

**CNED 710: Counseling Techniques (3 credits)
 Fall 2022**

Instructor: Jodi L. Tangen, PhD, NCC
Office: Morrill 221G
Telephone: (701) 231-7676
E-mail: Jodi.tangen@ndsu.edu

Class Days: Tuesdays
Class Hours: 4:00-6:50pm
Location: EML 183
Office Hours: Mondays 10-12pm

“When we honestly ask ourselves which persons in our lives mean the most to us, we often find that it is those who, instead of giving advice, solutions, or cures, have chosen rather to share our pain and touch our wounds with a warm and tender hand. The friend who can be silent with us in a moment of despair or confusion, who can stay with us in an hour of grief and bereavement, who can tolerate not knowing, not curing, not healing, and face with us the reality of our powerlessness, that is a friend who cares.” ~ Henri J. M. Nouwen

COURSE INFORMATION

Course Catalog Description

Basic principles and techniques in the counseling process with emphasis given to counseling techniques from several counseling orientations. Prerequisite: Admission to the program.

Course Objectives/Outcomes

1. Learners will demonstrate acceptable performance of counseling techniques.
2. Learners will demonstrate greater self-awareness.
3. Learners will demonstrate commitment to and practice of self-nurturance.
4. Learners will demonstrate culturally-competent counseling techniques.

CACREP Standards and Assessments

Learners will gain knowledge and or skills in the following areas outlined by the 2016 CACREP accreditation standards:

Objectives/Outcomes	Common Core Standards	Student Learning Outcome Assessments
Strategies for personal and professional self-evaluation and implications for practice.	CACREP II.F.1.k	Techniques Evaluation
Self-care strategies appropriate to the counselor role.	CACREP II.F.1.1	Self-Awareness Paper #3-Self-Care Techniques Evaluation
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.	CACREP II.F.2.d	Self-Awareness Paper #2-Culture and Meaning Techniques Evaluation
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	CACREP II.F.3.i	Self-Awareness Paper #3-Self-Care Techniques Evaluation
Theories and models of counseling	CACREP II.F.5.a	Techniques Evaluation
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	CACREP II.F.5.d	Techniques Evaluation
Counselor characteristics and behaviors that	CACREP II.F.5.f	Signature Assignments 1 & 2

Objectives/Outcomes	Common Core Standards	Student Learning Outcome Assessments
influence the counseling process.		Self-Awareness Paper #1-Counselor Characteristics Techniques Evaluation
Essential interviewing, counseling, and case conceptualization skills.	CACREP II.F.5.g	Techniques Evaluation
Processes for aiding students in developing a personal model of counseling	CACREP II.F.5.n	Techniques Evaluation

COVID Statement and Face Coverings

My primary goals throughout the duration of this course are to (a) teach you all the skills to become effective counselors and (b) ensure your safety amidst the COVID-19 global pandemic. The class will be primarily offered face-to-face; however, if you need to quarantine or don't feel comfortable in a face-to-face setting, we can explore alternate formats to ensure your learning (e.g., Hyflex, Zoom). You are also welcome to wear a mask.

Required Text/Materials

Brew, L., & Kottler, J. A. (2017). *Applied helping skills: Transforming lives* (2nd ed.). Los Angeles: Sage.

LiveText subscription

Required Journal Readings (Available on Blackboard)

Colosimo, K. A., & Pos, A. E. (2015). A rational model of expressed therapeutic presence. *Journal of Psychotherapy Integration, 25*, 100-114. doi:10.1037/a0038879

Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development, 85*(4), 401–409. <https://doi-org.ezproxy.lib.ndsu.nodak.edu/10.1002/j.1556-6678.2007.tb00608.x>

Greenberg, L. S. (2012). Emotions, the great captains of our lives: Their role in the process of change in psychotherapy. *American Psychologist, 67*, 697-707. doi:10.1037/a0029858

King, K. M., & Borders, L. D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development, 97*(4), 341–351. <https://doi-org.ezproxy.lib.ndsu.nodak.edu/10.1002/jcad.12283>

Pompeo, A. M., & Levitt, D. H. (2014). A path of counselor self-awareness. *Counseling & Values, 59*(1), 80–94. <https://doi-org.ezproxy.lib.ndsu.nodak.edu/10.1002/j.2161-007X.2014.00043.x>

Wiest, B. (2020). This is what self-care really means, because it's not all salt baths and chocolate cake. *Thought Catalog*. Retrieved from <https://thoughtcatalog.com/brianna-wiest/2017/11/this-is-what-self-care-really-means-because-its-not-all-salt-baths-and-chocolate-cake/>

*Additional readings, such as journal articles, may be assigned or recommended to you based on your specific needs and/or interests. Assigned readings are to be completed prior to the class period in which they will be discussed.

Philosophy

I consider myself a relationally-oriented instructor and seek to enhance your learning through respect, mutuality, and understanding. Throughout the course, I will attune to your unique gifts and capabilities and challenge you in developmentally-appropriate ways to lean into your growing edges. I initiate and invite discussions about the course and encourage honest communication regarding your personal reactions to the course and to me as your instructor. Furthermore, I am a learner too, and thus, I welcome respectful challenges and feedback.

Academic Progress and Professional Dispositions

One of my primary responsibilities is to ensure that the students who graduate from NDSU are competent and capable to work in the field (as school counselors, clinical mental health counselors, counselor educators, supervisors, etc.). Thus, I closely monitor students' academic progress and professional dispositions (see *Handbook* for the full list of student dispositions). If I notice issues in any of these areas, I will discuss it with the faculty, and it may lead to a formal report and/or dismissal from the program (see the *Handbook* for detailed policies). In the spirit of feminist pedagogy, I acknowledge the level of power I have been afforded in this position, and I do not take these situations lightly. My primary goal is to ensure and uphold safety, dignity, and respect for all parties involved.

Methods of Instruction

A variety of instructional methods are utilized in this course including, but not limited to, role plays, lectures, readings, presentations, written reflections, group collaboration, experiential exercises, and discussions.

CLASSROOM POLICIES

Attendance

In order to gain the most from this class, you are expected to attend all sessions. If you are unable to attend, please notify me *before* class. It is your responsibility to obtain all materials and information missed during your absence. You are allowed ***one absence*** during the semester without consequence. (Leaving class early and arriving late will count as half absences.) More than one absence may result in a reduction in your overall grade (typically 3 points per class). Exceptions may be made in the case of medical and/or life emergency or extenuating circumstances.

Electronics

Please be respectful to yourself and others by setting any electronic devices on "vibrate" before class. Texting and Facebook perusing will not be permitted during class time. If there is an emergency and you must use your phone, please let me know before class. Additionally, laptops are only to be used for note-taking purposes.

E-Mail Communication

All e-mail communication will be sent and received through NDSU e-mail addresses. Please be sure to check your e-mail account regularly, as I frequently provide updates on classes and assignments. Unless I send out an e-mail indicating otherwise, I will typically respond to your e-mails within 24 hours during normal working hours Monday through Friday.

Class Cancellation

If class is cancelled for some reason (e.g., instructor emergency/illness, adverse weather), I will make every effort to notify you through your NDSU e-mail account. Please check it regularly. Additionally, follow the NDSU protocol for adverse weather, and if class is still scheduled, please be judicious in making the decision whether or not to drive. Your safety is the most important.

Face-to-Face and Phone Meetings

Although the fastest way to get a hold of me is through e-mail, you are more than welcome to contact me by office phone or schedule an appointment to meet face-to-face if you have any questions, concerns, or areas of the course that you would like to process.

Classroom Environment

It is chiefly important to us that you respect your peers, yourself, and me in this course. Doing so will help ensure a safe and nurturing environment with which to take risks and grow personally and professionally. Disrespect of any type – discrimination, gossip, etc. – will not be tolerated. Additionally, due to the experiential nature of the activities, you and your classmates may disclose personal information. During any of the group sharing experiences or role plays, you are required to uphold the ethical code of confidentiality unless someone talks of hurting her/himself or others or reports any suspicions of child/elder abuse and/or neglect.

Diversity

It is important to respect and honor the diverse backgrounds and experiences of others in the class. Please become aware of your own stereotypes and prejudices – presence or absence of privilege – and be mindful of this in your interactions with others.

Land Acknowledgement

We collectively acknowledge that we gather at NDSU on the traditional land of the Anishinaabe, Dakota, Lakota, and Nakota peoples in addition to many diverse Indigenous People still connected to this land. We honor with gratitude the land itself and the people who have stewarded it through generations. As a land grant institution, we are committed to continuing to learn how to be better stewards of this land as well as building strong, trusting relationships with our Indigenous Peoples of this region.

Personal Growth

Throughout this class and the counseling program, you will be expected to engage in self reflection, demonstrate increasing levels of self-awareness, and challenge yourself to move outside your personal comfort zone. This is especially important in this class as you participate in experiential activities and role play the counselor and the client.

Classroom Material

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let me know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

Statement on Counseling

This course has been designed to increase your own self-awareness, and therefore, the activities have the potential of unearthing painful thoughts or feelings. If at any time, you feel concerned about your own mental health, you are encouraged to consult with me or seek outside counseling services. I may empathize with your concerns; however, I will not act as your personal counselor. If at any time during the course you threaten to hurt yourself or others or there is any suspicion of child abuse and/or neglect or vulnerable adult abuse and/or neglect, this will be reported.

Title IX

Faculty members are mandated reporters in situations related to Title IX (e.g., sexual harassment, gender-based discrimination, sexual assault). If you disclose any situations related to Title IX, I may report this to the coordinators. If you have any questions or concerns about the policy, see https://www.ndsu.edu/equity/title_ix/

Ethics

The Counselor Education Program at NDSU and its Community Counseling Services training facility adhere to the professional ethics of the counseling profession as set forth by the American Counseling Association (ACA) Code of Ethics and Standards of Practice and the National Board for Certified Counselors (NBCC). Please familiarize yourself with those standards and consider them binding to your involvement in the course. The ACA code of ethics is available online at the American Counseling Association web site at <http://www.counseling.org/>.

Facilities

Please respect the facility by throwing away or recycling trash, respecting room furniture and contents, etc.

Food/Drink/Restroom

Please take care of your needs as necessary.

Standards for Academic Honesty and Integrity

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office

of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

Copyright Permissions

NDSU prohibits students from transferring their class lecture notes or instructor-provided materials for commercial purposes unless approved by me (or the person who created the course material). Materials supplied by others (including myself) are subject to copyright rules and cannot be posted or distributed without others' permission.

Students with Disabilities or Special Needs

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact Disability Services at <http://www.ndsu.edu/disabilityservices/> as soon as possible.

Veterans and Student Soldiers

Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders. Contact Military and Veteran Services at <http://www.ndsu.edu/veterans/>.

ASSIGNMENTS AND EVALUATION

Graduate-Level Expectations

I expect graduate-level performance in this course. Thus, you are expected to read all course materials, monitor your own understanding of course concepts, and seek support if necessary. Due to the experiential nature of the course, some textbook concepts may not be formally covered in class. However, you are still responsible for learning these concepts.

The final grade for this course is based upon the quality of your performance using the general standards below, as well as adherence to professional and ethical standards (e.g., 2014 ACA Code of Ethics). A developmental progression is expected. Thus, early assignments are evaluated in a way to enhance higher performance on later ones.

Assignment Expectations

My expectation is that you consistently exhibit graduate-level effort and work. Submit all assignments in the proper format and in the proper place. The following guidelines apply:

1. **On time and complete submission of assignments.** Late work or incomplete work (e.g., a theory paper missing a reference page) will not be accepted and will receive *zero credit* for the assignment. My practice is that you will get *one* exception to this policy on one assignment throughout the duration of the class; however, this assignment must be submitted within one week of the due date to receive credit. Your assignments should be submitted via Blackboard by the end (11:59pm) of the due date.
2. **Make-up tests and work.** Under special circumstance and with prior approval from me, make-up tests and work are possible. When considering such requests, I may require appropriate documentation (e.g., a physician's note). Generally, all make-up tests and work

will be completed within one week of approval. Make-up work, when approved, may still be subject to a grade reduction.

- 3. Graduate and professional writing.** Written assignments, including journals and essays, should follow the general guidelines for written English and comply with APA's guidelines (e.g., nonsexist language). The more formal the assignment, the more closely the APA style guide should be followed. Papers will also be evaluated on your synthesis and organization of ideas and your attention to writing mechanics (including spelling, grammar, word usage, punctuation, subject-verb agreement, etc.). Points will be deducted for errors.
- 4. Hindering** the learning of others will result in a reduction of grade or a zero for any assignment involving other. If a team member is assessed a deduction for hindering, I may add points to the work of the other team member should there be sufficient reason to support a compromised learning environment.

General Grading Scale

A = 90 – 100%	(90-100 points)
B = 80 – 89%	(80-89 points)
C = 70 – 79%	(70-79 points)
D = 60 – 69%	(60-69 points)
F = 0 – 59%	(0-59 points)

Specific Assignments

1. Participation and Lab (20 points)

You are expected to actively participate in all aspects of the class. This includes reading and reflecting upon the material beforehand (come prepared with questions and comments), participating in class discussions, engaging in experiential activities, and watching online PowerPoint videos. If I notice a lack of participation, I may approach you about the issue. Further lack of participation will negatively impact your grade.

Additionally, you will be expected to participate in a lab experience where you practice your emerging counseling skills with your peers under the guidance of a doctoral supervisor. When role playing client, you may create a fictional story or recount a factual story. However, please be responsible for what you share. As a counselor, you are expected to record all of your sessions using a password-protected device (phone, computer, etc.) These recordings must be kept confidential and erased at the end of the semester. Failure to do so will result in remediation from the faculty as this is a serious breach of counselor conduct. However, if anyone speaks of hurting themselves or others, or mentions child or elder abuse/neglect, confidentiality should be breached and this should be reported.

*The following point system will be used to grade participation:

- Participates appropriately in all aspects of class (including lab) = 10 points
- Prepares for class (e.g., reads and completes activities) = 10 points

2. **Self-Awareness Papers** (30 points: 3 total – 10 points each)

One of the learning curves of becoming a counselor is becoming more and more self-aware. The purpose of these papers is to stretch your self-awareness in multiple areas. I encourage your honest, open exploration and look forward to what you learn about yourself. I find it impressive when students can “own” and take responsibility for some of the places where they are bruised and/or broken (as we all are, in one way or another). I will be reading these reflections and offering insights; however, please share only what you feel comfortable sharing. Logistically, in each paper, you are required to (a) reflect upon the topic in relation to you and then (b) discuss how you could envision this impacting your work with clients/students. (For example, if you write that you were afraid of your abusive father growing up, you might write that you could be somewhat afraid to work with aggressive males.) Each reflection paper should be around 2-3 pages (double-spaced). There are no references needed for these papers. Under each section, consider the following questions when writing your reflections. (You do not have to answer all of these questions; they are simply to help you brainstorm.)

Self-Awareness Paper #1: Counselor Characteristics

Looking at the counselor characteristics that I assess, which ones do you believe are strengths of yours? Which ones do you think you might struggle with? How have you grown in each of these areas over time? Are you different from what you were like as a child? If you believe you have particular weaknesses in any area, what could you do to improve? How does your cultural background inform your expression of these characteristics?

Self-Awareness Paper #2: Culture and Meaning

What is the most important/meaningful aspect of your life? Is there a set of beliefs (e.g., spiritual, religious, or cultural) that you follow? Are there specific aspects of your multicultural identity that are especially salient for you (e.g., age, gender, race/ethnicity, sexual/affectual orientation)? How do you feel about your cultural identity (choose any area that feels salient)? What biases and prejudices might you have to work through in becoming a counselor? How might you challenge some of your biases and assumptions?

Self-Awareness Paper #3: Self-Care

How well do you feel you are physically, emotionally, spiritually, socially, intellectually, financially, etc.? What would it take for you to be better in the area of personal wellness? When you are really stressed, how do you typically respond? Are there ways that help you de-stress? Is there a specific stressor associated with becoming a counselor that worries you? What strategies have *not* improved your wellbeing? What self-care strategies are you willing to try?

*The following point system will be used to grade papers:

- Fully reflects upon the topic of interest = 2 points
- Discusses the ways one’s characteristics could impact clients/students = 2 points
- Demonstrates earnest attempt to increase self-awareness = 2 points
- Demonstrates high levels of insight, effort, and thoughtfulness = 2 points
- Demonstrates strong writing skills (e.g., grammar, organization) = 2 points

3. Midterm: Instructor/Supervisor Meeting (20 points)

In lieu of a midterm exam, you are required to demonstrate an appropriate level of counseling characteristics and skills to remain on track to enroll in Practicum.

You and your doctoral supervisor (or me) will schedule a 20-minute meeting to review your growth. During the meeting, you and your doctoral supervisor will discuss your growth. You must demonstrate a satisfactory score (2) in each area in order to pass the course. If your score is below a 2 in any area, you should make a plan with your doctoral supervisor to improve before the end of the semester.

*This assignment will be graded on a pass/fail (20 points/0 points) basis, as follows:

- Schedules a 20-minute session, thoughtfully engages in discussion about skills and characteristics, and creates a plan to improve if scores are below a 2 in any area = Pass (20 points)
- Does not complete any or all of the above = Fail (0 points)

4. Final Recording: Instructor/Supervisor Meeting (30 points)

In lieu of a final exam, you are required to demonstrate an appropriate level of counseling characteristics and skills to remain on track to enroll in Practicum.

You and your doctoral supervisor (or me) will schedule a 20-minute meeting to review your growth. You must demonstrate a satisfactory score (2) in each area in order to pass the course. If your score is below a 2 in any area you must meet with me to demonstrate adequate skills (unless a decision by your advisor and the faculty is made otherwise). If you still don't meet the requirements, your advisor and the faculty will be consulted, a remediation plan may be instituted, and you may not be permitted to enter Practicum.

*This assignment will be graded on a pass/fail (30 points/0 points) basis, as follows:

- Schedules a 20-minute session, thoughtfully engages in discussion about skills and characteristics, and scores at least a 2 in all areas = Pass (30 points)
- Does not complete any or all of the above = Fail (0 points)

TENTATIVE SCHEDULE

**This schedule is subject to change.

General schedule: 4:00-6:00pm class; 1 additional lab hour with doctoral student

Date	Class Plan	Readings Due	Assignments Due
Aug 23	Welcome, syllabus, signature assignment #1, intro to characteristics CACREP II.F.5.a	Brew & Kottler Ch. 1, 2	
Aug 30	Pitfalls, perfectionism, counselor characteristics CACREP II.F.1.k, CACREP II.F.5.f	Brew & Kottler Ch. 4 Pomeo & Levitt, 2014	
Sept 6 Lab	Foundational skills – attending behaviors, warmth, poise, humility, calm, silence, observation, minimal encouragers CACREP II.F.5.d	Colosimo & Pos, 2015	Self-Awareness Paper #1: Counselor Characteristics
Sept 13 Lab	The first session! Assessment Interviewing, counseling, and case conceptualization CACREP II.F.5.g	Brew & Kottler Ch. 5	
Sept 20 Lab	Exploration skills Paraphrases/reflections of content, summaries	Brew & Kottler Ch. 6	
Sept 27 Lab	Exploration skills Reflections of feeling and meaning Open and closed questions	Brew & Kottler Ch. 6 continued Greenberg, 2012	
Oct 4 Lab	Broaching and culturally competent counseling CACREP II.F.2.d	Brew & Kottler Ch. 2 King & Borders, 2019 Day-Vines et al., 2007	
Oct 11 Lab	Understanding and insight skills Focusing and confrontations Interpretations and reframes	Brew & Kottler Ch. 7	Self-Awareness Paper #2: Culture and Meaning
Oct 18 Lab	Understanding and insight skills Self-disclosure and immediacy Psychoeducation and directives	Brew & Kottler Ch. 7 continued	Midterms
Oct 25 Lab	Action skills Goal-setting	Brew & Kottler Ch. 8	
Nov 1 Lab	Action skills Theoretical interventions (e.g., relaxation, empty chair, miracle question) CACREP II.F.5.a, CACREP II.F.5.n	Brew & Kottler Ch. 8 continued	
Nov 8 Lab	Action skills continued Theoretical interventions (e.g., relaxation, empty chair, miracle question) CACREP II.F.5.a, CACREP II.F.5.n	Brew & Kottler Ch. 8 continued	
Nov 15 Lab	The last session and beyond!	Brew & Kottler Ch. 9	
Nov 22	NO CLASS - THANKSGIVING		
Nov 29 Lab	Self-care CACREP II.F.1.i, CACREP II.F.3.i	Brew & Kottler Ch. 12 Wiest, 2020	Self-Awareness Paper #3: Self-care

Dec 6	Signature assignment #2, Practicum Panel, course reflections		Finals
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****Signature Assignment Counseling Reflections**

At two points during the semester (beginning of the semester and end of the semester), you will be given time to reflect upon and document your knowledge of counselor characteristics and behaviors that influence the counseling process. These reflections will be used to assess your growth in this key accreditation area. Although the reflections will not be factored into your overall grade, they will be uploaded into your LiveText portfolio and assessed via the rubric below. By the end of the semester, you should earn at least a proficient (2) score.

5. COUNSELING AND HELPING RELATIONSHIPS				
Knowledge KPI: Students will describe their knowledge of counselor characteristics and behaviors that influence the counseling process.				
Course/Signature Assignment	Rubric			
<u>Assessment Point #1 and 2</u> CNED 710: Counseling Reflection #1 and 2	0 = UNSATISFACTOR Y Does not describe (or inaccurately describes) knowledge of counselor characteristics and behaviors that influence the counseling process	1 = EMERGING Describes developing, yet insufficient, knowledge of counselor characteristics and behaviors that influence the counseling process	2 = PROFICIENT Describes adequate knowledge of counselor characteristics and behaviors that influence the counseling process	3 = DISTINGUISHED Describes sophisticated knowledge of counselor characteristics and behaviors that influence the counseling process