

COUN 5314 Applied School Counseling Course Syllabus: Summer 2022 Meeting Times: Wednesday 4:30-7:15pm SYNCHRONOUS ONLINE – Zoom Link On Canvas

Name: Citlali E. Molina, Ph.D., LPC, CSC, NCC
Office Location: HPR 208
Virtual Office Hours: Wednesdays 1:30-4:30pm
Class: Wednesdays 4:30pm-7:15pm via Zoom, link on Canvas
Email: <u>cmolina@uttyler.edu</u> (preferred method of contact)
NOTE: Email is not a secure form of communication. <u>Do not</u> send emails that contain potentially identifying client information.

#### **Course Catalog Description**

**COUN 5314: Applied School Counseling.** Essential counseling skills development with role-playing lab practice with video. Focus on building therapeutic relationships, accurate empathy, and prioritizing client concerns. Develops proficiency in basic counseling response skills. Grade of B or better required to take more Clinical Skills courses.

#### **Course Student Learning Objectives**

After successful completion of this course, the student will be able to:

- 1) Develop basic counseling skills including verbal and non-verbal attending, observation, active listening, paraphrasing, reflection of feelings, questioning, summarizing, and confrontation.
- 2) Understand the core conditions of counseling including unconditional positive regard, genuineness, and empathy.
- 3) Have practice, observation of, and experience in basic counseling
- 4) Develop cultural sensitivity within the counseling arena.
- 5) Develop an awareness of yourself, your place in the counseling field, and how to get the most out of your experiences in the counselor education program.
- 6) Gain experience in role of counselor and develop realistic assessment of skills and potential.
- 7) Discuss current issues in the field of counseling
- 8) Participate in frequent self-evaluation in order to be constantly aware of areas in which improvement is necessary (e.g. skills, professionalism, multicultural competence, advocacy, counselor wellness).
- 9) Be aware of the need to maintain confidentiality and to protect the rights of clients at all times.
- 10) Understand the need to develop cultural self-awareness and cultural competence

\*Each learning outcome will be assessed with written assignments, role play, class discussions, and/or participation.

#### **Course Structure & Methods of Instruction:**

In this course, class time is will be comprised of lectures, discussion, and group activities. The primary emphasis of this class will be on students participating in activates that are designed to improve their basic counseling skills. You should come to class prepared to discuss assigned readings and to be actively involved in your own learning. You are required to be an active participant during class activities.

## **Required Text and Additional Materials:**

• Young, M. E. (2021). *Learning the Art of Helping: Building Blocks and Techniques (7<sup>th</sup> ed.)*. New York, New York: Pearson.

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer

# 2016 CACREP Standards Addressed:

CACREP Common Core Standards (3)

- 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
- 2.F.1.1. self-care strategies appropriate to the counselor role
- 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technologyassisted relationships
- 2.F.5.f. counselor characteristics and behaviors that influence the counseling process
- 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
- 5.C.2.j. cultural factors relevant to clinical mental health counseling
- 5.C.2.1. legal and ethical considerations specific to clinical mental health counseling

# TEXAS EXAMINATIONS OF EDUCATOR STANDARDS (TEXES 252) SCHOOL COUNSELOR TEST FRAMEWORK

The student learning outcomes from this course are derived from the Texas Examinations of Educator Standards (TExES) School Counselor Test Framework and are as follows:

**Competency 004 (Responsive Services):** Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development. For example:

A. Distinguish between preventive, remedial, and crisis levels of responsive services.

B. Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).

C. Apply knowledge of how to design, implement, and evaluate intervention plans within a multitiered system of supports, linking interventions to assessment data and considering factors (e.g., cultural, socioeconomic, race, ethnicity, linguistic, experiential) related to the use of data.

D. Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.

E. Use appropriate methods and procedures for counseling individuals in given situations.

F. Use appropriate methods and procedures for group counseling, and demonstrate knowledge of group dynamics as well as productive group interaction.

G. Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management.

H. Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.

I. Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.

J. Apply knowledge of techniques for helping students develop decision-making skills, recognize the relationship between decisions and outcomes, and understand the potential consequences of choices. K. Demonstrate knowledge of signs and symptoms of mental health and trauma-related issues in children and adolescents and a variety of intervention skills and trauma-informed practices to respond effectively to the needs of individuals and groups experiencing crises or other traumatic events.

Professional Ethics and Issues: School Counseling students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the State of Texas and the American School Counseling Association (ASCA).

#### **Teaching Strategies**

This course is designed to facilitate the practicum experience. During this semester students will engage in practical experience where they will develop and strengthen their professional skills including counseling techniques, treatment planning, outcome evaluation, documentation, and theoretically informed and reflective practice.

Unlike purely academic courses, class meeting will entail group supervision where students will discuss their work with clients and receive constructive feedback from the instructor and their fellow classmates. Students will be expected to take an active role in class by reading the assigned readings, participating in discussion, and giving and receiving feedback concerning work with clients.

Individual supervision of students' work with clients is also a requirement for this course. Students must arrange to meet with the site supervisor for weekly individual supervision. During individual supervision the student will have a chance to review and discuss client/student cases. To facilitate this process, students will need to bring videotaped counseling sessions with them to supervision if needed.

# **LEARNING EXPERIENCES & REQUIREMENTS**

Attendance: While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence you will receive a one-letter grade deduction from your final grade in the course (e.g.,  $A \rightarrow B$ ) <u>unless you write a letter to the instructor</u> <u>that explains extenuating circumstances for both absences</u>. With your letter you should include documentation that substantiates your extenuating circumstance. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

**Class Punctuality**: Students are expected to attend classes on time. Late behavior in excess of one class will result in *a loss of participation points for each incident*. In addition to a loss of participation points, students who are consistently late and miss a significant amount of class time may be assessed a course a course absence (see attendance heading above).

**Zoom Professional Behaviors:** Students should attend online zoom synchronous classes in the same manner that they would attend in-person classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to secure a good internet connection.

Late Policy: Assignments are due when class begins on the assigned date. Assignments submitted after class begins will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

**Communication Policy:** University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is <u>cmolina@uttyler.edu.</u> Typically, I will be able to respond to your emails within 24-48 hours Monday – Thursday.

**Diversity Statement:** Students are expected to be sensitive to individual and cultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender, race, ethnicity, ability, and sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

#### Video of Counseling Sessions:

For supervision and discussion post purposes, each student must submit videotapes of counseling skills practice sessions for individual and group supervision.

Evaluation of the tapes will consist of written and/or verbal feedback from the instructor. Evaluation will occur during individual and group supervision sessions. Grades are not assigned to the tapes; however, in class case presentations will be evaluated for thoroughness and accuracy.

#### Late assignments are subject to grade deductions.

As this is a counseling course with clinical skills content, a grade of "B" or better is required for passing this course. If less than a grade of "B" is earned, you may not proceed in the program (this is program policy).

#### Participation & Professional Behaviors: (30 points Total):

Learning/teaching is a dynamic social process. As clinically oriented course, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins so that they can actively engage with course content during class. Students are expected to regularly participate in class and will be required to participate in experiential learning activities. During class students should be alert, respectful of others, use professional language, and use technology appropriately. This includes completing Module homework exercises and submit via Canvas.

Students MUST attend scheduled classes and supervision meetings. Please note that this is an accreditation requirement and that making up class hours is not possible. Please plan accordingly.

**Participation-** Participation is an essential component of this course. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. To receive credit for this course, students will need to remain engaged during class time and regularly participate in class discussion and activities.

**Tape #1: BASELINE Peer Review (10 points)** – You will work with a partner on this project, where you will need to demonstrate the following basic counseling skills (i.e., *Opening, Encouragers, Paraphrase, Reflection of Feeling*). You will be graded on this assignment based on the accuracy and quality of your responses on the *Counseling Skills Evaluation* forms. For this assignment you will submit the following items (2.F.5.f.; 2.F.5.g.):

- (1) A video recorded 10-minute counseling session submitted through CANVAS.
- (2) A completed *Counseling Skills Evaluation* form that you completed for yourself.
- (3) A completed *Counseling Skills Evaluation* form that you completed for your partner.

**Tape #2: Midterm Review (20 points)** – You will submit a video recorded 15-minute counseling session via CANVAS with a completed *Counseling Skills Evaluation* form (note: UPLOADED ON CANVAS). During your session you will need to demonstrate all of the basic skills we have discussed in class up to this point (i.e., *Opening, Encouragers, Paraphrase, Reflection of Feeling. Reflection of Meaning, Summarization, Closing*). You are allowed to ask **one question** during your fifteen-minute session. Each subsequent question beyond the first question will result in you losing -0.25 points off of your grade for the assignment (*e.g., If you ask three questions total, you will lose - .50 points*). You will be graded on how successful you are at incorporating and executing the basic counseling skills into your session (*2.F.5.f.; 2.F.5.g.*).

**\*\*\*You will need complete a transcription of your entire 15-minute session for Tape #2.** You must include every utterance made in the session by you or the client (e.g., *"uhm,"* sighs, *"like you know,"* etc.). On your transcription you should use 12 pt. times new roman font. You should single space responses from the client and/or counselor and use double space to delineate changes in the speaker.\*\*\*

**Tape #3: Final Examination (30 points) –** You will submit a video recorded 25-minute counseling session via CANVAS with a completed *Counseling Skills Evaluation* form. During your taped session you will need to demonstrate all of the basic skills we have discussed in class up to this point. You are allowed to ask **two questions** during your twenty-minute session. Each subsequent question beyond the second question will result in you losing -0.25 points off of your grade for the assignment (*e.g., If you ask four questions total, you will lose -.50 points*).

This assignment is designated as evidence of fulfilling certain standards of CACREP. This means that this assignment is seen as an indicator of minimum standards of professional competency necessary to enter the field ready to practice. This assignment will be graded using a rubric that is located at the end of the syllabus (2.F.5.f.; 2.F.5.g.).

Assignment	POINTS
Participation & Professional Behaviors	10
Tape #1	10
Tape #2	20
Modules	20
<u>Tape #3</u>	40
Total	100

Grade Scale: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = below 60%. You must receive and A or a B in order to receive credit for passing this course.

#### <u>Patriot Email</u>

University policy requires that all e-mail correspondence between students and instructor be done via the University email account, not CANVAS. Check your UT Tyler and Patriot E-Mail accounts frequently. Announcements pertaining to class or departmental business will be sent to the student's account. *Do not e-mail any client records or other identifying information. Email is not a secure method of communication.* 

#### **Informed Consent Statement**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2005).
- Students often experience personal growth as they progress through the program.

However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

#### **\*\*EVALUATING STUDENT FITNESS AND PERFORMANCE\*\***

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: http://www.uttyler.edu/psychology/.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

Date:	Class Topics	Readings	Assignments
Week 1 5/9	Course Opens, Explore Canvas Week One Modules	Watch Review of Course Syllabus	Introductions Video
Week 2 5/16	Becoming a reflective practitioner/ Intro to helping The Therapeutic Relationship	Chapter 1 & 2	
Week 3 5/23 <u>ALL</u>	Culture & Counseling Listening, Attending, Encouragers, Questions **Class Meeting** 5/25 4:30pm – 7:15pm	Chapter 3 (6 <sup>th</sup> ed Chp. 12) Culture & Counseling Chapter 4 Invitational Skills	<b>Module 1 Due</b> 5/23 at 11:59pm
Week 4 5/30	Reflective Skills: Paraphrasing	Chapter 5 – Reflective skills: Paraphrasing	<b>Module 2 Due</b> 5/30 at 11:59pm
Week 5 6/6 BLUE (069)	Reflective Skills: Reflecting Feelings **Class Meeting** 4:30pm – 7:15pm	Chapter 6 – Reflecting Feelings	Module 3 Due Video 1 and Skills ID and Analysis Due
Week 6 6/13	Reflective Skills: Reflecting Feelings **Class Meeting** 4:30pm – 7:15pm	Chapter 7 – Meaning & Summarizing	Module 4 Due

# **Tentative Schedule and Topics**

Reflective Skills: Reflecting Meaning and Summarizing **Class Meeting** 4:30pm – 7:15pm	Chapter 8 – Challenge Skills	Module 5 Due
Reflective Skills: Reflecting Meaning and Summarizing **Class Meeting** 4:30pm – 7:15pm	Chapter 9 – Assessment and Goal Setting	Module 6 Due Video 2 and Session Transcript Due
Assessment and Goal Setting Change Techniques: Treatment Planning, Learning New Behaviors, and Brainstorming	Chapter 10 – Change Techniques	Module 7 Due
Change Techniques: Treatment Planning, Learning New Behaviors, and Brainstorming	Chapter 11 – Intervention & Action	Module 8 Due
Evaluation and Termination **Class Meeting** 4:30pm – 7:15pm	Chapter 12 – Termination	Module 9 Due Video 3 - Skills ID and Analysis Due
Evaluation and Termination **Class Meeting** 4:30pm – 7:15pm		Module 10 Due
Individual meetings – FINALS		
	and Summarizing **Class Meeting** 4:30pm – 7:15pm Reflective Skills: Reflecting Meaning and Summarizing **Class Meeting** 4:30pm – 7:15pm Assessment and Goal Setting Change Techniques: Treatment Planning, Learning New Behaviors, and Brainstorming Change Techniques: Treatment Planning, Learning New Behaviors, and Brainstorming Evaluation and Termination **Class Meeting** 4:30pm – 7:15pm Evaluation and Termination	and Summarizing **Class Meeting** 4:30pm – 7:15pmChapter 9 – Assessment and Goal SettingReflective Skills: Reflecting Meaning and Summarizing **Class Meeting** 4:30pm – 7:15pmChapter 9 – Assessment and Goal SettingAssessment and Goal Setting Change Techniques: Treatment Planning, Learning New Behaviors, and BrainstormingChapter 10 – Change TechniquesChange Techniques: Treatment Planning, Learning New Behaviors, and BrainstormingChapter 11 – Intervention & ActionEvaluation and Termination **Class Meeting** 4:30pm – 7:15pmChapter 12 – Termination **Class Meeting** 4:30pm – 7:15pm

\*This is a tentative schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through CANVAS.

# **Program and Departmental Policies**

#### **School Counseling Program Mission Statement:**

The mission of School Counseling program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The SC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the SC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

#### UT Tyler Department of Psychology and Counseling Student Code of Conduct: https://www.uttyler.edu/psychology/policies.php

UT Tyler Clinical Mental Health Counseling Student Handbook:

https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/

## **University Policies**

## **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

## **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

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## **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

#### UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

#### Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

# **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped

at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

## **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

#### Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

#### Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

#### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

#### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

#### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;

- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- o falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

#### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

# For Tape 1 and Tape 3

# **Basic Counseling Skills Identification & Analysis**

#### **DIRECTIONS:**

Watch your observation video. Identify 5 interactions to use that display your best skills. Fill out an identification and analysis box for each interaction.

\*You can copy & paste this format into a new document.

Example		
Time in Video	2.35 mins	
Client Statement	"He dumped a banana split on top of my head! I couldn't believe it. I	
(the client's last	was so ticked off."	
1-3 sentences)		
Counselor	"You felt angry when he did that."	
Response		
(1-3 sentences)		
Counseling Skill	Reflection of feeling	
<mark>Used</mark>		
<mark>(see list)</mark>		
How was your	It labeled his emotion as anger.	
response helpful?	It helped him feel heard.	
Why did it work?	It communicated empathy.	
	It encouraged him to talk more about his emotions.	
What would you	I would have said it with more emotional emphasis to mirror his	
do differently?	emotions.	
	Ex: "Wow! You were angry when he did that!"	
What other skill	Minimal Encourager- "Wow!"	
<mark>could you have</mark>	Prompt & closed question- "What did you do?"	
used? (list 2-3	Paraphrase- "He actually dumped a banana split on your head right	
skills & response)	there in Dairy Queen."	
Give an example	"What a Jerk! You should have socked him a good one right on the	
of a "coffee shop	mouth!"	
talk" response		
that would NOT		
be helpful!		
Anything else	Anger is a repeated theme in his stories. I would like to explore this	
you would like to	more and help him find ways to positively cope with his anger.	
add?		

# **Basic Counseling Skills**

(Opening)	(Reflecting)	(Challenging & Goal Setting)
Minimal Encourager	Paraphrase	Miracle Question
Prompts	Reflection of Feeling	Terrible Question
Closed Question	Reflection of Meaning	Scaling Question
Open Question	Summary	

# Skill #1 (Copy and Paste for Skills 1-5)

Time in Video	
Client Statement (the client's last 1-3 sentences)	
Counselor Response (1-3 sentences)	
Counseling Skill Used (see list)	
How was your response helpful? Why did it work?	
What would you do differently?	
What other skill could you have used? (list 2-3 skills & response)	
Give an example of a "coffee shop talk" response that would NOT be helpful!	
Anything else you would like to add?	

# Basic Counseling Skills

(Opening)	(Reflecting)	(Challenging & Goal Setting)
Minimal Encourager	Paraphrase	Miracle Question
Prompts	Reflection of Feeling	Terrible Question
Closed Question	Reflection of Meaning	Scaling Question
Open Question	Summary	

# For Tape 2 Session Transcript Format

#### Part One: Session Critique (1-2 pages)

- 1. What was your primary theoretical approach?
- 2. What were your goals for this session? Did you achieve your goals? How or why not?
- 3. Discuss examples of transference and/or counter transference with this client.
- 4. What techniques or skills did you use most frequently?
- 5. What techniques or skills did you not use that could have been beneficial for this client?
- 6. What went well in this session and how did it come about?
- 7. What areas do you have for direction and improvements?

**Part Two: Transcript Exploring Intention.** As you review your video, select a section of the session that represent a growth edge for you. Transcribe **10 minutes** using the following format to support you in exploring your therapeutic/theoretical intentionality. Example:

- 1) Exchange 1
  - a. Client: "I'm just not sure how to talk to him about it."
  - b. Counselor Original Response (OR): "Yeah. Can you say more about that?"
  - c. Original Intention (OR) Intention: I was trying to keep the client processing, but also notice I was feeling unsure of what to say because I wanted to help. We've talked about this issue before and I feel like my client does know what to say, they just won't. I was really wanting to give advice in this moment."
  - **d.** Counselor Alternate Response (AR): "You're worried about how he might react."
  - e. AR Intention: This response communicates more empathic understanding. It's not that the client doesn't know what to say, but they are afraid of the response they will get. This reflection helps them to feel more accurately understood. It also communicates unconditional positive regard, since I am accepting that emotion alongside the client and not seeking to change it.
- 2) Exchange 2
  - a. **Client:** "Well, he will either think nothing of it and we will be fine, or he will freak out a never speak to me again."
  - b. Counselor Original Response: "You just don't know what to expect."
  - c. **OR Intention:** I was working to stay with the client and communicate empathy, so I like this response; however, I did notice we kept having conversations in these black and white terms. I think it may have been more beneficial to incorporate my theory more directly to explore these cognitions with the client.
  - d. **Counselor Alternate Response:** "You're trying to prepare for one extreme reaction or the other. I wonder if there is an outcome that falls somewhere in the middle that may also be a possibility?"
  - e. **AR Intention:** I want to support the client in beginning to notice 'all or nothing' thinking, so that she can start to recognize how often these automatic thoughts cause her distress.