CEP 862
INTRODUCTION TO INDIVIDUAL AND GROUP COUNSELING
FALL 2008

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438 Erickson Hall
Office hours by appointment:  Sign-up sheet is posted on the counter immediately outside Room 438 or call Mrs. Heather Johnson, program secretary @ 517-432-1524.
Class meets:  Mondays 6:00-8:50 p.m.
C214 Wells Hall

REVIEW NARRATIVE
Describing how objectives are met in CEP 862
The course objectives are accomplished by guiding students' review, experience, and discussion of the content of a number of the leading texts within counseling that cover a wide range of literature addressing issues related to general professional issues, principles and specific skills involved in both individual and group counseling. This course is designed as a lecture/discussion/laboratory course to provide students in the master's program in counseling with an opportunity to connect the literature with actual practice in individual and group counseling. Using this literature and lecture as a basis, students are exposed to content which will assist in career decision-making about entering Counseling as a profession and guided throughout the semester in increasingly more challenging exercises that enhance counseling skills implementation, increase self-counseling self-efficacy, increase the ability to most accurately self-evaluate counseling competency; and increase the ability to most accurately evaluate others’ counseling competency in both individual and group counseling situations. Grades are based upon students’ actual adherence to these guidelines in applying and evaluating counseling skills in individual and groups and on objective examinations addressing the content covered in lectures and within the texts. This syllabus provides a general overview of the course and course content and is subject to change. Students will be notified of upcoming changes in a timely manner that will allow for necessary time management adjustments. Know that no student will be penalized for failure to comply when the instructor does not provide sufficient advanced notice of shifts in the schedule.

INFORMATION GUIDE AND COURSE OUTLINE

I. Overview
This introductory course provides intensive and comprehensive exposure to counseling as a profession and the general principles and specific skills used by counselors in individual and group counseling. Reading, viewing of videotapes, discussion, and extensive directed practice both in and outside of class are emphasized throughout. The course is required for all Master's Counseling students, consists of integrated curriculum with CEP 860A (Perspectives in Multicultural Counseling)/Counseling Theories CEP 861 (Counseling Theories), and is a pre-requisite to CEP 863 (Counseling and Consulting Strategies) and CEP 865 (Assessment and Research in Counseling). Because of the instructor’s belief that there is no counseling competence without the acquisition of multicultural awareness, knowledge, and skills, a program decision was made to integrate the two courses in content, students’ experience, and in the evaluation of counseling competence.

II. Required Readings and Examination Schedule.
(The 25-point examination covering the content of this textbook will be posted on ANGEL Friday, 9/26 and the computer answer-sheet must be submitted to Heather Johnson by 5:00pm on Monday, 9/29. Make sure to pick up computer answer-sheets early during the week of 9/22 to avoid the pre-weekend rush.)

(The 25-point examination covering the content of this textbook will be posted on ANGEL Friday, 10/17 and the computer answer-sheet must be submitted to Heather Johnson by 5:00pm on Monday, 10/20. Make sure to pick up computer answer-sheets early during the week of 10/13 to avoid the pre-weekend rush.)
*(The 25-point examination covering the content of this textbook will be posted on ANGEL Friday 11/21 and the computer answer-sheet must be submitted to Heather Johnson by 5:00pm on Monday, 11/24. Make sure to pick up computer answer-sheets early during the week of 11/17 to avoid the pre-weekend rush.)*

*(The 50-point examination covering the content of this textbook and all lecture notes will be administered during class 10/13.)*

*(The 50-point examination covering the content of this textbook, videotapes, in-class and out-class group experiences will be administered during class during finals week on 12/08.)*

Professional Administrative Rules for School Counselors in Michigan

Professional Administrative Rules for Licensed Professional Counseling in Michigan
*(The 25-point examination covering the content of the administrative rules for school counselors and licensed professional counselors will be administered in-class on 09/08.)*

III. Course Objectives:

1. Provide counselor trainees with information about the profession of Counseling to assist in solidifying career decision-making.
2. Provide counselor trainees with opportunities for observation, practice, and the development of proficiency in counseling skills. Proficiency will be demonstrated through submission of tapes of counseling sessions with individuals role-playing clients.
3. Provide counselor trainees with opportunities to practice and develop proficiency in effectively evaluating their own counseling skills. This will be accomplished through counselor trainees having the opportunity to present their work with role-playing clients and comparing their self-evaluations to evaluations by faculty and peers.
4. Provide counselor trainees with opportunities to practice and develop proficiency in effectively giving and receiving feedback to one another regarding counseling skills observed. Proficiency will be demonstrated through submission of typewritten transcripts of peers counseling skills reflected in audio, video, and/or typewritten counseling transcripts with role-playing clients.
5. Increase students’ knowledge of the counseling literature by exposure to material covered in class lectures/discussions and assignments and readings from the textbooks. Knowledge acquisition will be demonstrated through performance on a First Exam and Second Examination.
6. Increase counselor-trainees’ sense of efficacy and expertness through professional conference attendance and engaging in professional conference content-based presentation to student cohort.
7. Students are required to utilize the ANGEL course information system: www.angel.msu.edu.
IV. Course Requirement Guidelines for Evaluation

1. Attendance. The skill-learning nature of this class makes attendance and timely arrival essential. If prior commitments prohibit your attendance at all class sessions, please make arrangements to drop the course immediately and take it at a time that is more convenient for you. With only 15 class meetings it is important that each class member attend all sessions. Attendance will be monitored by examinations, in-class activities requiring written products, reviewing and critiquing video- and audio-taped sessions, etc.

2. Assigned Readings. Lectures, class discussions and counseling experiences will not be based upon the readings, however, may be related at times. Lectures and class discussions will complement and be additive to readings. Attention to both will be essential in the preparation for examinations and the implementation of the counseling skills required during taped sessions.

3. Participation. Participation in all phases of class work is essential and will be evaluated for use in the event of a borderline grade.

4. Special Needs. If any person needs special equipment for assistance in any aspect of the course, including examinations, please inform the instructor no later than the second-class meeting. Direct assistance can be obtained if the student will call the Office of Programs for Handicapped Students at 353-9642 very early in the semester.

5. Videotape Recorder. Each student will have access to an office space and a camcorder to record the 4 counseling sessions. Students will be required to purchase standard-sized videotapes or disks. Though one tape/disk per each session is not required, clearly identifying the session in writing on a label and at the beginning of a session, and cueing the videotape for the appropriate session to be presented and evaluated are the responsibilities of the student. To avoid any problems that may arise in the case a tape is lost, it is also required that videotapes be labeled with the following information:

   Course 863/860A
   “Counselor’s” name
   Mock Counseling Session #_____

   Marginally audible videotapes or those in which the counselor or client is not visible will not be evaluated. For this reason, a testing-testing phase is strongly recommended prior to the taping of each session. Opportunities for videotaping sessions will be arranged by the instructor. However, students must assume full responsibility for submitting audible videotapes for review. The videotapes of these four sessions will be used for multiple purposes: student evaluation (by instructors of courses CEP 860a and CEP 862), peer feedback, and content for discussion during process groups.

6. Written Assignments. Throughout the term you will be asked to create a number of brief type-written assignments that are designed to increase your knowledge of counseling responses and their appropriate use. All such materials must be submitted as an attachment in e-mail to the instructor (devine@msu.edu). Unless otherwise announced, products are due before the next class session. Because record keeping is a particularly important part of being a counselor, it is important that these assignments are maintained in an orderly and neat fashion with students’ name and date noted. All products submitted beyond the deadline and the class period in which it is required will receive lower grade assignments than they would have otherwise. It is essential that students attend classes prepared.

V. Use of Class Time

Classes will begin promptly at the listed time. A ten-minute break will occur at approximately the mid-point at the instructor’s discretion. Class will end at the time noted in the syllabus and course schedule. Because we will be rotating from lecture-discussion to modeling to practice during the course of each class, we can easily lose a considerable amount of time in transition. Let's all strive to make maximum use of class time.

VI. Critique of Performance

One of the most powerful skills learned in this course is the ability to critique your work and that of your peers effectively. A first step in this process is observing and transcribing your responses on tape. One can then determine the reason for the response and suggest a more appropriate alternative. In this process one learns a great deal about the effective use of responses. In similar manner, one can learn a great deal about effectively responding by listening to the work of another
and making a thoughtful evaluation of the responses used. We will listen to tapes in class and gain practice in effective evaluation. It is the instructor's belief that more is learned through the process of critiquing than by reading a critique done by someone else. Once learned, this tool helps you to know when you have responded well and how to improve when the response is less than satisfactory. Guidelines for standardizing the evaluation of students’ individual and group counseling competence will be provided.

**Overview.** A major focus of this course is the acquisition of counseling skills. Time given in class only allows you to get a sense of the skill in need of practice. Repeated practice is essential for counseling skill to be acquired so that they can be consistently displayed. Students will be randomly assigned to working small groups to gain practice on each skill in counseling dyads, as group members, and as group facilitators. Counseling concepts will be presented, described, examples given, and models of their use provided in class. Much of the learning, however, will take place when the dyad functions outside of class. You SHOULD practice whenever and wherever you wish.

**Noteworthy points for effective acquisition of counseling competence**

1. Skill acquisition in small groups provides opportunities to practice and is an integral part of future courses, practicum/internship, and work as a counselor thereafter.
2. Skills may seem simple initially. Used properly, they are very potent. They are used by counselors, social workers, psychologists, psychiatrists, and many other helping professionals.
3. Being prepared for work and managing group time is vitally important. Some suggestions:
   a. Study readings and notes before coming to each session.
   b. Engage in some mental rehearsal. Use some responses repeatedly that might be appropriate, such as “You mean studying is very hard work for you”.
   c. Plan to work first, socialize later.
   d. Use a variety of client problems and alternate your work so that you are counseling different members during each practice session.
   e. Listen to your tape and review your performance (when by yourself) after each session.
   f. Practice builds confidence and comfort.

**Process Groups:** In an attempt to integrate the ideas, concepts, and principles of this course with those learned in CEP 860A (Individual and Group Counseling), each student will be assigned to a group charged with the task of processing the implementation (or lack thereof) of competent multicultural counseling practice in applied counseling procedures. By the 3rd week of class (after the official drop/add period) each student will be assigned to a process group of 6-7 students. Evaluation of students’ in-group effectiveness will be based upon both peer and instructor assessment: Evaluation and feedback forms will be provided at the time of group implementation.

**VII. Purpose and content of counseling sessions**

In each 30-35 minute videotaped session, as the counselor, your objective is to maintain an ongoing interaction with the client in which you use the skills acquired in readings and in class to show interest in and get to better know and understand the client’s experience. It is expected that you implement the skills described in the reading assignment, lectures, and modeling activities in this class and in CEP 860A. Make sure that each session has a beginning and end, which requires that you carefully monitor the time to move the session toward closure. Position the clock in the office before the beginning of the session so that it is within your sight. All of your counseling performances are to be videotaped and counselor-trainee’s responses transcribed. The typewritten-transcription is a word-for-word record of each of your responses to your client. The clients’ responses are to be included only in the 2nd and 3rd sessions. These sessions will be reviewed and critiqued by current practicum students who will serve in the role of your “supervisor” for these two sessions. (Faculty will review the evaluations at the end of the semester when final notebooks are submitted.) In the 1st and 4th sessions, only your responses during the session should be included.
Remember that your overall purpose of these sessions is to develop rapport with and collect relevant and important information from your ‘client’ by effectively implementing information from lectures, observed videotapes, and readings.

After each session, you should maintain in a notebook that includes the following about each of your clients: a) client’s signed consent form; b) notes indicating what happened during the session (process notes); c) an overview of what you learned and what you must find out in subsequent sessions about your client’s present and past experience (i.e., BASIC-ID, intake notes); d) a presentation of counter-transference issues that surfaced during the session and the effect it had on the session (i.e., how you personally felt about the client); e) a type-written transcript indicating the micro-counseling skills that each of your responses represent; f) a typewritten personal critique of your tape written in narrative form, addressing attention to DIDDCC, effective use of micro-counseling skills, avoidance of common errors, effective implementation of PAR including an overview of your plan for improvement if and when a subsequent session were to occur, immediately followed by a completed self-evaluation form; g) your “student-supervisor’s”/instructor’s critique and feedback; and, h) your client’s completed evaluation form. Each of each should accompany every required video-tape submitted for review.

You may well learn more from critiques than you did from counseling. Accurate and insightful critiques help you to improve consistently. You know what you want to do better. All necessary forms and guidelines will be placed on ANGEL or distributed in class before the 3rd class meeting. Students will also be expected to accommodate the schedule of their practicum student ‘supervisor’ in meeting to provide feedback in preparation for the 4th and final session. Faculty will only provide extensive feedback for the 1st and 4th videotapes. Consequently, attending to self-critiques, feedback from peers in small group, and feedback from your ‘supervisor’ will be critical in preparation for the final session that will carry greater weight than the prior sessions in the number of assigned points.

VIII. Client Cases and Group Process Notes
Each class member will have the opportunity to serve as a role-playing ‘client’ and as a counselor. Client cases, selected by the instructors, will serve as the guide for students’ “client” roles and case assignments will be made by the 3rd class session. In your role as the ‘client’, it is expected that you attempt to follow the case provided by the instructor in your presentation of the client’s experience and presenting problem, responding as naturally as you can to the counselor as you believe the client would in that scenario. It is very important that you put some thought into your portrayal prior to the session. Do not consult with other students in your effort to further develop the case, nor prior to sessions should you develop counselor-client scripts with other students. Doing either will be considered cheating. Be sure to make this representation that of your own perspective. The only other responsibility of serving as ‘client’ is to complete a counselor-evaluation sheet (in your role as the client) and submit to the instructor during the next class session. This is your opportunity to evaluate the counselor’s ability to ‘connect’ with you as the client. These forms will be placed on ANGEL and/or distributed in class before the 3rd class meeting.

Due dates for tapes and associated materials will be finalized within the first 3 weeks of classes. The taping week will always begin on Tuesday to allow for maximum use of classroom time to cover the necessary content. Consequently, taping sessions will be scheduled in a timely manner allowing students to develop transcripts and all required materials and to receive feedback prior to the subsequent session. Sign-up times and sheets for both counselor and ‘client’ will be on the doors of program faculty offices. All dyads for the first session will be randomly assigned during the 2nd class meeting and students will be expected to work together to find a time that will be convenient for both. Additional dyad assignments will be made in a timely manner to allow students to prepare for the next session.

<table>
<thead>
<tr>
<th>Taped Session</th>
<th>Points</th>
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<tbody>
<tr>
<td>#1</td>
<td>50</td>
</tr>
<tr>
<td>#2</td>
<td>50</td>
</tr>
<tr>
<td>#3</td>
<td>50</td>
</tr>
<tr>
<td>#4</td>
<td>100</td>
</tr>
<tr>
<td>Group Facilitation Session</td>
<td>50</td>
</tr>
<tr>
<td>Other Group notes/experience documentation</td>
<td>50</td>
</tr>
</tbody>
</table>
Perfect scores are the exception and require attention to each aspect of DIDDCC, appropriate use of a wide range of micro-counseling skills in the collection of client information, professional poise and demeanor relaying sensitivity, caring, and empathy for the client, attention to points of diversity, and a summary ending that sets the stage for a subsequent session. Remember that the points assigned for each counseling session include an evaluation of the depth of insight and thoughtfulness about the task reflected in the required paperwork.

The Final Notebook w/all ‘client’-associated materials and group process notes grade based on organization, neatness, and comprehensiveness of content. All narrative parts of the Notebook must be typewritten and organized using tabs indicating your attention to each of the required materials. The best notebooks also have a table of contents to introduce your content and facilitate an easy read and evaluation of the materials. There will be no credit given for the notebook, however, failure to organize the work as described below and include ALL required components for individual and group experiences will result in failing the course.

(PART I)
For each tape the following must be included in the notebook:
1. Consent Form
2. Typewritten transcripts w/identification of the category of micro-counseling skills for each response
3. Client’s BASIC-ID
4. Client’s progress notes that include a narrative describing what happened in the session and your impression of what issues you would work on with the client if the relationship were to continue.
5. Comprehensive Self-critique based on assessment of effective use of Micro-counseling skills, PAR, comprehensiveness of information collected (BASIC-ID), DIDDCC, avoidance of common errors, effective opening closing. This narrative form must include your strengths and areas in need of improvement, and client’s evaluation of the session.
6. All small group peer evaluations of session (IMPORTANT: This requires small group meetings outside of class to review tapes to review tapes with peers and to receive feedback. VERY seldom, if ever, will in-class time to provided to review tapes for feedback from peers.) Be sure to consider your peers in your process of honing your skills; their words and reactions are critical.
7. Mock client’s evaluation of each of the sessions (form will be provided).
8. ALL Supervisors’ written and oral evaluations (IMPORTANT: Faculty will provide Feedback for Tapes #1 and #4. Evaluation of Tapes #2 and #3 will be received by submitting your materials to an assigned second year student who will provide feedback on Tapes #2 and #3. You will also be required to schedule one supervision session with this individual to process your progress and discuss recommendations for improvement. Schedule this meeting immediately after receiving written feedback about Tape #3.
9. Narrative about your impressions of the process and outcome of this ‘supervisory’ contact with the second year student should be the final section in PART I of the notebook. In addition to the narrative describing your relationship, make sure to include a completed supervision evaluation form in addition to the narrative.

(PART II)
Process Group Participation Process Notes (100 points). (Listening carefully to one another is IMPERATIVE as well as taking risk to share your perspectives and reactions to content discussed!) Group assignments will be made by the 4th week of the semester and typewritten group process notes about each shared group experience will be required, including a summary at the end of the semester.

a. Feedback describing overall group process/dynamics
b. Feedback describing your contribution, role, and involvement within the group process.
c. Feedback describing each group member’s role, contribution and involvement within the group process.

Within these guidelines in mind, this section must also include: a) an in-depth description of your experience as a co-facilitator in the structured activity in class; b) an evaluation of peers as small group
facilitators; and, c) a description of your experience as a group member (collaboration with the University Counseling Center). Part (c) will consist of students’ written evidence of enrollment in a 1-credit independent study experience as a process group member in a small group facilitated by a non-faculty representative with no evaluation role. This experience is required in accordance to CACREP guidelines requiring group membership experience for those in training. All group counseling sessions must be attended and related notes must be included in this section of the notebook. Students will be notified of the schedule of sessions immediately before mid-term. Part (d) will consist of any notes describing observations of small group activities in the university counseling and/or career center, if the opportunity is available.

IX. Examinations
There are three types of examinations that are required throughout the course of the semester. The first type is **in-class scheduled examinations.** These are noted at the beginning of the syllabus w/textbooks.

The second type of examination is the **in-class unscheduled examinations or pop-quiz.** These occur at the instructors’ discretion and will cover in-class content addressed during prior class meetings. ALWAYS be prepared, making sure to review notes before coming to class. The point-assignment for these will be relatively low BUT important given that the instructor will use performances on these examinations in decision-making about borderline grades.

The third type of examination is the **out-of-class, open-book examinations** that address the 3 major content domains: Counseling Foundations, Counseling in Community Settings, and Counseling in the Schools. Heather Johnson, the program administrative assistant, (435 Erickson Hall bay) will have computer answer sheets available, which are required. Once you have completed each examination, submit the answer sheet to Heather immediately. This examination is to be completed according to the honor system. Your integrity in completing the examination is expected and, therefore, no collaboration or consultation with peers in these activities will be tolerated. Failure to meet guideline and/or to submit the completed score sheet to Heather by the due dates noted below will result in a grade of 0.0 for this assignment.

It is imperative that deadlines are respected. Immediately AFTER the deadline, examinations will be forwarded to the computer center for scoring, after which grades will be available and posted on ANGEL. Once again, failure to do so will result in a grade of 0.0 for this assignment.

X. Professional Development (50 points).

**Expert paper and presentation.** Part of being a professional within any profession is membership and affiliation with professional organizations. This aspect of professionalism includes attendance at conferences and other forums that provide knowledge that extends beyond current training and opportunities for professional networking. Because this if the first semester of training, program faculty believe that it is important that students begin this practice earlier. Consequently, attendance at a professional workshop or conference during this semester and a 3-4 page typewritten paper describing the experience will be required (i.e., who was there, what topic/topic(s) was/were covered, students’ observations, students’ evaluation of experience in terms of utility, etc.). The paper should have the primary objective of informing colleagues of the highpoints of what was learned. The instructor will maintain announcements in a notebook at the program secretary’s desk as a list of options; however, this will not be an exhaustive list. Students will hold full responsibility for identifying an experience that is meaningful and related to the field of counseling. In the past students have attended some conferences in small groups, nevertheless, individual paper describing personal experiences and observations are expected. Students will be expected to present their experience to peers, both first and second year, during a **The Annual Practicum and Internship Brown Bag scheduled on 12/04.** After the presentation, the 3-4 page, double-spaced, typewritten paper will be submitted to the instructor immediately after the presentation, which is required of all students (20 points=15 points for the comprehensiveness and structure of the paper + 5 points for the professionalism--knowledge and poise--exhibited during presentation). Remember you are to present yourself as expert.
A second critical part of professional development is to increase self-awareness and the ability to introspect about the influence of one’s family background, culture, and current life situation on one’s response to training in counseling and to attending to issues that might arise as client present their problems. Students will be required to develop a BASIC-ID profile on their own background and develop a 3-4 page typewritten narrative describing how their background information might influence their role as counselor trainees. Restrict information in each category of BASIC-ID to only that which you are comfortable sharing; however, know that all information shared will be held in strictest confidence. The product will be collected during the 3rd class period, which is due to the holiday break, will be the 4th week of the semester (9/15). (30 points)

XI. Faculty Discretionary points (50 points).
Though grades on either of the above products might be affected and lowered due to students’ consistent inattentiveness to behavioral expectations and warnings, the instructor reserves the right to use these discretionary points to acknowledge persisting inattentiveness or exceptional products and outcomes. For example, students whose attendance is consistent, who arrive to class on time, class participation is exemplary by being voluntary and making a meaningful contribution, have higher scores on unscheduled quizzes, and whose products are submitted in a timely manner will receive the total 50 points; whereas students, who attend sporadically, arrive to class late, have lower unscheduled exam scores, do not participate in class, and do not submit requirements in a timely manner, will not receive these total points and total points assigned will be based on the degree of compliance to expected classroom culture of graduate school. Please note that scores on unscheduled quizzes that will address the prior content covered during prior class period will also influence discretionary points. Due to the nature of counseling and service delivery to clients that requires that students retain ALL information and not only prepare for an examination, it is expected that all students attend class on time and have reviewed all prior materials, even those that may have been covered in a past examination. It is critical that students retain knowledge for the sake of long-term use, and not only for the sake of passing scheduled examinations.

XII. Grading Procedures
The highest grade that can be given at Michigan State University is a 4.0, and the minimum passing grade for graduate students is 2.0. The average grade assigned to students in all sections of this course during the past three years is 3.3. Remember that all MA Counseling students MUST maintain an overall 3.0 GPA in order to remain in good standing and before enrollment in practicum. It is imperative that you do your best and meet the standards that the instructor provides.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>4.0</td>
<td>95-100</td>
</tr>
<tr>
<td>3.5</td>
<td>89-94</td>
</tr>
<tr>
<td>3.0</td>
<td>83-88</td>
</tr>
<tr>
<td>2.5</td>
<td>77-82</td>
</tr>
<tr>
<td>2.0</td>
<td>71-76</td>
</tr>
<tr>
<td>1.5</td>
<td>65-70</td>
</tr>
<tr>
<td>1.0</td>
<td>60-64</td>
</tr>
<tr>
<td>0.0</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

There is a total of 700 of required assignments. Calculate final grades based on the table above.

XIII. Tips for Doing Well in This Course
This is one of the first courses in counseling. Every attempt will be made to have examples and experiences that are close to real-life, but please remember that this is a course in learning counseling skill, not in clinical practice. If certain procedures are introduced that don’t seem to have universal value, view them for what they are: First steps toward developing the broad repertoire of skills that a counselor can draw upon. View simplistic examples as cornerstones on which to build. Much stress will be placed upon doing a few things well Accept that challenge. Becoming a skilled counselor has at least one factor in common with becoming a skilled swimmer, public speaker, or surgeon. In each instance, considerable practice is required. Although you may initially believe that time required for skill practice assignments is
considerable, they actually are designed as only a minimum amount of time for learning these complex skills. Your challenge is to go beyond the minimum requirements of the course and practice the skills presented until you feel confident and comfortable in the performance of each. Only when you have attained this level of ease in listening and responding will you be able to attend to nuances of clients’ behaviors and truly be helpful to people with whom you are working.

Some specific tips for doing well in this course include:
1. Make certain you understand assignments and expectations of the course.
2. Read assigned material on or before the due date.
3. Use any exercises and questions at the end of each chapter to make certain you have a full grasp of the material.
4. Much can be accomplished through individual practice (mirror and prop) BEFORE attempting to work with others.
5. Practice relaxation exercises (i.e. deep breathing and muscle relaxation) so that doing so will become habitual immediately before individual sessions.
6. Gain ample experience in applying the content of the course with others outside of class time (friends, family members, and people waiting for the bus, anyone who is convenient).
7. Keep this course guide handy. Consult it frequently and write down all due dates in your schedule book immediately. There are numerous tasks to attend to, and time management and organization are essential to doing so.

Basic Expectations of Students at Michigan State University:

All rules governing scholarship and social behavior at Michigan State University are required of students enrolled in this course. Specifically, students are expected to follow guidelines of academic integrity as outlined in the Graduate Student Handbook (published by the university). Suspected cheating (including plagiarism) will be reported to the appropriate university officials for further investigation. Incidents of substantiated cheating may result in one or more of the following: a failing grade in this course, dismissal from the MA Counseling Program, dismissal from the university.

Students MUST notify the professor through direct and private communication regarding any disability that has been verified with student support services that will require an accommodation in the examination process. This must be done in a timely manner to allow faculty to prepare examinations in advance.

Students MUST notify the professor during the first 2 weeks of classes of any non-university religious holidays that will explain upcoming absences from class.

Expectations Regarding Student Conduct:
Listed below are a few guidelines that will promote a positive learning environment for you, your colleagues and your instructor. This list is not comprehensive. It comprises basic social expectations that instructors in the MA Counseling Program have of students enrolled in program courses:

1. Students will use respectful language and respect the rights and opinions of others when speaking with one another and the instructor.
2. Students will avoid disruptive behaviors in class (e.g., chronic tardiness, talking in class on unrelated topic(s), consuming food/drink in a disruptive manner, reading newspapers or other non-class related material, and “packing up” before the end of class).
3. Students will accept feedback (including but not limited to) regarding conduct and academic performance in a mature manner consistent with professional standards.
4. Students will strive to integrate feedback and will consult with the instructor regarding ways in which feedback may be incorporated. Failure to incorporate feedback may result in consequences including, but not limited to, inhibiting the development of counseling skills and competencies, interpersonal conflicts with instructors and/or peers, and/or cumulative grade reductions.
A student’s consistent violation of the behavioral expectations noted above and inattention to feedback will result in a lower grade in this course, will influence the content of the student’s annual evaluation letters, and will affect faculty’s letters of recommendation for post graduation activities (i.e., job search, application for doctoral programs). The instructor will provide students with a first warning by e-mail; a second warning will occur in a formal meeting with the instructor; and any subsequent warning, at the discretion of the instructor, will result in the student’s required presence at a formal program faculty meeting to discuss the status of the student in the program.

### General Course Schedule of Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>8/25</td>
<td>Overview of Syllabus: KNOW IT! (Submit all questions for clarification to me by e-mail before the next class meeting.) Characteristics of Effective Counselors’ Client Needs (DIDDCC, Attention to presenting problem, attention to problems not presented)</td>
</tr>
<tr>
<td>9/1</td>
<td>Labor Day Holiday: NO CLASS! Catch up on reading, including a review of the Professional Administrative Rules. <strong>Alert! Don’t forget to identify a professional conference to attend. The earlier you do this, the better for you!</strong></td>
</tr>
<tr>
<td>9/8</td>
<td>What counselors first need to know about the client? (BASIC-ID) Basic Individual Counseling Skills (Criteria for Evaluating Competency) PAR, Micro-counseling Skills, Unconditional Positive Regard, Respect, and Empathy; <strong>Administrative Rules Examination and Personal BASIC-ID paper due.</strong></td>
</tr>
<tr>
<td>9/15</td>
<td>Basic Individual Counseling Skills (Continued) Micro-counseling Skills Review Counselor training Videotapes Common Errors of Novice Counselor Trainees <strong>Personal BASIC-ID paper due.</strong></td>
</tr>
<tr>
<td>9/18</td>
<td><strong>End of tuition refund</strong></td>
</tr>
<tr>
<td>9/22</td>
<td>Training Tapes continued BASIC-ID revisited from the perspective of service delivery <strong>Deadline for Domain Examination #1 response sheet to be submitted. Tentative scheduled week for taping of Tape #1</strong></td>
</tr>
<tr>
<td>9/29</td>
<td>Other means of collecting information: Play therapy videotape. <strong>Tentative due date for Tape #1 and associated materials.</strong></td>
</tr>
<tr>
<td>10/06</td>
<td>School Counselor—New Roles in Today’s Society Student-Teacher-Support Unit (Steward) Urban School Cultural Norms points of Distinction</td>
</tr>
<tr>
<td>10/13</td>
<td>Midterm Examination <strong>Tentative scheduled week for taping of Tape #2</strong></td>
</tr>
<tr>
<td>10/14</td>
<td><strong>Official Middle of the Semester</strong></td>
</tr>
<tr>
<td>10/20</td>
<td>Yalom’s Group Counseling Videotape Deadline for Domain Examination #2 to be submitted. <strong>Tentative due date for Tape #2 and associated materials placed in a folder</strong></td>
</tr>
</tbody>
</table>
and turned into the office so that your assigned supervisor might pick it up for evaluation (bottom drawer in file cabinet in front of Heather’s desk).

10/27
MSCA Conference (No formal class meeting will occur, but small groups may be scheduled during this time for conference non-attendees. Verification of intent to attend must be submitted to the instructor to exclude oneself from required participation in a small process group counseling session. Students will be informed of the final group-counseling schedule during the first half of the semester.)

11/03
Corey’s Group Counseling Videotape
The MCA Conference is 11/8-11/11. Consider attending!
Tentative scheduled week for taping of Tape #3

11/10
Corey’s Group Counseling Videotape
Tentative due date for Tape #3 and associated materials to be submitted in the initial notebook with Tape #2 and associated materials to allow supervisor to monitor and evaluate trainees’ attention to feedback and progress in counseling skill development.

11/17
Small Group Process
Alert! Don’t forget to schedule required meeting with 2nd year supervisor in preparation for 4th tape.
Tentative schedule week of taping of Tape #4 (11/17-11/26)

11/24
Small Group Process
Deadline for Domain Examination #3 to be submitted.

11/27-28
University is Closed—Holiday.

12/01
Small Group Process; Last Day of class
Tentative due date for Tape #4 and materials

12/4
The professional development conference attendance paper presentation and written product are due at the Brown Bag with 2nd year students who will provide a panel presentation addressing practicum/internship. This is the Annual Practicum/Internship Brown Bag 4:10-7:00pm in 112 Bessey Hall. At this time you will be provided all of the relevant information needed for the interview process and identification of an approved practicum/internship site. BE THERE! Remember that this is on a Thursday evening and that attendance is required for your formal presentation to peers as well as practicum students. Upon receipt of the syllabus, it is your responsibility to shift your schedule to allow attendance.

12/05
The Notebook is due in the office by 5:00pm. (This notebook MUST include ALL materials associated with sessions #1-#4, in addition to the Group process materials.
Final Exam is Monday 12/08, 8-10pm.