Professional Education Unit
Department of Foundational and Graduate Studies in Education
Practices and Techniques in Counseling *Internet Enhanced*
EDGC 671
3 Credit Hours (Graduate)
Fall 2011

Associate Professor: Beverly M. Klecker, Ph.D., LPCC,
Office 503 Ginger Hall,
Phone: (606) 783-2536 (voicemail)
E-mail: b.klecker@morehead-st.edu (Best way to contact Dr. Klecker)
Web Page: http://people.moreheadstate.edu/fs/b.klecker/
Office hours: **Before face-to-face classes plus, online as needed**

Catalogue Description: This course has been designed to provide an overview of the fundamental counseling skills and techniques. Students will be provided with opportunities to begin developing basic counseling skills and techniques. The growth will be facilitated by interactive lecture, in-class demonstrations, student videotapes, discussion and peer counseling that will occur under supervised conditions.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):
The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

As a result of active participation in the learning experiences provided, the student will be able to:

1. have developed the skills and knowledge to initiate a professional counseling relationahip with individuals from a wide and diverse client population.

2. be capable of selectively utilizing a variety of techniques and strategies to assist in the development of client insight and understanding related to the etiology and maintenance dynamics of a wide variety of presenting problems.

3. be able to develop a comprehensive and theoretically sound treatment plan for clients designed to promote and enhance behavior change.

4. be able to conduct a thorough client assessment and demonstrate clinical skills necessary to effectively facilitate behavior change for child, adolescent, and adult clients with appropriate sensitivity to issues of cultural, religious, ethnic, social, and racial diversity.

KYS/KERA/NCATE/ EPSB/Counselor Standards Alignment of CFO's and SLO's:

Course Assessments Aligned with **Course Assessment (Percent Values)**	**Kentucky Teacher Standards (KYS)** http://kyepsb.net/teacherprep/standards.asp	**Kentucky Education Reform Act (KERA)** http://www.education.ky.gov/KDE/Instructional+REsources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/	**National Council for the Accreditation of Teacher Education (NCATE)** www.ncate.org	**Education Professional Standards Board (EPSB)** http://kyepsb.net/	**Kentucky Standards for Guidance Counseling Programs** approved by the 2005 EPSB and derived from CACREP Standards
Clinical Instruction **CFO 1-4** **SLO** 1-4	1.1;1.2;1.3;1.4;1.5;3.3;3.4;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,3,A4,A5,A6,A7.A8,A9,A10,B1.B2.3.B4.B5.B6.B7.,C2a-h, C3a-d
Weekly Discussion **CFO** 1,2,3,4 **SLO** 1-4	1.1;1.2;1.3;1.4;1.5;3.3;3.4;5.1;5.2;5.3;5.4;5.5;7.1;7.2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,3,A4,A5,A6,A7.A8,A9,A10,B1.B2.3.B4.B5.B6.B7.,C2a-h, C3a-d
Classroom roleplay and microcounseling Assessment (30%) **CFO** 1,2,3,4 **SLO** 1-4	1.1;1.2;1.3;1.3,3;3,4;4;1.5;5.1;5.3;5.4;5.4;5.5;7.1;7,2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,3,A4,A5,A6,A7.A8,A9,A10,B1.B2.3.B4.B5.B6.B7.,C2a-h, C3a-d
Written & Oral Assignments Assessments (70%) **CFO** 1,2,3,4 **SLO** 1-4	1.1;1.2;1.3;1.4;1.5;6.1;6.2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,3,A4,A5,A6,A7.A8,A9,A10,B1.B2.3.B4.B5.B6.B7.,C2a-h, C3a-d

Text: Elford, B.T., Eaves, S.H., Bryant, E.M. & Young, K.A. (2010). 35 *Techniques every counselor should know.* Saddle River, NJ: Merrill

Plus addition readings assigned through the class Blackboard site.

Course Requirements:

As an introductory course in counseling techniques a great deal of material will be covered during the semester. As a clinical practice class you are encouraged to thoroughly prepare before each class since your active and gainful participation will be expected. Essentially you will be asked to study the course materials, participate in class discussions and clinical practice demonstrations, and demonstrate your growth and competence in your clinical skills through a combination of three unit examinations and the submission of both audio and video tapes.

Course Evaluation:

There will be 4 graded components for this class. Each component will represent 25% of the final grade as indicated below.

1. Quiz 1	20%
2. Quiz 2	20%
3. Final Exam	30 %
4. Micro Counseling Exercises	30 %
Total	100%

Standards Addressed: The content and activities involved in this course address portions of the following standards:

The Kentucky Standards for Guidance Counselor Porgrams:

Standard A-(1-10), Foundations of School Counseling
B-5, B-7, Contextual Dimensions of School Counseling
C-2(a-h), C-3(a-d), Counseling and Guidance

School Counselor Competencies. This course has been designed to build specific skills and abilities as identified by the School Counselor Competencies Position Paper (2008) of the American School Counselor Association .

CACREP Standards:

F1-F-6. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program.

1. Professional Orientation and Ethical Practice

2. Social and Cultural Diversity

3. Human Growth and Development

4. Career Development

5. Helping Relationships

6. Group work

NCATE Themes: The content and activities involved in this course address the NCATE Themes of Conceptual Framework, Diversity, and Professional Community.

Student activities will build upon the conceptual framework giving them the opportunity for active learning, problem solving and authentic assessment. Students will have the opportunity to move from a superficial understanding of related measurement and assessment concepts and skills to a "constructed knowledge" that allows them to use their learning to become effective users of the skills in educational and clinical settings.

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Campus Safety Statement: Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Academic honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at *http://www.morehead-st.edu./units/studentlife/handbook/academicdishonesty.html*. For example: Copying information from the Internet is plagiarism if appropriate credit is not given.

ADA Statement: This course will be conducted *in compliance with the Americans with Disabilities Act (ADA). All qualified students enrolled in this course shall be entitled to "reasonable accommodations". It is the student's responsibility to inform the instructor* ***of any special needs or accommodations*** *required as the result of physical disability or other handicapping condition not later than the second class meeting.*

Class Attendance Policy: It will be the student's responsibility to attend and participate in the class. Roll will not be called but the lectures and class activities have been designed to assist in the mastery of this material. It is strongly suggested that every effort be made to attend since missing classes can make passing the required quizzes very difficult, indeed. Attendance will be considered mandatory only on the dates of the schedules examinations. Make-up examinations will be offered at the option of the professor and only in those cases where sufficient justification exists.

Tentative Class Schedule

Week		Topic
1	8/25	Course Introduction
2	9/01	The Process of Counseling
3	9/08	Ethical standards and considerations
4	9/15	Theory Review #1
5	9/22	Theory Review #2
6	9/29	Setting Goals and contracting
7	10/06	Quiz #1
8	10/13	Positive Counseling
9	10/20	Cognitive/Behavioral Therapy
10	10/27	Solution-Focused Brief Therapy
11	11/03	Person-Centered Therapy (unconditional positive regard?)
12	11/10	Quiz #2
13	11/17	Surveys and Questionaires in Counseling
14	11/24	Thanksgiving Break
15	12/1	Gestalt Techniques
16	12/8	Play Therapy Techniques
FINALS WEEK	Final Exam	Blackboard