

**The Tentative and Ever-Evolving Syllabus for  
COU 640-001: Counseling Techniques (3 credits)  
Spring 2020  
Mondays, 6:15- 9:00 p.m.  
HE 326 (within the Simulation Center)**

**Instructor:** Christopher Lawrence, Ph.D.  
**Email:** [lawrencecc7@nku.edu](mailto:lawrencecc7@nku.edu) (Best way to reach me)  
**Office Hours:** By appointment.

**Office Location:** MEP 203G  
**Office Phone:** (859) 572-6652

**Course Description and Content Area:**

This course will provide master's candidates with the core counseling skills needed to: (1) establish client trust and a context of caring; (2) build a professional client-counselor relationship; (3) construct the environment for authentic client-counselor exchange; (4) enhance client exploration, expression, and insight; (5) assist in establishing the client's goals for growth and personal development; (6) establish a "platform" for a working relationship regardless of specific theoretical approach. Emphasis will be placed on the creative processes associated with counseling; specifically, the tolerance for ambiguity, appropriate risk-taking, and improvisation associated with helping relationships. As such, this course will expose students to experiences designed to promote the development of such capabilities. This course is not specifically designed to "make students more creative." Rather, it will provide students with an understanding of what it takes to effectively and creatively utilize counseling techniques to cultivate a helping environment that fosters innovation and problem solving.

**Instructional Methods:**

This course will utilize a mixture of lecture, discussion, interactive/multimedia learning, written work, reading, and experiential learning.

**Required Materials**

Young, M.E. (2017). *Learning the art of helping: Building blocks and techniques*, Sixth Edition. Upper Saddle River, NJ: Pearson.

Additional readings will be assigned at the discretion of the instructor.

***Students will need access to technology that permits video recording (e.g., Flip/laptop camera).***

**Course Requirements:**

- 1. Class Attendance and Participation:** Attendance and participation are required for all classes. Students are expected to arrive at class on time (subject to weather emergencies) and to remain in class throughout the session. Failure to be prepared will count as an absence. Active participation is essential to learning counseling skills. Students who participate actively demonstrate openness to growth and willingness to share thoughts and feelings, both in experiential activities and in reflections. This course and all its activities are a collaborative effort and its results depend heavily on your commitment, transparency, and interest. **More than two absences will prevent completion of course requirements.** Students will contact the instructor if they will be absent from a class.  
*Students may meet briefly ( $\leq 15$  minutes) with the instructor or assigned supervisor on a rotating basis to receive direct feedback on experiential work. More information will be provided in class.*

2. **Reaction Papers:** Students are responsible for writing weekly reaction papers reflecting on their experiences of the counseling process. Prompts will be provided to direct students in this process. Rather than summarizing the particulars of each class, students will focus on their internal responses to engaging in the experiential activities, demonstrating their reflection on the many issues involved in building strong helping relationships while incorporating personal style in a professional, authentic, and caring manner. Each paper will be **a minimum of 2 full pages** in length. Reaction papers *are due by 11:59 p.m. on the Wednesday immediately following class*. A sample will be provided.
  
3. **Idea Pad:** The generation of ideas happens naturally – the mind is constantly producing ideas in areas of some interest (and/or curiosity). As Matson (1991) explained, unless those ideas are given permanence by being written down, they're often lost forever. The "I Pad" represents a creative counseling resource students will create throughout the semester. It will collect three elements:
  - Ideas:* Ideas can be found anywhere – in the newspaper, on television, in conversation, on the Internet, etc. The ideas included in I Pad should be considered the raw material for creativity/innovation in counseling. The I Pad is not a diary; the thoughts recorded should be related to counseling, portrayals of counseling in the media, ideas for interventions, interesting metaphors, etc. *Note: ideas should not be taken from preexisting counseling resources (e.g., activity books, counseling Pinterest pages, etc.)*
  - Risks:* Keeping track of one's risk-taking is an effective way to become more "risk aware." In this portion of the I Pad, students will record their efforts to stretch themselves beyond their normal comfort zone, as a way of helping them get a feel for their personal risk-taking styles. For example, do you carefully measure the up and down sides of each risk? Do you trust your gut or intuition? Previous students have initiated a "Risk-a-Day" program, asking themselves what small risks they can take daily. For example, try asking someone different to lunch or shop in a store you would never consider going into.
  - Quotes:* Quotations – whether by television's Dr. House or literature's Dr. Seuss, Albert Einstein or William Shakespeare, Thomas Jefferson or Captain Kirk – are good to hold onto. Not only can they serve as the catalyst for ideas, they can be helpful in interactions with clients.Students are expected to maintain the I Pad with at least three entries per week, consisting of a blend of the elements listed above. **Each entry should be accompanied by an explanation of its perceived relevance**, i.e., how might you use it with clients. (Remembering "why" one wrote something down is often as important as remembering the "what.") An example will be provided.
  
4. **Transcripts:** Three (3) interview transcripts – i.e., verbatim records of counseling interviews – are required of each student: (1) a baseline against which progress can be measured (10-minute transcription of a 20-minute recording); (2) a mid-term transcription (12-15 minutes of a 45-minute recording); and (3) a final transcription (15-20 minutes of a 60-minute recording). These transcriptions should demonstrate a progression in skill development. This assignment will provide students with an opportunity to self-assess their interviewing skills. Detailed instructions and an example will be provided. Students who do not initially demonstrate skill development may be asked to engage in a session to demonstrate understanding of techniques. **ALL transcription assignments should disguise the nature of any individual whom you may have interviewed. When videotaping/recording a session, be sure you have permission on tape for that interview to proceed.** Students may be asked to provide their video recordings to the instructor.
  
5. **Do-It-Yourself Intervention:** Based upon work completed in class, students will devise a creative counseling intervention with which to engage a client. Interventions will be presented to the class. Templates and samples will be provided.

### Assignment Submission Guidelines:

When turning in your assignments, please save your assignments (i.e., name the document files) using the following naming conventions:

*Name (first initial, full last name)\_ Title of Assignment \_Course Designation*

For example: “EPolhemu\_Transcription1\_COU640”

Unless otherwise noted, all assignments are due by 11:59 p.m. on the date listed on the syllabus.

**NOTE:** Assignments turned in late may not be accepted for credit. Though highly unlikely, late assignments may be accepted at the instructor’s discretion with accompanying documentation of circumstances. Please communicate with the instructor if you believe an assignment will be late.

### Course Grading & Evaluation Criteria

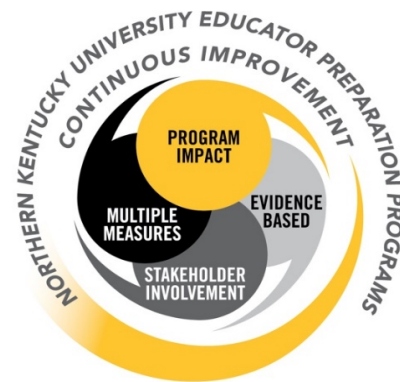
The NKU Counseling Program approaches the construct of professional dispositions as “habits of mind” that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following *professional performance dispositions*: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

### Assessment Breakdown:

Weekly Reactions:	30 points (total for semester)
Idea Pad:	25 points (total for semester)
Transcription 1:	100 points
Transcription 2:	200 points
Transcription 3:	300 points
DIY Intervention:	25 points
<b>Total:</b>	<b>680 points</b>

### University Grading Scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00
F	0-72.99	0



*Note: As per the Counseling Program Student Handbook, any student receiving a grade lower than a B-minus in this course will need to repeat the course the next time it is offered.*

## **Confidentiality and Ethics**

In an effort to create a realistic setting for practicing counseling techniques, students are expected to bring personal experiences to discuss when serving as clients in the experiential sessions. Students have the right and personal responsibility to share only as deeply as they want, and may stop participating in an experiential interview without penalty. Given the essential role of these interviews in the learning objectives, students who are unwilling to engage in these exercises may prefer to drop the course. *Students will NOT be evaluated on their roles as clients.*

**Because personal information may be shared during practice sessions, it is understood that all students will adhere to an ethical policy of confidentiality. What others share in class is not to be discussed outside of class with anyone. Breaking the confidentiality of another student will be considered a serious violation of academic and professional integrity and will be taken as a breach of counseling ethics.**

**Student Honor Code** – This Student Honor Code [the “Honor Code”] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>.

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

**NOTE:** The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

## **Technology Etiquette**

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Facebooking, shopping, speculating who will receive the next rose on *The Bachelorette*, managing email, seeing the latest efforts at ultimate water-bottle flipping, etc.).

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

### Tentative Course Schedule

Date	Topics	Readings Due	Assign. Due
Jan. 13	Introductions & paradigm shift		
Jan. 15			Reaction #1
Jan. 20	<b>NO CLASS: LABOR DAY</b>		
Jan. 27	Therapeutic relationship, basic attending skills	Kottler & Hecker 2002; Young, Chapters 1-2	
Jan. 29			Reaction #2
Feb. 3	Invitational skills, open questions	Young, Chapter 3	
Feb. 5			Reaction #3
Feb. 10	Reflecting content, paraphrasing	Young, Chapter 4	
Feb. 12			Reaction #4
Feb. 17	Reflecting feelings, review reflecting content skills	Young, Chapter 5	<b>Transcription 1</b>
Feb. 19			Reaction #5
Feb. 24	Summarizing, Reflections of Meaning	Young, Chapter 6; Assigned Articles	<b>I-Pad entries</b>
Feb. 26			Reaction #6
Mar. 2	Initial interviews & assessments	Young, pgs. 175-188, 276-282	
Mar. 4			Reaction #7
Mar. 9	<b>NO CLASS: SPRING BREAK</b>		
Mar. 16	Challenging skills	Young, Chapter 7	
Mar. 18			
Mar. 23	Self-disclosure	Young, pgs. 61-67	Reaction #8 <b>Transcription 2</b>
Mar. 25			Reaction #9
Mar. 30	Immediacy	Assigned Readings	
Apr. 1			Reaction #10
Apr. 6	Focusing/Goal-Setting	Young, pgs. 188-204	
Apr. 8			Reaction #11
Apr. 13	Change Skills	Young, Chapter 10	<b>I-Pad entries</b>
Apr. 15			Reaction #12
Apr. 20	Termination/Putting It All Together	Young, pgs. 283-289	<b>Transcription 3</b>
Apr. 22			Reaction #13
Apr. 27	DIY Intervention Presentations, Round I		
Apr. 29			Reaction #14
May 4	DIY Intervention Presentations, Round II		
May 6			Reaction #15

\*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor. Any changes to the syllabus will be announced in class. As such, it is incumbent upon students to attend class meetings on a regular basis.

**Accommodations due to Disabilities** – Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with the professor at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

**Name/Pronoun** – My gender pronouns are *he, him, his*. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU’s student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

**Sexual Misconduct** – Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

**Non-Attendance Policy** - NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. *If a student does not attend the first day of class, the instructor may drop the student for non-attendance.*

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

**Observance of Religious Holidays for Class Attendance** – NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

### **Credit Hour Policy Statement**

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours. Estimates of the time required for a typical student to complete course expectations are as follows:

Class Attendance (2.75 hrs/wk x 15 wks)	=	41.25 Hours
Readings (3 hrs/wk x 15 wks)	=	45.00 Hours
Transcriptions (8 hrs x 3 assignments)	=	24.00 Hours
Reflections (2 hrs/wk x 15 wks)	=	30.00 Hours
Idea Pad (1 hr/wk x 15 wks)	=	15.00 Hours
<u>DIY Intervention</u>	=	<u>5.00 Hours</u>
<b>Total</b>	=	<b>160.25 Hours</b>



## **Vision**

The College of Health and Human Services will be acclaimed as an inclusive, first-choice destination for the professional development of innovative leaders.

## **Mission**

The College of Health and Human Services provides a professional level of education for students through innovation that transforms the well-being of our people and communities.

## **Kentucky Core Academic Standards (KCAS)**

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

## **Student Evaluation of Instructor and Course**

NKU takes instructor and course evaluations very seriously. They are an important means of gathering information about instructors and courses, information that will be used to enhance student-learning opportunities. As such, NKU asks its students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments.

Evaluation periods begin two weeks prior to final exams for a full-semester course and one week prior to final exams for any course shorter than the full semester. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed.

Students who complete an evaluation or select "opt out" for all of their courses on the online instrument will be granted two-week advanced access to their course grades. *(Please note that, as of the Spring 2018 semester, failing to complete or opt out of the evaluation for any course will block advanced access for all courses.)* Students who do not complete all of their course evaluations or do not select "opt out" on each online evaluation instrument will not be able to see any of their final grades, obtain unofficial and official transcripts, or run a degree audit until the university's standard date for grade availability.

Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (<http://eval.nku.edu>).

**Knowledge and Skill Outcomes:**

**CACREP 2016 Standards**

*Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

Students will be able to:	CACREP <sup>1</sup>	Class Assignments	Cross-curricular experiences
Identify and demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<b>2.F.5.d.</b>	Transcriptions, reaction papers, readings, activities & discussions	COU 601 COU 641 COU 650 COU 674 COU 675 COU 600 COU 621 COU 642 COU 673 COU 678 COU 690/3 COU 691/2
Address the impact of technology on the counseling process	<b>2.F.5.e.</b>	Readings, activities & discussions	COU 601
Identify and demonstrate the use of counselor characteristics and behaviors that influence the counseling process	<b>2.F.5.f.</b>	Transcriptions, reaction papers, readings, activities & discussions	COU 641 COU 650 COU 675 COU 600 COU 674 COU 622 COU 621 COU 642 COU 673 COU 678 COU 690/3 COU 691/2
Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	<b>2.F.5.g.</b>	Transcriptions, reaction papers, readings, activities & discussions	COU 641 COU 650 COU 660 COU 675 COU 674 COU 642 COU 678 COU 690/3 COU 691/2
Identify and demonstrate the use of techniques of personal/social counseling in school settings	<b>5.G.3.f.</b>	Transcriptions, reaction papers, activities & discussions	COU 650 COU 602 COU 621 COU 693 COU 692
Recognize the impact of spiritual beliefs on clients' and counselors' worldviews	<b>2.F.2.g</b>	Transcriptions, reaction papers	COU 610 COU 675 COU 674



			COU 642 COU 673
Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Transcriptions, reaction papers, activities & discussions	COU 601 COU 650 COU 675 COU 600 COU 674 COU 602 COU 621 COU 642 COU 678 COU 690/3 COU 691/2
Demonstrate strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Reaction papers, discussions	COU 601 COU 650 COU 675 COU 674 COU 622 COU 642 COU 690/3 COU 691/2
Identify self-care strategies appropriate to the counselor role	2.F.1.l	Reaction papers, discussions	COU 601 COU 575 COU 622 COU 602 COU 674 COU 675 COU 650 COU 690/3 COU 691/2
Identify the role of counseling supervision in the profession	2.F.1.m	Discussions	COU 678 COU 690/3 COU 691/2
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Transcriptions, reaction papers	COU 610 COU 660 COU 674 COU 675 COU 670 COU 621 COU 642 COU 673 COU 678
Recognize the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others	2.F.2.d	Transcriptions, reaction papers	COU 610 COU 620 COU 630 COU 674 COU 621 COU 673
Recognize the effects of power and privilege for counselors and clients	2.F.2.e	Transcriptions, reaction papers	COU 610 COU 601

			COU 641 COU 642 COU 673 COU 678
Identify the help-seeking behaviors of diverse clients	2.F.2.f	Transcriptions, reaction papers	COU 610 COU 620 COU 675 COU 674 COU 621 COU 642 COU 673
Identify developmentally relevant counseling or intervention plans	2.F.5.h	Reaction papers	COU 641 COU 675 COU 671 COU 622 COU 621 COU 678
Demonstrate an understanding of the development of measurable outcomes for clients	2.F.5.i	Activities, reaction papers	COU 641 COU 660
Demonstrate familiarity with suicide prevention models and strategies	2.F.5.l	Activities, discussion	COU 660 COU 674 COU 622
Demonstrate developing a personal model of counseling	2.F.5.n	Transcriptions, activities	COU 641 COU 675 COU 674 COU 673 COU 690/3 COU 691/2
Demonstrate an understanding of the methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b	Activities, transcriptions	COU 660 COU 642
Demonstrate the use of environmental assessments and systematic behavioral observations	2.F.7.j	Activities	COU 660 COU 620 COU 670 COU 674 COU 642 COU 673
Identify evidence-based counseling practices	2.F.8.b	Activities, reaction papers	COU 680 COU 670 COU 675 COU 671 COU 674 COU 622 COU 621 COU 642
Evaluate counseling interventions and programs	2.F.8.e	Transcriptions, activities, reaction papers	COU 680 COU 660 COU 671

			COU 621
Demonstrate familiarity with the roles and settings of clinical mental health counselors	C.2.a	Activities, reaction papers, transcriptions	COU 600 COU 630 COU 650 COU 678 COU 690/3 COU 691/2
Demonstrate the skills to complete an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	C.3.a	Activities, reaction papers, transcriptions	COU 620 COU 660 COU 674 COU 671 COU 691

<sup>1</sup>CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards