CNEP 5384 THE COUNSELING PROCESS

Instructor: Dr. Karen Michelle Hunnicutt Hollenbaugh
Office/Office Hours: Virtual meetings by appointment
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Email: michelle.hollenbaugh@tamucc.edu

Semester: Spring 2020
Class Date: Mondays/Wednesdays
Class time: 6:00-9:45PM
Class Location: Online (Zoom)

Course Description

CNEP 5384: The Counseling Process (3 SCH). This course is designed to teach students how to use beginning counseling skills. Topics addressed in this course include counselor characteristics and behaviors that influence the counseling process, essential interviewing, counseling, and case conceptualization skills, and self-care strategies appropriate to the counselor role. Students will be expected to demonstrate the ability to understand and use basic micro-skills in counseling practice, and demonstrate knowledge of counselor characteristics and behaviors that can affect the counseling process. They will also be expected to demonstrate the practice and understanding of self-care via intentional personal wellness activities. The prerequisites for this course are: A minimum of 12 semester hours of core counseling courses, including CNEP 5304 and CNEP 5308. Must earn a grade of “B” or better to pass.

Rationale

This course is designed to teach students how to use their counseling skills and knowledge accrued in previous coursework in the counseling process. The students learn the steps in the counseling process from the initial session to termination of the counseling relationship including techniques of counseling and technological support.

Instructional Methods

Course content will be presented wholly in part using multiple instructional strategies including group discussion; demonstrations; in-class simulations; video exercises and tape review; case studies; and individual, triadic, and/or group supervision.

Learning Objectives

This course is designed to meet 2016 CACREP entry-level specialty area standards (Section 2) for counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5-II-F-1-l**: self-care strategies appropriate to the counselor role. [Students will achieve a score of 80% or higher on the wellness plan]

- **CACREP Standard 5-II-F-5-f**: counselor characteristics and behaviors that influence the counseling process. [Students will achieve a score of 80% or higher on the role-play video tape]
• **CACREP Standard 5-II-F-5-g**: essential interviewing, counseling, and case conceptualization skills. [*Students will achieve a score of 80% or higher on the role-play video tape*]

**VIII. Evaluation and Grade Assignment and Course Policies:**

Methods of evaluation:

1. **Wellness Plan and Wellness Plan Review.** Students will develop a wellness plan including reasonable, measurable, and attainable goals. Information regarding wellness and instructions for completing this plan will be reviewed the first day of class, and then students will be required to develop and submit a **3-5 page individual plan (this does NOT include title page or references)**. Students will engage in this wellness plan throughout the semester and then **submit a 2-3 page re-evaluation and summary** of their wellness plan. *Both assignments must be turned in via Blackboard by the beginning of class on the due date.* All of the following aspects must be covered comprehensively to receive full points.

   • Wellness plans may be written in first person but otherwise must be in **APA 6th Edition format**.

   • Choose **three** sub-sections of the Indivisible Self that you would like to work on for the semester. For each of these sub-sections, discuss-
      - Where are you currently with your level of wellness on this section? Use scaling.
      - Where would you like to be on your level of wellness with section? Use scaling. How will you know when you have achieved this goal? What specific ways can you measure whether you have accomplished it?
      - Create an action plan. What activities will you engage in throughout the semester to achieve your desired goal? Why will these activities help you achieve this goal?

   **Wellness Plan Rubric**

   /50 Points

1. Delineated where currently is at on each subsection of wellness, used scaling (10 Points)
2. Set clear, attainable goal for where would like to be on each subsection, used scaling (15 Points)
3. Discussed small, measurable activities to reach that goal (15 Points)
4. Required page length, APA Style, Grammar, Spelling, Mechanics,
5. Discussed all three sections of wellness (10 Points)

**Wellness Plan Review:**
In two to three pages (APA 6th Edition Style) reflect upon your wellness activities for the semester. Were you successful in accomplishing your goals? After personal reflection, why or
why not? How might you change or edit your activities to better meet your goals, or to further your goals? What have you learned about yourself as a counselor during this activity? How might knowledge of developing a wellness plan be helpful in your work with clients?

Wellness Plan Review Rubric

/20 points

1. Discussed all goals and whether they were accomplished (5 points)
2. Demonstrated personal reflection regarding goals (5 points)
3. Discussed what learned about self as a counselor and using wellness with clients (5 points)
4. Required page length, APA Style, Grammar, Spelling, Mechanics; discussed all three sections of wellness (5 points)

2. Video Tape Role Play Assignments.

Students will be required to submit three 30 minute counseling role-play videos during the semester. The first two recordings will be submitted with a ten minute transcript from that session that includes identification of the specific skills used and reflection on the use of those skills. The Final Recording will be submitted with a 15-minute transcript including the same aspects as the previous two. Students must transcribe recordings themselves. Having someone else transcribe your tape will result in an ‘F’ on the assignment.

In each role play you must review confidentiality at the beginning of the session. These transcripts must be verbatim including both the counselor and client’s responses, identification of the skills used (out of those we have already learned and practiced in class), and reflective comments by the student not only on weaknesses, but strengths as well, and any reflections on the client. The transcript must be one full block, though I will watch the entire recording. Please note what time you start and stop your transcript. Transcripts MUST be in the following format:
Transcript Example:

<table>
<thead>
<tr>
<th>Client &amp; Counselor Responses</th>
<th>Skill Used (verbal &amp; nonverbal)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor:</strong> what would you like to talk about today?</td>
<td>Open Question</td>
<td>Looking at this now, it seems a little trite. I think I will try something else next time.</td>
</tr>
<tr>
<td><strong>Client:</strong> Well I have been having a problem with a nosy neighbor.</td>
<td>Minimal encourager and door opener</td>
<td>seems appropriate at this stage</td>
</tr>
<tr>
<td><strong>Counselor:</strong> Really? Tell me more.</td>
<td>Closed Question</td>
<td>I notice that the client is blaming the neighbor. She is not owning the problem. Maybe next time I will get the client to focus more on that.</td>
</tr>
<tr>
<td><strong>Client:</strong> 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. <strong>Counselor:</strong> She doesn’t have anything else to do?</td>
<td></td>
<td>Whoops, I missed the boat. I think it might have been better to reflect the client’s frustration.</td>
</tr>
</tbody>
</table>

### Video Recording Role Play Rubric

#### Rubric for Tape & Transcript
**Tape 1 = 100 Points; Tape 2 = 200 Points; Tape 3 = 300 Points**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent-A</th>
<th>Good-B</th>
<th>Fair-C</th>
<th>Poor-D</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling Skills</strong></td>
<td>The student is consistently reflecting feelings and at least occasionally reflects meaning and paraphrases when needed. The student is listening and responds to the client’s message by moving the client to deeper levels.</td>
<td>Students at this level are listening and several times during the interview make responses that are accurate reflections of feeling and meaning but do not push the client to examine deeper levels consistently.</td>
<td>Students at this level are listening and using minimal encouragers with occasional paraphrasing and perhaps a few reflections of feeling. The student has not yet established regular reflections of feeling or meaning. Paraphrases outnumber reflections of feeling and meaning combined.</td>
<td>Student is too silent or speaks for too long or too frequently. Student uses too many minimal encouragers rather than risking reflection, or Student is not listening but merely waiting for the client to stop talking so that they can intervene. Excessive use of questions. Not responding to the last client statement but changes the focus rather than asking the client to stay on topic. Detracting behaviors include personal opinions by the helper, roadblocks, advice giving and an excess use of closed questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Skill Identification</strong></td>
<td>Student accurately labels all skills in transcript.</td>
<td>Student accurately labeled most skills in transcript.</td>
<td>Student confused certain skills (e.g. closed and open questions) but was correct on others.</td>
<td>Student was consistently incorrect in labeling skills in transcript.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Student included several insightful comments and reflections on the client, personal strengths and weaknesses. Transcript and tape were turned in on time, appropriate transcript structure was used. Transcript is 10 (15 for final) minutes verbatim. Tape is 30 minutes long. Grammar, Spelling, and Mechanics are correct.</td>
<td>Student included some insightful comments and reflections on the client, personal strengths and weaknesses.</td>
<td>Student included few insightful comments and reflections on the client, personal strengths and weaknesses.</td>
<td>Student did not include comments, or comments were short and were not insightful.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure and Mechanics</strong></td>
<td>Several grammar and spelling errors or transcript was not verbatim.</td>
<td>Several grammar and spelling errors or transcript was not verbatim.</td>
<td>Several grammar and spelling errors or transcript was not verbatim and/or Tape was not turned in on time.</td>
<td>Several grammar and spelling errors or transcript was not verbatim and/or Tape was not turned in on time.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Homework**

Homework activities will be assigned throughout the semester and will be due at the beginning of the following class period. These activities will be focused on personal reflection and insight, and furthering your growth as a counselor.

4. **Participation**

Participation during this class, including during role plays and class demonstrations is essential. Part of participation is the ability to accept and act on feedback and the critique of your developing skills by the instructor and teaching assistant.

We will be engaging in numerous experiential exercises in this class. If any of these exercises cause you any sort of emotional or physical distress, please do not engage in them, and speak with me outside of class.

To receive all of the participation points, students are expected to attend class on time, refrain from any cell phone/superfluous technology use in class, act respectfully towards the instructor, teaching assistant, and classmates, actively participate in class activities and discussion, and respond professionally and appropriately to feedback.

*Students sleeping or acting unprofessionally in class will be asked to leave and will not get credit for attending that class period. If you miss more than 50% of any class session, this will be counted as an absence.*

**Participation Rubric**

/50 points

<table>
<thead>
<tr>
<th>50-45 points (A)</th>
<th>44-40 points (B)</th>
<th>39-35 points (C)</th>
<th>34 points and lower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively listened during class, was open to feedback, and treated instructors/colleagues respectfully in class and during role plays. Attended class on-time and stayed for the full class session. Refrained from texting/engaging in online activities un-related to class. Completed all homework assignments. Any deviation from these behaviors were minor.</td>
<td>Deviation from expected behaviors occurred several times during the semester or were mildly disruptive to class.</td>
<td>Deviation from expected behaviors occurred numerous times during the semester, and/or were major or disruptive to class; or behaviors were engaged in after warning from instructor</td>
<td>Deviation from expected behaviors was consistent and or major, or continued after warnings from instructor</td>
</tr>
</tbody>
</table>
Point Allocation

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Plan</td>
<td>50</td>
</tr>
<tr>
<td>Wellness Plan Review</td>
<td>20</td>
</tr>
<tr>
<td>Skills Tape 1</td>
<td>100</td>
</tr>
<tr>
<td>Skills Tape 2</td>
<td>200</td>
</tr>
<tr>
<td>Final Tape</td>
<td>300</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>720</strong></td>
</tr>
</tbody>
</table>

Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>648-720</td>
</tr>
<tr>
<td>B</td>
<td>576-647</td>
</tr>
<tr>
<td>C</td>
<td>504-575</td>
</tr>
</tbody>
</table>

With the exception of the final transcript, late assignments may be turned in up to one week after the due date for a reduced letter grade. No assignments will be accepted after one week past the due date. All assignments are due by the beginning of class time on the due date.

Attendance policy:
- Upon your second absence, you will have a 10% deduction in your grade. This means you may only have one unexcused absence without penalty.
- Three absences will result in an administrative drop or failing grade.
- The only excused absences will be illness with a doctor’s note, or death in the family with copy of an obituary.

This course is essential for training competent counselors. Though we will engage in a significant amount of practice in class, you are expected to be practicing your skills outside of class as well. A grade of "C" indicates that the objectives of the course have not been accomplished sufficiently, and per the TAMUCC course catalogue, if you earn a “C” or lower, you will be required to retake the course. Please see me if you are having problems (sooner rather than later)

Confidentiality and Ethics

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. This is training for your practicum work with clients. All sessions you tape for a grade must be unrehearsed, without notes.

Cheating or plagiarism will result in a grade of 0 for the assignment. Breach of confidentiality is considered cheating and will result in a grade of F for the class.

When You Play the Role of Client in Practice Sessions:

You have the right and personal responsibility to share only as deeply as you want. Please do not share anything you do not wish to share. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course. Please come see
me if you have any questions or concerns.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Course Schedule and Topics

*This is a fluid syllabus and may be subject to change at the instructor's discretion.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 6</td>
<td>Introduction and Overview</td>
<td>CH. 1, CH. 2</td>
</tr>
<tr>
<td></td>
<td>Wellness &amp; Creating a Wellness Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of Counseling Relationship, Helping Process</td>
<td></td>
</tr>
<tr>
<td>July 8</td>
<td>Invitational Skills</td>
<td>CH. 3, CH. 4</td>
</tr>
<tr>
<td></td>
<td>Paraphrasing</td>
<td></td>
</tr>
<tr>
<td>July 13</td>
<td>Reflecting Feeling</td>
<td>CH. 5</td>
</tr>
<tr>
<td></td>
<td>Reflecting Meaning</td>
<td>Wellness Plan due</td>
</tr>
<tr>
<td></td>
<td>Summarizing</td>
<td></td>
</tr>
<tr>
<td>July 15</td>
<td>Review</td>
<td>CH. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Tape 1</td>
</tr>
<tr>
<td>July 20</td>
<td>Immediacy &amp; Challenging Skills</td>
<td>Tape and Transcript 1 Due at the beginning of class time</td>
</tr>
<tr>
<td></td>
<td>Goal Setting Skills</td>
<td></td>
</tr>
<tr>
<td>July 22</td>
<td>Review</td>
<td>CH. 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Tape 2</td>
</tr>
<tr>
<td>July 27</td>
<td>Therapeutic Factors and Advanced Change Techniques</td>
<td>Tape and Transcript 2 Due at the beginning of class time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 29</td>
<td>Skills for Helping Someone who is Different.</td>
<td>CH. 12</td>
</tr>
<tr>
<td></td>
<td>Note Writing/Treatment Planning Termination</td>
<td>Complete Final Tape</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wellness Plan Review Due</td>
</tr>
<tr>
<td>August 3</td>
<td></td>
<td>Final Tape and Transcript Due by 6PM</td>
</tr>
</tbody>
</table>

Required Text:

Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99. C2, Student Grade Appeals and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at 361-825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Student Civil Rights

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) 361-825-5826.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and
scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

**Selected Bibliography to Support Counseling Process:**


State Adopted Proficiencies for School Counselors

**School Counselor Standard I: Learner-Centered Knowledge**
The professional school counselor must have a broad knowledge base.

**School Counselor Standard II: Learner-Centered Skills**
The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

**School Counselor Standard III: Learner-Centered Process**
The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.

**School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners**
The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**School Counselor Standard V: Learner-Centered Communications**
The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**School Counselor Standard VI: Learner-Centered Professional Development**
The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

**TExES Competencies (COE)**

**Competency 001 (Human Development):** The school counselor understands processes of human
development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

**Competency 002 (Student Diversity):** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 003 (Factors Affecting Students):** The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 004 (Program Management):** The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.

**Competency 005 (Developmental Guidance Program):** The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

**Competency 006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007 (Assessment):** The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families):** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.