

VANDERBILT UNIVERSITY
PEABODY COLLEGE OF EDUCATION
Department of Human and Organizational Development
Human Development Counseling Program
HDC 6330: Pre-Practicum in Human Development Counseling

INSTRUCTORS

(TBA) Will be communicated online

REQUIRED MATERIALS, READINGS,* AND TEXT

Access to a computer that can access online course materials (a wired/Ethernet connection is advised whenever possible); create Microsoft Word documents; download materials as needed; play video; access and interact within Vanderbilt portals as/if needed; facilitate use of e-mail; etc.

TBD: Digital voice/audio recorder that allows for uploading files to your computer (this device will be needed throughout the program). It is highly recommended that you purchase a device that records in .wma format, so that files can be easily uploaded when needed.

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.
Available at <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>.

Young, M. E. (2016). *Learning the art of helping: Building blocks and techniques* (6th ed.). Boston, MA: Pearson. With MyCounselingLab with Pearson eText—Access Card Package /Edition 6.

NOTE: This is an e-text version of a specific edition of the text and provides access to online training materials. This version of this edition is required for all online students. Do not purchase any other edition or version of this text.

* Other required readings or materials may be added by the instructors during the course of the semester.

COURSE DESCRIPTION/OVERVIEW

The course teaches fundamental counseling skills such as relationship building, basic assessment, goal setting, selecting interventions, and evaluation of client outcomes required for entering Practicum. It is designed to be workshop centered, practice oriented, and a safe place to explore new skills. Dyads will be assigned so that each student will gain practice as a helper and a helpee over the course of the semester. Skill practice using video and observation, lectures, discussions, and small-group exercises will be major features of this course. Self-understanding, ability to receive feedback, and emotional intelligence are emphasized throughout the course because they are critical to the development of counseling competencies and the formation of reflective and critical thinking habits. This course is for entry-level graduate students in the school counseling track who want to gain fundamental counseling approaches and skills and who have taken, or are currently taking, coursework in counseling theories.

GOALS AND OBJECTIVES

In preparation for Practicum in the future, each participant will be expected in Pre-Practicum to:

- Acquire an understanding of and ability to apply the model of helping presented in the course.
- Effectively apply the various helper dimensions in simulated counseling sessions.
- Demonstrate openness to intrapersonal exploration and personal growth.
- Become knowledgeable in developmental and multicultural approaches to helping.
- Begin to integrate interviewing/helping skills with basic theoretical paradigms.
- Understand how interviewing/helping skills can be applied effectively to working with different populations and in different settings.

KNOWLEDGE AND SKILL OUTCOMES

(NOTE: CACREP standards are coded below and are assessed via Assignment A (personal reflection paper—at course entry); Assignment B (personal values/beliefs assessment); Assignment C (professional shadowing assignment and reflection paper); Assignment D (counseling dyad assignment I [mid-term], including videotaped counseling session, tape summary form, session transcript, and dyad supervision meeting; Assignment E (counseling dyad assignment II (end-of-term), including videotaped counseling session, tape summary form, session transcript, and dyad supervision meeting; and Assignment F (personal reflection paper—at course end).

Specifically, students will:

- Goal 1 Create an atmosphere of trust in a counseling relationship.
Objective: Use invitational and reflecting skills to conduct a non-judgmental interview/counseling session with a client
 (2.F.5.f., 2.F.5.g., 2.f.5.j., 2.f.5.n. [D, E])
- Goal 2 Collect assessment data.
Objective: Utilize beginning assessment skills to understand a client's background and problems
 (2.F.5.g., 2.F.7.b., 2.F.7.e. [B, D, E])
- Goal 3 Move clients to deeper levels of self-disclosure.
Objective: Employ advanced reflecting skills to understand a client's unique worldview
 (2.F.5.b., 2.F.5.f., 2.F.5.g., 2.f.5.h., 2.f.5.n. [B, D, E])
- Goal 4 Maintain a therapeutic relationship while identifying discrepancies in a client's story.
Objective: Use challenging skills in a sensitive manner
 (2.F.5.f., 2.F.5.g., 2.F.5.j., 2.F.5.n. [D, E])
- Goal 5 Devise an elementary treatment plan for a client.
Objective: Use goal-setting skills to plan treatments
 (2.F.5.g., 2.F.5.h., 2.F.5.n. [D, E])
- Goal 6 Help clients select solutions.
Objective: Use solution skills to help clients achieve their goals.
 (2.F.5.f., 2.F.5.g., 2.F.5.i., 2.F.5.n. [D, E])
- Goal 7 Utilize more advanced counseling skills in appropriate situations.
Objective: Combine the five building blocks above into more complex techniques such as role-playing, assertiveness training, and reframing.
 (2.F.5.a, 2.F.5.f., 2.F.5.g, 2.f.5.h., 2.F.5.j., 2.F.5.n. [D, E])
- Goal 8 Learn to evaluate the outcomes of counseling as a reflective practitioner.
Objective: Be able to evaluate client outcomes and utilize reflective procedures to consider alternative treatment strategies.
 (2.F.5.b., 2.F.5.d., 2.f.5.h., 2.F.5.n. [B, D, E, F])

- Goal 9 Learn to establish and maintain the counseling relationship across cultures.
(2.F.1.k., 2.F.2.d., 2.F.5.b., 2.F.5.d., 2.F.5.f., 2.F.5.g., 2.F.5.h., 2.F.5.n., 5.C.2.j. [B, D, E])
- Goal 10 Learn to use recording technology and other available technology and understand the impact of technology on the counseling process.
(2.F.5.e. [D, E])
- Goal 11 Gain an understanding of roles and responsibilities counselors play in clinical mental health or school settings.
(2.F.5.f., 5.C.2.a., 5.G.2.a., 5.G.3.f. [C])
- Goal 12 Recognize how personal views of counseling and the counseling process frame expectations for client relationships and treatment.
(2.F.5.d., 2.F.5.f., 2.f.5.n. [A, D, E, F])
- Goal 13 Understand the role of supervision in the counseling process and demonstrate an ability to respond to clinical feedback.
(2.F.1.m., 2.F.5.f., 2.F.5.g., 2.F.5.n. [D, E, F])

2016 CACREP Core Standards

| Standard | | How Measured in HDC 6330 |
|----------|--|---|
| 2.F.1.k. | Strategies for personal and professional self-evaluation and implications for practice. | Assignment B (personal values/beliefs assessment) |
| 2.F.1.m. | The role of counseling supervision in the profession. | Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2) |
| 2.F.2.d. | The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. | Assignment B (personal values/beliefs assessment) |
| 2.F.5.b. | A systems approach to conceptualizing clients | Assignment B (personal values/beliefs assessment), Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2), Assignment F (personal reflection paper) |
| 2.F.5.d. | Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | Assignment B (personal values/beliefs assessment), Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2) |
| 2.F.5.e. | The impact of technology on the counseling process | Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2) |
| 2.F.5.f. | Counselor characteristics and behaviors that influence the counseling process | Assignment B (personal values/beliefs assessment), Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2), Assignment F (personal reflection paper) |
| 2.F.5.g. | Essential interviewing, counseling, and case conceptualization skills | Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2) |
| 2.F.5.h. | Developmentally relevant counseling treatment or intervention plans | Assignment B (personal values/beliefs assessment), Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2), Assignment F (personal reflection paper) |

| | | |
|----------|---|---|
| 2.F.5.i. | Development of measurable outcomes for clients | Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2) |
| 2.F.5.j. | Evidence-based counseling strategies and techniques for prevention and intervention | Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2) |
| 2.F.5.n. | Processes for aiding students in developing a personal model of counseling | Assignment A (personal reflection paper), Assignment B (personal values/beliefs assessment), Assignment C (professional shadowing assignment), Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2), Assignment F (personal reflection paper) |
| 2.F.7.b. | Methods of effectively preparing for and conducting initial assessment meetings | Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2) |
| 2.F.7.e. | Use of assessments for diagnostic and intervention planning purposes | Assignment D (counseling dyad assignment 1), Assignment E (counseling dyad assignment 2) |

2016 CACREP School Counseling Standards

| Standard | | How Measured in HDC 6330 |
|----------|---|--|
| 5.G.2.a. | School counselor roles as leaders, advocates, and systems change agents in P-12 schools | Assignment C (professional shadowing assignment) |
| 5.G.3.f. | Techniques of personal/social counseling in school settings | Assignment C (professional shadowing assignment) |

2016 CACREP Clinical Mental Health Counseling Standards

| Standard | | How Measured in HDC 6330 |
|----------|--|---|
| 5.C.2.a. | Roles and settings of clinical mental health counselors | Assignment C (professional shadowing assignment) |
| 5.C.2.j. | Cultural factors relevant to clinical mental health counseling | Assignment B (personal values/beliefs assessment) |

TRAINING FORMAT

The asynchronous portion of the course will be taken according to students' schedules.

NOTE: Students should access the asynchronous material no later than 48 hours before their synchronous section and interact with all materials therein (uploading responses, as requested) within that same timeframe (i.e., all materials and responses requested within the asynchronous sessions should be uploaded no later than 48 hours before a student's scheduled Live Session).

The asynchronous portion of the course will include lecture, small-group activities, and counseling demonstrations. The synchronous sections will be dedicated to application and practice of counseling skills by section. Because this is a course that builds skills sequentially, it is expected that you will complete class sessions and assignments in the proper order, not skipping ahead until prior weeks are completed and allowing proper time on a weekly basis to practice and develop skills assigned and discussed.

In addition to the above time commitments, dyads (randomly assigned by the professors) will “meet” for four to five 20-minute practice sessions (per person) during the beginning weeks of the semester. Approximately halfway through the semester, dyads will be reassigned by the professors and will complete an additional two to four sessions. During these sessions each member of the dyad will have the opportunity to serve as the helper and the helpee. It is suggested that time is allocated for both individuals’ 20-minute practice sessions (rotating roles) with an additional 10 minutes to check recording, prepare mentally, and transition roles (approximately 1 hour total per session). *Further instructions about the process for “meeting” in dyads online and preparing and submitting counseling recordings will be explained during the immersion weekend of the Pre-Practicum class.*

Backup audio files (e.g., on a digital recorder) are suggested in the event of video/online recording failure. These recordings should be made on a digital recorder (i.e., not on any other device, such as a phone or laptop) and kept confidential and secure at all times. Audio recordings should be destroyed at the end of the term.

SPECIAL NOTE ON ONLINE LEARNING

Learning science has shown the importance of being “present” in the learning environment both interpersonally and intrapersonally, even when engaging in an online learning environment. We ask that you devote your full attention to all materials discussed in the asynchronous portion of the course, accessing that material and completing and submitting all related assignments requested within the asynchronous sessions **no later than 48 hours before the start of your synchronous section and in the order sequenced online.**

Additionally, during the synchronous sections, please ensure the following: timely attendance, a minimum of background interference or other distractions that may compete for your attention, and full attention to the learning process (including engaging with classmates and professors appropriately and not multitasking with any other forms of electronic media use during section time). If you have any needs that may prevent your fulfilling these requests, please discuss these with the instructors before the course begins.

All aspects of the training format, course requirements, and evaluation are guided by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP standards are available at <http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>. These standards are scheduled to be updated in the near future.

METHODS OF EVALUATION

Chapter Notes (see below) for Chaps 2 and 3 are to be completed prior to the pre-practicum immersion weekend and brought to that weekend (hard copy; no Notes are due for Chapter 1). Chapter Notes for Chapters 4-12 are to be completed each week during which readings are assigned, as directed in the asynchronous portion, and should be submitted 48 hours in advance of your synchronous Live Session. Assignment A (see below) will be due during Immersion. All other assignments (i.e., Assignments B, C, D, E, and F---see below) should be submitted no later than the start time of your synchronous Live Session during the week the Assignment is due. Chapter Notes or Assignments submitted after the deadlines noted above will be considered late and penalized accordingly.

- 1. Chapter Notes (2 points each for notes on Chapters 2–12 = 22 points total).** To encourage you to keep up with the course reading and allow the instructors to gain an understanding of how the text is perceived, you will be asked to turn in “Chapter Notes” (see Appendix G) that summarize your thoughts about the readings for the week.

NOTE: No notes will be due for Chapter 1; Chapters 2 and 3 will be due during the Immersion Weekend—please bring in hard copy form; all other notes are due as directed in the asynchronous portion, 48 hours before the start of your synchronous section. If you are absent or have to miss a class for any reason, you will still be expected to submit Chapter Notes in a timely manner. Chapter Notes will not be graded or returned to you but will earn points for completion and will be kept by your section instructor as a record of your involvement with and questions about the text.

2. Assignment A: Reflection Paper (12 points). Please read the first chapter of the course e-text (*Learning the Art of Helping, 6th Edition*; you can ignore any instructions in the reading that tell you to access MyCounselingLab or direct you to complete various exercises; just read the chapter). THEN, write a two-page reflection paper about your personal hopes and fears about (1) entering the profession of counseling, (2) the HDC program, and (3) this Pre-Practicum class. All points will be earned for this assignment as long as all three parts are addressed.

Think of this assignment as an opportunity to express yourself and practice identifying and naming your personal experience. **NOTE: This assignment is due during the first class meeting of the Immersion. Please bring a hard copy with you to Immersion** (typed, doubled-spaced, 12-point font; you may exceed the page limit if you feel you need to, but two pages is fine—whatever you need to do to convey your thoughts and feelings; you need not worry about academic formatting or other issues).

3. Assignment B: Values/Beliefs Assessment (16 points). Students will complete an assessment of personal values and beliefs at the beginning of the semester in order to gain a better understanding of how they uniquely make meaning of their own experiences. It is vital that counselors-in-training “are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors . . . especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature” (ACA Code of Ethics, 2014, A.4.b.). *Details about this assignment will be revealed online.* **Assignment B is due by the start time of your synchronous section meeting related to Week 4.**

4. Assignment C: Shadowing and Reflection Paper (26 points). Find a counselor who is currently practicing in a setting in which you are interested. You may wish to attempt to find someone at a site in which you are interested for practicum or internship, but that is not a requirement. Spend a minimum of four hours shadowing (i.e., spending time with and observing the activities of your chosen person). Make sure you are sensitive to the school’s policies on observation. After your visit, write a three-page paper that includes the name of the site, the name of the counselor, a description of how you spent the time while shadowing, and a description of the organizational structure (e.g., Who reports to whom?), and answers the following questions: (a) What is the purpose of the school counselor position within the school? (b) What are some challenges the counselor faces? (c) What aspects of the role does the counselor enjoy? (d) If the counselor could design the position any way he or she chose, what would that look like? (e) What skills/techniques did you observe the counselor use (*use your text if needed as a resource here*)? (f) What issues related to culture or diversity are inherent in the counselor’s work? (g) What advice would the counselor give to you as a counselor-in-training? and (h) Do you think you would enjoy a position like this? Why or why not?

NOTE: Whenever possible, we request that you conduct your shadowing visit *in person*, visiting the counselor on-site in order that you might observe and

experience the physical layout of the counselor's work environment. If you anticipate that you will be unable to visit the site in person, please discuss and clear those arrangements with your instructor prior to completing the assignment.

5. Assignment D: Video File (Audio File Backup optional), Accompanying Transcript (see Appendix C-1 for format), Tape Summary Form (Appendix D), and Supervision (56 points total). Transcribe what you consider to be your best dyad practice session (20 minutes of you as helper) for evaluation (selected from among your initial four to five dyad sessions). Be sure to use the format provided (see Appendix C-1). Please note that transcription is a very time-consuming procedure. Nevertheless, students often report that doing so is very helpful in learning essential skills. You will learn things that are difficult to grasp in other formats and may see that mastering basic skills is more difficult than it initially seemed. First, you will visually see and count the number of responses/interventions you made during the session. In addition, you will practice labeling your responses. Second, and more importantly, you will notice the effect of your intervention on the client *by considering in detail the helpee's statement immediately following your response*. You can then determine whether the response helped the client to examine him- or herself more deeply or if it sidetracked the client. Self-evaluations provide powerful feedback.

You will be asked to submit your video file, transcription, and tape summary form to your instructor as directed in the online course instructions. Following submission, your section instructor will schedule a supervision session with you and your assigned dyad partner. During supervision, you will receive feedback from your instructor. Your grade for this assignment is dependent upon not only whether and how you perform each skill but also on how well you identify the skills you used (or think you *should have used*), and your ability to *identify how* you might *better* apply the concepts in your text to real interactions in the helper role of your dyad. In other words, your grade for this assignment will be based not only on *how* you perform but also on how well you *evaluate* your performance. **NOTE: Appendix E (included in this syllabus) may be used at the discretion of the section instructor in evaluating your tape—it is included to familiarize you with that form. Appendix F is included for your use in the practice of opening an initial session during which you discuss confidentiality with the client. Neither is required for this assignment but included as supplementary material.**

6. Assignment E: Video File (Audio File Backup optional), Accompanying Transcript (see Appendix C-2 for format), Tape Summary Form (Appendix D), and Supervision (56 points total). Dyads will be reassigned for practice near the midpoint of the semester. Transcribe what you consider to be your best session with a new helpee (20 minutes of you as helper out of a total of two to four sessions) for evaluation. Note that the instructions for the second transcription are different from the first: you will transcribe the session but then answer a series of global questions rather than label skills (see Appendix C-2). Similar to the first transcription, you are asked to turn in a hard copy of your second transcription, your answers to the questions in Appendix C-2, and the tape summary form (Appendix D) in class. Submit your video via instructions described online and attend your scheduled supervision session with your dyad partner and section instructor, as directed.

7. Assignment F: Personal and Course Summary Reflection Paper (12 points). As a final assignment, you will be asked to write a reflection paper that summarizes your evaluation of your personal growth in the course and your preparation, as you

perceive it, for your fieldwork (practicum and internship). *Guidelines for this reflection paper will be revealed online.*

Students must take precautions to observe proper security and confidentiality procedures regarding all audio and video files and recording procedures. **Under no circumstances** should any other individuals have access to recorded files except at the discretion of the professors. All session recordings should be erased/deleted from the original source (e.g., hard drive, video camera media card, digital recorder) immediately after transfer to other devices (e.g., flash drives); all sessions transferred to other devices should be deleted as soon as possible but no later than the end of the semester unless otherwise indicated. **SPECIAL NOTE: When conducting dyad sessions online, you must ensure that your recording circumstances are confidential and that no one can overhear any of your conversation with your dyad partner. Additionally, you are responsible for ensuring complete confidentiality during any related supervision meetings with your dyad partner and instructor, when these counseling recordings will be reviewed.**

EXPECTATIONS

We are committed to helping you prepare for your career as a counselor, and, specifically, for your first counseling sessions in your practicum placements. As a part of that preparation and of this course, you will be encouraged to engage in reflection about yourself, about how you may be perceived by others, and about your ongoing level of skill development as the course proceeds. Within the safety of the class environment that we will co-construct, we encourage you to take risks beyond your comfort zone and provide others with constructive feedback when appropriate. Also, remember to have some fun! 😊

EVALUATION CRITERIA

| | |
|---------------|-------------------|
| Chapter Notes | 22 points |
| Assignment A | 12 |
| Assignment B | 16 |
| Assignment C | 26 |
| Assignment D | 56 |
| Assignment E | 56 |
| Assignment F | 12 |
| Total | 200 points |

GRADING SCALE

| Grade | Percentage Cutoff |
|-------|-------------------|
| A | 94% |
| A- | 90% |
| B+ | 87% |
| B | 84% |
| B- | 80% |
| C+ | 77% |
| C | 74% |
| C- | 70% |

POLICY ON LATE ASSIGNMENTS

Unless otherwise noted, all assignments (other than Chapter Notes) are due by the **start time** of your section meeting, as directed in the asynchronous portion. **Chapter Notes for Chapters 4-12 are due 48 hours in advance of the start of the section meeting that corresponds to the asynchronous class to which they pertain.** Late assignments will be docked 5 points per day they are late, beginning with the due date if not submitted on time.

INSTRUCTIONAL ACCOMMODATIONS

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you require accommodations, please contact the Office of Equal Opportunity, Affirmative Action, and Disability Services at Baker Building, Suite 108 (615) 322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to talk to your instructor(s) privately in regard to this matter, ideally no later than the second week of the semester, so that we can ensure that your needs are met appropriately and in a timely manner.

FACULTY REPORTING OBLIGATIONS

All faculty are obligated to report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. In addition, all faculty are obligated to report any allegations of discrimination to the office of EAD. Note that the Project Safe Center (615-322-7233 [SAFE]) is a limited confidential resource that students may find useful.

INCLUSIVITY

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

VANDERBILT HONOR SYSTEM

The Honor System presumes that all work submitted as part of academic requirements is the product of the student submitting it unless credit is given with proper footnoting and bibliographic techniques, reference, or citation, or as prescribed by the course instructor. Students are responsible for obtaining from their professors an explanation of the freedom they may exercise in collaboration with other students or in use of outside sources, including the student's own work prepared and submitted for another course, during group study session, and in take-home examinations. Violations include the following: (1) falsifying or cheating on any material submitted to meet course requirements; (2) plagiarizing on any assigned material; (3) failing to report a known violation of the Code; (4) taking actions to deceive a member of the faculty, staff, or fellow student regarding principles contained in the Honor Code; (5) submitting work prepared for another course without specific prior authorization of the instructors in both courses; (6) using text or papers prepared by commercial or noncommercial agents and submitting as own work; (7) falsifying results of study and research. Violations of the Honor Code are cause for disciplinary actions imposed by the appropriate honor council. (For further discussion of the Honor System, please read the Student Handbook regarding the Graduate Honor System or go to (www.vanderbilt.edu/student_handbook)).

COURSE SCHEDULE**

| Date | Topic | Reading Assignment | Assignment Due on This Date |
|---|---|---|---|
| Immersion Weekend | <ul style="list-style-type: none"> • Syllabus, Questions, Introductions • Helping as a Personal Journey • The Therapeutic Relationship • Introduction to the Counseling Dyad Process • Invitational Skills | <p>Chapter 1</p> <p>Chapter 2 and ACA Code of Ethics, Sections F.7–F.11</p> <p>Chapter 3</p> | <p>▶ Assignment A will be due at the start of Immersion (<i>bring a hard copy to the first class meeting of Immersion</i>). No Chapter Notes are due for Chapter 1.</p> <p>▶ Chapter Notes re Chapters 2 and 3 will be due on the second day of Immersion. <i>Please bring a hard copy of these notes to Immersion.</i></p> <p>▶ Informed Consent document due (Appendix B) This document will also be collected during Immersion. <i>Please read, sign, and bring a hard copy to Immersion.</i></p> <p>(Dyads for counseling skills practice and related assignments will be randomly assigned during Immersion.)</p> <p>-----</p> <p><i>Assignment B will be made available and assigned at the end of the Immersion weekend, to be due by the start time of your first synchronous section meeting (related to Week 4).</i></p> |
| Interim Week—between end of Immersion and before start of Week/Session 4 | Use this week to review any material covered during Immersion, complete Assignment B (for submission no later than the start time of your synchronous section meeting re Week 4), and set up and complete your first dyad practice session. | | |
| Session 4 | <ul style="list-style-type: none"> • Reflecting Skills: Paraphrasing | Chapter 4 | ▶ Chapter Notes due (<i>48 hours in advance of the start of your section</i>) |

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| | | | <p>▶ Assignment B due (by start time of your section)</p> <p>Lab dyad practice sessions can begin (or in prior week)</p> |
| Session 5 | <ul style="list-style-type: none"> Reflecting Skills: Reflecting Feelings | Chapter 5 | ▶ Chapter Notes due (48 hours in advance of the start of your section) |
| Session 6 | <ul style="list-style-type: none"> Advanced Reflecting Skills: Reflecting Meaning and Summarizing | Chapter 6 | ▶ Chapter Notes due (48 hours in advance of the start of your section) |
| Session 7 | <ul style="list-style-type: none"> Challenging Skills | Chapter 7 | <p>▶ Chapter Notes due (48 hours in advance of the start of your section)</p> <p>▶ Assignment D due (by start time of your section)</p> <p>(Round 2 dyads randomly assigned)</p> |
| Session 8 | <ul style="list-style-type: none"> Assessment and Goal Setting | Chapter 8 | <p>▶ Chapter Notes due (48 hours in advance of the start of your section)</p> <p>Second round of dyad sessions (new pairings) can begin (or earlier, once dyads assigned)</p> |
| Session 9 | <ul style="list-style-type: none"> Change Techniques, Part I | Chapter 9 | ▶ Chapter Notes due (48 hours in advance of the start of your section) |
| Session 10 | <ul style="list-style-type: none"> Change Techniques, Part II | Chapter 10 | ▶ Chapter Notes due (48 hours in advance of the start of your section) |
| Session 11 | <ul style="list-style-type: none"> Skills for Helping Someone Who Is Different | Chapter 12 (Note: Chapter 11 moved to final class) | <p>▶ Chapter Notes due (48 hours in advance of the start of your section)</p> <p>▶ Assignment C due (by start time of your section)</p> |

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|------------|--|------------|--|
| Session 12 | <ul style="list-style-type: none"> Demonstration of CBT, Solution-Focused Therapy, and Use of Play in Therapy | | ▶ Assignment E due (by start time of your section) |
| Session 13 | <ul style="list-style-type: none"> Alumni Panel | | (Assignment F made available) |
| Session 14 | <ul style="list-style-type: none"> Evaluation and Termination | Chapter 11 | <p>▶ Chapter Notes due (<i>48 hours in advance of the start of your section</i>)</p> <p>▶ Assignment F due (by start time of your section)</p> |

**Schedule and syllabus are subject to revision at the instructors' discretion. Schedule may include Spring Break or Fall Break, in accordance with Vanderbilt's academic calendar, dependent upon the semester.

APPENDIX A

Contract for Training

This class in helping skills will be conducted according to this contract. The purpose of the contract is to provide a facilitating structure for the experience and to help you clarify the nature of the experience you are about to enter.

Training Goals

The overriding goal of “training” in this context is to master the basic counseling skills—skills you can use to help people self-explore, understand themselves, and take constructive action to live more effectively. To master a helping skill, it is essential that you understand the rationale behind the technique, be able to differentiate between effective and ineffective levels of performance, be able to employ the skill, and know how well you can use it. Understanding, discrimination, communication, and evaluation are four specific training goals you will be attaining for each skill. In addition, because of the nature of the training, an atmosphere in the group that is both supportive and challenging facilitates skill learning. Support and challenge in the group are “process goals” that relate to the process, rather than to the content, of training.

Responsibility for Learning

The responsibility for learning in the training/course experience, as we see it, is threefold:

1. You are primarily responsible for your own learning. Toward that end, it is your job to attend class sessions; to pay close attention to presentations, discussions, and demonstrations of the various skills; to ask questions when you are unclear; to practice the skills and receive feedback; to evaluate yourself and others; to receive evaluation and feedback from others; and to do homework, reading, and other assignments.
2. The instructors also have important responsibilities for the learning that occurs in the group: to design and facilitate the course; to conduct appropriate and relevant presentations, discussions, and demonstrations; and to provide student feedback and evaluations.
3. Finally, class members are in part also responsible for *each other's* learning. By your participation in discussions and group processing activities and by giving thoughtful feedback about and evaluation of each other's performances, you assist fellow group members in skill development. Thus, training is, in a real way, a shared responsibility.

Practice Roles: The Learning Dyad

A large portion of training time will be spent in practicing the various skills. Practice typically takes place in what we call the learning dyad.

1. Helpee. As helpee, it is your job to self-explore concretely and genuinely about a problem situation or about an area that engenders some emotion. While self-disclosure is encouraged, it is highly recommended that you do not share the most current pressing issues. The practice session is largely for the helper to practice. An additional part of the helpee role is to pay attention to how you are reacting to the helper so that you may give him or her genuine feedback.

2. Helper. The practicing of skills, which is essential to the training process, can be both exciting and threatening. As helper, it is your job to ensure your practice time, to keep clearly in mind the nature of the skills you are practicing, and to listen to feedback. If possible, while the feedback is still fresh, you may wish to watch the video, pausing it before your intervention, and practice a different, perhaps more appropriate, statement for improvement in specific areas.

Active Support

In both the helper and helpee roles, dyad members will be trying on new behaviors and putting themselves “on the line.” To facilitate risk taking, a climate of active support in the dyad is essential. Some basic ingredients of support are respect for, and unconditional acceptance of, each other as human beings; a willingness to “try on” another person’s point of view; a commitment to each other’s growth and well-being; and genuine, positive reinforcement among members for trying out new behaviors. Support does *not* mean approving of everything members say or do, nor indiscriminately rescuing people from pain, turmoil, and conflict. It does *not* mean withholding negative feedback, but rather giving negative feedback, when appropriate, in a positive, helpful, and nonpunitive way. Support does mean being honest with, respectful of, and fully present with others.

APPENDIX B
Informed Consent of Training

Print Name

Y N 1. I have read and understand the Pre-Practicum syllabus and training contract (Appendix A).

Y N 2. I am committed to abiding by the syllabus and contract throughout the course, which means working hard during each of my skill practice sessions to maximize the benefit for both myself and my peer. I will do my best to take training risks when appropriate and understand that part of the training I receive will require that I am open to reflecting upon, and sometimes challenging, my own life experiences, perspectives, and worldview.

Y N 3. While confidentiality cannot be completely guaranteed when functioning in groups, I agree to exercise caution with and respect any information a peer reveals to me during the course of training. Specifically, I will not reveal to anyone beyond this course information that is shared by class members or my helpee unless warranted by the ACA Code of Ethics and law. I will consult my professor to help me decide when and how to disclose information appropriately.

Y N 4. I agree to delete from hard drives or other media all confidential recordings of training sessions completed with dyad partners or otherwise, as directed by my professor and no later than the end of the semester in which I am enrolled in pre-practicum. Likewise, I will take every effort to make sure these recordings are kept in a safe and secure location until they are deleted.

Signature

Date

APPENDIX C-1**Format for FIRST Transcription****Your Name (Counselor)** _____**Date of Session** _____**Session #** ____ (of a total of ____ sessions) (e.g., Session 2 of 5 sessions)

| Client and Helper Responses | Skill Used | Analysis of Skill Used |
|---|------------------------------------|--|
| H1: "What would you like to talk about today?" | Open question | Looking at this now, seems a little trite. I think I will try something else next time. |
| C1: "Ah, well, I have been having a problem with a nosy neighbor." | | |
| H2: "Really? Tell me more." | Minimal encourager and door opener | Seems appropriate at this stage. |
| C2: "Well, she comes over every day. I can't get anything done. I need to work on the computer. I need to do some work around the house. But she won't let me." | | My response seems successful in prompting the client to say more about the problem. Seems like the client may be blaming the neighbor. I wonder if my client will own the problem? |
| H3: "She doesn't have anything else to do?" | Closed question | Whoops, I missed the boat. I think it might have been better to use reflection of feeling (to reflect the client's frustration). |

APPENDIX C-2**Format for SECOND Transcription**

Your Name (Counselor) _____

Date of Session _____

Session # ____ (of a total of ____ sessions) (e.g., Session 2 of 5 sessions)

| Client and Helper Responses | (Leave this column blank but use for notes as desired—see information below box) |
|---|--|
| H1: "What would you like to talk about today?" | |
| C1: "Ah, well, I have been having a problem with a nosy neighbor." | |
| H2: "Really? Tell me more." | |
| C2: "Well, she comes over every day. I can't get anything done. I need to work on the computer. I need to do some work around the house. But she won't let me." | |
| H3: "She doesn't have anything else to do?" | |

FOR THE SECOND TRANSCRIPT, transcribe the session in the format above. You DO NOT have to identify skills in the right-hand column, as you did for the first transcript. Instead, leave one blank column here (as illustrated above) in case you or your instructor need it for notes or questions (it may end up being completely blank, which is fine).

In addition to the transcript, for the second tape, please provide a brief answer to the following questions:

1. As you began this session, what were your personal goals as a counselor? Keep in mind your observations and experiences from the first tape and your supervision and transcript review discussions (e.g., *I wanted to ask fewer questions, I wanted to make sure I slowed down, I wanted to try to look for over-arching themes, etc.*).
2. How well do you think you accomplished each of these personal counseling goals? (list each goal described above and discuss, briefly, whether you think you accomplished what you hoped to—if you feel you accomplished the goal, indicate why; if you feel you did not, indicate why not. You may refer to responses or sections of your transcript if you desire (e.g., *In my response, beginning with line C36 of the transcript, the silence seemed long and I jumped in when I wish I had not*). You may also talk more broadly about the session without referring to specific sections (e.g., *Overall, I wanted to see if I could be more relaxed and natural and I feel like I did that because . . .*).
3. As you look forward to your future development as a counselor, (a) What skills do you feel are your current strengths? and (b) What skills do you feel you would still like to improve or develop?
4. Any further thoughts/impressions/questions you may wish to add?

APPENDIX D

**Tape Summary Form
(submit with BOTH transcriptions)**

Counselor: _____
Client (first name only): _____
Age/Gender/Race-Ethnicity of Client: _____
Session # ____ **(of a total of** ____ **sessions)**
Date: _____

Presenting issues/context of this session:

Client core issues:

Brief summary of session content:

Intended goals:

Positive counselor behaviors:

Counselor behaviors needing improvement:

For the first transcript, address these three topics here; for the second transcript, mention these three topics briefly here and elaborate upon them in a separate document, as directed in Appendix C-2.

Concerns or comments regarding client–counselor dynamics:

Plans for this client (e.g., When do you plan to meet next? Were any goals agreed upon for next time? Was homework assigned that is expected next time?):

APPENDIX E**Faculty Rating of a Counseling Session Conducted by a Student Counselor**

Counselor: _____ Client/Session: _____ Date: _____

Check one: Audio Video Supervisor/Rater: _____

Please rate the level of functioning that best describes the trainee's performance during the period of evaluation using the following:

- N/A Not Applicable
1. Displays poor initiative and little comprehension of skills needed at this point in training. Will not successfully complete placement at this level of performance.
 2. Marginal performance for this point in training. May not successfully complete placement without improvement.
 3. Adequate level of functioning for this point in training with supervision. One or two specific areas of weakness.
 4. Meets expectations for this point in training. Functions very well with supervision.
 5. Area of particular excellence at this point in training.

| Specific Skill/Approach: Suggested Criteria | Rating | How Was It Demonstrated? Remarks |
|---|---------------|---|
| 1. Opening: Was opening unstructured, friendly, and pleasant? Any role definition needed? Any introduction necessary? | | |
| 2. Rapport: Did student counselor establish good rapport with client? Was the stage set for a productive session? | | |
| 3. Session responsibility: If not assumed by the client, did student counselor assume appropriate level of responsibility for session conduct? Did student counselor or client take initiative? | | |
| 4. Interaction: Were the client and student counselor communicating in a meaningful manner? | | |
| 5. Acceptance/permissiveness: Was the student counselor accepting, permissive, and respectful of client's emotions, feelings, and expressed thoughts? | | |
| 6. Reflections of feelings: Did student counselor reflect and react to feelings or did the session remain on an intellectual level? | | |

| | | |
|--|--|--|
| 7. Student counselor responses: Were student counselor responses appropriate in view of what the client was expressing or were responses concerned with trivia and minutia? Were questions used sparingly and appropriately, or were questions overused? | | |
| 8. Value management: How did the student counselor cope with values, either his or hers or the client's? Were attempts made to impose counselor values during the session? | | |
| 9. Counseling relationship: Were student counselor–client relationships conducive to productive counseling? Was the foundation for a therapeutic alliance established? | | |
| 10. Closing: Was the closing initiated by student counselor or client? Was it abrupt or brusque? Were any follow-up or further counseling sessions scheduled? | | |
| 11. Sensitivity to differences: How well did the student detect/address cultural, individual, or role differences, including those due to age, gender, sexual orientation, national origin, culture, race, or disability? | | |
| 12. General techniques: How well did the student counselor conduct the mechanics of the session? | | |
| <p>A. Duration of session: Was the session too long or too short? Should it have been terminated sooner or later?</p> <p>B. Vocabulary level: Was student counselor vocabulary appropriate for the client?</p> <p>C. Mannerisms: Did the student counselor display any mannerisms that might have conversely affected the session or portions thereof?</p> <p>D. Verbosity: Did the student counselor dominate the session, interrupt, override, or become too wordy?</p> <p>E. Silences: Were silences broken to meet student counselor needs or were they used intentionally or dealt with in an effective manner?</p> | | |
| <p>Comments: Additional comments that might assist the student counselor in areas not covered by the preceding suggestions.</p> | | |

APPENDIX F (For Practice)

Permission to Audio and Video Record

I am a counseling Pre-Practicum graduate student in the Human Development Counseling Program at Vanderbilt University. I am requesting permission to record this session so that my professor can evaluate my skills and, if appropriate, offer suggestions to me that may benefit you as the client.

Please read the following points and sign below indicating your consent.

1. The counselor will be a graduate student working under the direct supervision of a qualified university professor.
2. All or part of the session may be recorded but at no time will your identity be disclosed to anyone other than a peer operating the digital equipment and my supervisor (a university professor). These individuals will be bound by the same confidentiality agreement as I am and agree not to reveal to others any information shared by you during the counseling session (except in cases of emergency—see Point 5).
3. Occasionally a portion of the recording may be used as part of the Pre-Practicum training that includes other Pre-Practicum students. The recorded portion will focus only on the skills of the student counselor and not on the information shared by you, the “client.” The recording will be erased after review.
4. Information shared during the session will be kept strictly confidential and will not be revealed or discussed with anyone other than those individuals named above (except in case of emergency—see Point 5).
5. If the “client” is noted to be in danger or extreme distress, the course professors will be consulted to determine whether further intervention is needed and whether, by law, confidential information must be revealed (i.e., situations in which the client is in danger of hurting him- or herself, hurting others, or being hurt by others).

I give my consent to have this session recorded.

Printed Name of “Client”

Signature

Date

