

## **Counseling Process: School Counseling PSYC 664**

### **Course Description**

An experiential study of the relationship between counselor and client. Explores the phases of relationship from initiation to termination, including predictable crises and issues which normally arise. Analysis of resistance, transference and counter transference, dependency and termination issues will be discussed. Attention will also be given to gender and diversity issues.

### **Course Objectives**

At the conclusion of this course, you will have done the following in these areas:

- Self-awareness (Intrapersonal): Reflected on your strengths and areas for growth related to school counseling practice
- Counseling skills: Gained a better understanding of and show improved practice with fundamental counseling skills and techniques
- Interpersonal Processes and Application: Integrated an understanding of other roles within K-12 schooling (e.g., teachers, parents) as well as peers and supervisors into your conceptualization of counseling practice
- K-12 Schooling and Application: Demonstrated how the counseling process functions within the K-12 school context and the opportunities and challenges of that process

### **Textbooks/Required Reading**

All readings will be posted to Canvas in advance of the assigned class.

### **Format and Method of Instruction**

This course will use a seminar format, which prioritizes class discussion and experiential activity over lecture. Readings, assessment inventory, videos, and any other pre-class activity supports participation within the in-person format. We will switch to online synchronous format for classes via Zoom should the surrounding context of the pandemic necessitate this shift.

Thoughtful and substantive participation by everyone will play an essential part in our learning process in this course.

### **A Note on Self-Disclosure**

Self-awareness growth is a primary area of focus in counseling programs. However, while this course is about the counseling process, we do not seek to mimic or take the place of it. Such growth requires a sound balance between honest sharing and established boundaries – both with self and peers. It is essential to “check in” with yourself to make the best decisions possible for what you share with your peers and instructor. Feeling safe as you grow in this area ensures that such growth continues within and beyond this course. Do also check in with your instructor as needed.

## **Course Assignments**

Note: The professional standards listed in Appendix A apply to each of the assignments below.

### **Class Participation/Reflections (20%)**

Your contributions to class discussions and activities are paramount to learning for you and all of us in this class. In addition to in-class participation, you will be asked periodically through the semester to respond to a prompt with either a written (1-2 pages) or video ( $\approx$ 3 minutes) reflection. See note above on self-disclosure.

### **Facilitating Icebreaker (KPI 6) (30%)**

After participating in a few instructor-led icebreaker activities, each student will have the opportunity to lead the group in an icebreaker of their choosing. You may research ideas from the internet or in consultation with peers. Regardless of the source, be sure to bring your own thoughts and ideas to facilitation. Here are the steps and necessary elements:

- Facilitate the icebreaker ( $\approx$ 20-30 minutes; timing flexible depending on your ideas)
- Participate in peer consultation with the group, soliciting feedback around what worked, what could have been different, and the overall experience (Note: You will facilitate this feedback process.)

### **Peer Processing Sessions (20%)**

Three times throughout the semester, you and a peer will record via Supervision Assist in which you each take turn using your fundamental attending skills (e.g., active listening, empathy) around topics related to professional identity, counseling practice, and supervision. I will provide prompts and guidance the week leading up to these sessions, which will include structural considerations (e.g., timing). Feedback will be provided with regard to counseling skills, process elements, and anything that would be helpful to supervision in the spring.

### **“You the Counselor” (Final Assignment) (30%)**

This assignment is an opportunity for you to create an artifact that represents your growth as a counselor and “where you are at” at this stage of your training (approaching practicum in the spring). What this project looks like is entirely up to you. You may write a  $\approx$ 5-page reflection paper. However, I encourage you to choose a medium best suited to your creativity and way of expressing yourself. The requirement, in addition to the spirit of the assignment noted in the first sentence, is that you offer some means of explaining your work (e.g., brief narrative, accompanying video). Consult with me as necessary.

## **Evaluation**

See the Canvas page for the rubric for each assignment. We will use the follow grade scale:

90-100%      A

87-89%	<b>B+</b>
83-86%	<b>B</b>
79-82%	<b>B-</b>
69-78%	<b>C</b>

**(The grades of D+, D, and D- will not be awarded in this graduate level course).**

Below 69%	<b>F</b>
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*\*Note: This syllabus (including grading and course schedule) is subject to change. Students will be notified of any changes in class. Please refer to the syllabus posted on Canvas for the most updated version.*

## Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for courses.

**See guidance provided during orientation for hybrid and online learning and attendance.**

### Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

### Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on MyMadison. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's website at <http://www.jmu.edu/registrar/>.

### Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

### Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

## Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

## Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockyam@jmu.edu](mailto:sirockyam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

## Course Sequence and Calendar

\*Note: This schedule is subject to change, especially around Workshop Week (TBD). Readings, videos, and other course materials will be posted to the Canvas module one week before the assigned class. Check Canvas regularly.

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>Aug. 25</b>	Introduction; Group Norms; Course Goals and Assignments; Personal Goals	
<b>Sept. 1</b>	Process of SC Sessions	
<b>Sept. 8</b>	Process of Leadership and Advocacy	
<b>Sept. 15</b>	Process of the SC Workday	
<b>Sept. 22</b>	Process of Attending	
<b>Sept. 29</b>	Process of Empathy	<b>Icebreaker #1</b>
<b>Oct. 6 – No Class</b>	Peer Processing Sessions	<b>Peer Processing #1</b>
<b>Oct. 13</b>	Process of Cultural Competence	<b>Icebreaker #2</b>
<b>Oct. 20 – No Class (Fall Break)</b>		
<b>Oct. 27</b>	Process of Collaboration with Families	<b>Icebreaker #3</b>
<b>Nov. 3</b>	Process of Collaboration with Colleagues	<b>Icebreaker #4</b>
<b>Nov. 10</b>	Process of Ethical Decision Making	<b>Icebreaker #5</b>
<b>Nov. 17</b>	Peer Processing Sessions	<b>Icebreaker #6 Peer Processing #2</b>
<b>Nov. 24 – No Class (Thanksgiving)</b>		
<b>Dec. 1</b>	Process of Feedback; Peer Processing	<b>Icebreaker #7 Peer Processing #3</b>
<b>Dec. 8</b>	Process of Supervision	<b>Icebreaker #8</b>
<b>Dec. 15 – Finals Week</b>		<b>“You the Counselor”</b>

## APPENDIX A

### CACREP Standards

**\*Note: The following standards covered in this course complement school counseling-specific standards outlined in the PSYC 640 syllabus, where appropriate.**

#### SECTION 2: PROFESSIONAL COUNSELING IDENTITY

##### PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- strategies for personal and professional self-evaluation and implications for practice
- self-care strategies appropriate to the counselor role
- the role of counseling supervision in the profession

##### SOCIAL AND CULTURAL DIVERSITY

- multicultural counseling competencies
- the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- the effects of power and privilege for counselors and clients
- help-seeking behaviors of diverse clients
- the impact of spiritual beliefs on clients' and counselors' worldviews
- strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

##### COUNSELING AND HELPING RELATIONSHIPS

- theories and models of counseling
- systems approach to conceptualizing clients
- theories, models, and strategies for understanding and practicing consultation
- ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- the impact of technology on the counseling process
- counselor characteristics and behaviors that influence the counseling process
- essential interviewing, counseling, and case conceptualization skills
- suicide prevention models and strategies
- crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- processes for aiding students in developing a personal model of counseling

##### GROUP COUNSELING AND GROUP WORK

- dynamics associated with group process and development
- therapeutic factors and how they contribute to group effectiveness
- characteristics and functions of effective group leaders
- approaches to group formation, including recruiting, screening, and selecting members
- types of groups and other considerations that affect conducting groups in varied settings
- ethical and culturally relevant strategies for designing and facilitating groups