

Counseling Strategies and Consultation Models - CEP 863
Spring 2009
4:10--7 PM
C215 Wells Hall

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Office hours: Weekly Office hours posted by Friday noon or by appointment.

Breakout rooms: Wells Hall C214 (homeroom) (Group 1) and C310 (Group 2).

Course Description

Counseling and Consulting involve helping individuals change in ways that enable them to solve personal problems and achieve goals. The counselor works directly with the person or persons needing help.

Consultants work with them indirectly through parents, teachers, colleagues, and/or others. Both Counseling and Consultation are special applications of teaching and learning principles and methods.

This course will cover counseling and consultation approaches that have empirical support and the research basis of that support. The focus of the course is on helping children, adolescents, and adults to learn new responses to personal problems, to alter debilitating cognitions and self-perceptions, to develop more effective social skills, to reduce destructive emotional responses, and to become better personal problem solvers.

Each phase of the counseling/consulting process is covered: building the helping relationship, assessing problems setting goals, identifying necessary changes, planning treatments, motivating goal-directed efforts, and evaluating outcomes. It is imperative that students who choose to enroll already have competence in the basic counseling skills that reflects knowledge acquired in a graduate level course such as CEP 862, Individual and Group Counseling.

Required Reading

Cormier, S., Nurius, P.S., Osborn, C.J. (2009). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions (5th Edition)*. Thomson: Brooks/Cole: Pacific Grove, CA.

Jongsma, A.E., Peterson, M.L., & McInnis, W. P. (2006). *The child psychotherapy treatment planner (4th Edition)*. John Wiley & Sons: New York.

Jongsma, A.E., Peterson, M.L., & McInnis, W. P. (2006). *The adolescent psychotherapy treatment planner (4th Edition)*. John Wiley & Sons: New York.

Jongsma, A.E., Peterson, M.L., & McInnis, W. P. (2006). *The complete adult psychotherapy treatment planner (4th Edition)*. John Wiley & Sons: New York.

Course Objectives

As a result of this course, when presented with a counseling problem, students should be able to:

- a) help clients describe their problems and develop a goal;
- b) identify necessary changes to achieve the goal;
- c) select an approach that has promise of success;
- d) develop a counseling plan that includes a method for monitoring progress and evaluating outcomes;
- e) enhance listening skills that will lead to the development of efficient and accurate client progress notes;
- f) understand guidelines for and develop skills in self- and other-evaluation of counseling effectiveness/competency; and,
- g) establish effective consultation relationships with colleagues in the process of meeting the needs of clients.

Counseling strategies viewed on videotape:

Cognitive Therapy
 Cognitive-Behavioral Psychotherapy
 Cognitive-Affective-Behavioral Therapy
 Multi-modal Psychotherapy
 Behavioral Therapy
 Interpersonal Reconstructive Therapy
 Process Experiential Therapy
 Prescriptive Eclectic Therapy
 Client-centered Therapy
 Short-term Dynamic Therapy

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.

Special Message to non-Program Students. Non-program students may have experience a sense of isolation and confusion due to the integrated nature of the MA Counseling program curriculum and the cohort model of admission and training. Student in such cases may reconsider enrollment, and if not, must assume personal responsibility for any remediation required to be on par with those students who successfully completed CEP 862 with the same instructor. The decision to choose is at the discretion of each individual student.

Attendance. The skill-learning nature of this class makes attendance and timely arrival essential. If prior commitment prohibits 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 a limited number of class meetings it is important that each class member attend all sessions. Attendance will be monitored by activities in-class activities requiring written products, reviewing and critiquing video- and audio-taped sessions, unscheduled quizzes, etc.

Participation. Participation in all phases of class work is essential and will be evaluated for use in the event of borderline grades. Any contribution to classroom disruption, interference with instructor's lectures, and the learning of others are considered reasons for lowering grades and request to be dismissed from class. Professional citizenship is critical and respectful behavior toward faculty AND peers is required. Keep in mind that discussion is a critical part of the classroom experience in graduate school, but discussion that is demeaning of others and disruptive IS NOT considered acceptable.

Videotape Recorder. Each student will have access to an office space and a videotaped camera to record the 4 counseling sessions. Students will be required to purchase standard-sized videotapes and disks. Clear identification of the session number in writing on a label of a session and cuing the videotape for the appropriate session to be presented and evaluated are the responsibilities of the student. Opportunities for videotaping sessions will be arranged by the instructor and noted later in the syllabus. Each disc MUST have the course number (CEP 863), some indication that it is a MOCK session, and the session # noted.

Semester General Overview and Product Requirements

- I. The Child as Client
- II. The Adolescent as Client
- III. Counseling in the School Setting.
- IV. The Adult as Client.
- V. Psychological Consultation and Counseling Supervision—integrated throughout semester.

Course Behavioral Requirements that influence Faculty Discretionary points and Students' status in the class and in the program

1. Students are required to obtain and maintain an MSU e-mail account. The instructor will conduct class business through your MSU account only.
2. Students are required to be punctual and attend all scheduled class sessions unless prior arrangements are made with the instructor. This policy is for the benefit of your peers; please be courteous of the group's learning process by informing small group members of your inability to attend during prior scheduled discussions, too. If you are late or miss a class, with or without advance notice, you will be responsible for obtaining missed information after the class from peers; I will not offer private lectures. Do not interrupt or redirect the class to obtain missed information.
3. Students are required to submit all assignments on time. Late work will not be accepted except in extreme emergencies to be determined by the instructor. There will be no extra credit offered for this course.
4. Students are required to read all assigned readings before the class period for which the readings are assigned.
5. Students are required to meet periodically in small consultation groups to confer on client cases. These groups will reflect the experience of practicum supervision. The groups will be self-led by students with the faculty supervisor rotating among groups. Be prepared to discuss the following, in relation to the client specified by the instructor, at each small-group supervision session: client demographics, current assessment of client concern(s), current conceptualization of client and client's concerns, current prescribed treatment plan with appropriate strategies, client progress, analysis of counselor countertransference (self-assessment). These points should be the focus of your attention during all viewings of videotapes and practice experiences.
6. Students must use respectful language when speaking with one another and the instructor and avoid disruptive behaviors in class (e.g., chronic tardiness, talking in class on unrelated topics, consuming food/drink in a disruptive manner, reading newspapers or other non-class related material, "packing up" before the end of class, etc.)
7. Student must accept feedback in a nature manner consistent with professional standards and incorporate feedback when it is given. Failure to incorporate feedback will result in consequences including, but not limited to, cumulative grade reductions (according to the terms of the syllabus), interpersonal conflicts with instructors and/or peers, decreased development of counselor competencies.

A student's consistent violation of the behavioral expectations noted above and inattention to feedback regarding any point will result in a lower grade in this course, will influence the content of the student's annual evaluation letters, and may affect faculty's letters of recommendation for post graduation activities (i.e., job search, application for doctoral programs). The instructor will provide students with 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.

Required Products:

1. Three Counseling Video-taped 1-hour sessions with a role-playing 'client' AND required supporting materials. Individuals serving as "clients" will be counselor trainees who are currently enrolled in Counseling Internship (CEP 893C). Each intern will play the part of a 'client' selected for the purpose of this training experience. If you are a non-program student and not enrolled in an assessment course, you

will have assess your readiness to engage in this heavily evaluated activity. For specific questions about overall course expectations, please schedule individual time to speak directly with the instructor during weekly office hours.

Each student must purchase videotapes/disks for this requirement. Room availability and session times will be posted and students will be notified by e-mail when sign-up sheets are posted. To keep the experience as reality-based as possible, 'clients' or 'clients' parent or guardian (2nd year students) will contact students (counselors) and each student (counselor) will receive a file containing general background information on the client, which is to be reviewed prior to the initial session. Consent forms will be in all office doors to be used in the counseling sessions where appropriate.

- a. Video-tape #1 Intake (required)—Intake and development of rapport session. Remember the DIDDCC, common errors list to avoid, the microcounseling skills, PAR, and BASIC-ID. Showing knowledge and competence of these domains IS ESSENTIAL (100 points).
- b. Video-tape #2 (required) Cont. rapport building toward development of Treatment/Strategy Plan
 - Notes should include diagnosis and treatment plan and selected strategy. (This is a session to be used to continue the process of rapport development, and becoming more familiar with the client's presenting problem. The resulting comprehensive set of Intake Notes and final conclusions about the diagnosis and selection of a treatment plan AND a selection of a specific strategy to be implemented during the final session will be based on the content collected from both Tapes #1 and #2. All materials will be collected and REQUIRED but, the instructor will provide feedback only on the first and final (3rd) session.
- c. Video-tape #3 Treatment/Strategy Implementation—Progress notes. (Evaluated by instructor—100 points.)

This tape will also include an additional 1-hour process/discussion session between two colleagues (the student and the 'client' as intern) about work with this particular 'client' case. This one-hour discussion will address issues of client-counseling relationship, transference, countertransference, diagnosis, comprehensive treatment plan, and appropriate rationale for selection of selected strategy; and effective implementation of the strategy. This is not only a time for sharing and strategizing to develop the most effective strategy with this client, but also for the intern to provide feedback and recommendations for student to enhance general basic counseling skills. A summary of this interaction should be included at the end of the notebook described below. (AT NO OTHER TIME DURING THE SEMESTER IS THE 'CLIENT' TO STEP OUT OF THE ROLE OF 'CLIENT' AND INTO THAT OF 'COLLEAGUE' OR PEER.. DOING SO WILL RESULT IN A GRADE OF 0.0.)

Any indication of shutting off the camera and re-starting a session, counselor-client rehearsal, or in-between session conversation about the counseling experience will be considered cheating. Either will result in a grade of 0.0.

Only the videotape/disk for sessions #1 and #3 will be required for submission in the final notebook and should be labeled as follows: student name, session number(s), Mock counseling session CEP 863. Submitted videotapes with more than one session must be cued to the session to be reviewed. If not, no review will occur. To avoid the necessity of re-doing the session, students must first test for sound and visibility prior to taping to insure that both the counselor and the client are in view and that the session is audible. If the client cannot accommodate the repeat, the student will receive 0 points for the videotape. There will be NO exceptions.

ONLY video-taped session #3 will be reviewed and evaluated by the instructor of this course, however, the instructor will review all materials associated with sessions #1 and #2 to examine the process of

developing the rationale for the strategy implementation during the last session. Therefore it is imperative that close attention is paid to all prior learning and to directions about the materials to be included.

Each session must include the following in the materials:

- DVD (cued)
- Typewritten transcripts **with labeled responses** (only words of counselor necessary)
- Signed Consent Form (i.e., by parents/guardian where appropriate).
- Client notes (First tape must include notes in narrative and BASIC-ID format, while the 2nd the 3rd sessions should proceed in narrative format.)
- Narrative self-evaluation with plan for correction
- Narrative Countertransference paper
- Client evaluation

3. Organization of materials will be noted in the scoring of each assignment and the notebooks. Each student is expected to maintain all materials in a notebook/file (25 points). At no time will the mock client-related assignments in this section be accepted separate from the notebook. There is an emphasis on NOTEBOOK, which means securing a binder large enough to maintain all required material. This is an all or nothing assignment in terms of points, so it is imperative for strict adherence to the required materials.

In the first section of the notebook in the following order, students will be expected to maintain: typewritten transcripts (with only counselor's responses and noting microcounseling skill category of each response), client evaluations of each session, countertransference notes in typewritten narrative form, and self-evaluations of each session in a typewritten critique in narrative format. Transcripts must reflect a word for word typewritten document, including minimal encouragers, of each counseling session from beginning to end. It must include a notation of the student's name, the session number, the date of session, and all of the transitions from counselor to client response.

Critiques must note DIDDCC, common errors of novice counselors, PAR, and recommendations for how improvements will be made in subsequent sessions. The Instructor's evaluations from CEP 865 must be included as well.

In the second section of the notebook, students will be expected to maintain all materials associated specifically with the client: client signed consent form, client completed intake questionnaire, formal intake notes and progress notes of each session, assessment selected, formal write-up of assessment results, rationale for treatment/strategy selection, and summary notes which should include a comprehensive treatment plan that addresses all of the areas of the client's presenting problems that require intervention. Summary notes will include the client's response to the intervention, plan for future contact with the client and/or recommendations for subsequent counseling sessions, and your prognosis.

In the third section (75 pts) of the notebook, students will be expected to maintain all materials associated with their personal psychological self-assessment including a measure-based, well-developed narrative describing the influence of 'how they are' on their responses to the training environment and as practitioners. A well-developed, comprehensive personal treatment plan for addressing any potential negative influences and issues that may arise because of trainee 'person' variables is to be included in this section. This content is based on the assessments required in CEP 865 that Dr. Neil has assigned. Non-program students must contact the instructor of CEP 865 for the assessments packet required for the completion of section 3 in the notebook.

In the fourth section (25 points) of the notebook, students must include the process and outcome notes from the final consultation activity with the 2nd year student who played the role of the client AND their evaluations of the sessions. Questions addressed: What was learned about counseling? About you as the counselor? About the client that you did not know? What would you do differently if given the

opportunity? What was your experience and sense of your 2nd year 'supervisor'? What did s/he do similarly to you? Differently? Given that this is a taped session, the notes must be comprehensive

4. Three Practicum/Internship Site Visit Reports (50 points)—Each product is to be a typewritten, well-organized, report presenting: a) name of site, b) name and title(s) of contact person(s) (2nd year student and on professional) w/ verifying signatures, c) date of visit(s), d) description of the general client population, e) description of the general facility and organizational structure (i.e., staff, titles, qualifications in terms of certification and licensure, etc., e) description of how the site's practices and policies fit the program guidelines and how they do not, f) summary of activities/experiences during site visit, and g) summary of contact person's experience/satisfaction with site. For school sites, reports must also include a description of the school's adherence to components of the Comprehensive Guidance Model. At least one of the three site visits MUST include an extended randomly selected 2-day (no less than 2 hours per day) 'shadowing'-visit in a school setting, with a more extensive report reflecting the outcome of the visit. The first 2 site visit reports will be 15 points each; the 3rd extended school visit report will be 20 points. Although choice of two of the sites is based on students' interests, all students MUST select one site that does not reflect their primary setting preference for practicum or internship. Papers are expected to be submitted as an attachment to the instructor on ANGEL (devine@msu.edu) by the deadline specified in the syllabus. The topic line should be: CEP 863 Practicum/Internship Site Visit # __). It is important that these exact words are used.

5. Students will periodically be required to bring their CEP 862 notebooks to class to discuss client issues for the purpose of identifying the most effective strategies for interventions and comprehensive treatment plans for each of the 4 clients counseled last semester. The instructor will give students advance notice of the classes in which these discussions will occur. Resulting proposed treatment plans, and strategies, will include counseling strategies as well as the rationale for the decision-making for their intervention. This is a small group project that may require both inside and outside of class activity, and will result in a 30-45 minute in-class case presentation, typewritten brief overview of the client's presenting problem, a comprehensive treatment plan for the client, and a typewritten commentary on the overall work group process, which will allow the instructor to be aware of each member's contribution to the outcome (to be submitted individually). Information about small group process and student rating of each student's contribution to the project, including their own (i.e., 1-10 with 10 representing a rating for those students who fulfilled their responsibility in an exemplary manner, with excellence) should be submitted separately to the instructor by e-mail with the Re: CEP 863 Small Group Process Evaluation). Because it is a group project all members are expected to contribute equally to the outcome. The instructor will use each of the student's comments about the overall group experience in evaluation. The in-class presentation will consist of an overview of the client's background information, the counselors' impressions of the clients, the diagnosis w/ rationale, the overall treatment plan proposed, and the rationale for the strategy selected for initial implementation with the client. (50 points)

6. During prescribed times during the semester each student MUST schedule a one-hour meeting with the instructor. During this time the student will serve as the counselor of a client whose role will be assumed by the instructor for the purpose of re-assessing counseling competence and to receive feedback directly from the instructor. The session should last no longer than 30 minutes, and the remaining time will be used to process the experience. Students will be required to develop notes based on this session, identify an overall treatment plan, and develop a narrative evaluating their work in this session, which includes comments from the instructor's feedback. This collated packet of information must be submitted in a braded folder to the instructor before April 12. Within the next few weeks, the program secretary will post times throughout the semester for sign-up for this purpose. Small group time will be used to discuss this experience for the purpose of comparing and contrasting notes, reactions, and experiences (75 points).

7. Instructors' discretionary points (50) include students' attendance, participation and in-class conduct, and the completion of in-class tasks. For example, unscheduled quizzes, client intake notes of all training videotapes reviewed and discussed in class will be required and points will be lost if missed and due to consistent lack of knowledge as based on unscheduled quiz scores. In addition, points will be lost if students do not attend to the reviewed but un-graded materials in the same manner as those that are graded. Trainees' professional development and growth should begin to move beyond concerns about evaluation to

a more internalized sense of attending to instruction and feedback, as well as efficacy with clients in terms of process and outcomes.

8. A Final Exam will be scheduled during Finals Week. It is be a cumulative multiple-choice exam covering the content within the required textbooks, videotapes, and lectures. (50 points)

The content of this syllabus is subject to change, however, students will be notified in advance and in writing of any changes that will directly affect what is expected of them and their grades.

Grading/Evaluations

There is a total of 600 points of required products in this syllabus. Final Grades will be based according to the following guidelines:

Grade	Percent
4.0	95-100
3.5	89-94
3.0	83-88
2.5	77-82
2.0	71-76
1.5	65-70
1.0	60-64

Tentative Small Group Assignments:

Group #1 (C214)

Alex Brace
Amy Costello
Rebecca Fedrigo
Annette Gelispie
Arielle Goldsmith
Kaiyao Ni
Lilyana Ortega
Adam Wilmers

Group #2 (C310)

Latoya Brackett
Jennifer Cronkite
Jessica Font
Amanda Gifford
Duaa Haggag
Jennifer Olthoff
Rosa Oyola
Sandra Youngs

Date	Topic Covered in Class	Reading Assignments
1/15	Review of Syllabus; Readiness Examination Preparing to meet clients once again Interventions with Children	
1/22	Differentiating between strategies and treatment plans Work with children/Developing Treatment Plan Videotape Review/Small Group work Interventions with Adolescents	Cormier Chap. 1-7
1/29	Interventions w/ Adults Videotape Review Case conceptualization video-tape (Pulling the information Together—BASIC-ID—for first counseling session)---	Cormier Chap. 8-11
<u>Week of Taping Session #1, 2/2--2/6</u>		
2/05	Counseling Strategies Video-tape viewing/case Cormier Chap. 12-13	
End of Tuition Refund (2/06)		
2/12	First Practicum/Internship Site visit due	Cormier Chapters 14-15
All materials associated with session #1 should be completed at this point of the semester, the DVD and supporting documents. Compile in a notebook and and place in top file cabinet drawer next to Heather's desk 2/9/08 by 4pm.		
End of Tuition Refund		
2/19	Counseling Strategies Video-tape viewing/case	Cormier Chap. 16-17
<u>Week of Taping Session #2, 2/23—2/27.</u>		
2/26	Attending to Special issues associated with Intervention in the School Settings	Cormier Chap 18-19-
Official Middle of the Semester 3/04		
Due 03/02: ALL materials associated with session #2 should be completed and maintained in the required notebook with the materials from the 1st session. Place in the file cabinet by 4pm.		
3/05	Small Group Work to address first semester's cases (Make sure to bring last semester's notebooks to class.)	Cormier Chapter 20

3/12 **SPRING BREAK—NO CLASS (3/09-3/13)**

3/19 Small Group Work/Videotape review (Adult)
Practicum/Internship Site visit week #2 due
Consultation/Supervision
Videotape #5 (Adult) if time permits

ALL materials associated with sessions #1 and #2 should be Completed at this point of the semester, which includes a comprehensive set of Intake and process notes addressing content covered in both Sessions #1 and #2, including assessment results, interpretations, and rationale for selection of strategy to be implemented during session #3.

3/26 Small Group Work/Videotape review (Adult)/Consultation

4/02 Small Group Work Continues and review of Intervention tapes with adults

4/09 Small Group Activity and review of intervention tapes with adults/Consultation

Practicum/Internship Site Visit #3 due

Week of Taping Session #3, 4/14—4/18.

4/16 **Counseling with the Instructor materials due (i.e. intake notes, diagnosis, treatment plan, countertransference notes, narrative self-evaluation and instructor's comments—Highlighting what was learned). Processing the training experience in small group with the purpose to develop a comprehensive treatment plan.**

Due 4/21: Complete Notebooks, including summary report, DVD, and paperwork associated with Tape #3 is due by Friday of this week. Place all materials in the file cabinet by 4 pm.

4/23 Group Work Notebooks due when Group Presentations begin. Instructor will notify in advance assigned date of presentation.

4/30 Group Presentations Continued.
Last Class period. (All classes end 5/01.)

Final Exam (Comprehensive)—Thursday (5/07), 5:45--7:45pm.

Each week, always bring to class the Jongsma textbook associated with the developmental stage to be discussed! For each required activity, REMEMBER that a comprehensive treatment plan consists of the use of a number of strategies and that the first strategy to be implemented must have a rationale connected with the diagnosis, the client's psychological/emotional state, the client's physical safety and the physical safety of others, the presenting problem, and the setting in which service is delivered. All must be considered!

This syllabus is subject to change with prior notice.