# The Graduate Counseling Program
## Course Syllabus
### Orlando, Florida Campus

<table>
<thead>
<tr>
<th>Course</th>
<th>COUN 5840: School Counseling Methods and Skills</th>
</tr>
</thead>
</table>
| **Term, Day, Time** | Term: **Summer 2021, May 31, 2021 – July 30, 2021**  
Day/Time: **Thursdays / 5:00-8:00 CST (6:00 – 9:00 p.m. EST)**  
**This Class Will Meet Via Zoom** |
| **Instructor** | Professor: Carolyn Ellis, MA, LMHC  
Email: carolynellis30@webster.edu  
Office: Main Campus #: 407-563-4770 // Cell Phone: 407-212-2691  
Office Hours: Orlando Campus (By appointment only) |
| **Catalog Description/Content Area** | COUN 5840: School Counseling Methods and Skills (3 credits)  
This course examines counseling practices and theory in relation to children and adolescents in the school setting and the role and function of the counselor as a partner in the learning process. Focus is on developmental needs and age-related issues; guidance counseling in classroom and multicultural settings; collaboration and consultation with school team members, outside agencies, and families, and related ethics. Special problems of physical and sexual abuse, substance abuse, suicide, and grief; and career and college preparation are also examined.  
Content Areas: professional practice, professional identity |
| **Knowledge and Skills Outcomes** | **COUN 5840 – Course Standards**  
*Upon successful completion of this class, students will be able to:* |
| | DESE Standard 3-QI 1: Demonstrate knowledge of and appreciation for the use of interpersonal skills which facilitate professional relationships that:  
1. Support the implementation of a guidance and counseling program  
2. Enhance a positive school climate  
3. Recognize the relationship between a positive school climate and student success  
4. Encourage communication among school patrons  
5. Develop positive working relationships  
6. Adhere to legal and ethical standards | PSE  
PSE  
Exam  
PSE  
PSE  
PSE |
| | DESE Standard 1-Q 3: The pre-service counselor demonstrates knowledge of the following helping skills:  
1. essential counseling skills to generate developmentally and culturally appropriate counseling relationships  
2. strategies for applying a school, family, and community systems perspective to the counseling process  
3. implementing a framework for understanding counselor dispositions and behaviors that influence helping processes | PSE  
PSE  
PSE |
| 4. implementing established and emerging models and techniques for individual counseling, group work, classroom guidance, and mental health and well-being | PSE |
| DESE Standard 4-Q 5: The pre-service counselor demonstrates knowledge of: | Exam |
| 1. Characteristics of a positive and safe school climate/culture | Classroom lesson |
| 2. How to use guidance and counseling program activities and other resources to support a positive and safe school climate/culture | |
| Understand characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | Case studies |
| Understand common medications that affect learning, behavior, and mood in children and adolescents | Case studies |
| Understand signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs | Case studies |
| Understand models of K-12 comprehensive career development | Classroom lesson |
| Demonstrate techniques of personal/social counseling in school Settings | Classroom lesson |
| Demonstrate skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement | Classroom lesson |

*2016 CACREP standards apply to the Clinical Mental Health Counseling emphasis at the following campuses: Columbia, Charleston, and Myrtle Beach.

**2009 CACREP standards apply only to the Clinical Mental Health Counseling track at the Webster Groves campus.

While the program is neither accredited nor currently actively preparing for accreditation at other campuses, students at other campuses and/or enrolled in other tracks are still held to these standards as these represent best practices in the field of counselor education.

### Materials

**Required Textbook**

**Suggested**
ISBN: 0132842386

Young, M. (2017). *Learning the art of helping: Building blocks and techniques*
| Method of Instruction | Each instructor will decide if he or she will use WebEX, Zoom, or a combination of the two for the class. Students will be informed of the decision on the homepage of the course or on the first night of class. Students should be familiar with the use of WebEx/Zoom.  

The instructor needs to be able to both see you and hear you in this course. Please be sure that both your video and audio are working.  

Students learn to define, generalize, organize, and critique the developing counseling relationship. Attention is given to the development of foundational counseling and interpersonal skills, and self-awareness around developing relationships.  

Students practice skills in role-played situations in and out of class; use of videos and skills practice will be heavily involved in course.  

The Professional Skills Evaluation (PSE) will be used in this course. Self-growth experiential activities are associated with this course content. The course emphasizes the development of counselor self-awareness/reflexivity and an understanding of personal motives for choosing the field of counseling as a career. It personalizes concepts and skills in an interactive multi-cultural class environment so as to act as a springboard to integrating theory and practice.  

Classes will include lectures, experiential work, writing, presentation of student work to the class, and discussion. |
|---|---|
| Grading | In order to pass this course, all assignments must be submitted on the assigned date.  

The GRADUATE catalog provides these guidelines and grading options:  
- **A/A−** Superior graduate work. *Instructors may choose not to use the pluses and minuses.*  
- **B+/B/B−** Satisfactory graduate work. *Instructors may choose not to use the pluses and minuses.*  
- **C** Work that is barely adequate as graduate-level performance.  
- **CR** Work that is performed as satisfactory graduate work (B− or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicum, or specified courses.  
- **NC** No Credit, Unsatisfactory graduate work  
- **F** Work that is unsatisfactory  
- **I** Incomplete work |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Classroom Lessons &amp; Annotated Bibliography</td>
<td>15</td>
</tr>
<tr>
<td>Videos of Classroom Observations &amp; Reaction Paper (Out of Class Activity – WorldClassroom)</td>
<td>10</td>
</tr>
<tr>
<td>Reading Reflection 1 (1 page per Chpt. 1-4)</td>
<td>10</td>
</tr>
<tr>
<td>Reading Reflection 2 (1 page per Chpt. 5-8)</td>
<td>10</td>
</tr>
<tr>
<td>Case Study by Turnitin (Mid-Term PSE)</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam – Multiple Choice - WorldClassroom</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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The Grading Scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>F</td>
<td>69 or less</td>
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</table>

- **ZF** An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.
- **IP** In progress
- **W** Withdrawn from the course
- **WF** Unofficial Withdrawal: A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal.

**ASSIGNMENTS**
All assignments are due on the assigned day, even if the student is absent on the due date.

*** All formal research & writing utilizing APA style must be in a final draft, and students are required to submit their own work through www.turnitin.com for the 3 Classroom Lessons, Case Study 1, and Case Study 2 on or before the due date.

All work must be original and cannot be the same as work submitted previously in this or any other class.

**Late Work:** **Three (3) points** will be subtracted for each week an assignment is late regardless of the reason. All coursework must be completed and turned in before week 9 for grading purposes. Any missing or late assignments must be turned in with the appropriate grade penalty on week 9. No work will be accepted after week 9.
The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework.

Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of objective and subjective assessment.

Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.

As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

**ATTENDANCE**

Students are expected to attend all sessions as noted in the weekly schedule. Allow for traffic, unexpected delays, and for family emergencies. Get into the habit of being on time now, if you have not already. Punctuality is critical for a counselor. Your presence to each class is critical and required. Tardiness will not be tolerated.

If a student is late by 20+ minutes or leaves class early, it will result in one missed class. Students may have one excused absence with prior notification to this instructor by emailing or texting Ms. Ellis at 407-212-2691.

The second absence requires a one-page, double-spaced reflection paper of the YouTube Video “Micro Skills: Part 1” by Corey Human. This is a discussion of counseling techniques based on the textbook by Ivey, Ivey, and Zalaquett: Intentional Interviewing.

**Activities**

1. **Classroom Lesson Observation and Reaction Paper** (Out of Class Activity)

   Students will observe a school counselor demonstrating a lesson in the large group classroom. After the observation, students will write a short (3-4 page, no cover page, double-spaced) reaction paper for the school counseling demonstration and document personal observations, counseling skills shown during the lesson, and other related topic pertinent to school counseling.

   There is no specific format for this reaction paper. This does **NOT** need to be uploaded through Turnitin.com, but should be uploaded through the WorldClassroom.

2. **Reading Reflections**

   Students will engage in in-depth reflection of the text readings, thoughtfully incorporating concepts presented in chapter readings. Students are expected to demonstrate their understanding of the material by capturing how text material will be applied in future school counseling work. Reflections should be 1-2 pages per chapter.

   Reading reflections are not summaries of readings, rather they are examples of synthesizing information. Each chapter should be synthesized for one to two pages per chapter, no cover page, double-spaced. APA will **not** be utilized for the reflections.

   **Students will submit two (2) Reading Reflections during the term:**

   The first will capture information from Chapters 1-4.
The second will cover information from Chapters 5-8. These should be submitted via the WorldClassroom, but NOT Turnitin.com

3. Three (3) School Counselor Classroom Lessons
   Students will create and present a portfolio of three classroom lessons that would be presented/demonstrated by a school counselor for a grade level(s) of their choice (i.e., elementary, middle or high school). The classroom lessons should be as original as possible, should follow appropriate curriculum guidelines, and should be useful to the presenter in his/her present or future work setting at a school as a school counselor.

   The product should display the creativity and resourcefulness of the group. For each classroom lesson an annotated bibliography is required. Students should review two or three sources for each lesson and create the annotated bibliography from each source. In total for all 3 lessons, students would have researched at least 6 sources or more (2 or more for each lesson).

   This needs to be uploaded through Turnitin.com in the WorldClassroom.

   For annotated bibliographies, use standard APA format for the citations, then add a brief entry, including:
   - 2 to 4 sentences to summarize the main idea(s) of the source.
   - 1 or 2 sentences to assess and evaluate the source.
   - 1 or 2 sentences to reflect on the source.

   • The first lesson will be aimed at supporting a positive and safe school climate/culture.

   • The second lesson will be aimed at characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. You must also include information about psychotropic medications.

   • The third lesson will be aimed at career development for the selected grade level.

4. Case Study and Video Skills Demonstration
   Students will develop and present a case study during the term as the mid-term exam. The Case Study will be submitted through Turnitin.com through the WorldClassroom on or before the assigned due date. Each student will discuss their case study to the class as a summary and discussion of their case. The case presentation is the information and background about the case. The case study should be a minimum of 5 pages including a cover page.

   Students will develop a full case study surrounding a fictitious student. The following components using APA Citation and References should be addressed in a thorough case study:
   - Presenting Problem (how did the student come to your attention?)
   - Psychosocial history
   - Mental Status
   - Assessment
   - Intervention Plan and Goals (be sure to include research and appropriate citations to support your plan)
   - Diagnostic Impressions (include student’s skills and areas for growth)
   - Reference Page

Skills Demonstration Videotapes
   Students will demonstrate basic counseling skills through mock individual counseling session throughout the term in-class and videotaped. The videotape should mimic an actual session of 45-60 minutes. Students will complete a self-assessment using the
Professional Skills (PSE) to be completed in Tevera.

Students will be assessed on the use of counseling skills that facilitate professional relationships and demonstrate techniques of personal/social counseling in school settings. Students will be evaluated by this professor using the Professional Skills Evaluation (PSE) form in Tevera also. A satisfactory demonstration of skills is required in order to pass the course.

Students are required to submit a videotape recording of the mock session uploaded to the WorldClassroom. The Skills Demonstration Videotapes will be used as the Mid-term on Week 5.

Policy Statements:

<table>
<thead>
<tr>
<th>University Policies</th>
<th>Academic Policies</th>
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</thead>
<tbody>
<tr>
<td>University Policies</td>
<td>Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.</td>
</tr>
</tbody>
</table>

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and
citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

*Graduate*

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

*Graduate*

http://www.webster.edu/catalog/current/graduate-catalog/ethics.html

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include
print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu. For support navigating the library’s resources, see http://libanswers.webster.edu/ for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html

Academic Calendar - http://www.webster.edu/academics/academic-calendar/

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:
Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/

WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/

Webster Alerts

Webster Alerts is the University’s preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/

Course Policies

Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with
other students outside of the course or friends. Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

**ACA Code of Ethics (2014)**

Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).

**Course Attendance:**

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F.

Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered ‘absent’ for that class session unless approved in advance by the instructor.

**Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.
The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See Grading for further information.

**Participation:**
Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the Grading section on individual course syllabi for further information.

**Cell Phones**
Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

**Expectations for writing competency**
Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.

**Subjective aspect of grading**
The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

**Academic Integrity**
All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing. Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2010), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else’s work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student’s part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at [http://www.webster.edu/academic-resource-center](http://www.webster.edu/academic-resource-center) or call 1-800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

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**WEEKLY SCHEDULE**

*Note:* To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

Students are expected to complete addition learning outside of the assigned class time. This will be accomplished through video instruction, posted discussion, and role-play activities.

| WEEK 1 | Topic: Introduction and History  
|        | Skill: Relationships  
|        | Outside Instruction: Video Lesson & Discussion Post  
|        | Reading: Ziomek-Daigle 1 |
| 06/03/21 |

| WEEK 2 | Topic: Domains of counseling  
|        | Skill: Nonverbal communication  
|        | Outside Instruction: Video Lesson & Discussion Post, Role Play of Case Study  
|        | Reading: Ziomek-Daigle 2 |
| 06/10/21 |

| WEEK 3 | Topic: Contextual issues at elementary school  
|        | Skill: Questions  
|        | Outside Instruction: Video Lesson & Discussion Post, Role Play of Case Study  
|        | Reading: Ziomek-Daigle 3 |
| 06/17/21 |

| WEEK 4 | Topic: Contextual issues at middle school  
|        | Skill: Paraphrasing  
<p>|        | Outside Instruction: Video Lesson &amp; Discussion Post, Role Play of Case Study |
| 06/24/21 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Skill</th>
<th>Outside Instruction</th>
<th>Reading: Ziomek-Daigle 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 5</td>
<td>07/01/21</td>
<td>Contextual issues at high school</td>
<td></td>
<td>Video Lesson &amp; Discussion Post</td>
<td>Assignment Due: Reading Reflection Chapters 1-4</td>
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<td>Reminder: Next week – Midterm Case Study &amp; Skills Demonstration</td>
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<tr>
<td>WEEK 6</td>
<td>07/08/21</td>
<td>Unit/Lesson design</td>
<td>Reflecting Feelings and meaning</td>
<td>Video Lesson &amp; Discussion Post</td>
<td>Assignment Due: Midterm Case Study &amp; Skills Demonstration</td>
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<tr>
<td>WEEK 7</td>
<td>07/15/21</td>
<td>Delivery, Evaluation, and Reporting</td>
<td>Challenging</td>
<td>Video Lesson &amp; Discussion Post</td>
<td>Assignment Due: Classroom Observation &amp; Reaction Paper</td>
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<tr>
<td>WEEK 8</td>
<td>07/22/21</td>
<td>Facilitation and Classroom management</td>
<td>Goal setting</td>
<td>Video Lesson &amp; Discussion Post</td>
<td>Assignment Due: 3 Classroom Lessons with Annotated Bibliography</td>
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<td>Reminder: Next week – Case Study 2 and Skills Demonstration Tape</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>07/29/21</td>
<td>Wrapping up</td>
<td></td>
<td>Video Lesson &amp; Discussion Post</td>
<td>Assignment Due: Reading Reflection (Chapters 5-8)</td>
</tr>
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<td>Assignment Due: Final Exam - WorldClassroom</td>
</tr>
</tbody>
</table>
The Microskills Hierarchy
A Pyramid for Building Cultural Intentionality

- Practice your own integration of the skills
- Learn how the skills are used in crisis counseling and suicide assessment
- Note how different theories and interventions use the Microskills differently

Five stages of interview:
1. Initiating rapport/structuring
2. Gathering Data
3. Mutual Goal Setting
4. Working: Exploring alternatives and confronting incongruity
5. Terminating and generalizing to daily life

Basic Listening Sequence

Influencing Client Actions and Decisions
# Professional Skills Evaluation Form

**Student** ________________________________  **Student ID** ________________________________

**Instructor/Supervisor**  ________________________________  **Course Number**  ________________________________  **Section**  ____

**Date**  ________________________________  **Term**  __________  **Year**  _________________

**Rating Scale:**
- **N** – No opportunity to observe
- **0** – Does not meet criteria for program expectations
- **1** – Meets criteria minimally or inconsistently for program expectations
- **2** – Meets criteria consistently at this program expectations
- **3** – Exceeds criteria for program expectations

Use this form in: COUN 5020, Foundations; COUN 5600, Group Techniques; COUN 5610 Techniques of Counseling, COUN 5100, Social Cultural Foundations; COUN 6000/6100/6200, Practicum; COUN 6500, Internship.

Please rate **ONLY** those behaviors and skills that you have observed.

## A. Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students

<table>
<thead>
<tr>
<th>A-01. Cognitive and sensory capacities: Demonstrates cognitive and sensory capacities to effectively and professionally interact with fellow students, faculty, supervisor, and staff</th>
<th>N 0 1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-02. Interpersonal interaction: Demonstrates interpersonal skills* necessary to effectively and professionally interact with fellow students, faculty, supervisor, and staff</td>
<td>N 0 1 2 3</td>
</tr>
<tr>
<td>A-03. Enhance interactions: Demonstrates interpersonal skills* necessary to enhance interactions with fellow students, faculty, supervisor, and staff (*)Interpersonal skills include but are not limited to positive regard for others, mood and affect regulation, openness, genuineness, empathy, and appropriate verbal and non-verbal communication skills.)</td>
<td>N 0 1 2 3</td>
</tr>
<tr>
<td>A-04. Overall Assessment of Student’s skills related to Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students (Note: *If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed).</td>
<td>N 0 1 2 3</td>
</tr>
</tbody>
</table>

**Comments:**

## B. Learning Attitudes and Behaviors

<table>
<thead>
<tr>
<th>B-01 1. Participation: Participates every week in class discussions and activities</th>
<th>N 0 1 2 3</th>
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</thead>
<tbody>
<tr>
<td>B-02. Professionalism: Discusses conflicts or concerns in a professionally appropriate manner</td>
<td>N 0 1 2 3</td>
</tr>
<tr>
<td>B-03. Self-care: Engages in sufficient, appropriate self-care practices</td>
<td>N 0 1 2 3</td>
</tr>
<tr>
<td>B-04. Self-disclosure: Self-discloses appropriately</td>
<td>N 0 1 2 3</td>
</tr>
<tr>
<td>B-05. Self-awareness: Demonstrates awareness of effect on others</td>
<td>N 0 1 2 3</td>
</tr>
<tr>
<td>B-06. Feedback to peers: Provides feedback appropriately to other students</td>
<td>N 0 1 2 3</td>
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</tbody>
</table>
B-07. Self-control: Effectively and appropriately manages own frustration, anger, and impulses

B-08. Overall Assessment of student’s skills related to Learning Attitudes and Behaviors: (Note: *If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed*).

Comments:

### C. Basic Counseling Skills

<table>
<thead>
<tr>
<th>C-01. Awareness of own cultural values: Demonstrates awareness of own belief system, values, needs, and biases</th>
<th>N</th>
<th>0</th>
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<tbody>
<tr>
<td>C-02. Cultural awareness: Demonstrates awareness of own cultural, ethnic, racial identity</td>
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<tr>
<td>C-03. Respect for cultural differences: Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status.</td>
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<tr>
<td>C-04. Basic Counseling Skills 1: Demonstrates unconditional positive regard, warmth, and empathy toward clients and others</td>
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<td>C-05. Basic Counseling Skills 2: Demonstrates capacity to listen reflectively, summarize, and paraphrase</td>
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<td>C-06. Basic Counseling Skills 3: Demonstrates capacity to use therapeutic silence</td>
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<td>C-07. Infers Unstated Meaning: Demonstrates ability to determine underlying meaning and unstated values of the client’s story</td>
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<tr>
<td>C-08. Boundaries: Recognizes, respects, and maintains appropriate boundaries in all professional relationships</td>
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<tr>
<td>C-09. Elicits information: Elicits information from others in a therapeutic manner (with open-ended questions, avoidance of double questions, and not answering questions for others)</td>
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<td>C-10. Aware of theories: Demonstrates awareness of theories of counseling</td>
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<td>C-11. Informed consent: Demonstrates understanding of informed consent and the limits of confidentiality</td>
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<tr>
<td>C-12. Overall Assessment of student’s skills related to Basic Counseling Skills: (Note: <em>If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed</em>).</td>
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Comments:

### D: Fitness for Counseling

<table>
<thead>
<tr>
<th>D-01. Establishes therapeutic relationship: Demonstrates ability to establish a counseling relationship</th>
<th>N</th>
<th>0</th>
<th>1</th>
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<tbody>
<tr>
<td>D-02. Case conceptualization: Conceptualizes cases and develops clinically appropriate treatment plans</td>
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<td>D-03. Practices within scope: Practices within one’s level of training</td>
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<td>D-04. Therapeutic confrontation: Appropriately uses confrontation, redirection, interruption</td>
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<td>D-05. Understands DSM: Renders clinical mental health diagnoses using the current edition of the DSM, and provides sufficient</td>
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<td>D-06. Management of SI HI: Effectively manages risk for suicidal or homicidal ideation in an ethical and clinically appropriate manner</td>
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<td>D-07. Reports abuse: Identifies and responds to various forms of abuse</td>
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<td>D-08. Substance abuse tx: Understands effective treatment protocols for chemical addiction</td>
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<td>D-09. Cultural sensitivity: Demonstrates multicultural awareness and sensitivity</td>
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<td>D-10. Case notes: Writes professionally appropriate case notes</td>
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<td>D-11. Referral and termination: Makes appropriate referrals and responsibly terminates cases.</td>
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<td>D-13. Boundary maintenance: Maintains appropriate boundaries in clinical practice</td>
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<tr>
<td>D-14. Overall Assessment of student’s skills related to Fitness for Counseling (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed).</td>
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</table>

Comments:

**E. Integration of Theory and Practice**

| E-01. Integrates theory and practice: Integrates selected theory with his/her clinical practice |   |   |   |   |
| E-02. Theoretical consistency: Presents case studies consistent with theory |   |   |   |   |
| E-03. Outcome assessment: Demonstrates ability to measure outcomes based on theory |   |   |   |   |
| E-04. Appreciates Variety of Theories: Demonstrates appreciation of a variety of counseling theories |   |   |   |   |
| E-05. Overall Assessment of student’s skills related to Integration of Theory and Practice: (Note: If providing a rating of 0 or 1 on this “overall” rating please ensure you have assessed any of the above skills that you have observed). |   |   |   |   |

Comments:

**F. Openness to Clinical Supervision**

| F-01. Active learning: Actively participates in learning activities |   |   |   |   |
| F-02. Responds to feedback: Responds appropriately to peer, instructor, and supervisor feedback |   |   |   |   |
| F-03. Preparedness: Is usually sufficiently prepared for supervision sessions and activities |   |   |   |   |
| F-04. Professional interactions: Demonstrates professionalism in all interactions with agency and program |   |   |   |   |
| F-05. Compliance with rules: Complies and cooperates with agency rules and expectations |   |   |   |   |
| F-06. Overall Assessment of student’s skills related to Openness to |   |   |   |   |
### Clinical Supervision

(Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed).

Comments:

<table>
<thead>
<tr>
<th>G. School Counseling</th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>G-01. Program Planning: Helps plan, organize, and deliver the program designed to meet the needs of the school</td>
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<td>G-02. Guidance Curriculum: Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students</td>
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<td>G-03. Individual Planning: Implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.</td>
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<td>G-04. School System Support: Provides system support through effective school counseling program management and support for other educational programs.</td>
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<td>G-05. Data Collection: Collects and analyzes data to guide program direction and emphasis.</td>
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<td>G-06. Program Evaluation: Helps develop a results evaluation for the program</td>
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<td>G-07. District Policies: Demonstrates an understanding of district and school policies and procedures</td>
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<tr>
<td>G-08. Overall Assessment of student’s skills related to School Counseling (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed).</td>
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Summary of student strengths:

Summary of areas that need more attention for this student:

______________________________  __________________________
Supervisor Signature (Site or Faculty—circle)                          Date

I have read and reviewed this evaluation.

______________________________  __________________________
Student Signature                          Date