



**P.O. Box 222000**  
**Seattle WA 98122-1090**  
**Department of Counseling and School Psychology**

**The College of Education's Organizing Theme**  
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program's Mission Statement**  
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

#### **COURSE INFORMATION**

Course and Credits: COUN 551, 4.0 credits  
Title: Counseling Lab  
Room: Wyse Center  
Thursdays, 4:00-8:00pm  
Term: Fall 2008

#### **INSTRUCTOR**

Instructor: Dr. Mary Amanda Graham  
Office: Loyola Hall Room 217  
Office hours: By Appointment  
Phone: 206-296-5748 (O) 503-791-5665 (C)  
FAX: 206-296-1892  
Email: grahamm@seattleu.edu

#### **COURSE MATERIALS**

##### Required Texts and/or Readings:

Kottler, J.A. (1993) *On being a therapist*. San Francisco; Jossey-Bass .

#### **COURSE DESCRIPTION**

Graduate Bulletin Description: Supervised counseling experience where in the student/counselor candidate is responsible for actual counseling cases with supervision.

Course Purpose: To provide the first clinical opportunity to begin integrating learning from COUN 510 Fundamental Counseling Skills, and COUN 511, Counseling Theories, via supervised counseling experience on campus.

#### **COURSE OBJECTIVES**

By the end of quarter student will:

1. *Demonstrates culturally appropriate counseling interventions when working with diverse clients*
2. *Demonstrates appropriate interviewing and counseling skills*

3. *Adhere to the American Counseling Association's (ACA) Ethical Codes and/or the American School Counselor Association's (ASCA) Ethical Standards for School Counselors as a framework for professional decision-making*
4. *Is able to appropriately select and demonstrate use of counseling theories with clients.*
5. Demonstrate the ability to effectively pace individual counseling sessions and establish relevant and realistic counseling goals.
6. Conceptualize client's issues from a variety of theoretical perspectives and within the context of developmental levels.
7. Develop ability to assess risk for harmful behaviors and appropriately intervene as needed.
8. Reflect on the relationship dynamics and interpersonal processes present in interactions with clients

## **CONTENT AREAS**

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

### K.2. Social and Cultural Diversity

- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

### K.5. Helping Relationships

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- g. ethical and legal considerations.

Washington Administrative Code requirements met [WAC 180-78A-165 (4)]

WAC 180-78-295

1. Knowledge of the Field
  - a. Individual and group counseling theories, principles, and techniques. (Primary)
2. Individual and Group Counseling
  - a. Plan and use individual and group strategies for remedial, preventive, and developmental needs of students. (Primary)

WAC 180-78-310

1. Knowledge of the Field
  - d. Individual and group counseling and interviewing theory and techniques. (Primary)
4. Counseling and Interviewing
  - a. Provide individual and group counseling to students and parents. (Primary)
  - b. Conduct interviews essential to information collecting from parents, teachers, and other professionals. (Partial)

### **COURSE INSTRUCTIONAL METHODS**

This course will primarily consist of small group discussions and case presentations. Both individual and group supervision will be utilized. Recorded sessions will be reviewed.

Students will conduct 1:1 counseling sessions during the class. The instructor, teaching assistant, a designated student observer, and other students who are not in session will view each session

### **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

#### **A. Assignments: LATE WORK IS NOT ACCEPTED!**

1. Attendance at all class meetings is required.
2. Four Primary Responsibilities
  - a. To engage in a professional counseling relationship with the clients.
  - b. To continually assess self, demonstrate skills, and identify skills and process.
  - c. To contribute to the growth of others in the Lab by giving honest, helpful feedback.
  - d. To insure confidentiality in regard to **all** aspects of the Lab.
3. A paper, "On Being a Therapist", which addresses how the past and present events, circumstances, and relationships in the student's life impact work as a counselor, using the text and classroom experiences as references, **to be turned in the second to last week (class 9)**. More information regarding the paper format will be provided.
4. Eight counseling 30-minute sessions as a student counselor. Student will have two clients for four sessions each. Sessions will run weeks 2-9. Students will be expected to share clips of sessions during class time.

5. Counseling Session Reviews: Eight counseling sessions will be reviewed, critiqued, and summarized by the student/counselor. This will be done in no more than two pages. Formats for the report will be discussed in class. Formats will include questions regarding ethics and diversity. Reviews must be e-mailed to the instructor **one day prior to the next class** so they can be critiqued before the next class.
6. One individual session with the instructor at mid-term to discuss counseling issues, student progress and a transcript, with selections from each of the first four sessions, using the following format:

*Transcription A:* This transcription must show how the student is being a counselor. This transcription should show how the student demonstrates, for example, the ability to: “Keep the focus on the client”; “Use a wide range of counseling responses and interventions”; “Adapt responses and interventions to specific populations”; “Adapt responses and interventions appropriate to the stage of the counseling relationship”.

First Column: speaker’s name (use first names or initials to indicate student and client)

Second Column: actual dialogue (transcribed verbatim)

Third Column: include members’ nonverbal behavior, student’s thoughts or feelings at the moment, interpretations regarding the meaning of what was observed, counseling responses and where the focus is that were used. Also include how the student may be adapting to the population or the particular group stage of development.

Student	Where would you like to start??	Opening
Client	I’m confused about what I’m doing here	Tom didn’t seem angry but flat.
Student	You sat back a bit as you said that. Talk more about your confusion.	Giving feedback and clarifying to explore feeling; individual focus.

*Transcription B:* Select a segment which seemed particularly challenging or confusing; that does NOT, or may not demonstrate effective counseling process or responses; and/or in which the student/counselor wants specific feedback and suggestions. Use the same 3-column format using the third column for additional questions.

7. One individual session with instructor or teaching assistant after session 3 or 4 of “Round Two” to be scheduled by the instructor.

B. Grading:

Grades are either "CR" (Credit) or "F" (Fail) based on the completion of the following course objectives using the following rubric:

	Unsatisfactory/ Inconsistent	Satisfactory/ Frequent	Exceptional/ Consistent
	[F (Fail)]**	[CR (Credit)]**	[CR (Credit)]**
Keeps the focus on the client			
Uses a wide range of counseling responses and interventions			
Identifies specific counseling theories relative to demonstrated responses and interventions			
Implements of feedback			
Gives accurate feedback			
Articulates the counseling process			
Articulates how specific interventions or a session as a whole is therapeutic			
Establishes an appropriate professional relationship			

Other course objectives will be met through the weekly Counseling review

\*\* The F grade is the equivalent of grades B- or below. The CR grade is the equivalent of grades B through A, though students will be evaluated in either the “B” column and/or the “A” column.

C. Course Expectations:

- A consent form (#7) must be signed by all clients prior to beginning the first session.
- ANY BREACH OF CONFIDENTIALITY OR OTHER ETHICAL GUIDELINES AS STATED IN THE *CODE OF ETHICS AND STANDARDS OF PRACTICE*, AMERICAN COUNSELING ASSOCIATION OR CODES LISTED BELOW, COULD RESULT IN IMMEDIATE DISMISSAL FROM THE COURSE AND OR FAILURE OF THE COURSE (see below for additional ethical information).
- Class will start promptly at 4:00 P.M..
- Students are expected to review recordings outside of class.
- Students will need 8 DVD-R disks.

**1. Participation/Attendance:** Graduate students are training to be professional counselors. As such, they demonstrate to the department faculty their professionalism and ability to attend to career responsibilities and client concerns in a variety of ways, including through their participation and attendance in class meetings. Through participation and attendance faculty evaluate the readiness and preparedness of each student to enter the profession.

Participation and attendance constitute a portion of your class grades. Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities. Participation is especially important in this class because of the required supervision hours-both group and individual.

**2. Readings.** It is expected that all readings be completed prior to class in order to maximize class discussions.

**3. Liability Insurance and clearances.** All students are provided by Seattle University liability insurance of 1 million dollars. However, students are encouraged to join ASCA/ACA to reap the many benefits as well as being provided additional 1 million dollars of liability insurance.

**Ethical Guidelines for Counseling Supervisors.** The Association for Counselor Education and Supervision in March of 1993 adopted the Ethical Guidelines for Counseling Supervisors (<http://www.siu.edu/~epse1/aces/documents/ethicsnoframe.htm>). This syllabus is designed to keep with the standards set forth by the association. **Important Notes on Ethical Behavior:** There are four tenets of professional ethical behavior that are critical for students' understanding and must be fully comprehended to insure client welfare and student success. These are: confidentiality, informed consent, disclosure, and the ethical guidelines for counseling supervisors. They are detailed below but will be discussed in much greater detail in class.

1. **Confidentiality.** As stated in the American Counseling Association (ACA) Code of Ethics ([http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA\\_Code\\_of\\_Ethics.htm](http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA_Code_of_Ethics.htm)) Section B1a: "Counselors do not share confidential information without client consent or without sound legal or ethical justification". Students in this class will be expected to uphold this ethical standard. All information that is shared by any "client", including fellow classmates acting as a client, will be treated as confidential and will not be shared with anyone outside the class. Additionally, all audio and video recordings that are made for the purpose of this class contain confidential information. Students are expected to maintain the security of these recordings at all times. Only students in the class are allowed to view the recordings.
2. **Informed Consent and Student Self-Disclosure.** Clients who participate in counseling must do so with informed consent via a disclosure by the counselor about the counseling process. In order to give their consent they must be knowledgeable of their rights as clients. Section A2a&b of the ACA Code of Ethics (included in its entirety below) delineates this.

## A.2. Informed Consent in the Counseling Relationship

a. Informed Consent. Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

### b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, and relevant experience, continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and be advised of the consequences of such refusal.

Each client will sign an informed consent form/letter to participate in the class counseling sessions. Additionally, for the purposes of this class, all clients should be aware of **all** the individuals who could be potentially observing their sessions ([www.seattleu.edu/coe/counseling/internship\\_forms](http://www.seattleu.edu/coe/counseling/internship_forms))

Informed Consent also applies to students in counselor training programs. Since you will be involved in the counseling sessions, you need to be informed about the process. Sections F.5.b & F.7.b. in the ethical standards address the issue of student limitations and student self-disclosure, and the role of the counselor educator. These will be explained in class and you will be asked to sign verifying that you understand them and that you willingly agree to participate knowing the risks. Both sections of the Code of Ethics are listed below.

## F.5. Counseling Supervision Evaluation, Remediation, and Endorsement

b. Limitations. Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decision to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

## F.7. Student Welfare

b. Self-Growth Experiences. Counselor Education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor

educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

**Other Class Notes:**

1. Please keep the instructor informed of any noteworthy client irregularities (e.g. no shows, etc.) and any behavior/ topic that causes questions or concerns regarding the client’s mental health.

*NOTE: Students should be aware that in this class, the class instructor serves multiple roles, including that of educator, supervisor and gatekeeper. Students should consult the 2005 ACA Code of Ethics to fully understand the complexity of these roles and the implications for participation in this class.*

**Additional note:**

I look forward to working with each of you this quarter and want your learning experiences to be as meaningful as possible. My students are very important to me and I encourage you to visit me during office hours (or make an appointment), or email me with any concerns. I look forward to a productive quarter together!

**SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS:** The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, (b) additional readings to be announced during the course, and (c) the needs of the students

<b>Date</b>	<b>Topics →</b>	<b>CACREP Standard (Topics)</b>	<b>Readings and Assignments →</b>	<b>CACREP Standard (Readings and Assignments )</b>
Class #1	Introduction to the Course, anticipated counseling issues, and scheduling Walk-through	K.2.c K.5 a,b,g	Review of Ethics, Counseling Skills and Theoretical Orientation	K.2.c K.5 a,b,g
Class #2	Review of immediate issues Counseling sessions and debriefings Group Supervision	K.2.c K.5 a,b,g	The use of Theoretical Orientation in Counseling Podcast	K.2.c K.5 a,b,g
	Review of immediate issues	K.2.c		K.2.

Class #3	Counseling sessions and debriefings Group Supervision	K.5 a,b,g	Counseling Session review	K.5 a,b,g
Class #4	Review of immediate issues Counseling sessions and debriefings Group Supervision	K.2.c K.5 a,b,g	Counseling Session review	K.2.c K.5 a,b,g
Class #5	Review of immediate issues Counseling sessions and debriefings Group Supervision	K.2.c K.5 a,b,g	Counseling Session review	K.2.c K.5 a,b,g
Class #6	Review of immediate issues Counseling sessions and debriefings Group Supervision	K.2.c K.5 a,b,g	Counseling Session review Mid-term sessions with instructor	K.2.c K.5 a,b,g
Class #7	Review of immediate issues Counseling sessions and debriefings Group Supervision	K.2.c K.5 a,b,g	Counseling Session review	K.2.c K.5 a,b,g
Class #8	Review of immediate issues Counseling sessions and debriefings Group Supervision	K.2.c K.5 a,b,g	Counseling Session review	K.2.c K.5 a,b,g
Class #9	Review of immediate issues Counseling sessions and debriefings Group Supervision	K.2.c K.5 a,b,g	Counseling Session review Kottler paper	K.2.c K.5 a,b,g
Class #10	Presentation of papers Review of Ethical Issues Review of diversity and developmental issues Course closure	K.2.c K.5 a,b,g	Counseling Session review Final review session with instructor	K.2.c K.5 a,b,g

### ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**  
Loyola 100, [www.seattleu.edu/SAS/LA](http://www.seattleu.edu/SAS/LA)

- peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**  
Engineering 307, [www.seattleu.edu/writingcenter/](http://www.seattleu.edu/writingcenter/)  
peer assistance with any phase of a writing project
  - **Math Lab**  
Engineering 300, [www.seattleu.edu/scieng/math/mathlab.asp](http://www.seattleu.edu/scieng/math/mathlab.asp)  
Drop-in help with mathematics homework and test preparation
  - **Reference librarians**  
Library 2<sup>nd</sup> floor, [www.seattleu.edu/lemlib/AboutLibrary/Reference.htm](http://www.seattleu.edu/lemlib/AboutLibrary/Reference.htm) assistance with locating and evaluating information resources  
These services are offered at no additional cost to Seattle University students.

### **NOTICE to STUDENTS concerning DISABILITIES**

*If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

### **NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY that includes the issue of plagiarism.**

*The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:*

<http://www.seattleu.edu/studentdevelopment/>

### **NOTICE TO STUDENTS concerning CODES OF ETHICS**

*All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:*

[www.counseling.org/resources/ethics.htm](http://www.counseling.org/resources/ethics.htm)

*School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association*

[www.schoolcounselor.org/library/ethics.pdf](http://www.schoolcounselor.org/library/ethics.pdf)

### **Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>

## References

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