

# INTRODUCTION TO COUNSELING AND GUIDANCE

## *Psychology 5200 - Fall 2006*

### **I. COURSE INTRODUCTION**

#### **A. COURSE DATA**

Instructor: Carolyn Barcus, EdD  
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Office Hours: W 12:30 - 1:30 pm, Friday, 2:30 to 3:30pm, or by  
appointment  
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#### **Textbook (REQUIRED):**

Ivey, A.E. and Ivey, M.B. (2003). *Intentional interviewing and counseling* (5<sup>th</sup> edition). Pacific Grove, CA; Brooks/Cole.

#### **B. COURSE DESCRIPTION AND PURPOSE**

This course is described in the Utah State University Undergraduate Catalog as follows: "Theory, models, and practice in basic principles of interviewing and counseling, including listening skills, facilitation of verbal interaction, gathering information, attending to nonverbal behavior, interpersonal dynamics, and promoting helping relationships." The purpose, then, is to provide the student with an overview of the profession of counseling/guidance, in terms of both theory and practice. Professional and practical issues will also be addressed, to familiarize the student with the many dimensions of counseling and the world of counseling as a whole.

#### **C. COURSE OBJECTIVES**

At the conclusion of this course, the student should be able to:

1. Identify and discuss the brain/behavior connections that most relate to counseling.
2. Describe and discuss an applied conceptualization of mental health.
3. Discuss the various means and methods employed by professional counselors and the settings in which those tools are practiced.
4. Identify and discuss boundaries and their importance in counseling.

5. Identify and discuss some basic ways of dealing with thoughts, feelings, and behaviors in the counseling relationship.
6. Discuss and demonstrate some basic technical counseling skills, at a rudimentary level.
7. Discuss and demonstrate techniques of assessing and intervening in suicidal ideation.
8. Identify and discuss important concepts related to counseling.

(Note: At the end of this course, the student should not expect to be a master counselor. There is a reason we call the implementation of counseling procedures a "practice." A little knowledge is a dangerous thing. There is MUCH to learn.)

**II. COURSE STRUCTURE**  
**A. GRADING POLICY**

Grades for this course will be based on the following assessments:

40 Class Journal Entries	40 X 3 points each	=	120 points
5 Journal Assignments	5 X 20 pts each	=	100 points
2 Projects	#1 Session transcript	=	75 points
	Scoring	=	15 points
	#2 Session transcript	=	125 points
	Scoring	=	15 points
5 Quizzes	5 X 20 points each	=	100 points
Comprehensive Final		=	<u>100 points</u>
<b>TOTAL</b>			<b>650 points</b>

Final course grades will be based on your percentage of total points earned from the above assessments, with the total possible being **650 points**. The grade breakdown is as follows:

Point Total	Grade	Point Total	Grade
650-608	A	477-452	C-
607-582	A-	451-432	D+
581-562	B+	431-413	D
561-543	B	412-387	D-
542-517	B-	386 & Below	F
516-516	C+		
506-478	C		

Last Day to Drop Class: November 15.

**B. ASSIGNMENTS**

**Reading Assignment:** The text is excellent and easy to read. I **never** lecture from the text, although I will from time to time emphasize important concepts from the text. If you have questions or wish to discuss topics from the text, please bring it up in class on Wednesdays. Quizzes may include questions on major concepts from the text so it pays to stay up with the reading assignments.

September	6	Chapter 1
	13	Chapter 3
	20	Chapter 4
	27	Chapter 5
October	4	Chapter 6
	11	Chapter 7
	18	Chapter 8
	25	Chapter 9
November	1	Chapter 10
	8	Chapter 11
	15	Chapter 12
		22 Chapter 13
		29 Chapter 14
December	6	

**Journals:** You are to keep a journal in this class, the final entries to be turned in at the Psychology Department before 5:00 pm, Friday, December 8. **The journal should be identified by your A# only.** There will be two kinds of entries graded in the journal: class journal entries and journal assignments (although you can write more in them than is required, for your own benefit). Journals will be returned to you after you complete the final test. Journals will be kept confidential, so please be as honest as possible.

**Class Journal Entries:** These entries are to be dated on each class date and numbered 1, 2, 3, etc., and should be made after that class and before the next. **A copy of the journal entries to be turned in every three weeks: Monday, September 18, October 9, October 30, November 20, and Friday, December 8 with complete journal.** Class entries are worth a maximum of 3 points each, for a total of 120 points. **They will be graded according to accuracy of content and thoughtfulness of responses.** There should be a total of 40 entries with no entry for the following dates:

**No class on the following dates so no journal entry:**

- Friday, September 1
- Monday, September 4
- Thursday/Friday, November 23-24
- Friday, December 8

**Journal entries must include the following information:**

- Date of entry and # of entry
- What were the general topics covered in **reading** and **lecture**?
- What were the three most important things you learned, in your opinion, and what makes them important?
- \* **Personal insight as this learning relates to your own life.**

**Journal Assignments:** There will be 5 journal assignments, 20 points each, to do over the semester (chosen from 6 assignments). These assignments will ask you to think about particular areas in greater depth, in some cases, making personal applications. They are geared for “learning by doing,” as they are similar in some way to the kinds of assignments one might ask a client to engage in.

The assignments may be done at any time in the semester and in any order. **HOWEVER**, it is strongly urged that you spread them out rather than wait until the last week to do them, and that you do them in the order assigned (they tend to build on each other). The journal is due in the Psychology Department **before 5:00 pm Friday, December 8.** (Late journals will be docked 10 points per day and will not be graded until after the semester ends, resulting in an “I” grade until Spring Semester.)

**Grading Criteria** Grading will be based on the thoughtfulness, insights, and demonstrated ability to integrate the material from class and reading with your own life. Journal assignments are listed at the end of this section.

**Projects:** There will be 2 application projects the intent of which are to help you integrate and apply what you are learning. These projects require you to audiotape yourself and another person in a face to face meeting using assigned exercises relevant to developing counseling skills. **An exact transcript of that tape should also be provided.**

***The content and criteria for the projects are listed in section E, pp. 5.***

**Project Scoring Exercise:** Score Project #1 & 2 and write a one-page paper on what you learned.

**Quizzes:** There will be 5 unannounced quizzes that will occur over the semester. Make-up quizzes **may** be allowed under extenuating circumstances, but only for half the points.

**Comprehensive Final:** The comprehensive final is Monday, December 11th, 11:30 to 1:20pm. The final, worth 100 points, will consist of multiple choice, fill-in-the-blank, and short essay questions, which will come from both lecture and text. There will be an in-class **review** for the final on Wednesday, December 8. **The final will be corrected in class so plan to stay the entire time.**

**C. PARTICIPATION**

This is a class exploring issues in counseling and guidance. A more theoretical course could be taught in a primarily didactic manner. However, for this course, the learner will get much more out of the material when interacting with that material. For that reason, **attendance and participation are an important element in this class.** Your normal journal entries and overall understanding of the material will suffer by your absence or non-participation.

**D. PLAGIARISM AND CHEATING**

Although I would like to believe that this section is unnecessary, several years at the university have taught me otherwise. Plagiarism is defined as knowingly misrepresenting another's ideas, writings, or words as one's own (The American Heritage Dictionary, 1985). All assignments and tests in this class are intended to be original works, either individually or in assigned groups. External sources should be appropriately cited. Copying material or using the original thoughts of the text authors or other resources is plagiarizing. Cheating is defined as deception or acting dishonestly. Copying the work of another student is both plagiarizing and cheating. Using resources that are not permitted (e.g., crib notes for an exam) is cheating. Consequences of these behaviors range from a verbal warning to suspension from the university. Students in this class are expected to behave in an intelligent and ethical manner with regard to the course work. **If you have any questions about whether or not a certain kind of activity is considered plagiarizing or cheating, please ask the instructor before engaging in such an activity.**

**E. JOURNAL ASSIGNMENTS**

**Journal Assignment #1: HOW DO PEOPLE CHANGE?**

Think of a time when you made some changes in your own feelings, attitudes, and/or behaviors and respond to the following questions.

1. How did that change occur? What did you do first, second, etc.?
2. Did you receive any external help, information, support or guidance (books, workshops, classes, friends, teachers, family, counselors, TV shows, medication, etc.)?
3. What was most helpful in your change process? What was least helpful?
4. Was the change permanent or not? Why or why not?

5. Would you do anything differently now if there was something you needed to change? If so, what? If not, why not?
6. Of behaviors, attitudes, and feelings, which seem easiest for you to change? Which seem hardest? How would you explain these differences?

**Journal Assignment #2:                      RELATIONSHIP SCRIPTS**

1. In your journal, answer discussion questions 1 - 4 with regard to you and your relationships.
2. Discuss in your journal what you learned, about yourself and people in general, from answering the questions.
  1. How do you approach new relationships? What conditions do you require to be met before you open yourself to a closer relationship?
  2. What are the “unwritten rules” in your family and in your culture about interactions with non-family members? How might these rules affect the kind of relationship you are able to offer clients?
  3. If you were a client, what conditions would you look for in your counselor?
  4. Under what conditions do you feel safe? Open and disclosive? Trusting? Does this vary with persons of different ages, gender, values, and ethnic origins?

**Journal Assignment #3:                      “I” MESSAGES**

1. Read the three pages on “I” messages at the end of the syllabus.
2. Complete the “I” Message Exercise at the end of the syllabus, in your journal.

**Journal Assignment #4:                      LOGICAL CONSEQUENCES**

1. On page 315 in your text is a reading and exercise in use of logical consequences. Complete this exercise.

**Journal Assignment #5                      BEHAVIOR MONITORING**

1. Choose a behavior you would like to change (biting nails, procrastinating, not enough exercise, “cussing,” saying “Ya’know,” howling at the moon, etc.). The behavior you choose should not be too complex.

2. Monitor that behavior for one full week, using the following guidelines:
  - a. Do not attempt to change the behavior that week...just monitor it.
  - b. Do a daily behavior count and record it in your journal. Make a graph in your journal to demonstrate the daily count. To get a more accurate count, you may need visual and/or auditory reminders to increase your awareness for your behavior. Some people use a rubber band on their wrist; others use alarms on watches, multiple notes left around, reminders by a friend or family member, etc.
  - c. Monitor thoughts and feelings leading up to the behavior and those immediately after the behavior and record these in your journal.
  - d. Discuss in the journal what happened during the week, what you learned, any surprises, other thoughts and feelings, etc.

**Journal Assignment #6: THE PROFESSIONAL COUNSELOR**

1. Interview a professional counselor/therapist regarding their profession itself, the work they do, how they think and feel about their work. Include questions about what they most like and dislike about what they do, what scares them about their profession, what is most draining and most inspiring, what are the most common professional issues and concerns for them. Summarize your findings in the journal.
2. What would be **your** greatest hopes and fears about becoming a professional counselor? How would you resolve your fears?
3. What have you learned from this assignment?

**F. PROJECTS**

There are two required face-to-face projects. They have specific due dates, which are included below. The projects all involve making an audiotape cassette recording of an exercise AND a transcript of the tape. Tapes sent without the transcript or transcripts sent without the tape will have half the points for the assignment automatically deducted. **The tape must be understandable, and your parts clearly identified on the transcript.** To avoid frustration and re-taping, be sure your equipment works prior to starting the assignment.

For preservation of confidentiality, the following procedures should be followed in turning in your tapes and transcripts:

- Your ID number should be the only identification on the actual tape and transcript.
- Place both the tape and the transcript in a sealed envelope.
- On the outside of the envelope, record your name, ID number, project number and name, and due date. Sealed envelopes will be opened only by the instructor.

**Project #1:**                      DYADIC ENCOUNTER                                              **DUE 10-20**

Complete exercise is the last page of the syllabus. Specific requirements are as follows:

1. Choose a partner (this can be a fellow student or an outside person, preferably someone you don't know very well).
2. The exercise **MUST** be conducted face-to-face, taped, transcribed, and submitted according to the general guidelines listed in the above section, "Projects."
3. If you are doing this project with a classmate, you may use the same tape and transcript. **BOTH PEOPLE MUST DO BOTH PARTS OF THE EXERCISE...READ INSTRUCTIONS CAREFULLY.** These materials should be submitted with both names and ID numbers on the sealed envelope.
4. Transcripts should clearly indicate which speaker in the student (i.e., Speaker 1 is student A 232554321). If both are students, use a key to denote which student is speaking (i.e., Speaker 1 = A555448833; Speaker 2 = A727001234).
5. Scoring: 1 pt/paraphrase (maximum 15 pts); 2 pts/accurate and appropriate reflections.  
Note: You may disclose at whatever level you wish. Your tapes will be held in confidence by the instructor and returned to you in the same manner they were sent.

**Project #2:**                      PROBLEM-SOLVING                                              **DUE 11 - 27**

1. Choose a partner (fellow student or outside person).
2. Using the brief problem-solving strategy at the end of the syllabus, conduct a session of about 30 minutes.

3. The session should be taped and transcribed.
  4. Instruct your partner to use a **real** problem that is at least mildly concerning to them. Also instruct them that they will remain anonymous and that the tapes will be maintained by you and the instructor.
  5. Scoring: see below.
- \*\*Once again, follow all general guidelines.**

**Project Scoring Exercise:** Prior to turning Project #1 and Project 2 in to the Instructor, score it according to these instructions.

**Highlight the statement.**

**Write the kind of statement** (reflect, paraphrase, confront, etc.) above the statement and **write the points awarded to the left of each statement scored.** *In Project 2, put points for the answers to the questions in column one and skill points in column two.*

**Write not more than one page** on what you learned from scoring your interview and what would do differently next time if you were to perform such an interview.

You will be awarded 15 points for each project based on the accuracy of your scoring and on the insight you demonstrate.

**Project 1 Scoring:** Listening skills

Paraphrasing/ Clarifying/summarizing(15 pts only)	=	1 pt
Reflecting Feeling (unless redundant and inappropriate)	=	2 pts.

**PROJECT 2 SCORING EXERCISE (15 pts.)**

Two points are to be given for the answers to each of the 25 questions asked in the interview (totaling 50 points). Fifteen points will also be awarded for the quality of the interview, e.g., smoothness, rapport, solutions reached, and complexity of the interview. These points will be assessed by the instructor. A maximum of 60 points will be awarded for demonstrating the skills presented in class. **You may use the skills as frequently as needed and all skills will be scored but only 60 points may be calculated into your total score.**

Listening skills		
Paraphrasing/ Clarifying/summarizing(15 pts only)	=	1 pt
Reflecting Feeling (unless redundant and inappropriate)	=	2 pts.
Confrontation	=	3 pts.

Thus the total score is as follows:

Answer 25 questions at 2 pts. each	=	50 pts.
Total skill pts. possible	=	60 pts.
Quality of the interview	=	15 pts
Total		125 pts.

## Five Ways to Say “I”

An “I” message can include any or all of the following five parts. The more you include, the more effective your message.

### 1. **Facts**

State the observable, indisputable facts. Talk about what you – or anyone else – can see, hear, taste, smell, or touch. Avoid judgments, interpretations, or opinions. Instead of saying, “You’re an insensitive creep,” say, “You didn’t say hello to me when you came in last night.”

### 2. **Feelings**

Describe your own feelings. It is easier to hear “I feel scared” than “You always drive too fast through the canyon.”

### 3. **Thoughts**

Carefully and specifically communicate your thoughts. “I think you’re a slob” is a judgmental “You” message dressed up as an “I” message. Instead, say “I’d have more time to play with you if I didn’t have to clean up so often.”

### 4. **Desires**

It is easier to get what you want when you say what you want. If someone doesn’t know what you want, they don’t have a choice about helping you get it. Don’t expect others to read your mind. Even when they try, they usually get it wrong. Make your requests clearly. Avoid demands or use of the word “need.” People prefer feeling helpful to feeling obligated. Instead of “Clean the bathroom when it’s your turn, or else!” say, “I want to divide the housework fairly.”

### 5. **Intentions**

The conclusion of an “I” message should include a statement of intent. Have a plan that is not contingent on anyone but you. Instead of, “From now on we’re going to split the housework evenly,” you can say, “I intend to do my half of the housework and leave the rest undone.”

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Ellis, D. (1994). Becoming a master student. Rapid City, SD: Houghton Mifflin.

## "I" Message Exercise

1. Pick something about school that irritates you. Pretend you are talking to the person who is associated with this irritation. First, write what you would say as a "You" message.
2. Now, write the same complaint as an "I" message. Include all of the elements suggested in "Five Ways to Say 'I'."
3. Think about one of your relationships for a few minutes. It might be with a parent, sibling, spouse, child, friend, hairdresser, etc. Next, write about some things that are not working in the relationship. What bugs you? What do you find irritating or unsatisfying?
4. Now, think for a moment, about what you want from this relationship. More attention? Less nagging? More openness, trust, security, money, or freedom? After deciding what you want from the relationship, describe three possible approaches you could use to make the relationship work.
5. Is this how you typically interact with people? (Be honest.) If not, what usually happens and how do you feel about it?
6. Will the "I" message information help you? Will you utilize it? (Why or why not.)

## "I" MESSAGES

"I" messages are used to express difficult negative feelings in words that do not blame or judge.

EXAMPLE: (to a spouse, roommate, child, or co-worker)

"When you don't put things away after using them, I usually end up doing it, or they sometimes get lost, and I feel very resentful. I would appreciate your cooperation in trying to keep things straighter."

-- rather than --

"You're so messy and inconsiderate!"

-- or --

"You don't care about all the work I have to do!"

(To a spouse or friend)

"When you keep watching TV while I'm talking to you, I feel ignored. This is important to me and I'd appreciate your full attention."

-- rather than --

"You're not listening to me!"

FORMULA: I \_\_\_\_\_  
\_\_\_\_\_ (description of feelings)

when you \_\_\_\_\_  
\_\_\_\_\_ (description of other's behavior)

because \_\_\_\_\_  
\_\_\_\_\_ (what effect it has on me)

I wish you would \_\_\_\_\_  
\_\_\_\_\_ (description of the desired behavior)

## Brief Problem-Solving

1. Identify the presenting problem.
  - a. What does the person describe as his reason for seeking assistance?
  - b. Who are the important people?
  - c. What are the major circumstances involved in his distress?
  - d. What are the anticipated consequences of the current situation?
  
2. Explore development of the crisis.
  - a. What is the current level of psycho-social functioning?
  - b. How does the person compare his current functioning with his typical functioning?
  
3. Identify the stressor(s).
  - a. Can the person identify a key event in the period preceding the onset of his distress?
  - b. What were the circumstances of his situation during that time?
  - c. What meaning did the person attribute to the occurrence of the stressor?
  
4. Explore the adjustment efforts.
  - a. What has the person attempted to do to relieve the situation?
  - b. What were the results?
  - c. Does the person know why his efforts have failed?
  - d. Has he ever dealt successfully with similar problem in the past?
  
5. Explore the strengths of the situation.
  - a. What are the sources of support available to the person?
  - b. What people, activities, and situations are currently providing understanding and reassurance?
  - c. Are there potential sources of support not being utilized by the person?
  
6. Clarify the problem.
  - a. How do you summarize the situation?
  - b. Does the person agree with the summary of the situation?
  
7. Develop alternatives.
  - a. What approaches can the person suggest?
  - b. What does he think about each of the possible approaches to his problem presented by the worker?
  - c. What are the consequences of not taking any action?
  - d. Can the person weigh the consequences and his capacity to carry out each of the alternative solutions?

8. Facilitate decision.
  - a. Is there a time frame in which the person must select and implement a plan of action?
  - b. Does the person need to consult with others before making a decision?
  
9. Provide follow-up and support.

What number and type of additional contacts with the worker are needed to ensure the success of the plan of action?