

**SYLLABUS**  
**CPSY 540 Counseling Techniques**  
**FALL Semester 2015**  
**Wednesday, 6:00pm - 10:00pm**

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**Course Description**

This is an introduction to a number of practice issues and skills necessary for practitioners in counseling. Students will acquire fundamental interviewing skills for psychological diagnosis through role play and textbook information. Students will also learn how to create a client-counselor treatment plan as well as identify different stages of treatment including referral and termination.

Students will also acquire information on professional and governmental organizations, training standards, ethical codes, professional issues, multicultural diversity and credentialing bodies. Specific attention will be given to understanding the importance of being a "reflective practitioner." This term implies the significance for each intended practitioner to understand his or her own personal limitations and prejudices which may evolve into potential areas of concern during their career of choice.

This course will also address the following CACREP content areas as defined in the 2009 Standards and addressed in the course objectives in this syllabus:

- Professional Identity
- Social and Cultural Diversity
- Helping Relationships

**Course Objectives**

Students will increase their knowledge and skills related to the following areas:

- Describe what constitutes a helping relationship as opposed to other intimate relationships. [CACREP Standard 5C.2.1, 5C.2.m]
- Describe the fundamentals of interviewing, assessment, attending behaviors, and counseling techniques [CACREP Standard 5C.3.a]
- Describe how to empathy and empowering the clients [CACREP Standard 5C.3.b]
- Describe how to identify the need for crisis intervention, as well as understanding the significance of the referral process [CACREP Standard 5C.2.f]
- Describe how to identify the different stages of counseling [CACREP Standard 5C.3.a, 5C.3.b]
- Describe how to utilize different strategies of counseling based on client need [CACREP Standard 5C.3.a, 5C.3.b]
- Describe the cross cultural issues regarding both the counselor and the client [CACREP Standard 5C.2.j]
- Describe the legal, ethical, and professional issues in counseling. [CACREP Standard 5C.2.1, 5C.2.m]
- Describe what constitutes a helping relationship as opposed to other intimate relationships. [CACREP Standard 5C.1.b, 5C.3.b]
- Describe a biblically based world view to understand counseling techniques and counseling

### **Clinical Mental Health Counseling Program Objectives:**

1. Students develop knowledge in the eight common core curricular experiences identified in CACREP standards. These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.
2. Theory and Research to Practice  
Students develop an understanding of a range of counseling theories consistent with a developmental perspective. Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.
3. Clinical Skill (Helping Relationships)  
Students develop therapeutic communications skills, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals, families, and groups.
4. Self as Counselor (Reflective Practitioners)  
Students develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to

- supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
5. Multicultural Competence  
Students develop awareness of power, privilege, and difference and their own cultural attitudes, beliefs, and effects of social location, and learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.
  6. Professional Counseling Identity  
Students develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement, and knowledge and understanding of professional ethics. Students recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings.
  7. Ethical Practice  
Students commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.
  8. Mental Health Advocacy and Community Involvement  
Students develop an ability to recognize the critical issues that affect physical, academic, career, economic, and mental well-being of individuals and learn skill sets to help clients resolve personal and family problems that have an impact on the society.
  9. Research and Assessment  
Students develop an understanding and skills in the use of research, assessment and program evaluation to inform and improve clinical practice.
  10. Practice & Spirituality  
Students develop a sensitivity to the client's emotional, spiritual, and physical health in order to facilitate the healing process

### **Method of Course Delivery**

Basically, there are two methods of study for this course; first through lecture and in-class discussions, and second through extensive role play for practical experience.

### **Required Texts:**

*American Counseling Association code of ethics: Section –A,C.* (2014). American Counseling Association. Alexandria, VA. Retrieved from: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4%20>

Ivey, A.E., & Ivey, M.B., (2009). *Intentional Interviewing & Counseling: Facilitating client development in a multicultural society* (7th Ed.). Pacific Grove, CA: Brooks/Cole.

On occasion the instructor will request the students to provide some supplemental information depending on the topic of discussion at that time. The information will be easily acquired through multimedia resources such as on-line.

### **Course Assignment**

**Class participation:** To receive full credit for this category, students must be active participants - asking questions, sharing opinions, enthusiastically engaging in role play as well. Chronic missed classes and tardiness hinders the students to effectively demonstrate their ability to earn full credit in this category.

**Journaling:** As mentioned previously, each student will have the opportunity to practice counseling techniques through role play. After each episode the student will be expected to transcribe their individual experience in a journal describing an evaluation of what they learned through the experience.

**Mid-term Exam:** There will be a mid-term exam which will cover all the materials covered up to that date.

**Final Exam:** There will be a final exam at the end of the semester which will be discussed as the time for the final draws nearer.

### **GRADES**

Letter grades will be awarded based on the percentage of earned **total points**. Many students tend to focus on letter grades, but they are encouraged instead to **focus on points**. Understand the more points acquired the higher potential for a solid letter grade. For e.g.:

- 450 - 500 points = A

- 400 - 449 points = B
- 350 - 399 points = C
- 300 - 349 points = D
- <300 points = F

### **Ethical Behavior**

There are some tenets of professional ethical behavior that are critical for students to understand and must fully comprehend to insure client welfare and student success. They are the following; confidentiality, informed consent, disclosure and the ethical guidelines for counseling supervisors. These categories will be discussed in greater detail throughout the course.

<b>Course Objectives</b>	<b>Program Outcomes</b>	<b>Institutional Learning Outcomes</b>	<b>CACREP &amp; CMHC Standards</b>	<b>Assessments</b>
1.What constitutes a helping relationship as opposed to other intimate relationships	3	5,7	5C.2.1, 5C.2.m	
2.The fundamentals of Interviewing, assessment, attending behaviors, and	2	3,7	5C.3.a	

counseling techniques				
3.Develop empathy and empowering the clients	4	2,7	5C.3.b	
4.Learning how to identify the need for crisis intervention, as well as understanding the significance of the referral process	3	2,3,7	5C.2.f	
5.Identifying the different stages of counseling	2	7	5.C.3.a, 5C.3.b	
6.Knowing when to utilize different strategies of counseling based on client need	10	3,7,5	5.C.3.a, 5C.3.b	
7.Cross cultural issues regarding both the counselor and the client	5	4,7	5.C.2.j	
8.Legal, ethical, and professional issues in counseling	7,6	3,7	5C.2.l, 5C.2.m	
9.What constitutes a helping relationship as opposed to other	3,7	4	5.C.1.b 5.C.3.b	

intimate relationships				
10. Describe a biblically based world view to understand counseling techniques and counseling	10	1		