CEPD 6140 - Introduction to Counseling Practice

Semester/Year: Spring/2013

Time/Location: Tuesdays 5:30pm – 8:00 pm/Ed Center, #229

Instructor: Julia Whisenhunt, Ph.D., LPC, NCC

Office Location: Education Annex, Room # 241

Office Hours: Mondays: 2:00-5:15
Tuesdays: 1:30-5:15
Wednesdays: 2:00-5:15
*Please schedule appointments when possible*

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Online Support:
D2L Home Page
https://westga.view.usg.edu/
D2L Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

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

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP national standards also are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, videos/DVDs, informal writing exercises, lab exercises, student presentations, and library resources.

**COURSE OBJECTIVES**

Students will:

1. develop an understanding of counselor characteristics and behaviors that influence the helping process including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills (Corey & Corey, 2007; Evans, Hearne, Uhlemand, & Ivey, 2008; Kottler, 2004; Young, 2009)
   (Conceptual Framework: Knowledgeable, Reflective), (CACREP II.K5.a);

2. demonstrate an understanding of essential interviewing and counseling skills in order to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship (Corey & Corey, 2007; Evans, Hearne, Uhlemand, & Ivey, 2008; Kottler, 2004; Young, 2009)
   (Conceptual Framework: Knowledgeable, Empathic), (CACREP II.K5.b);

3. demonstrate self-awareness so that the counselor-client relationship is therapeutic and in order to maintain appropriate professional boundaries (Corey & Corey, 2007; Evans, Hearne, Uhlemand, & Ivey, 2008; Kottler, 2004; Young, 2009)
   (Conceptual Framework: Knowledgeable, Reflective), (CACREP II.K.5.b);

4. demonstrate knowledge about ethical and legal considerations related to counseling (Corey, Corey, & Callanan, 2007; Young, 2009)
   (Conceptual Framework: Knowledgeable), (CACREP II.K.5.g); and

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

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

**Required Text(s)**


**Suggested Text(s)**

None
Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu

Course References

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignment 1: Lab Practice (10 @ 3 points each = 30) and Personal Journal (10 @ 1 points = 10 points)
Attend and fully participate in class skill practice exercises and feedback sessions. Also, complete a personal reaction to the lab experience in the form of a journal submission (minimum 1 page, double-spaced, typed) to your supervisor as assigned. Note that if you miss a lab practice, you will not be eligible for the 5 points for the missed session. (Course Objectives: 1, 2, 3)

Assignment 2: Chapter Quizzes (10 @ 2.5 points = 25 points)
Chapter quizzes will be due prior to class the week the material is discussed in class. See the course calendar on D2L for dates the quizzes open and close. Complete each quiz in the “Quizzes” section of D2L by the assigned date (see Class Outline) (Course Objectives: 1, 2, 4)

Assignment 3: Self-Awareness Questionnaire (10 points)
Satisfactorily complete Self-Awareness Questionnaire (provided by the instructor). The length of your responses should be sufficient to thoughtfully respond to the question. Please submit responses to the questionnaire via the respective D2L assignment dropbox. Rubric provided on D2L. (Course Objective: 3)

Assignment 4: Verbatim Transcripts (#1 = 10 points; #2 = 10 points)
Complete two verbatim transcripts of video recorded counseling sessions. Format and detailed instructions provided by instructor. A digital video recorder will be provided but a backup recording device is highly recommended. Please submit
transcripts via the respective D2L assignment dropbox. Rubric provided on D2L. 
(Course Objectives: 1, 2)

**Assignment 5: Integrative Project (5 points)**
Create a collage of pictures, words, statements, colors, etc. to depict your process of professional development throughout the course of the semester. Post your collage to the respective D2L discussion board so that others can see your collage and provide feedback. Please also submit your integrative project via the respective D2L assignment dropbox. Rubric provided on D2L. (Course Objectives: 1, 3)

**Evaluation Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tool</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Practice</td>
<td>30</td>
<td>Journal</td>
<td>See Class Schedule</td>
</tr>
<tr>
<td></td>
<td>(10 @ 3 each)</td>
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<tr>
<td>Journal Reflections</td>
<td>10</td>
<td>Rubric</td>
<td>See Class Schedule</td>
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<tr>
<td></td>
<td>(10 @ 1 each)</td>
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<tr>
<td>Chapter Quizzes</td>
<td>25</td>
<td>Assessment</td>
<td>See Class Schedule</td>
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<tr>
<td></td>
<td>(10 @ 2.5 each)</td>
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<tr>
<td>Self-Awareness Questionnaire</td>
<td>10</td>
<td>Rubric</td>
<td>Feb. 5, 2013</td>
</tr>
<tr>
<td>Transcript #1</td>
<td>10</td>
<td>Rubric</td>
<td>Feb. 26, 2013</td>
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<tr>
<td>Transcript #2</td>
<td>10</td>
<td>Rubric</td>
<td>April 16, 2013</td>
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<tr>
<td>Integrative Project</td>
<td>5</td>
<td>Rubric</td>
<td>April 16, 2013</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Grading**

A=90-100  B=80-89  C=70-79  F=69 and Below

Grades of Incomplete (“I”) are given only in cases of extreme emergency (e.g., death in family, illness, etc). Prior arrangements must be made with the instructor. Failure to attend class, tardiness, and/or leaving class early may result in a lower grade.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Clinical Performance:** This is a course concentrating on clinical performance. In order to successfully complete the course students must demonstrate clinical skills, which, in the assessment of the course instructor, meet 80% of the expected level of performance. Failure to meet this 80% criterion will result in the assignment of a grade of “C” or “F” for the course. No grade of “A” or “B,” regardless of academic performance, will be assigned to any individual who fails to perform at the 80% level clinically.

**Professional Conduct:** Students are expected to conduct themselves in the highest possible professional manner. This includes, but is not limited to the following:
- being prepared for class discussion and/or lab activities;
- fully participating in class and lab activities;
- working collaboratively with other students;
- turning in assignments on time;
- arriving to and leaving class punctually;
- treating classmates, colleagues, peer supervisors, and instructor with respect in
  and out of the classroom, including active listening when others are speaking; &
- eliminating interruptions and distractions in class, including silencing cell phones
  and other electronic equipment not related to class.

Confidentiality: In order for class and lab to be safe places for students to practice skills and for the instructor
and/or peer supervisors to demonstrate skills, it is essential that strict confidentiality is upheld. Major
exceptions include harm to oneself or others, child or elder abuse, and discussions among peer supervisions
and instructor.

Student Review: CEP has a procedure for the review of students regarding academic performance and
appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason revealed in
class (including lab practice) for concern, the instructor will inform the student about the concern and the
review procedure. Therefore, another exception to confidentiality is the student review process that will
involve informing other CEP faculty members about the concern.

Diversity:
The Department of Clinical and Professional Studies values diversity and is
committed to fostering and
maintaining an educational environment which appreciates individual differences in all areas of
departmental operation including selection and admissions, hiring, classroom instruction, texts, and
materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty
member, staff person, or student which discriminates against or is prejudici
al toward any person or group
based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic
status.

Academic Honesty: All work completed in this course must be original work developed this semester.
Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a
student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information
obtained from another person without giving credit to that person. If plagiarism or another act of
academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as
stated in the latest Student Handbook and the Graduate Catalog.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be
present for the full class session. Any potential problems or exceptions to any part of this requirement
should be discussed immediately with the instructor. Two or more absences and/or tardies will result in a
reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each subsequent
event. Attendance will be taken each class meeting. You are responsible for all information and changes
in the course content that may occur in your absence. No email submissions will be accepted unless
otherwise approved by the instructor. Late submissions will be allowed only for valid university business
and/or essential medical/dental care.

Disability: All students are provided with equal access to classes and materials, regardless of special
needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special
learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act,
and require specific accommodations, please do not hesitate to make those known, either yourself or
through the Coordinator of Disability Services. Students with documented special needs may expect
accommodation in relation to classroom accessibility, modification of testing, special test administration,
etc. For more information, please contact Disability Services at the University of West Georgia:
http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Test information: Acceptable performance on exams will require a thorough reading of your textbook, student manual, handouts, additional readings, etc., prior to attending class. Students will be evaluated on all assigned material, including material not discussed in class. Exams may include multiple-choice, true/false, matching, fill-in-the blank, and/or essay questions. Make-up exams will only be granted for approved college business and/or essential medical/dental/emergency care. Make-up exams, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members. If possible, students should advise the instructor in advance of the absence for the need to schedule a make-up exam.

Class organization: This course will be interactive and use a variety of instructional strategies including lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students’ class preparation; their level of understanding of course concepts; enhances group work; develops students’ critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on Course, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. Any non-class-related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic devise for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.
**Extra Credit:** No extra credit opportunities will be offered for this class.

**Late Work:** Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late assignments, if accepted, will be penalized at a rate of half credit.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

**Changes to The Syllabus:** This syllabus is subject to change with notice.
### COURSE SCHEDULE (subject to change)

<table>
<thead>
<tr>
<th>Class Date</th>
<th>To Prepare for Class</th>
<th>Class Activities &amp; Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Jan. 8</strong></td>
<td>N/A</td>
<td><strong>Contact Cards</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Jan. 15</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpts. 1 &amp; 2</td>
<td><strong>Lecture: Intentional Interviewing, Multicultural Competence, Ethics, and Wellness</strong></td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Jan. 22</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpts. 3 &amp; 5</td>
<td><strong>Lecture: Attending Behaviors; Observation Skills</strong></td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Jan. 29</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpt. 4</td>
<td><strong>Lecture: Questions</strong></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Feb. 5</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpt. 6</td>
<td><strong>Lecture: Encouraging, Paraphrasing, Summarizing</strong></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Feb. 12</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpt. 7</td>
<td><strong>Lecture: Observing and Exploring Feelings</strong></td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>Feb. 19</strong></td>
<td>N/A</td>
<td><strong>Lab: Video recording #1</strong></td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>Feb. 26</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpt. 11</td>
<td><strong>Lecture: Reflection of Meaning</strong></td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>March 5</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpt. 9</td>
<td><strong>Lecture: The Skill of Confrontation</strong></td>
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<tr>
<td><strong>Week 10</strong></td>
<td><strong>March 12</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpt. 10</td>
<td><strong>Lecture: Focusing the Interview</strong></td>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>March 26</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpt. 8</td>
<td><strong>Lecture: Integrating Listening Skills</strong></td>
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<tr>
<td><strong>Week 12</strong></td>
<td><strong>April 2</strong></td>
<td>Ivey, Ivey, &amp; Zalaquett, Chpt. 12</td>
<td><strong>Lecture: Termination</strong></td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>April 9</strong></td>
<td>N/A</td>
<td><strong>Lab: Video recording #2</strong></td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td><strong>April 16</strong></td>
<td>Review the CEP Practicum/Internship Handbook</td>
<td><strong>Course Integration</strong></td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td><strong>April 23</strong></td>
<td>Course wrap-up</td>
<td><strong>Integrative Project</strong></td>
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*Lab Where noted, bring enough copies of the lab feedback sheet for each member of your practice group (plus your supervisor) to the lab. Feedback sheets can be found on D2L. Also submit a journal entry for the lab session.