1 hr/wk x 15 wks)	=	15.00 Hours
<u>DIY Intervention</u>	=	<u>5.00 Hours</u>
<b>Total</b>	=	<b>160.25 Hours</b>

## Vision

The College of Health and Human Services will be acclaimed as an inclusive, first-choice destination for the professional development of innovative leaders.

## Mission

The College of Health and Human Services provides a professional level of education for students through innovation that transforms the well-being of our people and communities.

## Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

## Other Information

For information on university-wide policies governing students, please see the University Common Syllabus on the course Canvas site.

## Knowledge & Skill Outcomes

### CACREP 2016 Standards

*Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

<b>Students will be able to:</b>	<b>CACREP<sup>1</sup></b>	<b>Content Coverage</b>	<b>Assessments</b>
Identify and demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<b>2.F.5.d.</b>	Young, Chapter 1; lecture notes	Transcriptions, reaction papers, readings, activities & discussions
Address the impact of technology on the counseling process	<b>2.F.5.e.</b>	Young, Chapter 2; lecture notes	Readings, activities & discussions
Identify and demonstrate the use of counselor characteristics and behaviors that influence the counseling process	<b>2.F.5.f.</b>	Young, Chapters 2-3; Kottler & Hecker, 2002; lecture notes	Transcriptions, reaction papers, readings, activities & discussions
Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	<b>2.F.5.g.</b>	Young, Chapters 2-12; lecture notes	Transcriptions, reaction papers, readings, activities & discussions
Identify and demonstrate the use of techniques of personal/social counseling in school settings	<b>5.G.3.f.</b>	Young, Chapters 2-12; lecture notes	Transcriptions, reaction papers, activities & discussions
Recognize the impact of spiritual beliefs on clients' and counselors' worldviews	<b>2.F.2.g</b>	Young, Chapter 3; lecture notes	Transcriptions, reaction papers
Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Young, Chapter 1; lecture notes	Transcriptions, reaction papers, activities & discussions
Demonstrate strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Young, Chapter 12; lecture notes	Reaction papers, discussions
Identify self-care strategies appropriate to the counselor role	2.F.1.l	Young, Chapter 1; lecture notes	Reaction papers, discussions
Identify the role of counseling supervision in the profession	2.F.1.m	Young, Chapter 1; lecture notes	Discussions
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Young, Chapter 3; lecture notes	Transcriptions, reaction papers

<b>Students will be able to:</b>	<b>CACREP<sup>1</sup></b>	<b>Content Coverage</b>	<b>Assessments</b>
Recognize the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others	2.F.2.d	Young, Chapter 3; lecture notes	Transcriptions, reaction papers
Recognize the effects of power and privilege for counselors and clients	2.F.2.e	Young, Chapter 2; lecture notes	Transcriptions, reaction papers
Identify the help-seeking behaviors of diverse clients	2.F.2.f	Young, Chapters 1-3; lecture notes	Transcriptions, reaction papers
Identify developmentally relevant counseling or intervention plans	2.F.5.h	Young, Chapters 9-11; lecture notes	Reaction papers
Demonstrate an understanding of the development of measurable outcomes for clients	2.F.5.i	Young, Chapter 12; lecture notes	Activities, reaction papers
Demonstrate familiarity with suicide prevention models and strategies	2.F.5.l	Young, Chapter 9; lecture notes	Activities, discussion
Demonstrate developing a personal model of counseling	2.F.5.n	Young, Chapters 1-12; lecture notes	Transcriptions, activities
Demonstrate an understanding of the methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b	Young, Chapter 9; lecture notes	Activities, transcriptions
Demonstrate the use of environmental assessments and systematic behavioral observations	2.F.7.j	Young, Chapters 1-12; lecture notes	Activities
Identify evidence-based counseling practices	2.F.8.b	Young, Chapters 9-11; lecture notes	Activities, reaction papers
Evaluate counseling interventions and programs	2.F.8.e	Young, Chapters 10-12; lecture notes	Transcriptions, activities, reaction papers
Demonstrate familiarity with the roles and settings of clinical mental health counselors	C.2.a	Young, Chapters 4-12; lecture notes	Activities, reaction papers, transcriptions
Demonstrate the skills to complete an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	C.3.a	Young, Chapters 9-11; lecture notes	Activities, reaction papers, transcriptions