

DEPARTMENT OF COUNSELOR EDUCATION COLLEGE OF EDUCATION

MHS 5005 - Processes In COUNSELING
Spring, 2012

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Class Meeting Time: Saturdays 8:30-5:00 (See Course Outline for dates).
COE Room 457

CATALOG DESCRIPTION

An introduction to the principles and procedures utilized in providing human services through the helping relationship. Experiential components will focus on facilitative skill building.

Course Credits: 3 Credit Hours

COURSE OBJECTIVES

1. To provide students with a conceptual framework from which to understand client behavior and affect.
2. To provide an understanding of the counseling process from intake through termination stages.
3. To develop student's basic knowledge and skills in the techniques of counseling.
4. To develop student's ability to understand a client's presenting concerns, set treatment goals, and utilize strategies and techniques appropriate to both the stage of counseling and the particular needs of the client from an *integrative-multicultural-accountability* perspective.
5. To orient the student towards a professional mental health counseling identity.

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion, and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their practice of counseling and workshop facilitation skills.

COMPETENCIES:

Florida Doe subject area competencies: 1.3, 1.7, 1.9, 2.1, 3.5, 5.3, 5.6

CACREP: K.1.a, K.1.h, K.2.b, K.2.c, K.2.f, K.3.c, K.3.e, K.5.a-c, K.5.g.
CACREP Mental Health Competencies: A1, A2, A6, C1, C3, C5, C7
CACREP School Competencies: C.2.a, C.2.b

TEXTS AND SUPPLEMENTAL MATERIALS

1. Mozdierz, G, Peluso, P.R. & Lisiecki, J. (2009). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge.
2. Sperry, L., (2010). *Highly Effective Therapy*. New York: Routledge.
3. Supplemental Handouts
4. Recordable DVD

COURSE REQUIREMENTS

1. Complete all assigned readings. Each reading is to be done in advance of the classroom experience.
2. Attend ALL class sessions. Since this course will provide students time in class to practice counseling skills and to demonstrate progress in the acquisition of them, class attendance is fundamental to the successful completion of this course. Attendance at all classes is mandatory. Because of the number of class sessions, no absences are allowed and may result in a 20 point reduction.
3. Complete assigned exercises in coordination with the material being discussed in class. These exercises are for the personal growth and development of the student so that she/he can individually react to the material. These exercises will be processed in class.
4. During several class meetings, students will video-record simulations with one another showing the student's counseling abilities. Students will be randomly assigned into teams for a duration, and then re-assigned. Each week, there will be class time set aside for viewing student videos for feedback. Students may elect to record SOME assignments outside of the allotted class time (this is to be coordinated between you and your fellow students). However all recordings MUST BE VIEWABLE AND THE SOUND MUST BE AUDIBLE! Students will upload all video assignments directly to LIVE TEXT (see below) for grading. ALL STUDENTS ARE EXPECTED TO BE PREPARED TO SHOW A PORTION OF THEIR VIDEO AND DISCUSS AT ANY TIME WHEN REQUESTED. Since On-Line services (like Live Text) are not always reliable, all students must have a backup copy to be shown in class. This is crucial to the learning process.
5. Students are required to turn in 4 written Video Recorded exercises.

Video 1 will consist of ten minutes demonstrating your natural helping ability. You will be required to find someone and have a discussion about a specific problem and you trying to

help solve the problem. This is designed to get a “baseline” and is not an assessment of your counseling abilities, *per se*.

Video 2 should focus on the basic counseling skills: attending, linear and non-linear listening and responding. The tape's function is for the STUDENT COUNSELOR to demonstrate the ability to connect and respond as well as make a basic assessment of the “client” (symptoms as well as strengths) Skills should included understanding, empathy, probing and summarizing. **THIS TAPE MUST BE TRANSCRIBED AND BE 15 MINUTES IN LENGTH.** (see guide handout)

Video 3 will show a formal-diagnostic evaluation, as outlined in Sperry et al. Chapter 4 & 5, as well as Mozzierz et al. chapters 4 & 5. Students will have approximately 20 minutes to get the information to complete the assessment from their “helpee.” Students will complete a summary assessment, in accordance with the formal-diagnostic format. In addition, the student will be required to discuss all three of the Level 1 domains (connecting and engaging, assessment, building and maintaining the therapeutic relationship) to determine: a. the extend to which the student was able to work in all 3 domains, b. the linear and non-linear aspects of these, and c. the areas that may have been missed or addressed more effectively.

Video 4 will show a longer format discussion of a person's schema dynamics, emotional system, and any areas of ambivalence that need to be addressed and resolved (approximately 30-40 minutes). Students are expected to be able to address issues of client ambivalence and readiness for change. Students will be given information regarding how to perform this task in class, as well as see an example of such an analysis. Students will be expected to submit a write-up of their analysis.

Note: Late videos will result in a 5-point reduction.

6. Students will be required to watch 4 full-length counseling sessions by master practitioners. These are available on-line and students can access them via the FAU library page either on campus or at home.

Go to <http://www.fau.edu/library>, and (if off campus) login using EZProxy. Then go to “Indexes/Databases”, select “C” and scroll down to “Counseling and Therapy in Video.” This will take you to Alexander Street Press's video library. Then on the left hand side, click on “Therapists” under “BROWSE.” There you will select from one of the master clinicians. Examples include (but not limited to):

Jon Carlson	John C. Norcross
Jeffery Kottler	William R. Miller
Susan Johnson	Kenneth Hardy
Insoo Kim Berg	Pat Love

Write up: 3-5 page summary of each session, including your assessment of how successful the therapist was, and evidence of their use of linear and non-linear listening and responding. Students will “cut and paste” the “evidence” of this non-linear listening and responding interactions with the client (including approximate “time stamp” of interaction). An example will be provided in class. In

addition, students will be required to provide evidence of therapists use of Level 1 and Level 2 domains. These will be submitted electronically to the professor via Live Text.

ATTENDANCE

Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

INFORMATION FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures. The OSD is apart of the Office of Diversity Student Services on the MacArthur Campus in Jupiter and is located in the Student Resource building in SR 117. The phone number is 561-799-8585, and the TTY number is 561-799-8565.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Classroom Etiquette Policy

Students are expected to conduct themselves in a professional manner at all times in class befitting an emerging counselor , and in accordance with the Ethical Guidelines of the American Counseling Association. As such, they are expected:

- A. To attend all class or other meetings and participate in all classroom or other exercises.
- B. To take personal responsibility should students need to be absent for any reasons, they should contact the instructor **before** missing that class or meeting.
- C. To be personally accountable to be sure that all documents are to be submitted in a timely manner

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including readings, lecture, live/video demonstrations and in-class discussions. Students will have an opportunity to synthesize and apply what they are learning through in class and online discussions and skills practice. Students will receive peer and instructor feedback regarding ideas and skills.

COE Syllabus Statement for Courses Designated to include LiveText Assessment Tracking

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

Students may use the following link to apply for financial assistance when obtaining a LiveText account. The link is given below and is on-line at the LiveText web-site until February 7.

<http://www.coe.fau.edu/students/livetext/livetextfinancialassistance.aspx>

EVALUATION:

Attendance:	20%
Master Video Write ups	20%
Transcript/Videos	60%
Total	100%

Grading Scale:

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = <60
A- = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

BIBLIOGRAPHY

- Carkhuff, R. R. (2000) *The art of helping in the 21st century*. Amherst, MA: Human Resource Development Press.
- Cormier, S. & Cormier, B. (1998) *Interviewing strategies for helpers: Fundamental skills cognitive behavioral interventions (4th ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Egan, G. (1998). *The skilled helper: A systematic approach to effective helping (6th Ed.)*. Pacific Grove, CA: Brooks/Cole.
- Ivey, A. E. (1994) *Intentional interviewing and counseling (3rd ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Skovholt, T. M. & Jennings, L (2004). *Master therapists: Exploring expertise in therapy and counseling*. Boston, MA: Pearson Education, Inc.

CLASS OUTLINE

Week	Class Content and Activities	Student Preparation	CACREP Standards	Evaluation
Week 1 1/7/12	1. Overview of Course 2. Course Requirements 3. Overview of the Helping Process 4. Level 1 Domains	Introduction Mozdzierz et al, Intro, Chs. 1-5	K1a; K5a MH: A1, C1 SCH: C.2.a-b	
Week 2 1/28/12	1. Lecture 2. Skills Practice Demonstration of Formal Diagnostic Evaluation	Mozdzierz et al, Chs 6-9 Sperry Ch 2, 3, 5, 6	K2b; K5a MH: C5; C7 SCH: C.2.a	Video 1 Due Master Video 1 Due View Videos
Week 3 3/3/12	1. Lecture 2. View Videos 3. Skills Practice	Mozdzierz et al, Chs. 10-13 Sperry Ch.7, 8	K2b; K5a MH: C5; C7 SCH: C.2.a	Video 2 Due View Videos Master Video 2 Due Demo: Formal-Diagnostic
Week 4 3/31/12	1. Lecture 2. View Videos 3. Skills Practice Demonstration of Interview	Mozdzierz et al, Chs 14-16 Sperry Ch.4, 11	K2c; K5a MH: A6; SCH: C.2.b	Tape 3 Due Master Video 3 Due View Video Demo: Schema and Ambivalence
Week 5 4/14/12	Review Skills Practice Wrap-up	Mozdzierz et al, Chs 17 & 18 Sperry Ch. 13, 14	K5a; K5b; MH: A2; C1; C3; C5; C7	Video 4 Due Master Video 4 Due View Videos
Alterations to the Class Outline may be made as warranted, after discussion between instructor and class.				

REFERENCES

- Mozdzierz, G, Peluso, P.R. & Lisiecki, J. (2009). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge.
- Sperry, L., Carlson, J., & Kjos, D. (2003). *Becoming and effective therapist*. Boston, MA: Pearson Education, Inc.
- Sperry, L., (2010). *Highly effective therapy*. New York: Routledge.