

Department of Graduate Psychology
James Madison University

PSYC 861: Advanced Counseling Techniques & Process
Tuesdays 12:45 pm – 3:15 pm
Room 207
Spring 2018

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Office hours: By appointment

I. Course Description

This course is designed primarily as an in-depth skill development course in counseling technique and process. It is assumed that students will have previously taken a course in counseling theories as well as a course in techniques/process. The course is designed to help student refine their skills and make more explicit the theory that drives their counseling behaviors. The course is a laboratory experience in which students will work with one another to create an actual on-going therapeutic relationship. Readings and class discussion will focus on client dynamics, relationship dynamics, case conceptualization and strategies for change. Since you are also being prepared as a counselor educator or supervisor, you will have the opportunity to act as a discussion leader on one of the readings, and as a consultant and supervisor for some of your colleagues in the class.

II. Course Objectives & CACREP Doctoral Standards

By the end of the course, students will be able to know, understand, and/or demonstrate the following areas based on the CACREP Standards (2016)

COUNSELING

1. Scholarly examination of theories relevant to counseling (1.a)
2. Integration of theories relevant to counseling (1.b)
3. Conceptualization of clients from multiple practical theoretical perspectives (1.c)
4. Ethical and culturally relevant counseling multiple settings (1.f)

CACREP STANDARDS INCLUDED IN THIS COURSE	1.a.	1.b.	1.c.	1.f..
Overall Standards	x	x	x	x
<u>ASSIGNMENT:</u> Working Counseling Tapes	x	x	x	x
<u>ASSIGNMENT:</u> Case Consultation & Supervision	x	x	x	x
<u>ASSIGNMENT:</u> Reflection Paper	x	x	x	x

III. Required Text

- Wallin, D.J. (2015). *Attachment in Psychotherapy*. The Guilford Press

IV. Course Format

1. **Regular Class Structure** Every class session will be conducted in a similar manner. First we will discuss the readings in an unstructured and open manner. There will be no lectures, which means that you must take the initiative when responding to the readings. The quality of the experience relies upon you as a creative and active contributor. You are encouraged to bring all thoughts and ideas stimulated by the readings into a lively conversation among fellow explorers. You will get out of this process what you put into the collaboration. The second half of class will be spent in the “workshop.” This is really going to challenge your ability to “show up” as a real person. You are asked to be a counselor to a fellow student, a client for a fellow student, and a consultant to a fellow student. Each of these out of class sessions will be 50 minutes in duration. We will watch the videotapes of your work in class and you will process these tapes one-on-one with the professor as the class observes and takes notes. The class members will then have an opportunity to offer their observations. Finally, the client will offer his or her observations and reflections on both the session and the class experience.

2. **Class Participation and Student Conduct** Each student is expected to attend all class meetings. If you feel that there are circumstances that will inhibit your ability to be fully present for this class, please let me know as soon as the situation arises.

Cell phone use, texting, and use of the internet is not permitted during class. I prefer that students **not** use laptops during class. Please do not eat during class. You are welcome to bring a snack for break time.

A note regarding preparation: As mentioned, preparation and active participation is essential. This means that you will have met with your client, attended your session as a client, and also served as a consultant to a fellow student with the professionalism and reliability that such relationships imply. It also means that you will have read the assignments and thoughtfully considered the ideas under discussion. As you read please take notes and write down questions and ideas so that you will bring your best contributions to the class discussions. If you are not prepared this will quickly become evident to others, and you will likely plummet into a guilt/shame spiral with compensatory compulsions and an eventual career change to accounting, and nobody wants that. Of course, no one in this program would need to be reminded that reading the assignments in the hall just before class would be bad form and mildly insulting to both professor and fellow students, but I have heard of it happening in other programs.

V. Course Requirements

1. Given the amount of learning involved in class, your attendance is critical to successful completion of the course;
2. Actively participate in weekly discussions, activities, and course assignments;
3. Act and present yourself in an empathic, ethical and engaged manner;
4. Complete all indicated readings and written assignments;
5. Actively and openly communicate so that we can make this course a learning experience for all of us.

Expectations for Class Participation: As your instructor I look forward to your “Excellent Participation” as defined below.

Excellent Participation	Average Participation	Poor Participation
Contributions in the class that indicate one has read and is up to date in counseling theories/skills, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion, and is open to sharing how one is affected by his/her profession.	Reacts to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet does not contribute often and does not lead conversations.	Absent and/or disregard and disrespect for peers and the instructor. This also includes non-verbal relational aggression (e.g., eye rolling).

VI. Grading

In order to pass this course, all assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructors as your questions arise.

Written Work

All written work must be typed and follow APA format. The document you submit needs to include a title page and needs to be typed double-spaced on one side of a page. **Assignments that do not follow this established criterion will be given back to the student with a snarky remark written in bold red ink, a debit of 5 points on the finished product and an instruction to do again.**

Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work.

VII. Assignments

1.) Counseling Experience with a Peer

A significant aspect of this course is the ability to develop a more advanced level of conceptualizing client needs and providing appropriate and intentional therapy. To develop and demonstrate these skills, you are asked to work with another student in this class on real issues. You will be expected to treat this classmate as a real client, abide by all the ethical rules and considerations, and prepare **video tapes*** for working and feedback in class. Sessions with your peer will begin between the first and second week of class and will continue throughout the semester. Be prepared to begin working your tape by the second week.

Specifically, you are expected to: (1) Serve as a counselor for a member of the class. (2) Serve as a client for a member of the class. (3) Serve as a consultant for a member of the class. You are to meet with your client/counselor once per week for a 50 minute session.

As the client, you are expected to use this opportunity to work on personal issues at the level of your comfort. **The content of your sessions will remain confidential with this group, and your participation as a client will not have any effect on your grade, except whether you have kept your appointments.**

Consultations are to take place once per week. In addition, during the time when a member is working a tape in class, you are expected to take notes that will be useful to that counselor and offer your observations verbally. Notes become the possession of the counselor.

*While I recognize that **video tapes** are older technology, they are easier to cue to the desired location. As the counselor, prior to the week when you are to be working your tape in class, review and cue it to a segment that you would like to work on. At the end of the semester, you must ask your client how to dispose of the tape. All tapes are the possession of the client.

***Please note that you are to read, sign, and return the confidentiality statement at the end of this syllabus.**

2.) Reflection Papers on Reading Material and Hosting the Conversation

A. Two weeks before the end of the semester you will submit a two-part reflection paper. Part one of this paper is more formal, written in APA style, and should exhibit your considered reflection of the readings along questions 1 and 2 below. Part two of your paper is more personal and, responding to questions 3 and 4, describes the experience you have had as both counselor and client.

1. How do the ideas we have discussed integrate into my evolving theory of counseling? You may wish to do a sort of comparative or complementary analysis of theory positions.
2. How has this reading influenced my practice of counseling?
3. Describe the experience of being a counselor for a fellow student in class, both in the consulting room and in the “workshop” process sessions.
4. Describe your experience of being a client both in the consulting room and in the “workshop” process sessions.

B. You will serve as the host for a class discussion of the assigned readings. In order to prepare for this role, I suggest the following:

1. Take some notes on the reading prior to class indicating what you consider to be the highlights of the reading.
2. Be prepared to call on people during the discussion in order to make sure everyone has the opportunity to be involved in the conversation.
3. Make sure that nobody dominates the conversation, so watch for the reactions of those who are not speaking and ask them to contribute their point-of-view.
4. If the conversation seems to stray off task, attempt to bring it back to the topics under discussion.

Grading Table

<u>Assignments</u>	<u>Percentage</u>	<u>Final Grade</u>
Working Counseling Tapes	40	A= 90-100% “given for excellent work”
Case Consultation & Supervision (In class and individual)	20	B= 80-89% “meets Graduate College expectations”
Reflection Paper	20	C= 70-79% “work below Graduate College expectations”
Class Participation in Discussions of Readings (Including Hosting the Conversation)	20	D= 60-69% “work significantly below average quality and indicates that the course must be retaken”
Total	100	F= 59 and below “indicates failure and means the class must be taken again with a passing grade before credit is allowed”

University and Department Policy

Academic Honesty:

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. The JMU Honor Code is available from the Honor Council Web site.

Inclement Weather:

This class will follow the JMU inclement weather policy, which states “For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies.” If the decision to close is made, appropriate notification will be made on:

- JMU Weather Line 540-433-5300
- JMU Radio Station 1610AM
- JMU Home Page
- Local radio and television stations.

The inclement weather policy can be found in its entirety at .

If the University should make a decision to close, the clinic will follow the same schedule and you will need to reschedule any client appointments.

Disability Accommodations

If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Wilson Hall, Room 107, , 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the classroom. Once you have presented me with this letter, you and I will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for this course.

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

Religious Observation Accommodations

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml> Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Tentative Schedule

Week	Date	Topic	Reading
1	January 12	Introduction to the course, getting acquainted, establishing the counseling rotation, discussion of the syllabus, discussion of the reading for today, and establishing the reading discussion host.	For next week: Stolorow: Chapter 1 Yalom: pp. 1-32
2	January 19	Discussion of this week's readings and working of tape.	For next week: Stolorow: Chapters 2,3 Yalom: pp. 33-45
3	January 26	Discussion of this week's readings and working of tape.	For next week: Stolorow: Chapters 4,5 Yalom: pp. 46-64
4	February 2	Discussion of this week's readings and working of tape.	For next week: Stolorow: Chapters 6,7 Yalom: pp. 65-82
5	February 9	Discussion of this week's readings and working of tape.	For next week: Wallin: Chapters 1-3 Yalom: 83-111
6	February 16	Discussion of this week's readings and working of tape.	For next week: Wallin: Chapters 4,5 Yalom: pp. 112-132

7	February 23	Discussion of this week's readings and working of tape.	For next week: Wallin: Chapters 6,7 Yalom: 133-154
8	March 2	Discussion of this week's readings and working of tape.	Wallin: Chapters 8,9 Yalom. Pp. 155-173
9			
10	March 15	Discussion of this week's readings and working of tape.	Wallin: Chapters 10,11 Yalom: pp. 174-200
11	March 22	Discussion of this week's readings and working of tape.	Wallin: Chapters 12,13 Yalom: pp. 201-224
12	March 29	Discussion of this week's readings and working of tape.	Wallin: Chapters 14,15 Yalom. pp. 225-246
13	April 5	Discussion of this week's readings and working of tape. PAPER DUE	Wallin: Chapter 16 Yalom: pp. 247-259
14	April 12	Discussion of this week's readings and working of tape.	Wallin: Chapter17
15	April 19	Final Class. Discussion of this week's readings and working of tape.	

The instructors reserve the right to revise the syllabus to facilitate instruction. Changes will be posted on Blackboard

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CONFIDENTIALITY AND INFORMED PARTICIPATION AGREEMENT

I understand that in order to complete this course I am required to be a client for one of my colleagues, and in this role I am asked to be genuine and authentic. I also understand that my grade will not depend on how well I fulfill the request that I be open and forthcoming as a client, but that my attendance at sessions with my counselor will affect my grade.

As a counselor, I pledge myself to keep confidential the conversations that take place within the group sessions, and to refrain from talking about my client's conversations with anyone not in the class. I will keep the videotape of my client's sessions in a safe place, and not view it in the presence of those who are not members of the class.

I understand that any malicious breach of confidentiality on my part will result in a failing grade for the class and possible action on the part of the Counseling Psychology Program Committee.

Furthermore, I understand that I am free to withdraw from this course at any time, and that doing so will not affect my standing in the Program.

Please read carefully before signing.

Signed: _____

Date: _____