

**SYLLABUS**  
**PSYC. 664 THE PROCESS OF COUNSELING**

Instructor:  
Office:  
E-Mail:  
Office Hours:

**REQUIRED TEXT:**

Teyber, E. (2006) Interpersonal process in psychotherapy: A relational approach. 5<sup>th</sup> edition. Pacific Grove, Cal: Brooks/Cole.

Cowan, E. (2017) Ariadne's Thread: Case studies in the therapeutic relationship. Amazon Createspace.

**COURSE CONTENT AND GOALS:**

An experiential study of the relationship between counselor and client. Explores the phases of relationship from initiation to termination, including predictable crises and issues which normally arise. Analysis of resistance, transference and counter transference, dependency and termination issues will be discussed. Attention will also be given to gender and diversity issues.

**CACREP STANDARDS:**

Students who successfully complete this course will demonstrate knowledge in the following CORE content areas of the 2016 CACREP Standards:

Section 2: Professional Counseling Identity

2F1K: strategies for personal and professional self-evaluation and implications for practice

2F5A: theories and models of counseling

2F5F: counselor characteristics and behaviors that influence the counseling process

2F5G: essential interviewing, counseling, and case conceptualization skills

2F5N: processes for aiding students in developing a personal model of counseling

Section 5-C: Entry-Level Specialty Areas, Clinical Mental Health Counseling

5C1B: theories and models related to clinical mental health counseling

5C1C: principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

5C2J: cultural factors relevant to clinical mental health counseling

5C2L: legal and ethical considerations specific to clinical mental health counseling

**METHODS OF INSTRUCTION AND KNOWLEDGE OUTCOMES:**

Each student will serve as both counselor and client for two other students in the class. You will meet with your partners (client and counselor) once each week for 50 minutes outside of class. As the client, you are to be authentic and work on issues of real concern. While **your performance as a client is not part of your evaluation**, it is expected that you will do your best as a "motivated" client for your counselor.

As the counselor, you will display your ability to: (a) make sense of what is going on with your client, (b) make sense of what is happening in your relationship with your client, and (c) become more aware of your own responses in counseling, (d) employ some of the essential interviewing and counseling skills discussed in class or from the reading of the text [in particular, the use of immediacy], (e) be cognizant of the social and cultural issues of diversity that may impact your counseling relationship and cultivate an attitude of understanding and respect for cultural contexts other than your own and (e) begin to articulate the theory that drives your behaviors. As the counselor, you will make use of the technologies available to you in the counseling lab and record each of your sessions. Review the recording before coming to class, and have the tape cued at the most important interaction point [If your tape is not cued, we will not work it in class]. On a rotating basis, you will "work" this tape with the instructor while the other class members observe and take notes.

Each week, until the texts are exhausted, we will discuss the assigned readings. You are expected to arrive having read the chapters and ready to contribute to our discussion.

When other students are working their tapes in class, you are expected to take notes and be prepared to give helpful feedback to the person who is working.

### **PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:**

Your grade will be determined by the instructor on the following basis:

- |  |           |
|--|-----------|
| 1. Display of Counseling Skill/Improvement       | 50 points |
| 2. Class discussion/Readings                     | 25 points |
| 3. Reflecting Team Participation                 | 15 points |
| 4. Professional/Ethical Behavior                 | 5 points  |
| 5. Investment in/Contribution to Class Processes | 5 Points  |

A—90-100 points

B—80-89 points

C—70-79 points

D—60-69 points

F—59 points or below

### **ASSIGNMENTS:**

#### **Key Assignment #1 (parts a and b): Counseling Skill**

**\*Standards Met: 5C2J, 2F5A, 2F5F, 2F5G, 2F5N**

1a. Your display of counseling skill based on the standard of other students who have achieved the same level of training.\* The counseling skills you are expected to display and the learning objectives you are to achieve are those explicated in the Teyber textbook and explored in our weekly discussions of the readings. They are summarized in the rubrics below. At the end of the semester the instructor will evaluate your performance based on these criteria. The instructor's assessment will be part of your permanent record and will form the baseline for assessing your continuing development of counseling skill as you embark on our practicum experience.

1b. Your display of counseling skill based on your improvement shown over the period of the semester, especially your ability to integrate your previous knowledge of basic counseling skills with an evolving understanding of client and interpersonal processes.\*

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p>Demonstrates strong understanding of counseling process and practice of the skills of active listening. Demonstrates an evolved capacity for translating active listening skills into empathic engagement with the client. Demonstrates a strong ability to think critically and perceptively about client's psychological make-up and expression in the sessions. Is able to bring a sense of presence and here-and-now immediacy to the process of counseling. Is able to reference and articulate interpersonal dynamics arising in the therapeutic relationship. Evidences growth throughout the semester in all of the above skills.</p>	<p>Demonstrates sufficient ability in fostering a productive process through the skills of active listening. Demonstrates a capacity for translating active listening skills into a working empathic engagement with the client. Demonstrates an ability to think critically and perceptively about client's psychological make-up and expression in the sessions. Is growing in ability to bring a sense of presence and immediacy to the sessions. Is able to reference and articulate interpersonal dynamics arising in the therapeutic relationship. Evidences growth throughout the semester in the above skills.</p>	<p>Insufficiently demonstrates an ability to foster a productive therapeutic process though the application of basic counseling skills. Shows deficits in active listening skills. Does not evidence ability to create an understanding and resonant empathic process with the client. Does not demonstrate critical thinking with regard to understanding the client's presenting concerns or issues. Fails to evidence behavior that expresses an ability to be present with the client in the here-and-now. Is not sufficiently able to reference and articulate interpersonal dynamics in the therapeutic relationship. Does not evidence a process of growth or transformation throughout the semester.</p>

**Key Assignment #2: Theories and Case Conceptualization**  
**Standards Met: 5C1B, 5C1C**

2. Your attendance and participation in the class discussions. This includes participation in discussion of the readings that are assigned for that week. It will be very apparent if you have not read the material for the week because I will be identifying a theme and inviting you to discuss it in theory and also apply it to the work you are doing with your client.

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Has read weekly assignments and come prepared to discuss ideas in depth. Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared and attends all class meetings. Contributes significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Has read weekly assignments and come prepared to discuss ideas. Misses no more than one class, arrives promptly, and is prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors that communicate disrespect or contempt for peers and the group process.

**Key Assignment #3: Contribution to Professional Growth of Others**  
**Standards Met: 5C1C**

3. Your contribution to the professional growth of others in the class as part of the class “reflecting team.” This includes giving useful verbal and written feedback to the counselor whose tape is being discussed.

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Has attentively observed the recorded counseling sessions of fellow class members. Offers insightful, constructive observations and criticisms that demonstrate an excellent ability to integrate counseling theory and technique. Shows high ability to help classmates make “clinical sense” of counseling material. Consistently engages, actively listens, and builds on the contributions of other members of the class. Contributes significantly to an empathic and supportive growth experience of others. Brings a sense of presence and here-and-now engagement with others in the reflecting team process.	Has attentively observed the recorded counseling sessions of fellow class members. Offers constructive observations and criticisms that show a moderate and evolving ability to integrate counseling theory and technique. Shows ability to help classmates make “clinical sense” of counseling material. Engages and actively listens to others, and makes meaningful contributions to the reflecting team. Shows an ability to be empathic and supportive of others in the process. Shows a developing ability to bring a sense of presence and here-and-now engagement with others in the reflecting team process.	Is not sufficiently attentive to or observant of the clinical material presented by classmates. Offers observations or criticisms that do not evidence integration or understanding of counseling theory and technique. Shows insufficient ability to “think like a clinician” or to offer insights that illuminate counselor/client dynamics. Shows a deficit in empathy, support or active listening skills when interacting with classmates or offering feedback. Is insufficiently engaged in the reflecting team process. Does not evidence an ability to bring a sense of presence and here-and-now engagement with others in the reflecting team process.

**Key Assignment #4: Professional and Ethical Behavior**  
**Standards Met: 5C2L**

4. Your display of professional and ethical behavior regarding your relationship with your client. Each student is expected uphold the professional and ethical standards that inform the practice of counseling as outlined by the American Counseling Association. This involves such behaviors as keeping appointments, arriving on time for appointments, keeping client content confidential, and treating the client with respect.

Excellent	Acceptable	Unacceptable
<p>Demonstrates knowledge and practice of the highest ethical standards of the counseling profession as described by the American Counseling Association. Treats the client with respect. Keeps client material and recordings confidential and does not discuss client material outside of class. Communicates clearly with client regarding scheduling and appointments. Makes arrangements with the client as to the final disposition of recorded materials. Keeps in mind at all times the client’s best interests and seeks consultation with the instructor when uncertain of one’s ethical responsibilities.</p>	<p>Demonstrates knowledge and practice of the highest ethical standards of the counseling profession as described by the American Counseling Association. Seeks out information through reference to standards or consultation in areas that are not fully developed. Treats the client with respect. Keeps client material and recordings confidential and does not discuss client material outside of class. Communicates clearly with client regarding scheduling and appointments. Makes arrangements with the client as to the final disposition of recorded materials. Keeps in mind at all times the client’s best interests and seeks consultation with the instructor when uncertain of one’s ethical responsibilities.</p>	<p>Does not demonstrate sufficient knowledge of the ethical standards governing the profession, and does not seek out consultation when needed. Violates client’s right to confidentiality. Does not demonstrate sufficient respect for client. Discusses client material outside of class or does not sufficiently protect recorded materials. Fails to schedule, arrives late to, or misses appointments with the client. Shows a lack of clear communication with client. Fails to be mindful of the client’s best interests in the conduct of the relationship. Does not seek out consultation with the instructor in a timely manner when uncertain of one’s ethical responsibilities.</p>

**Key Assignment #5: Personal and Professional Development**  
**Standards Met: 2F1K**

5. The level of energy and enthusiasm displayed for your own personal development as a counselor. This may be shown by involvement in the class process, personal insights into the counseling process, readings discussed in class, other displays of your dedication to the process of becoming a better counselor.

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Shows a very high level of sincere engagement in the goals and process of the class throughout the semester as evidenced by interpersonal participation with fellow students and the instructor, depth of engagement with the ideas expressed in the readings, high commitment to developing counseling expertise, flexibility and openness to class feedback and suggestions, openness to self-reflection and examination, and energetic involvement in the process of challenging personal growth opportunities.	Shows sincere engagement in the goals and process of the class throughout the semester as evidenced by interpersonal participation with fellow students and the instructor, interest and engagement with the ideas expressed in the readings, commitment to developing counseling expertise, openness to class feedback and suggestions, openness to self-reflection and examination, and willingness to embrace the process of challenging personal growth opportunities.	Is insufficiently engaged in the goals and process of the class. Does not sufficiently engage with others or the instructor in a mutually beneficial and growth producing manner. Does not show appreciation or enthusiasm for articulating ideas in the readings or responding to fellow student's clinical work. Does not evidence openness to class feedback and suggestions. Does not appear to cultivate an enhanced capacity for self-reflection or understanding. Mobilized personal defenses in response to personal growth opportunities.

**\* The recording which you make as a counselor for this class is to be the property of your client. You must guard the confidentiality of your client's issues and negotiate with the client as to the final disposition of this content.**

**READING SCHEDULE FOR THE TEXT:**

**(You must have read the assigned chapters prior to coming to class on the date below)**

**In Teyber:**

One chapter each week until the text is finished. Have chapter one read by the second class meeting.

**In Cowan:**

One chapter each week until the text is finished. Have chapter one read by the third class meeting.

---

[DETACH THIS PAGE AND RETURN TO INSTRUCTOR]

## CONFIDENTIALITY AND INFORMED PARTICIPATION AGREEMENT

I understand that in order to complete this course I am required to be a client for one of my colleagues, and in this role I am asked to be genuine and authentic. I also understand that my grade will not depend on how well I fulfill the request that I be open and forthcoming as a client, but that my attendance at sessions with my counselor will affect my grade.

As a counselor, I pledge myself to keep confidential the conversations that take place within the group sessions, and to refrain from talking about my client's conversations with anyone not in the class. I will keep the videotape of my client's sessions in a safe place, and not view it in the presence of those who are not members of the class.

I understand that any malicious breach of confidentiality on my part will result in a failing grade for the class and possible action on the part of the Counseling Psychology Program Committee.

Furthermore, I understand that I am free to withdraw from this course at any time, and that doing so will not affect my standing in the Program.

Please read carefully before signing.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_