COUN 6220: Counseling Principles and Process II: Consultation Emphasis

I. **Goal of the course:** This course is designed to provide doctoral students with a supervised counseling experience that will facilitate the student’s development as a professional counselor. The focus is on a consistent implementation of an internally consistent, personal theory of counseling with a variety of clients. Students are required to carry a specified case load. Students will learn the process and practice of consultation and its application to client concerns.

II. **Catalog Description:** 3 hours. Principles and supervised practice of advanced skills in counseling and consultation for counselor educators, including consistent implementation of counseling theory. Prerequisite: COUN6210

III. **Learning objectives:** The student will be expected to demonstrate:

A. Knowledge of theories and application of consultation methods in counseling. (CACREP II. C. 1).
B. Proficiency in delivery of consultation for the benefit of clients. (CACREP II. C. 1).
C. Proficiency in integrating a personal, theoretical approach in counseling that is based on a critical review of existing counseling theories. (CACREP IV. H.1)
D. Effective application of multiple counseling theories. (CACREP II. C. 1. & IV. H.2)
E. Understanding of case conceptualization and effective interventions across diverse populations and settings. (CACREP IV. H.3).
F. Understanding of current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. (CACREP IV. I. 5)
G. The personal characteristics needed to be an effective counselor.
H. Proficiency in self assessment of counseling ability.
I. Understanding of various methods for evaluating counseling effectiveness. (CACREP IV. G.2)
J. Proficiency in administration and interpretation of a variety of tests and diagnostic instruments. (CACREP II. C.6)
K. A growth in the sensitivity to the dynamics of the counseling process.
L. Ability to objectively receive feedback from supervisor and peers and incorporate feedback into a personal counseling style.
M. Increased understanding of the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupational, physical, and mental status, local, regional, national, and international perspective, and equity issues in counseling.
N. Application of ethical and legal considerations in counseling and supervision. (CACREP II. C. 7).
O. Ability to advocate for the profession and its clientele. (CACREP IV. J.2)
P. The process skills common to all theories of counseling: identification and pursuit of client themes, planning short and long-term counseling goals, selections of process skill based on guiding theory and counseling goals, developmental and multicultural considerations.
Q. Technical competency in required counseling administrative tasks and counselor educator activities.

R. Demonstrate an area of professional counseling expertise as demonstrated through:
   1. Clinical application of expertise with clients.
   2. Membership in professional organizations (CACREP II. B. 3.)
   3. Presentation of scholarly publications and/or presentations (CACREP II. B.1)

IV. Required Texts:


V. Student Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, participation, &amp; professionalism</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Performance</td>
<td>70 (see criteria below)</td>
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<tr>
<td>Consultation Project</td>
<td>20</td>
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Final Grade: 90-100 = A  75-89 = B  60-74 = C  <50 = F

The final clinical performance grade will be based on supervisor evaluations. The grading scale is as follows:

>59  The student counselor meets stated criteria consistently at this program level as assessed by the *Professional Counseling Performance Evaluation*. The counselor can, in the judgment of the supervisor, engage in counseling with minimal supervision. Counselor respects and maintains clinic procedures and processes.

50-58  The student counselor meets clinical criteria consistently at this program level as assessed by the *Professional Counseling Performance Evaluation*, but fails to meet administrative and/or professional requirements (such as regular attendance, carrying the required counseling load, and attention to administrative responsibilities). The counselor can, in the judgment of the supervisor, engage in counseling with moderate supervision.
The student counselor meets criteria minimally or inconsistently at this program level as assessed by the *Professional Counseling Performance Evaluation*. In the judgment of the supervisor, the counselor has not achieved the criteria for an “A” for a “B” grade. If the supervisor believes that the counselor has the potential to achieve those criteria with additional supervised experience, it will be recommended that the counselor repeat internship, and may include other recommendations aimed at remediation. If remediation is not a possibility, the counselor will be duly informed.