

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

Thursdays All: 4:10--5:40 pm (Sony 2071); By Track 5:45--7:00 pm OR 7:00--8:15pm
Room location for section/track meetings listed under instructor below.

INSTRUCTORS AND SECTIONS:

TBD/TBA

REQUIRED MATERIALS, READINGS*, AND TEXT:

Access to a computer that can create Microsoft Word documents, play video, access and interact within Brightspace and YES, facilitate use of email, and upload video using DropSend (an online video submission portal—details to be explained in class) or VU Box.

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; otherwise you will be responsible for converting it to a .wma file prior to uploading it for submission.

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.

* 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 Internship 1 (formerly called "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 clinical mental health and school counseling tracks 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 Internship 1 (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.

- Goal 12 (2.F.5.f., 5.C.2.a., 5.G.2.a., 5.G.3.f. [C]) Recognize how personal views of counseling and the counseling process frame expectations for client relationships and treatment.
- Goal 13 (2.F.5.d., 2.F.5.f., 2.f.5.n. [A, D, E, F]) 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:

Pre-Practicum will meet on Thursdays from 4:10–7:00pm (8:15 for later section with hour break). All sections will meet together for the first part of class (4:10-5:40 pm). This portion of the class will be jointly and/or alternatively taught by the course instructors and will include lecture, small group activities, and counseling demonstrations. The second part of class (5:45-7:00pm or 7:00-8:15pm) will be dedicated to application and practice of counseling skills by section and/or track.

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 half-way through the semester, dyads will be reassigned and will complete an additional 2-4 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 individual's 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). The primary location for video sessions is the HDC Sony Counseling lab (**Sony, fourth floor, A4018**), although other location options are possible.

If you choose to use the HDC Sony lab, you will be responsible for reserving it through the current HDC graduate assistant. We will provide the name of that assistant for this academic year and procedures for how to schedule a lab time. In brief, you will email that GA (***email only with subject line "lab reservation"***), who will send you an email confirmation regarding your request. Space must be reserved with the graduate assistant via **email** and not via text, phone calls, or other personal contact. *More information about these procedures will be presented and discussed in class.*

Alternatively, you may choose to check out a digital video camera (Wyatt Center) or use your own in another setting where confidentiality can be ensured. Rooms can be reserved in the Peabody library, or other libraries, for taping. Within the Peabody library, the best room (quiet, confidential) for use has typically been 004 (basement). Rooms

111 (first floor) and 309 (third floor) may also be appropriate choices but should be verified for confidentiality in advance. Other libraries (Biomedical, Central, Divinity, etc.) may also have appropriate rooms for use. The site address for all library reservations is as follows: <http://www.library.vanderbilt.edu/services/studyrooms.php>. Library rooms should be reserved 24 hours in advance to ensure availability.

If dyads have access to other quiet and confidential spaces (e.g., personal homes or offices), they may use these spaces provided that all dyad members are comfortable with those arrangements and that confidentiality can be guaranteed. If areas other than the HDC Sony recording lab are used for taping, only video cameras from the Wyatt Center or other approved devices may be used for recording. **NOTE: CELL PHONES, LAPTOPS, AND TABLETS ARE NOT SECURE AND CANNOT BE USED FOR RECORDINGS.**

Backup audio files (e.g., on a digital tape recorder) are suggested in all locations in the event of video failure.

SPECIAL NOTE ON COMPUTER AND CELL PHONE USE: Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and intrapersonally. During class and section, no laptops or cell phones will be allowed unless previously approved, given that screens can be a barrier to engaging fully in the construction of knowledge, an essential aspect of this class. Slides or handouts will be made available as needed. Exceptions to this policy will be allowed for students who request permission to use computers due to personal challenges/disabilities in accordance with Vanderbilt University Opportunity Development Center procedures.

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/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>.

METHODS OF EVALUATION: *(Note: All assignments described below will be due at the start of class, on the scheduled due date, submitted either in hard copy form brought to class or via email prior to the start of class [by 4:10 on the due date]. Assignments submitted after that time will be considered late. For Chapter Notes, please bring those in hard copy form [do not email] to each class on the dates due, as directed below.)*

1. Chapter Notes (2 pts. each for notes on Chapters 2-12 [22 points total]). To encourage you to keep up with the course reading and to allow the instructors to gain an understanding of how the text is perceived, you will be asked to turn in “Chapter Notes” at the beginning of each class meeting (see Appendix G) that summarize your thoughts about the readings for the week. **Please turn in a hard copy/version of this form each week, beginning with week two (do not email).** If you are absent or have to miss a class for any reason, you will still be expected to submit this form to the course instructors 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). Write a two–page reflection paper about your personal hopes and fears about (I.) entering the profession of counseling, (II.) the HDC program, and (III.) this Pre-Practicum class. All points will be earned for this assignment as long as each of the three parts is addressed. Think of this assignment as an opportunity to express yourself and practice identifying and naming your personal experience. [note: this assignment is due on the first class date, per the pre-semester email you received]

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.). Guidelines for this assignment will be distributed prior to the due date.

4. Assignment C: Shadowing and Reflection Paper (26 points). Find a counselor or HDC counseling intern 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 any of your internships but that is not a requirement. Alternatively, you may wish to interview someone in a track different from your own to use the opportunity to explore a novel setting. We will provide contact numbers of current internship students and their site information as available, but you are also encouraged to contact other non-student professionals as/if you wish. Spend a minimum of 4 hours shadowing (i.e., spending time with and observing the activities of your chosen person). Make sure you are sensitive to the agency's/school's/site's policies on observation. After the event, 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 agency/school counselor position within the organization/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/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? h) Do you think you would enjoy a position like this? Why or why not?

5. Assignment D: Video File, (Audio File Backup optional), Accompanying Transcript (see Appendix C-1 for format), Recording 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 4-5 initial 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 if the response helped the client to examine him/herself more deeply or if it side-tracked the client. Self-evaluations provide powerful feedback. You will be asked to turn in your transcription and tape summary form (hard copies) to the instructors in class and submit your video file to your track instructor via DropSend (a confidential and secure online submission system) (or as otherwise instructed). Your track instructor will schedule a supervision session with you and your assigned peer after the first transcription. During supervision, you will receive feedback from your instructor. Your grade for this assignment is not solely dependent upon whether or not you performed each skill; rather, it will also be based upon how well you identify the skills you used, or perhaps 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. *NOTE: Appendix E (attached) may be used at the discretion of the section instructor in evaluating your tape—it is included to familiarize you with the form. Appendix F is included for your use in the practice of opening an initial session during which you discuss confidentiality with the client.*

6. Assignment E: Video File, (Audio File Backup optional), Accompanying Transcript (see Appendix C-2 for format), Recording Summary Form (Appendix D), and

Supervision (56 points total). Dyads will be reassigned for practice near the mid-point 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 3-4 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 DropSend (or as otherwise instructed) and attend your scheduled supervision session with your dyad partner and section instructor.

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 (internship). Guidelines for this reflection paper will be distributed prior to the due date of the assignment.

Students must take precautions to observe proper security and confidentiality procedures regarding all audio and video files. Under no circumstances should any other individuals have access to them except at the discretion of the professors. All session recordings should be erased/deleted from the original source (e.g., lab hard drive, video camera media card) 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.

EXPECTATIONS

We are committed to helping you prepare for your career as a counselor, and, specifically, for your first counseling sessions in your first field placements ('internship one'). 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 on-going 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! ☺

Assignment D	56
Assignment E	56 points
Assignment F	12
Total	200 points

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

EVALUATION CRITERIA

Chapter Notes	22 points
Assignment A	12
Assignment B	16
Assignment C	26

GRADING SCALE

POLICY ON LATE ASSIGNMENTS

Unless otherwise noted, all assignments are due either via email or hard copy by the time of class start on the due date (by 4:10pm on the due date). If emailed, email to appropriate section instructor. **Chapter Notes are due in hard copy form at the beginning of each class for which they are due.** Late assignments will be penalized 5 points per day they are late, beginning with the due date if not submitted by class time (i.e., assignments will be considered late if they are submitted at any time after the start of class on the due date).

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](tel:6153224705)) (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 see 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/Week #	Topic	Reading Assignment	Assignment Due On this Date
Week 1	<ul style="list-style-type: none"> Syllabus, Questions, Introductions Helping as a Personal Journey 	Chapters 1	► Assignment A Due
Week 2	<ul style="list-style-type: none"> The Therapeutic Relationship Introduction to the Counseling Lab 	Chapter 2 ACA Code of Ethics, Section F.7 through F.11	Chapter Notes due ► Informed Consent Document Due (Appendix B) (Assignment B handed out) (Dyads randomly assigned)
Week 3	<ul style="list-style-type: none"> Invitational Skills 	Chapter 3	Chapter Notes due ► Assignment B Due Lab Dyad Practice Sessions Can Begin (or in prior week)
Week 4	<ul style="list-style-type: none"> Reflecting Skills: Paraphrasing 	Chapter 4	Chapter Notes due
Week 5	<ul style="list-style-type: none"> Reflecting Skills: Reflecting Feelings 	Chapter 5	Chapter Notes due
Week 6	<ul style="list-style-type: none"> Advanced Reflecting Skills: Reflecting Meaning And Summarizing 	Chapter 6	Chapter Notes due
Week 7	<ul style="list-style-type: none"> Challenging Skills 	Chapter 7	Chapter Notes due ► Assignment D Due (Round 2 Dyads randomly assigned)
Week 8	<ul style="list-style-type: none"> Assessment & Goal Setting 	Chapter 8	Chapter Notes due Second Round of Dyad Sessions (new pairings) can begin (or earlier, once dyads assigned)
Week 9	<ul style="list-style-type: none"> Change Techniques, Part I 	Chapter 9	Chapter Notes due
Week 10	<ul style="list-style-type: none"> Change Techniques, Part II 	Chapter 10	Chapter Notes due ► Assignment C Due
Week 11 <i>(all sections meet together for entire time)</i>	<ul style="list-style-type: none"> HDC Retreat!! @ ~4-8pm; Details & location TBA 		
Week 12	<ul style="list-style-type: none"> PANEL <i>(possible/TBA)</i> 		► Assignment E Due
Week 13	<ul style="list-style-type: none"> Skills for Helping Someone Who is Different 	Chapter 12 <i>(note that Chapter 11 is moved to the final week)</i>	Chapter Notes due (Assignment F handed out)
Week 14 <i>(all sections meet together for entire class)</i>	<ul style="list-style-type: none"> Evaluation, Reflection, and Termination 	Chapter 11	Chapter Notes due ► Assignment F Due

**Schedule and Syllabus are subject to revision at the instructors' discretion.

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 three-fold.

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/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 non-punitive 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 client may be blaming 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? 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** ____ **[#] total 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, etc.?)

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 It Was 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?		

<p>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 over-used?</p>		
<p>8. Value Management: How did the student counselor cope with values, either his/hers or the client's? Were attempts made to impose counselor values during the session?</p>		
<p>9. Counseling Relationship: Were student counselor-client relationships conducive to productive counseling? Was the foundation for a therapeutic alliance established?</p>		
<p>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?</p>		
<p>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?</p>		
<p>12. General Techniques: How well did the student counselor conduct the mechanics of the session?</p>		
<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 Master’s student in the Pre-Practicum course within the Human Development Counseling Program at Vanderbilt University. I am requesting permission to record this session so that my university instructor can evaluate my skills and, if appropriate, offer suggestions to me that may not only advance my skills but also 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 instructor.
2. All or part of the session may be recorded but at no time will your identity be disclosed to anyone other than my supervisor (a university instructor). The instructor will be bound by the same confidentiality agreement as I am and agrees 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 identity of the client will not be revealed in these instances. 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 instructors will be consulted to determine if further intervention is needed and if, by law, confidential information must be revealed (i.e., situations in which the client is in danger of hurting him/herself, hurting others, or being hurt by others).

I give my consent to have this session recorded.

Printed Name of ‘Client’

Signature

Date

