



**UNIVERSITY OF MASSACHUSETTS AMHERST  
COLLEGE of EDUCATION**

Department of Student Development, School Counselor Education Program  
**EDUC 631: Theories & Techniques in School Counseling**  
*Fall 2018*

- Instructor:** Catherine Griffith, Ph.D.
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- Office Hours:** Wednesdays 10:00-12:00\*      \*Please make an appointment; available  
Thursdays 12:00-4:00\*      other days/times as needed
- Meeting times:** Tuesdays 1:00 PM – 3:50 PM
- Class Location:** Furcolo Room W107
- Required Texts:** Young, M. E. (2013). *Learning the art of helping: Building blocks and techniques*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. (ISBN: 9780132627504)
- Henderson, D.A., & Thompson, C. L. (2011). *Counseling children* (8th Edition). Belmont, CA: Brooks/Cole. (ISBN: 9780495903383)
- Other required selections (e.g., journal articles) will be distributed in class.  
*Students are expected to read assigned chapters/articles prior to each class meeting.*

**Course Description:**

This course will provide students with a foundation in counseling theories and skills. We will focus on counseling children in schools and on integrating theory and practice. Classes will consist of lectures, discussions, demonstrations, role plays, small-group activities, and skill practice in large and small groups. Students will also record themselves using counseling skills and self-evaluate these clips.

**Course Objectives**

1. Increase knowledge and understanding of counseling theory and practice, and to integrate the two.
2. Gain the counseling skills necessary for counseling students in schools.
3. Learn how to create an atmosphere of empathy and nonjudgment in a counseling relationship.
4. Consider the effects of individual development, culture, class, race, gender, and other social identities and contexts on the counseling relationship and process.
5. Develop personal theories about the change process, helping relationships, and counseling in schools.
6. Gain increased self-awareness in order to become a more conscious counselor.

## CACREP Competencies met by EDUC 631:

At the conclusion of this course, students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes as stipulated by CACREP (2016) *Standards*:

1. Create an atmosphere of trust in a counseling relationship.
    - a. Demonstrate an understanding of the counselor and consultant characteristics and behaviors that affect the helping process including verbal and nonverbal behaviors, personal characteristics, orientations, and skills. (CACREP [2016] Section II-F 5a, Section II-F 5b, Section II-F 5c, **School Counseling Standards, 2.g**).
    - b. Use invitational and reflecting skills to conduct a nonjudgmental interview with a client (CACREP [2016] Section II-F 5a, Section II-F 5b, Section II-F 5c, Section II-F 5f, Section II-F 5g).
    - c. Utilize self-awareness to facilitate a therapeutic counselor-client relationship and for the counselor to maintain appropriate professional boundaries. (CACREP [2016] Section II-F 5b, Section II-F 5c, Section II-F 5f).
    - d. Utilize ethical and legal considerations in the counseling relationship (CACREP [2016] Section II-F 1i, Section II-F 5b, Section II-F 5c, Section II-F 5d).
  2. Collect assessment data.
    - e. Utilize beginning assessment skills to understand a client's background and problem (CACREP [2016] Section II-F 5b, Section II-F 5c,)
  3. Move clients to deeper levels of self-disclosure.
    - f. Employ advanced reflecting skills to understand a client's unique worldview (CACREP [2016] Section II 5a, Section II 5b, Section II 5c, Section II 5d, Section II 5g)
  4. Maintain a therapeutic relationship while identifying discrepancies in a client's story.
    - g. Use challenging skills in a sensitive manner (CACREP [2016] Section II 5a, Section II 5b, Section II 5c).
  5. Devise an elementary treatment plan for a client.
    - h. Use goal-setting skills to plan treatment. (CACREP [2016] Section II 5b, Section II 5c, Section II 5h, Section II 5i)
  6. Help clients select solutions.
    - i. Use solution skills to help clients achieve their goals (CACREP [2016] Section II 5b, Section II 5c, Section II. 5h, Section II 5i)
  7. Utilize more advanced counseling skills in appropriate situations.
    - j. Combine the five building blocks above into more complex techniques such as role-playing, assertiveness training, and reframing (CACREP [2016] Section II 5a, Section II 5b, Section II 5c, Section II 5h).
  8. Learn to evaluate the outcomes of counseling as a reflective practitioner.
    - h. Be able to evaluate client outcomes and utilize reflective procedures to consider alternative treatment strategies (CACREP [2016] Section II 5a, Section II 5b, Section II 5c, Section II 5g,).
  9. Learn to use successful termination strategies for the counselor-client relationship (CACREP [2016] Section II 5a, Section II 5b, Section II 5c)
  10. Learn to establish and maintain the counseling relationship across cultures (CACREP [2016] Section II 5a, Section II 5b, Section II 5c, Section II 5d).
  11. Learn to utilize the counseling skills for consultation (CACREP [2016] Section II 5a, Section II 5b, Section II 5c, Section II 5f, School Counseling Standards, Part 3)
- As part of this profession, you are **STRONGLY** encouraged to join both the American Counseling Association (ACA) and the American School Counseling Association (ASCA). Furthermore, it is suggested that you additionally join your specialty divisions and local divisions, such as MASCA.

**NOTE: THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER**

<b>Class Day</b>	<b>Topics</b>	<b>Readings</b> <small>should be done before class</small>	<b>Assignments Due</b>
September 4 Week #1	<ul style="list-style-type: none"> <li>Getting to Know Each Other</li> <li>Review Syllabus/Course Expectations</li> </ul>	None	None
September 11 Week #2	<ul style="list-style-type: none"> <li>Helping as a Personal Journey</li> <li>Ethics/Confidentiality</li> </ul>	Young Ch 1 H & T Ch 4	Quiz # 1
September 18 Week #3	<ul style="list-style-type: none"> <li>Nuts and Bolts of Helping</li> <li>Introduction to a Child's World</li> </ul>	Young Ch 2 H & T Ch 1 & 3	Quiz # 2 <b>Theory Quiz Results Due</b>
September 25 Week #4	<ul style="list-style-type: none"> <li>Therapeutic Relationship</li> <li>Invitational Skills</li> <li>Dev/Cul Considerations</li> </ul>	Young Ch 3 & 4 H & T Ch 2	Quiz #3 <b>Topics/Pairs for In-Class Presentation Due</b>
October 2 Week #5	<ul style="list-style-type: none"> <li>Reflecting Skills: Paraphrasing</li> <li>Psychoanalytic Counseling</li> </ul>	Young Ch 5 H & T Ch 5	Quiz #4
<del>October 9</del> <del>Week #6</del>	<ul style="list-style-type: none"> <li><b>NO CLASS</b> (Campus following Monday schedule)</li> </ul>		
October 16 Week #7	<ul style="list-style-type: none"> <li>Reflecting Feelings</li> <li>Person-Centered Counseling</li> </ul>	Young Ch 6 H & T Ch 6	Quiz #5 <b>1<sup>st</sup> Transcript &amp; Tape Due</b>
October 23 Week #8	<ul style="list-style-type: none"> <li>Reflecting Meaning &amp; Summarizing</li> <li>Behavioral Counseling</li> <li><b>Midterm CCS Review</b></li> </ul>	Young Ch 7 H & T Ch 8	Quiz #6 <b>Presentation Group #1</b>
October 30 Week #9	<ul style="list-style-type: none"> <li>Challenging Skills</li> <li>REBT &amp; CBT</li> </ul>	Young Ch 8 H & T Ch 12 & 13	Quiz #7 <b>Presentation Group #2</b>
November 6 Week #10	<ul style="list-style-type: none"> <li>Assessment &amp; Psychosocial Interview / Goal Setting Skills</li> <li>Solution-Focused Counseling</li> </ul>	Young Ch 9-10 H & T Ch 10	Quiz #8 <b>2<sup>nd</sup> Transcript &amp; Tape Due</b> <b>Presentation Group #3</b>
November 13 Week #11	<ul style="list-style-type: none"> <li>Change Technique</li> <li>Narrative OR Mindfulness</li> </ul>	Young Ch 11 Additional TBT	Quiz #9 <b>Presentation Group #4</b>
<del>November 20</del> <del>Week #12</del>	<ul style="list-style-type: none"> <li><b>NO CLASS</b> (Thanksgiving Break)</li> </ul>		
November 27 Week #13	<ul style="list-style-type: none"> <li>Advanced Skills: Part I</li> </ul>	Young Ch 13	Quiz #10 <b>First Draft Paper Due</b> <b>Presentation Group #5</b>
December 4 Week #14	<ul style="list-style-type: none"> <li>Advanced Skills: Part II</li> <li>Integration/Eclecticism</li> </ul>	Young Ch 14	Quiz #11 <b>Final Transcript &amp; CCS</b> <b>Presentation Group #6</b>
December 11 Week #15	<ul style="list-style-type: none"> <li>Outcome Evaluation and Termination Skills</li> </ul>	Young Ch 12 H & T Ch 17	Quiz #11 <b>Final Paper Due</b> <b>Presentation Group #7</b>
December 18	<ul style="list-style-type: none"> <li>Review Final Transcripts (individually by appointment)</li> </ul>		

## Grading Policy

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Course Requirements	Points	Percent
Transcription & Taping #1	100	10%
Transcription & Taping #2	150	15%
Final Transcription & Taping #3	200	20%
Weekly Quizzes <i>12 (drop one) 14 pts each</i>	150	15%
Counseling Perspective Paper	200	20%
In Class Presentation	100	10%
Attendance & Participation	100	10%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Grading Scale	
A	940-1000
A-	900-939
B+	860-899
B	830-859
B-	800-829
C+	760-799
C	730-759
C-	700-729
D	600-699
F	Below 600

**NOTE:** As is outlined in your *School Counselor Education General Program Guide*, the school counselor education program maintains a continuous evaluation policy of students. If students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to clients, they may not receive instructor endorsement to continue in the program.

### Assignments and Activities

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#### 1. Transcripts & Tapings #1 & #2:

Students will submit two transcripts (see instructions and example on p. 10 of this syllabus) and two video clips to the instructor. The transcript is a **verbatim** record of a counseling interview (“ums” and “uhs” should also be transcribed). Please follow this format exactly. The transcript should be typed and in tables in size-12 font. Leave room in the margin for comments (*1 inch margins*). Your transcripts, self-assessments, and video clips (if submitted via a flash drive) should be submitted in a single envelope. Video files can also be submitted via GoogleDrive or uploaded as a private YouTube clip (be sure to grant access to [catagriffith@gmail.com](mailto:catagriffith@gmail.com) if doing so). Total time for tapings should be the following:

Transcription & Taping #1 (10% of final grade; see rubric): 4-5 minutes  
 Transcription & Taping #2 (15% of final grade; see rubric): 7-9 minutes

A 2-page (double-spaced) self-assessment for each of the sessions should also be submitted for review by the instructor. Included in the self-assessment should be: (a) a brief description of your client’s presenting concern; and (b) your self-assessment of the taped counseling session.

- a. **Guide for Writing the Self-Assessment Portion of Your Counseling Session:** The following questions may serve as a guide to help you analyze your work that is included in your transcript:
- What types of things were you thinking or feeling when your client was speaking?
  - What verbals or nonverbals demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) at what your client shared?
  - How did you demonstrate that you were open to your client?
  - What were the nonverbal behaviors of your client?
  - What alternative response(s) could you have given your client?
  - What would you like to improve on, and how will you go about doing so?
  - What did you do well? What strengths do you want to make sure you carry into future sessions?

**Course Objectives Assessed: 1.a., 1.b., 1.c., 1.d.; 2.a.; 3.a.; 4.a.; 5.a.; 6.a.; 10.**

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## 2. Final Transcripts & Taping & Self-Completed Counselor Competencies Scale (CCS)

One final 15-minute video clip demonstrating your grasp and appropriate use of the skills learned during the semester will be completed with analysis. Two advanced techniques from: (a) the Young text; (b) the Henderson & Thompson text; or (c) a student presentation will be required in addition to the basic nonjudgmental listening sequence. This tape and self-assessment will be turned in for evaluation by the due date on your syllabus. Also, students will complete a self-evaluation using the CCS.

*Please answer all of the following questions (3-4 pages, double-spaced):*

- a. What issue(s) did your client present in the session?
- b. What theory might best frame your work with this client? How come?
- c. What is your theory-based hypothesis about the client?
- d. What were your strengths and challenging points during the session?
- e. What responses would you change if you had it to do all over again?
- f. What client issues do you think should be addressed in future sessions?
- g. What techniques/interventions would you use to work on these issues?
- h. Identify two counseling interventions you used in the session and explain your rationale for each one.
- i. What questions would you have for your supervisor in working with this client?
- j. What have you improved on from your first tape? What are your growth areas?
- k. Overall, how has viewing video and transcribing sessions helped in your growth as a counselor?

### **Completion of the Counselor Competencies Scale (CCS)**

In this course, you will gain knowledge and develop your counseling skills to be an effective and ethical counseling practitioner. As such, this course is the time for you to not only practice and build on your counseling skills, but to also demonstrate professional dispositions and behaviors. The ***Counselor Competencies Scale (CCS)*** will be used to measure counseling students' skill development and professional competencies. Additionally, the course instructor will use the CCS will provide you with direct feedback (each area of which is summarized below), offering you practical areas for improvement to support your development as effective and ethical professional counselors. **You will need to turn in a self-evaluation using the CCS with your final taping.**

#### **Counseling Skills** (CACREP Standards II.G.2, II.G.5, & II.G.7):

Nonverbal skills, encouragers, questions, reflections (content, feelings, meaning, summarizing), confrontation, goal setting, focus of counseling, facilitating a therapeutic environment

#### **Professional Dispositions** (CACREP Standards II.G.1, II.G.2, II.G.3, & II.G.5):

Ethics, professionalism, self-awareness/self-understanding, emotional stability & self-control, motivation, multicultural competency, openness to feedback, boundaries, flexibility & adaptability, congruence & genuineness

#### **Professional Behaviors** (CACREP Standards II.G.1, II.G.3, II.G.5, II.G.7, & II.G.8):

Attendance & participation, knowledge & adherence to clinic policies, record keeping, knowledge of professional literature, application of theory to practice, case conceptualization, consultation, psychosocial & treatment planning, appraisal, referral

***Course Objectives Assessed: 1.a., 1.b., 1.c., 1.d.; 2.a.; 3.a.; 4.a.; 5.a.; 6.a.; 7.a.; 8.a.; 9.; 10.***

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**3. Weekly Quizzes (15% of final grade):**

The development of your professional identity and your understanding and knowledge of counseling skills, techniques, and theories is paramount to your continued professional development. The quizzes will cover material from assigned readings. A quiz consisting of ten multiple choice and true/false questions will be given (plus extra credit questions each quiz). The quizzes are to encourage that assigned readings be completed before class each week, assess students' understanding of the reading, and facilitate weekly discussion. The quizzes will be given at the beginning of each class and students will be able to drop their lowest quiz grade. *If a student is late or absent from class, he or she will be unable to make-up the quiz.* (12 quizzes, 11 of which count – one each class on assigned readings).

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**4. Counseling Perspective Paper (20% of final grade):**

You will have the opportunity to develop and articulate your personal theories about how people change, the helping relationship, and counseling interventions. This is an integration of the learning you will have done about counseling theories over the course of the semester. Do not think of this as your final therapeutic approach but the beginning of the development of a starting point. This assignment should comply with the APA (2010) Publication Manual.

*Write a 10-12 (double-spaced) page paper that consists of the following parts:*

- a. Definition of Counseling
- b. View of Human Nature
- c. A Way of Understanding
- d. A Way of Being
- e. A Way of Intervening

You will receive a handout with a more detailed explanation as to what is expected in this paper.

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**5. In-Class Presentation (10% of final grade):**

In pairs, you will create a presentation describing: (a) a counseling technique; (b) the theory it originates from; (c) its effectiveness through a literature review; (d) the populations for whom or settings in which the technique may be most effective or least effective; (e) the rationale for further research; and (f) a live demonstration of the technique (ideally involving your classmates). Each pair will develop out a one-page typed handout describing the technique in his or her presentation to all students and instructor. The presentation will be approximately 15 minutes.

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**6. Attendance & Participation (10% of the final grade):**

Given the interactive nature of this course, attendance and participation is necessary in order to develop knowledge and skills to be ethical and effective school counseling professionals. Additionally, please be advised that due to the experiential nature of this course, missing any classes may be detrimental to your success in this program.

- a. **Attendance:** Due to the interactive and experiential nature of the course and in-class activities, discussions, readings lectures, it is *required* that students regularly attended class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor *prior* to the scheduled class meeting. Each class meeting is worth eight points. Four points for attendance (which includes being on time) and four points for participation. That said, **please note that missing more than two (2) full classes will result in having to retake the course.**

- b. **Participation:** Participation in EDUC 631: Theories & Techniques in School Counseling includes: (a) having completed all readings prior to class; (b) having completed all assigned work prior to class; and (c) participation in group discussions and class activities (e.g., *triadic practice*) and giving/receiving respectful feedback to/from class members concerning the development of their counseling skills and self-awareness. Being present in class and focusing on other activities (e.g., drawing, playing on tablet, side-talking, texting) is not considered being actively involved or professional behavior.

**IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS AND/OR DUE DATES,  
PLEASE CONTACT ME PRIOR TO THE DUE DATE SO POSSIBLE  
ACCOMMODATIONS MAY BE MADE IF NECESSARY.**

### **Format for Assignments:**

All assignments must be presented in APA format (Times New Roman 12 point font, double-spaced, with 1" margins). Assume a hard copy must be turned in unless otherwise specified.

### **Late Policy:**

Any assignment not turned in at the designated classroom due date and time will result in ONE full letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date and time will not be accepted and result in a failing grade for the assignment.

### **Accommodation Policy Statement:**

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, **please notify me within the first two weeks** of the semester so that we may make appropriate arrangements.

### **Graduate School Statement on Academic Honesty:**

It is expected that all graduate students will abide by the Graduate Student Honor Code and the Academic Honesty Policy (available at the Graduate Dean's Office, the Academic Honesty Office [Ombud's Office] or online at [http://www.umass.edu/gradschool/handbook/univ\\_policies\\_regulations\\_a.htm](http://www.umass.edu/gradschool/handbook/univ_policies_regulations_a.htm)). Sanctions for acts of dishonesty range from receiving a grade of F on the assignment or in the course, loss of funding, being placed on probation or suspension for a period of time, or being dismissed from the University. All students have the right of appeal through the Academic Honesty Board.

### **Practice:**

EDUC 631: Theories & Techniques in School Counseling is a class in which you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the textbooks, it is crucial that you also be able to demonstrate the required skills.

### **Professionalism (Confidentiality & Ethics):**

In EDUC 631: Theories & Techniques in School Counseling, you are entering an experience that involves a fair amount of personal disclosure. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty and ethical responsibility to maintain confidentiality. When videotaping a session with your partner, be sure you have permission on tape for that interview to proceed. You are expected to abide by the American Counseling Association (2014) *Code of Ethics* and the American School Counselor Association (2016) *Ethical Standards*.

### **When You Are the Client in Practice Sessions:**

I strongly prefer that you use real and current content from your life rather than role-play. Please use content that is not too simple or shallow, but not overwhelming long-term concerns either. Helpful topics tend to include the transition to graduate school, decisions about the holidays and balancing own and family needs, anxiety about money and getting an assistantship, time management, changing life situations and negotiating that with old friends, and so on. If, during the course of this assignment, or at any point in this process, as either client or counselor, you feel like some outside consultation is needed, please contact me as soon as possible. I'm also always happy to provide a referral to relevant services on campus or in the community. You have the right and personal responsibility to share only as deeply as you personally feel comfortable. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself frequently not wishing to engage in these exercises, you may prefer to drop the course.

If during the course of taping (while the client) you decide that you don't want the tape to be used for this assignment, it is completely fine to stop taping and erase the work. The student client always has final say on whether a tape is submitted for the assignment. You can always re-tape at the discretion of the client.

You are only graded for your role as the counselor in the tapings. Your grade is not impacted by anything you say or do in the client role.

### **Guidelines for Peer Feedback**

Feedback is a form of discourse that takes place in a here-and-now interaction and provides information to help the receiver recognize the impact of his or her words or behaviors. To be effective, feedback must be kindly delivered by the sender and graciously accepted by the receiver, without becoming defensive or hurt. It is conveyed in such a way that the relationship remains intact.

#### **Delivering feedback effectively:**

- Be specific when you describe the behavior of interest. What exactly has happened? What did the receiver do that elicited the feedback?
- Deliver the feedback as quickly as possible following the behavior.
- Deliver the feedback directly to the receiver.
- Use "I" messages to indicate that you assume full ownership/responsibility for what is being said.
- Address behaviors that can be changed, not characteristics of which the receiver has no control.

#### **Receiving feedback effectively:**

- Be open and listen first, without interrupting or immediately objecting to what is being said.
- Listen without turning the focus of the discussion back on the sender.
- Accept the feedback, rather than immediately refuting it.
- Recognize that the speaker has a right to their perceptions and to say what they are sharing.
- Be open and attentive to the sender and ask for clarification, if needed.
- Actively *hear* what is being said and try to understand what the sender means.
- Reflect upon what is being said about the behavior that prompted the feedback and accept responsibility for that behavior.
- Convey a genuine interest in receiving the feedback and in making the appropriate changes.

Please ***do not allow cell-phones/laptops/tablets to interrupt class time***. I respectfully ask that you deactivate these prior to class. Thank you in advance for your cooperation.



## PLEASE TAKE CARE OF YOURSELF!

A recent American College Health Survey found that stress, sleep problems, anxiety, depression, interpersonal concerns, death of a loved one/significant other, and alcohol use are among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact with the following UMass resources:

- Center for Counseling and Psychological Health - <https://www.umass.edu/counseling/>  
(413) 545-2337, 127 Hills North; After hours: (413) 577-5000 \*ask for CCPH clinician on-call
- Office of Religious and Spiritual Life - [http://www.umass.edu/religious\\_affairs/](http://www.umass.edu/religious_affairs/)  
(413) 545-9642, 416 Student Union
- Dean of Students Office - [https://www.umass.edu/dean\\_students/](https://www.umass.edu/dean_students/)  
(413) 545-2684, 227 Whitmore
- Center for Women & Community - <https://www.umass.edu/cwc/>  
(413) 545-0883, 180 Infirmery Way; 24 Hour Hotline: (413) 545-0800
- The Stonewall Center, an LGBTQIA+ Resource - <https://www.umass.edu/stonewall/>  
(413) 545-4824, Crampton Hall, 265 Sunset Ave. (in Southwest)

Other helpful resources may include:

- Disability Services - <https://www.umass.edu/disability/students>  
(413) 545-0892, 161 Whitmore, [dvaillan@umass.edu](mailto:dvaillan@umass.edu)
- Center for Multicultural Advancement & Student Success (CMASS) - <https://www.umass.edu/cmass/>  
(413) 545-2517, 101 Wilder Hall
- Campus Recreation - <http://www.umass.edu/campusrec/>  
(413) 545-0022, 112 Recreation Center & 161 Commonwealth Avenue
- Student Life Organizations Directory - <https://umassamherst.collegiatelink.net/Organizations>  
Lots of graduate-level groups (e.g., Education Club, Graduate Queers & Allies, Graduate Students of Color Association, Spanish & Portuguese Graduate Student Organization, etc.)
- UMass Writing Center - [www.umass.edu/writingcenter](http://www.umass.edu/writingcenter)  
(413) 577-1293, W. E. B. Du Bois Library, [writingcenter@acad.umass.edu](mailto:writingcenter@acad.umass.edu)  
Provides free support on your writing from trained tutors in person or online
- Title IX - <http://www.umass.edu/titleix/>  
(413) 545-3464, [eod@admin.umass.edu](mailto:eod@admin.umass.edu)  
Resources and reporting for gender discrimination (including discrimination based on gender identity and expression), sexual harassment, and sexual violence
- Graduate Employee Organization (your union) - <http://www.geouaw.org/>  
Know your rights handbook: [http://www.geouaw.org/?page\\_id=2886](http://www.geouaw.org/?page_id=2886)  
(413) 545-0705, 201 Student Union
- Student Legal Services: <https://www.umass.edu/slso/>  
413-545-1995, 922 Campus Center, [slso@umass.edu](mailto:slso@umass.edu)

### Directions for Tapes/Transcripts

- **Taping Instructions:** Furcolo rooms will be available to tape your practice sessions (contact [judithpierce@umass.edu](mailto:judithpierce@umass.edu) to book), or you can decide on your own taping space that is more convenient. All sessions you tape for a grade must be unrehearsed, without notes. This can be an invaluable learning tool and prepare you for your practicum experience.
- Briefly **introduce** your client/scenario at the beginning of your reflection paper—e.g., “Allison is a 28-year-old female who presents with relationship issues with her sister. She has come to counseling to discuss how to deal with what she sees as their ‘deteriorating relationship.’ We focused on XX,” etc.
- **Formatting:** use the format/tables in the example provided in this syllabus; label/number the responses – e.g., H1-C1; H2-C2, etc; label all of your statements (see p. 38 in your textbook – use skills from the right column); include a verbatim transcript. Be sure to leave 1” margins so I have room to write comments.
- The **Comments** column of the table is for you to assess your specific responses *as you go through the transcript* – what you were doing and why or what you would have done differently (e.g., this was good because... or I should have said this... or I might have focused on that...).
- The **Self-Assessment** paper includes your reflection on the overall session, with special attention to specific moments in which you felt either particularly good about the interaction, or you felt the interaction and/or your responses could have been improved. Please see the assignment description on pg. 3 of this syllabus for further guidance on the questions you may want to consider asking yourself during this reflection.

Of the questions you answer, provide in-depth responses with details and specifics, citing examples when appropriate (e.g., at H3, I could have said.....); give an overview of the entire session, your skills, and an assessment of how you feel about the session, your progress, outcomes, etc.

- Watch for judgments (value labels), moral tone, “preaching,” clichés (e.g., “hard work usually pays off”), advice-giving (“you should...”), working too hard (asking too many questions, talking longer and more often than the client), excessive encouragers (head nodding/mm hmm/ok/right), paraphrasing and asking a question in the same space or asking more than one question at a time.
- **Open/closed questions** – some closed questions could be “open” if they elicit more than a yes/no, but it is preferable to ask open questions that require them to say more and that leading them to an answer in a particular way (e.g., “What was it like for you when that happened?” is better than “Was it hard for you to go through that?” or “Was that hard for you or did you take it in stride?”).
- **Evaluate yourself using the appropriate rubric (pgs. 10-12) and hand this in with your transcript and video file.** Work submitted in a manila envelope is the easiest for me to keep organized, especially if you are submitting the taping on a flash drive. Make sure your name is on ALL of your materials (the envelope, transcript, self-assessment paper, and rubric).

### Sample Transcript

For each of your tapings, you will transcribe your session using the format in this example. In the far left column, write verbatim what was said during the session, using H1 for the helper's first statement and C1 for the client's first statement. Repeat this labeling format for each subsequent response. In the center column, list the skill you used with that statement. In the comments column on the far right, list your thoughts about what you said, what you might have said differently, your observations about the efficacy of your response based on what the client said, and any other observations you make regarding your skills during the session. **A comment is needed for each helper statement, but comments on the client statements are optional.**

Client and Helper Responses	The Skill You Used	Comments
H1: What would you like to talk about today?	Open Question	I think I will try something less "canned" next time, such as "What's on your mind?"
C1: I am having a problem with my boyfriend.		
H2: Tell me more about that.	Minimal Encourager and Door Opener	She paused as if she wanted me to say something, so I encouraged her to continue.
C2: I think he is keeping something from me. He is acting differently and seems very distant. He has never been like this before.		
H3: Have you been dating for a while?	Closed Question	The client is very distressed, so this question seems a little pointless and invalidating as I look at it now. It seems like I totally washed over her deep concerns and feelings.
Etc...		

### Rubric Scoring Guide:

<b>Unacceptable</b>	=	Student demonstrates serious barriers to the helping relationship (e.g., judgement, mocking, sarcasm, moralizing, etc).
<b>Developing</b>	=	Student does not demonstrate competency at the current level; however, the student demonstrates some level of proficiency.
<b>Effective</b>	=	Student demonstrates competency at the current level.
<b>Exemplary</b>	=	Student demonstrates strong competency at the current level.

<b>Transcription &amp; Taping #1 Rubric</b>					
<b>Component</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score</b>
<b>1. Taping:</b> <i>Taping is clear, cued appropriately, and you can hear both the counselor and client. Counselor and client's full body language can be seen. Timing min/max is followed.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>2. Transcription:</b> <i>Transcription is verbatim (includes minimal encouragers), accurate, and reflects the complete conversation between counselor and client. Comments section is thorough.</i>	<b>0</b>	<b>10</b>	<b>20</b>	<b>30</b>	
<b>3. Self-assessment Paper:</b> <i>Two full pages with meaningful, in-depth reflection of the overall use of skill and the session itself. See the syllabus for issues/topics to address.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>Therapeutic Relationship &amp; Nonverbal Skills</b>					
<b>4. Counselor's Body Language:</b> <i>Counselor makes appropriate eye contact; body language is open; counselor appears attentive, warm and caring; appropriate voice tone, distance from client, and posture.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>5. Invitational Skills:</b> <i>Use of door openers and minimal encouragers. More open than closed questions are used and the client is given ample time to respond. Counselor avoids WHY and leading questions. Use of attentive silence when appropriate.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>6. Basic Reflection of Content:</b> <i>Counselor accurately paraphrases and reflects client statements. Reflections are of minimal length and are to the point.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>Total Score</b>					/100

### Instructor Feedback:

<b>Transcription &amp; Taping #2 Rubric</b>					
<b>Component</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score</b>
<b>1. Taping:</b> <i>Taping is clear, cued appropriately, and you can hear both the counselor and client. Counselor and client's full body language can be seen. Timing min/max is followed.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>2. Transcription:</b> <i>Transcription is verbatim (includes minimal encouragers), accurate, and reflects the complete conversation between counselor and client. Comments section is thorough.</i>	<b>0</b>	<b>10</b>	<b>20</b>	<b>30</b>	
<b>3. Self-Assessment Paper:</b> <i>Two full pages with meaningful, in-depth reflection of the overall use of skill and the session itself. See the syllabus for issues/topics to address.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>Therapeutic Relationship &amp; Nonverbal Skills</b>					
<b>4. Counselor's Body Language:</b> <i>Counselor makes appropriate eye contact; body language is open; counselor appears attentive, warm and caring; appropriate voice tone, distance from client, and posture.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>5. Invitational Skills:</b> <i>Use of door openers and minimal encouragers. More open than closed questions are used and the client is given ample time to respond. Counselor avoids WHY and leading questions. Use of attentive silence when appropriate.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>6. Paraphrasing:</b> <i>Accurate paraphrases without parroting of what client has said. If client talks at length, counselor politely interrupts to interject timely reflections and control the session. Reflections are to the point.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>7. Reflecting Feeling:</b> <i>Brief and appropriate reflection of feelings; not over or under shooting the degree of emotions.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>8. Reflecting Meaning:</b> <i>Demonstrates ability to use reflection of values, core beliefs and meanings to take client to a deeper level.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>9. Summarizing:</b> <i>Demonstrates appropriate use of summarization to bring focus during and at the end of the session.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>10. Challenging Skills:</b> <i>Demonstrates ability to provide client feedback and/or challenges to client to recognize inconsistencies.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>11. Addressing Unused Skills:</b> <i>If all skills listed above are not used, include an additional paragraph in which you address <u>each</u> of the unused skills at the end of the transcript. Explain where they would have been most effective and where this might have taken the session.</i>	<b>0</b>	<b>5</b>	<b>7</b>	<b>10</b>	
<b>Total Score</b>					/150

**Instructor Feedback:**

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<b>Final Transcription &amp; Taping Rubric</b>					
<b>Component</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score</b>
<b>1. Taping:</b> <i>Taping is clear, cued appropriately, and counselor/client can be heard and seen. Timing min/max is followed.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>2. Transcription:</b> <i>Transcription is verbatim (includes minimal encouragers), accurate, and reflects the complete conversation between counselor and client. Comments section is thorough.</i>	<b>0</b>	<b>20</b>	<b>30</b>	<b>40</b>	
<b>3. Self-Assessment Paper:</b> <i>3-4 pages with meaningful, in-depth reflection of the overall use of skill and the session itself. See the syllabus for issues/topics to address.</i>	<b>0</b>	<b>20</b>	<b>35</b>	<b>30</b>	
<b>Therapeutic Relationship &amp; Nonverbal Skills</b>					
<b>4. Counselor's Body Language:</b> <i>Counselor makes appropriate eye contact; body language is open; counselor appears attentive, warm and caring; appropriate voice tone, distance from client, and posture.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>5. Invitational Skills:</b> <i>Use of door openers and minimal encouragers. More open than closed questions are used and the client is given ample time to respond. Counselor avoids WHY and leading questions. Use of attentive silence when appropriate.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>6. Paraphrasing:</b> <i>Accurate paraphrases without parroting of what client has said. If client talks at length, counselor politely interrupts to interject timely reflections and control the session. Reflections are to the point.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>7. Reflecting Feeling:</b> <i>Brief and appropriate reflection of feelings; not over or under shooting the degree of emotions.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>8. Reflecting Meaning:</b> <i>Student demonstrates ability to use reflection of values, core beliefs and meanings to take client to a deeper level.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>9. Summarizing:</b> <i>Demonstrates appropriate use of summarization to bring focus during and at the end of the session.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>10. Challenging Skills:</b> <i>Demonstrates ability to provide client feedback and/or challenges to client to recognize inconsistencies.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>11. Goal Setting:</b> <i>Encourages client to identify goals; identifies client's strengths and utilizes client resources in this process. Counselor involves the client in setting a goal.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>12. Advanced Technique #1:</b> <i>Demonstrates ability to use one advanced technique</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>13. Advanced Technique #2:</b> <i>Demonstrates ability to use a second advanced technique.</i>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>14. Addressing Unused Skills:</b> <i>If all skills listed above are not used, include an additional paragraph in which you address <u>each</u> of the unused skills at the end of the transcript. Explain where they would have been most effective and where this might have taken the session.</i>	<b>0</b>	<b>5</b>	<b>7</b>	<b>10</b>	
<b>Total Score</b>					/200

<b>In Class Presentation Rubric</b>					
<b>Component</b>	<b>Missing</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score</b>
<b>1. Technique:</b> <i>Technique is clearly/thoroughly/accurately described. Includes the theory it originates from, its effectiveness through outcome research, populations or settings for whom the technique may be most/least effective.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>2. Demonstration:</b> <i>Demonstration of the technique by using another student (or the whole class) as the 'client(s)' during your presentation.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>3. Handouts:</b> <i>Handouts for fellow students are clear, visually engaging, grammatically correct, and fully explanatory so that others will feel they have a clear understanding and ability to replicate the technique.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>4. Presentation Quality – Professionalism:</b> <i>Presenters are clear and appear knowledgeable of the technique (does not read extensively from the ppt or notes); professional delivery; remains within 15 minute limit.</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>5. Presentation Quality – Engagement:</b> <i>Presenters are creative, show enthusiasm for the material, diversify teaching strategies and engage the entire class (e.g., through activity, experiential learning, discussion, socratic questioning, pair/shares, etc.)</i>	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>Total Score</b>					/100

**Instructor Feedback:**

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<b>Counseling Perspectives Paper Rubric</b>					
<b>Component</b>	<b>Not Included</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score</b>
<b>Definition of Counseling</b> Answers questions thoroughly Includes at least one scholarly citation Includes personal reflection and self-awareness Connects to theory(ies)	<b>0</b>	<b>20</b>	<b>25</b>	<b>30</b>	
<b>View of Human Nature</b> Answers questions thoroughly Includes personal reflection and self-awareness Connects to theory(ies)	<b>0</b>	<b>20</b>	<b>25</b>	<b>30</b>	
<b>A Way of Understanding</b> Answers questions thoroughly Includes personal reflection and self-awareness Connects to theory(ies)	<b>0</b>	<b>20</b>	<b>25</b>	<b>30</b>	
<b>A Way of Being</b> Answers questions thoroughly Includes personal reflection and self-awareness Connects to theory(ies)	<b>0</b>	<b>20</b>	<b>25</b>	<b>30</b>	
<b>A Way of Intervening</b> Answers questions thoroughly Minimum 2 empirical citations of evidence-based practice Includes personal reflection and self-awareness Connects to theory(ies)	<b>0</b>	<b>20</b>	<b>25</b>	<b>30</b>	
<b>Structure</b> Includes a brief introduction and conclusion Covers all topics in detail Minimum 10 pages, maximum 12 (not including title/ref)	<b>0</b>	<b>4</b>	<b>7</b>	<b>10</b>	
<b>Inclusion of Citations</b> Incorporates a minimum of 6 scholarly citations, 3 of which must come from empirical research (quantitative or qualitative)	<b>0</b>	<b>4</b>	<b>7</b>	<b>10</b>	
<b>Overall Adherence to <i>Publication Manual</i></b> Adherence to APA <i>Publication Manual</i> . References properly cited Includes correctly formatted title page	<b>0</b>	<b>4</b>	<b>7</b>	<b>10</b>	
<b>Overall Comprehensiveness &amp; Quality</b> Proper syntax, grammar, and punctuation/minimal errors Provided specifics rather than generalities Reflective and solid integration of ideas; not repetitive	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>Total Score</b>					/200

**Additional Notes:**



## **EDUC 631: Theories & Techniques in School Counseling**

### **CONFIDENTIALITY AGREEMENT**

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout this course, it is possible that personal information will be shared; therefore, learning to maintain confidentiality is essential. By signing this form, you are agreeing to keep your fellow students' personal disclosures to yourself. You may describe the general activities of the class to others, but it would be highly inappropriate to disclose another student's personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with classmates (or anyone else) who are not present in those sessions.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

### **CLASS GUIDELINES**

- Personal information shared in class is not to be shared outside of this environment.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you "deeper" than you want to go.
- Depending on the type of personal issues that you bring up in class, your instructor may provide you with a referral to campus counseling services. You are not compelled to follow-up on this referral.
- Fully attend to the other individuals when they are sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not overly probe, particularly when the questions serve you more than they will help the other person.
- Practice being courageously authentic in this class.
- Note that ultimately you get out of this class what you put into it.

I agree to the conditions stated above.

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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## Student Information Sheet

### Contact Information

Name (and preference for what I call you):

Gender pronouns you use (e.g., he/him, she/her, they/them, etc.):

Phone number (only if comfortable providing):

UMass email address:

**PLEASE NOTE – all course correspondence will be sent to your UMass email address unless you let me know otherwise. Be sure to forward UMass email to the address you check regularly.**

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What motivated you to take this course/what do you hope to gain from the experience?

Do you have any questions for me?

Is there anything else that I need to know about you to help me to teach you more effectively?

What grade are you hoping to earn in this class?