

**SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES**

**COUN 6260 Pre-Practicum in Counseling**  
Professional Counseling Program  
Department of Educational Leadership  
College of Education  
Middle Tennessee State University



**Course Description:** Introduces basic communication skills, techniques, and process involved with working with clients in a counseling relationship; extensive role-play practice with peer and faculty feedback. (Liability insurance \$1,000,000 each incident/\$1,000,000 annual aggregate) required prior to enrollment.

**Instructor's Statement:** This course will involve the study of theory and practice related to Egan's Model of Helping. In teaching this course, I have two primary objectives: (a) to help you develop an understanding and awareness of the specific knowledge and skills that are most useful in helping relationships, and (b) to provide opportunities for practicing these skills. The format of the class requires your **active participation** in all aspects of the class including lecture, readings, discussions, and activities.

**Textbook:**

Egan, G. (2008). *The skilled helper: A problem-management and opportunity development approach to helping*, (8th ed.) Belmont, CA: Thomson Brooks/Cole.

Egan, G. (2002). *Skilled helping around the world*. Belmont, CA: Thomson Brooks/Cole.

King, A. (2001). *Demystifying the Counseling Process*. Needham Heights, MA: Allyn & Bacon.

**Objectives:**

- To discuss aspects of the helping relationship
- To learn and apply the Egan Model of helping
- To discuss and practice the concept of empathy in a helping relationship
- To learn to work effectively with clients
- To learn effective communication skills

**Evaluation**

|                      |             |
|----------------------|-------------|
| Class Attendance     | 50 Points   |
| Participation        | 50 Points   |
| Mid-term Examination | 100 Points  |
| Final Examination    | 100 Points  |
| Skills Tape 1        | 200 Points  |
| Skills Tape 2        | 200 Points  |
| Self-Exploration     | 100 Points  |
| On-line Journal      | 100 Points  |
| Interventions Manual | 100 Points  |
| <hr/>                |             |
| TOTAL POINTS         | 1000 Points |



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## Grading Scale

| Grade | Percentage | Points        | Evaluation based on points earned.                                       |
|-------|------------|---------------|--|
| A     | 100-90%    | 1000 – 900    | Mastery of content/concepts  |
| B     | 89%-80%    | 899 - 800     | Good understanding of material   |
| C     | 79%-70%    | 799 – 700     | Rather basic understanding, more work is needed to perform appropriately |
| D     | 69%-60%    | 699 – 600     | Limited understanding, more work is needed to perform appropriately      |
| F     | < 60       | 599 and below | Measured performance indicates material was not adequately understood    |

## **ASSIGNMENTS:**

### **1. Class Attendance/Participation (100 points)**

All students are expected to attend class regularly and to participate fully in exercises, activities, and assignments. Class attendance and participation will help prepare you for your exams and skills tape assignments. Due to the nature of this class as a web assisted course, attendance is crucial. Any absences should be discussed in advance with the instructor. The assignment is worth 10% of your grade. After **ONE (1)** absences (either excused or unexcused), you will begin to lose points. Two (2) late arrivals will be equivalent to one (1) absence. **NO EXCEPTIONS!**

### **2. Examination (200 points)**

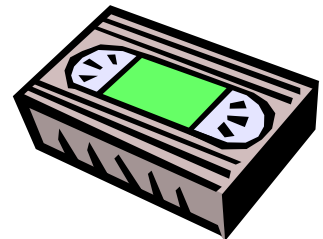
There will be two (2) examinations during the semester. These exams will be multiple choice, case examples, and occasional discussion questions. The exams will be given online using Desire2Learn and will be based on the readings, lectures, and activities completed to that date. The mid-term and final exam will be worth 20% of your grade.

### **3. Skills Tapes (400 points)**

In this course, you will periodically role-play exercises both as the helper and the helpee. As a demonstration of the skills covered in this course, you will be required to submit **TWO (2)** videotapes of yourself as a helper in a session. Skills tapes must be videotapes; audiotapes will not be accepted. Along with the tapes, you will submit documentation that will include:

- A script of your first 15 responses, including your introduction and closing of the session
- A one (1) to two (2) page self-reflection of your performance as a counselor
- All documentation related to tape and session
- A SOAP Note

Skills tapes are not to be scripted. The session should be based on current interactions between helper and helpee. Scripted tapes will result in failure of the assignment. Further details about this assignment will be given throughout the semester. (See guidelines for each tape presented in class). **Tapes should be submitted cued-up to the beginning of the session.**



***Five points will be taken off the final grade per day for tapes submitted late.***

### **Skills Tape 1**

Skills Tape 1 will be a demonstration of basic skills such as attending, listening, and responding. This tape must be a minimum of **20 minutes**. If the tape is less than 20 minutes, you will lose points. Skills Tape 1 will be evaluated on types of responses made, understanding and accuracy of responses, professionalism, facilitation of session (introduction and closing), attending, listening, and genuineness. **LAST DAY TO SUBMIT SKILLS TAPE 1: Given Date**

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## Skills Tape 2

Skills Tape 2 will be a demonstration of facilitation through the stages of Egan's Model of Helping. This tape must be a **minimum of 20 minutes**. If the tape is less than 20 minutes, you will lose points. Skills Tape 2 will be evaluated on facilitation through the model, types of responses made, understanding and accuracy of responses, professionalism, facilitation of session (introduction and closing), attending, listening, and genuineness. **LAST DAY TO SUBMIT SKILLS TAPE 2: Given Date**

### 4. On-Line Journal (100 points)

Students will be required to keep a journal of their personal experiences regarding course material and reactions to experiential exercises in class. Specifically, students will be expected to provide personal reactions to (1) readings from *Demystifying the counseling process*; (2) readings from *Skilled Helping Around the World*, (3) readings from *The Skilled Helper: A Problem-management and Opportunity Development Approach to Helping*"; and (4) class activities and discussion. This journal will be completed on-line using Desire2Learn with **weekly** entries made and should be a minimum of one (1) typed page, double-spaced. Entries are due by 5 pm on the day of class and should be labeled with date and journal entry number (ex. Journal Entry #1; Given Date). This assignment is designed to provoke thought and self-reflection, therefore please be conscientious and specific with reactions.

**Each journal entry must contain your reactions to readings in *Demystifying the counseling process*, as your supplemental reading assignment.**

### 5. Self-Exploration (100 points)

Students will be required to participate in **10 hours** of self-exploration activities. Hours for self-exploration will be granted based on the amount of time spent in each activity, session, etc. No one activity will count more than **four (4)** hours of the total 10 hours. **Students must receive approval from instructor for all activities prior to participation.**

**Diversity Component:** One (1) self-exploration activity will pertain to diversity and multiculturalism. As part of this assignment, please read the following book:

**Payne, R. K. (1996). *A framework for understanding poverty*. Highlands, TX: aha! Process, Inc.**

Please include your reflection of the book in your reaction paper (See Documentation of Self-Exploration for more details). In addition, you will need to follow the directions provided for reading a book.

Students will be able to choose activities from several areas:

**Individual Counseling:** Students may choose to participate in individual counseling. Students should consult with the instructor regarding any type of counseling experience. You may choose to attend a maximum of **four (4)** individual sessions.

**Group Work:** Students may participate in any type of group counseling sessions or support groups available (e.g. Alcoholics Anonymous, Al-Anon). Group work can not make up the entire 10 hours of self-exploration. You may choose to attend a maximum of **three (3)** group sessions.



**Reading:** Students may choose to utilize self-help literature for part of the self-exploration experiences. Books chosen must pertain to self-improvement and should not be text books, etc. This is a vast and growing literature, and students are encouraged to investigate the availability of titles in bookstores and libraries. **Each book will be worth 4 hours.** **Students must have approval from the instructor for each book.**

**Audio/Videotapes:** Students may choose to use self-help audio- or videotapes. There are a wide variety of audio and video materials published that are aimed at enhancing one's understanding of self. Some audio/visual materials may be available from the MTSU library.

**Other Experiences:** Students may receive credit for part of their self-exploration through participation in certain

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activities such as seminars, conferences, workshops, programs aimed at self-discovery (e.g., meditation, physical challenge, relaxation, or artistic expression). **You must submit proof that you attended conferences, workshops, seminars through a signed pamphlet or brochure, etc. with your self-exploration documentation.**

**Volunteer Work:** Students may receive credit for part of their self-exploration through participation in volunteer work. Students must be able to provide documentation of volunteer hours from a supervisor, etc. Volunteer work must pertain to an area of helping professions. You may choose to attend a maximum of **four (4)** volunteer hours.

**Students will be required to submit a one-page prospectus describing the activities that they choose to experience. All activities must be approved by the instructor. This is due by: Given Date.**

### **Documentation of Self-Exploration**

Students will be required to submit a 4 to 6 page (typewritten, APA style, double-spaced) reaction paper of all activities experienced. These reactions papers will be centered around questions raised and answered by the student during the experience. The papers should not be simply a recount of each experience (e.g., counseling sessions, books, etc.) but should be a reflection of what was learned or discovered in the experience. In the paper, include the following:

- Documentation should include a copy of the prospectus submitted at the beginning of the semester.
- Activities should be clearly labeled including the amount of time spent in each activity.
- Reactions to book(s) chosen should be a minimum of 2 pages (of the 6).
- Documentation of attendance to group sessions, workshop/seminars, etc., and/or volunteer work should be presented with paper.

**LAST DAY TO SUBMIT SELF-EXPLORATION ACTIVITIES – Given Date.**

### **6. Intervention Manual (100 points)**

Students will be required to develop an Interventions Manual designed to help prepare for work with children, adolescents, and adults in a counseling setting. In constructing an intervention, students should choose an issue/topic/problem area (e.g., depression, ADHD, study skills, etc.) to be addressed or changed. Once the issue/topic/problem area has been determined, research should be conducted as to what types of interventions can be effective in the change process. Interventions may be small group sessions, classroom guidance lessons, or activities to be used within individual or family counseling sessions.

This assignment has three (3) components:

**a. *Design an intervention*** – Students will be asked to design an intervention to be used with clients. The intervention can be based on resources available or an original idea. Resources from several sources can be utilized. Resources are available online, in any library, or in the Center for Counseling and Psychological Services (CCPS). A list of resources for the PSC will be made available for reference. The intervention must be a minimum of one (1) page and must contain the following information: (a) title, (b) issue/topic/problem area to be addressed or changed, (c) purpose/goal, (d) population served, (e) supplies to be used, (f) a description of how the intervention will work, and (g) reference for material.

**b. *Post the interview via Desire2Learn*** – Students will be required to post an intervention weekly.

**c. *Intervention Manual*** – Students will be required to submit an organized notebook at the end of the semester. The notebook should be organized based on topics. The manual should include any additional resources such as handouts, etc. to be used with the intervention.

**A total of 10 interventions must be posted via Desire2Learn beginning Given Date. A hard copy of the Interventions Manual is due: Given Date.**

### **7. Skills Practice/Computer Usage**

Skills will be practiced in the classroom through role-playing and laboratory settings. Students will be expected to practice the skills on their own throughout the week. As part of the counseling graduate program, all students **MUST** have access to a computer and will be required to conduct online assignments using the appropriate

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technology. No exceptions will be made. Students can access computer labs at various locations on campus. Access to Desire2Learn will be required for this course. I will use your MTSU email address for communications. Please check your MTSU email on a regular basis. If you have problems accessing your email accounts, including operating Desire2Learn, contact the HELP DESK at 6t15.898.5345.

### **8. Multicultural Education**

In this course, content and experiences in multicultural interactions will be discussed. Students will learn about differences in culture and the effect these differences have on the counseling relationship.

### **9. Academic Honesty**

It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

### **9. Confidentiality**

Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role play, or group activity will have their confidentiality respected.



### **10. Professional Organizations**

The MTUS Counseling Program strongly recommends that you obtain membership in the American Counseling Association, American School Counselor Association, and/or the Tennessee Counseling Association. Student memberships are available at a reduced rate, and allow you to become actively involved in local, state, and national activities, which serve to enhance your professional repertoire.

### **11. MTSU Professional Counseling Program Dispositions**

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook at <http://www.mtsu.edu/~psych/counsel.htm> for details).

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.

**Please make sure that all cell phones are turned off or volume down during class! Please do not answer phone in class and use only in case of emergencies.**



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| Tentative Schedule – Pre-Practicum – Fall 2011 |                   |   |   |   |
|--|-------------------|---|---|---|
| Sessions:                                      | Given Date        | Topics  | Readings  | What's due  |
| 1  |                   | <ul style="list-style-type: none"> <li>Introduction/Syllabus Review</li> </ul>  |   |   |
|  | <b>Given Date</b> | No class – holiday  |   |   |
| 2  |                   | <ul style="list-style-type: none"> <li>Introductory Activities</li> <li>Introduction</li> <li>Overview of Helping Model</li> <li>The Helping Relationship: Values in Action</li> <li>Ethical Issues in Counseling</li> </ul>  | Egan, Chapter 1<br>Egan, Chapter 2<br>Egan, Chapter 3                     | <ul style="list-style-type: none"> <li>Journal Entry #1</li> </ul>                              |
| 3  |                   | <ul style="list-style-type: none"> <li>Attending, Listening</li> </ul> <p><b>DUE: Self-Exploration Prospectus</b><br/><b>1<sup>st</sup> Intervention posted on Desire2Learn</b></p>   | Egan, Chapter 4   | <ul style="list-style-type: none"> <li>Intervention #1</li> <li>Journal Entry #2</li> </ul>     |
| 4  |                   | <ul style="list-style-type: none"> <li>Basic Empathy</li> <li>The Art of Probing and Summarizing</li> <li>Role Playing</li> </ul>   | Egan, Chapter 5<br>Egan, Chapter 6  | <ul style="list-style-type: none"> <li>Intervention #2</li> <li>Journal Entry #3</li> </ul>     |
| 5  |                   | <ul style="list-style-type: none"> <li>Step I-A: Helping Clients Tell Their Story</li> <li>Reluctant and Resistant Clients</li> <li>Role Playing</li> </ul>   | Egan, Chapter 10, pages 200-216<br>Egan, Chapter 9                        | <ul style="list-style-type: none"> <li>Intervention #3</li> <li>Journal Entry #4</li> </ul>     |
| 6  |                   | <ul style="list-style-type: none"> <li>Role Playing</li> </ul>  |   | <ul style="list-style-type: none"> <li>Intervention #4</li> <li>Discussion Board</li> </ul>     |
|  | <b>Given Date</b> | Fall Break  |   |   |
| 7  |                   | <b>Mid-Term Examination</b>   | <b>Egan (Chapters 1-9)</b>  | <ul style="list-style-type: none"> <li>Intervention #5</li> </ul>                               |
| 8  |                   | <ul style="list-style-type: none"> <li>Step I-B (Part 1) The Nature of Challenging - Helping Clients Challenge Themselves</li> <li>Step I-B (Part 2) Specific Challenging Skills</li> <li>Step I-B (Part 3) The Wisdom of Challenging</li> </ul>  | Egan, Chapter 7<br><br>Egan, Chapter 8<br>Egan, Chapter 10, pages 217-222 | <ul style="list-style-type: none"> <li>Intervention #6</li> <li>Journal Entry #5</li> </ul>     |
| 9  |                   | <ul style="list-style-type: none"> <li>Step I-C: Leverage: Helping Clients Work on the Right Things</li> </ul> <p><b>DUE: Skills Tape 1</b></p>   | Egan, Chapter 10, pages 223-231   | <ul style="list-style-type: none"> <li>Intervention #7</li> <li>Journal Entry #6</li> </ul>     |
| 10   |                   | <ul style="list-style-type: none"> <li>Step II-A: What Do you Need and Want? Possibilities for a Better Future</li> <li>Step II-B: What do you Really Want? Moving From Possibilities to Choices</li> <li>Step II-C: Commitment - What Are You Willing to Pay for What You Want?</li> </ul>   | Egan, Chapter 12<br><br>Egan, Chapter 13                                  | <ul style="list-style-type: none"> <li>Intervention #8</li> <li>Journal Entry #7</li> </ul>     |
| 11   |                   | <ul style="list-style-type: none"> <li>Step III-A: Strategies for Action - What Do I Need to Do to Get What I Need and Want?</li> <li>Step III-B: Best Fit Strategies - What Strategies Are Best for Me?</li> <li>Step III-C: Helping Clients Make Plans - What Kind of Plan Will Help Me Get What I Need and Want?</li> <li>Making It All Happen: Helping Clients Get What They Need and Want</li> </ul> | Egan, Chapter 13<br><br>Egan, Chapter 14                                  | <ul style="list-style-type: none"> <li>Intervention #9</li> <li>Journal Entry #8</li> </ul>     |
| 12   |                   | <p><b>Final Exam</b></p> <p><b>DUE: Skills Tape 2</b></p> <p><b>DUE: Self-Exploration Documentation</b></p> <p><b>DUE: Interventions Manual</b></p>   | <b>Egan (Chapters 10-14)</b>  | <ul style="list-style-type: none"> <li>Intervention #10</li> <li>Final Journal Entry</li> </ul> |