Course
CNS 559 Techniques/Counseling. Focus on the development of basic and advanced counseling skills and procedures. The course facilitates refinement of the skills needed in providing counseling intervention.

Purpose of the Course
This course is designed to provide students with an understanding of, as well as opportunities to develop basic and advanced counseling skills and procedures.

Course Objectives
This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

Core Curriculum Knowledge Outcomes:
G. 5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including:
   c. essential interviewing and counseling skills

Required and Recommended Course Readings
Required Texts

Recommended Texts

Methods of Instruction
The course is a mixture of lecture, large and small group discussion/exercises, videos, role-play groups, communication between student and instructor, and blackboard discussions and exercises.

Students will be expected to self-disclose during the practice sessions and discussions; with the understanding that everything mentioned in class or in small groups should be held in strict confidence. Role-plays in the classroom setting are essential to simulating the counseling experience and representing the traditional counseling format. Role-plays will be performed in dyads, in front of the class or in skills groups. In role-plays, it is necessary for students to function as both the client and the counselor. To simulate accurately the content, verbal, and nonverbal behaviors of the client in a counseling session, it is suggested that the scenarios used in the role-plays be based on personal experiences. The types of issues appropriate for role-plays will be discussed in detail in class. This type of experiential learning affords students the opportunity to self-observe skill development as well as receive feedback from both the instructor and peers.
Please note the following:

a. Information shared during role-plays and other discussions is considered strictly confidential. Students are not to discuss role-plays outside of class with members of the class or with anyone not in class. Breach of role-play confidentiality is regarded very seriously, and may result in an administrative withdrawal from the class.

b. As a counselor-trainee, students are not providing personal counseling or therapy.

c. In order to keep classroom exercises within the boundaries of an academic experience and not move into the realm of personal counseling, students are strongly encouraged not use current personal issues that disclosure to the group may cause embarrassment or unnecessary emotional distress to themselves or others.

All students are encouraged to meet with other skills groups or class members to practice skills in addition to class skills group time. These sessions should focus on applying feedback received in class and producing possible tapes for midterm and final evaluations (see below).

Course Requirements
1. Attendance, Preparation, and Participation

2. Exams/Quiz

3. Skills Demonstration and Professional Performance:

Students will have multiple opportunities to practice and demonstrate skills throughout the course and will be provided with ongoing feedback. That is, feedback will be provided through various small group role-plays.

All Sessions must be at least 30 minutes in length. Upon the direction of the instructor all Sessions should accompany the following:

a. Signed Permission to Record form
b. Complete transcription of video per format provided on BBD (G.5.c)
c. Reaction Paper (G.5.c.)

Students will be graded upon the following using the Counseling Skills Scale outlined at the end of the syllabus:

a. Demonstration of Counseling Skills (1 counseling session video; 2 live counseling sessions)
b. Illustration of Skill Awareness and Conceptualization (transcript, G.5.c.)

In addition, students are required to submit a Reflection Paper which will serve to demonstrate how students are applying and incorporating feedback throughout the course, as well as how they are conceptualizing their skill development. The Reflection Paper should include the following components, be written in APA format and with correct spelling and grammar; and will be graded according to the Reflection Paper Rubrics outlined at the end of the syllabus:

a. Description of ongoing feedback from instructor
b. Specific responses about how ongoing feedback is being incorporated
c. Characterization of skills progression
d. Challenges
e. Plans for future development

Students are required to sign and submit the CSA Policy on Security of Media form at the beginning of the course. See Appendix.

Student Evaluation Criteria and Procedures
Rubrics for the assignments are noted at the end of the syllabus. Percentages of points counting towards the final grade are distributed as follows:

- Counseling Session #1, Video with Transcript
  - With Personal Reaction Paper
- Counseling Session #2
- Counseling Session #3
  - With Personal Reflection Paper

TOTAL POSSIBLE

Grades for the course are determined by the following:
- A 90% - 100% of total points
- B 80% - 89% of total points
- C 70% - 79% of total points
- D 60% - 69% of total points
- F 59% and below

Late or Missing Assignments
Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 3 points per each day late; assignments past due one week are not accepted. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

Use of Current Research
Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

Use of Technology in Course
Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments.

Students with Disabilities Who Require Accommodations
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Integrity
Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are
expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

**Academic Performance**

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at: [http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf](http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf).

Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

**Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.
NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS559, you are required to upload your Transcript and Personal Reflection Paper. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, Create a New Student Account. If you need directions, please follow the instructions at: http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

***Your paper should be saved as a Microsoft Word document.

- Go to http://www.wku.edu
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS559 (click on "View Critical Performances"
- You will see "Transcript"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)
This survey assesses the quality of student performance of counseling skills. Please first rate the student’s microskills as 0, 1, 2, 3 or 4 according to the scale below.

4 Highly developed: helpful, intentional, consistently well-performed; and can identify skill and intention in transcript
3 Well developed: helpful and intentional when performed, but not consistently smooth; can identify most skills and intention of use
2 Developing skills: somewhat helpful, missed many missed opportunities; inconsistent identification of skills and intention of use
1 Continue practice: not helpful or well-timed, or no skill existent when it should be; is unable to identify skills
0 Major adjustment needed: not at all helpful or well-timed, harmful; or not used when needed; is unable to identify skills

I. SHOWS INTEREST AND APPRECIATION (Rapport Building)
1. Body Language and Appearance: Maintains open, relaxed, confident posture with appropriate eye contact. Forward lean, comfortable position shows interest. Uses head nods and body gestures to encourage client talk. Maintains professional dress.

2. Minimal Encouragers: Repeats key words and phrases. Uses prompts (uh huh, okay, right, yes) to let client know s/he is heard. Uses silence helpfully.

3. Vocal Tone: Uses vocal tone that matches the sense of the session and session goals. Vocal tone communicates caring and connection with the client.

4. Evoking and Punctuating Client Strengths: Session grounded in appreciation of and belief in client and in client strengths and accomplishments.

5. Identification of Rapport Building Skills: Can describe skills being used (e.g., transcript); is able to describe why any given skill was chosen and how the use of the skill helped to illustrate interest in the client, as well as therapeutic rapport.

II. ENCOURAGES EXPLORATION (Primary Empathy)
6. Questioning: Asks open-ended questions that encourage the client to continue talking and to provide information. Uses judiciously when needed. Asks for concrete and specific instances when clients provide vague generalities. ("What is an example of [or specifics about] how he might show you love?")

7. Observation Skills: Notices nonverbal language and gestures, verbals (key words, personal attributions, salient words, vocal tone, vocal speed) and discrepancies; notes observations in intentional manner and engages in accurate description of what the client has expressed.
8. **Paraphrasing (reflection of content):** Engages in brief, accurate, and clear rephrasing of what the client has expressed.

9. **Summarizing:** Makes statements at key (a few) moments in the session that capture the overall sense of what the client has been expressing.

10. **Identification of Skills used to Illustrate Empathy:** Can describe the skill being used (e.g., transcript); is able to describe the intention behind employing the skill and how the use of this skill helped to illustrate empathy.

III. DEEPENS THE SESSION (Advanced Empathy)

11. **Reflecting Feeling:** States succinctly the feeling and the content of the problem faced by the client ("You feel _____ when _____.")

12. **Using Immediacy:** Reflects here-and-now session experiences of the client or the counselor; how session is going; how relationship is going, nonverbals that client is not expressing verbally. ("As we talk about _____ problem, I sense you are feeling _____ about me. In turn, I'm feeling _____ about how you are viewing the problem right now.")

13. **Observing Themes and Patterns:** Identifies more overarching patterns of client acting, thinking, or behaving that may be related to the problem ("In _____ situations, you regularly do _____ [or think _____ or feel _____] which seems to lead to ____________ which causes you problems.")

14. **Challenging/Pointing out Discrepancies:** Expresses observations of discrepancies between nonverbals & verbals, between plans & behaviors, between desires & actions, etc.

15. **Reflecting Meaning and Values:** Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. ("You feel strongly about your choice to _____ because it reflects values you were raised with.")

16. **Identification of Skills used to Deepen the Session:** Can describe techniques being used to deepen the session (e.g., transcript); is able to describe the intention behind employing such techniques, as well as how the use of them helped to deepen the session.

IV. ENCOURAGES CHANGE

17. **Determining Goals and Desired Outcomes:** Collaboratively determines outcomes toward which the counseling process will aim. Helps client set goals. Miracle question or alternative.

18. **Using Strategies for Creating Change:** Uses intentional intervention strategies to help client move forward toward treatment goals (such as setting up reinforcement systems, using guided imagery, directives, interpretation/reframe, information, logical consequences, self-disclosure, search for exceptions or past successes).

19. **Considering Alternatives and their Consequences:** Helps the client review and evaluate possible solutions. ("One option would be __________, and that would mean __________. Another option would be..."
20. **Identification of Skills used to Encourage Change and Alternatives:** Can describe and name the techniques being used to promote change and alternatives (e.g., transcript); is able to describe the intention behind employing such techniques, as well as how the use of them helped (or did not help) the client consider alternatives and change.

V. **DEVELOPS THERAPEUTIC RELATIONSHIP**
21. Consistently engages in caring manner with client, particularly by demonstrating such core conditions as genuineness and authenticity, warmth and acceptance, respect and positive regard, and empathy.

VI. **MANAGES THE SESSION**
22. Opens session smoothly and warmly greets client. Begins work on counseling issues in a timely way. Structures session, directing client naturally through opening, exploration, deeper understanding, creating change, and closing; focuses client on essence of issues at a level deep enough to promote positive movement. Smoothly and warmly ends the session, in a timely way, planning for future sessions or for termination.

**TOTAL SCORE: ___ / 88**
Every word you and the client say in the session must be transcribed. Pauses, laughter, crying and other nonverbal behavior pertinent to the session also must be transcribed.

<table>
<thead>
<tr>
<th>Co/Cl #</th>
<th>Transcription</th>
<th>Identification of Counseling Skill/Technique</th>
<th>Response that You Would Have Used Instead</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C01</td>
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<td>CL1</td>
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<td>CL2</td>
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# APPENDIX C

## REFLECTION PAPER RUBRICS

<table>
<thead>
<tr>
<th>Student Name______________________</th>
<th>Faculty Name______________________</th>
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<tbody>
<tr>
<td>Semester, Year _____________________</td>
<td>Grade: ___________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of ongoing feedback from instructor</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not identify any feedback provided by the instructor throughout course</td>
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<tr>
<td>Identified some feedback provided by the instructor throughout the course; little evidence of thoughtfulness about feedback</td>
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<tr>
<td>Clearly identified feedback provided from instructor throughout course; evidence of thoughtful reflection on feedback</td>
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<table>
<thead>
<tr>
<th>Specific responses about how ongoing feedback is being incorporated</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Could not identify how feedback was incorporated into the video; description of inappropriate incorporation of feedback</td>
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<tr>
<td>Identified the incorporation of some of the feedback; limited awareness or consideration of how feedback provided by the instructor was incorporated in practice (e.g., video, class)</td>
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<td>Clearly identified how feedback was incorporated into the video and other skill demonstrations (e.g., in class); evidence of thoughtful reflection on how to incorporate the feedback</td>
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<table>
<thead>
<tr>
<th>Characterization of skills progression</th>
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<tbody>
<tr>
<td>Analysis of progress in skill development is not consistent with instructor feedback; no evidence of reflection, insight and openness to self-examination</td>
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<tr>
<td>Analysis of progress in skill development is somewhat consistent with instructor feedback; limited evidence of reflection, insight and openness to self-examination</td>
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<tr>
<td>Analysis of progress in skill development is fairly consistent with instructor feedback; some evidence of reflection, insight and openness to self-examination</td>
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<tr>
<td>Analysis of progress in skill development is consistent with instructor feedback; evidence of self-examination</td>
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<table>
<thead>
<tr>
<th>Challenges</th>
<th>0</th>
<th>1</th>
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<tbody>
<tr>
<td>Analysis of challenges is not consistent with instructor</td>
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<tr>
<td>Analysis of challenges is somewhat consistent with</td>
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<td>Analysis of challenges is fairly consistent with</td>
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<tr>
<td>Analysis of challenges is consistent with instructor</td>
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<tr>
<td>Plans for future development</td>
<td>No illustration of thoughtfulness, insight and self-examination; not congruent with instructor feedback</td>
<td>Limited illustration of thoughtfulness, insight and self-examination; not consistently congruent with instructor feedback</td>
<td>Plans illustrate some thoughtfulness, insight and self-examination; are somewhat congruent with instructor feedback</td>
<td>Plans clearly illustrate thoughtfulness, insight and self-examination; are congruent with instructor feedback</td>
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<tr>
<td>APA Format</td>
<td>APA formatting nonexistent</td>
<td>Multiple mistakes in APA formatting; failure to follow basic formatting rules</td>
<td>Few errors made in APA formatting</td>
<td>No mistakes</td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>Various mistakes made throughout the paper; poor illustration of written skills</td>
<td>Multiple mistakes</td>
<td>Few errors made in grammar and/or spelling</td>
<td>No mistakes</td>
</tr>
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APPENDIX D
INFORMATION AND CONSENT DOCUMENT
PERMISSION TO RECORD

I, _______________________________, hereby grant my permission for
________________________________, a student in the Department of Counseling and Student
Affairs at Western Kentucky University, to record the session on video. I understand the following:

- My participation is voluntary
- My identity will not be revealed
- The video will be used for training purposes only
- The professor(s) and/or other trainee(s) who hear (or see) this are bound by ethical code not to discuss the video outside of the training setting
- The student who conducts this session is bound by ethical code not to discuss this video outside of the training/educational setting.

With permission from the student and client(s) listed above, the professor may choose to keep the video for future training purposes.

Volunteer’s Signature _________________________________ Date ________________
Counseling Student’s Signature _______________________ Date ________________
(student)

(This form may be copied as needed.)
Video Media Format

Students must submit video assignments in a digital format (e.g., DVD or USB drive).

_Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings._

Audio

If course instructors allow audio recordings for supervision or course requirements, students are responsible to ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor.

Video and Audio Security

Videos or audio recordings of counseling sessions in CSA classes will meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation.

For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2), you have met the double lock requirement.

Transporting a video to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (lock 1) does not constitute double lock security. Ways of creating a double lock security situation include storing the tape in a locked portable file cabinet or brief case within the car (lock 2).

All students will be required to sign a statement acknowledging that they understand and agree to comply with this Audio and Video Security policy.

Video Lifetime and Destroying Procedures

At the conclusion of each semester, all video and audio recordings will be erased.

_My signature below verifies that I acknowledge and agree to comply with this Audio and Video Security policy._

Counseling Student’s Signature _________________________ Date _______________