### New Course Request

**Indiana University**  
South Bend Campus

**Check Appropriate Boxes:**  
- Undergraduate credit [ ]  
- Graduate credit [XX]  
- Professional credit [ ]

<table>
<thead>
<tr>
<th>1. School/Division</th>
<th>School of Education</th>
<th>2. Academic Subject Code</th>
<th>EDUC-G</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Course Number</td>
<td>C523</td>
<td>4. Instructor</td>
<td>Staff</td>
</tr>
<tr>
<td>5. Course Title</td>
<td>Laboratory in Counseling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Abbreviation (Optional)** (Limited to 32 Characters including spaces)

| 6. First time this course is to be offered (Semester/Year): | Fall 2008 |
| 7. Credit Hours: Fixed at | 3 |
| 8. Is this course to be graded S-F (only)? Yes [XX] No [ ] |
| 9. Is variable title approval being requested? Yes [XX] No [ ] |

**Course description (not to exceed 50 words) for Bulletin publication:** Laboratory experience. Counseling, analysis of counseling interviews, role playing and closely supervised counseling in the laboratory setting. 

P: Consent of Instructor. C: 6522

| 11. Lecture Contact Hours: Fixed at | 39 |
| 12. Non-Lecture Contact Hours: Fixed at | |

| 13. Estimated enrollment: | 15 |
| 14. Frequency of scheduling: | 1 time/year |
| 15. Justification for new course: | Fills a gap in our current program structure |

| 16. Are the necessary reading materials currently available in the appropriate library? | Yes |

| 17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials. |

| 18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. |

| 19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted. |

Submitted by:  
[Signature]  
Date 11-15-07  
Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by:  
[Signature]  
Date 12-12-07  
Dean

[Signature]  
Date  
Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**UPS 724**  
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;  
Department/Division—Pink; University Enrollment Services Advance—White
Counseling

G502 Introduction to the Field of Counseling (3 cr.) The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

G505 Individual Appraisal: Principles and Procedures (3 cr.) An analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sex, cultural, and individual differences will be examined.

G522 Counseling Techniques (3 cr.) P: G502 or equivalent. Master's students must take G523 concurrently. Introduction to counseling theories and psychological processes involved in individual counseling.

G523 Laboratory in Counseling (3 cr.) P: Consent of instructor. C: G522. Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

G524 Practicum in Counseling (1-3 cr.) P: G502, G522, and G523. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

G532 Introduction to Group Counseling (3 cr.) P: G502 (for M.S. students). Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

G542 Organization and Development of Counseling Programs (3 cr.) Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.
Susan, thank you for the update. If you would write that statement on the form (consent of instructor) that would be great. We do offer G522 on this campus as well so that statement can be added. Anything else I need to do? Thanks for all your assistance.

Hi Jeremy,

G542 was approved by the Curriculum Committee this morning and I hope to take all approved courses to Deb today for the remonstrance posting.

For G523 however there were a few questions. 1) On the existing course description there is a Prerequisite listed to obtain the consent of the instructor. I can write this in on the course request form with your permission. The other noted item is that in the existing course description, the course is taken with a co-requisite, G522 Counseling Techniques. We need to confirm that G522 is currently taught on this campus and also add that to the course description on the form. As a point of reference for the matching course description we used the description found in the 2005-2007 Graduate Online Bulletin, www.indiana.edu/~bulletin/u/educ_grad/2005-2007/courses.shtml.

Please let me know how you would like to proceed with G523 and/or if you have any questions.

Thank you,

Susan (Curriculum Committee, Chair)

Susan E. Thomas
Head of Collection Development
Schurz Library
Indiana University South Bend
(574) 520-5500
suethoma@iusb.edu
All human interactions are complex; counseling interactions are by no means an exception. The helper in the counseling interaction is expected to (1) assist the client in formulating goals for counseling by (2) discerning relevant information during his or her assessments of counseling content and process and, often implicitly, (3) guide the client toward an understanding of the respective roles of counselor and client. Under the most optimal conditions, the client communicates effectively, the counselor capably interprets and attends to the client’s verbal and nonverbal cues, and resistance or “blockages” that can impede successful therapeutic work (either by the client or the counselor) are minimal. These optimal conditions occur rarely.

The major purpose of this course is to achieve a functional level of competence in the use of micro-counseling skills – that is, a sufficient mastery of these skills to allow you to be effective in your work with future clients. A second objective is for you to learn to conceptualize the “process” of therapeutic change in a basic way – to develop a basic understanding of the process of therapeutic change and how one goes about facilitating change in a purposeful way. A corollary but no less important goal of this course is for you to develop some basic competence in conceptualizing client data and attending to appropriate intervention strategies. During the semester, you will learn some basic skills related to effective counseling as well as acquire some introduction to integrating theory into your work with (hypothetical) clients.

TEXT


Additional readings may be made available to you over the course of the semester.

INSTRUCTIONAL PROCEDURES: AN OVERVIEW
Your full participation in the counseling lab should enable you to develop competence in five areas: (1) micro-counseling skills, (2) integration of counseling skills in simulated counseling situations,
(3) giving feedback to and (4) receiving feedback from your peers and supervisor, and (5) self-supervision.

**Counseling Skills Development.** Skills such as attending behaviors, restatement of content, reflection of feelings, concreteness and others are basic to gathering data to be used in helping clients define and solve problem situations. Therefore, a substantial amount of lab time will be spent on defining, demonstrating, and practicing basic counseling skills.

**Skill Integration (Theory to Practice).** Not only must counselors be able to demonstrate the basic skills but also use them effectively at appropriate times. Lab instructional activities will stress understanding and appropriate use of basic listening/helping skills and simulated practice sessions with peers will provide opportunities for establishing proficiency in skill integration. Typescript notations will allow you opportunity to self-supervise (see below), as well as try out basic skills in client assessment and conceptualization. Basic information concerning case conceptualizations (i.e., suicide assessment, countertransference and transference issues, cultural issues, etc.) as well as ethical considerations will be addressed regularly in class sessions and readings.

**Giving Feedback.** To help with the skill acquisition and integration learning process, some form of evaluation is necessary. Evaluation in the lab setting is provided through feedback. In addition, feedback from those observing counseling skills in the lab serves other purposes. It helps to sharpen observer-attending skills and provides a means for generating alternative approaches for working with specific problems and thereby, stimulating exchange of ideas.

**Receiving Feedback.** Skills may be refined and improved when feedback is given, but only if the feedback is utilized. Therefore, openness and receptivity to constructive suggestions is essential for this reason. Considerable stress will be placed on the utilization of feedback which is offered. In other words, one aspect of your evaluation is your responsiveness to good feedback — from both your peers and supervisor (me). Experience in both giving and receiving feedback is useful in all kinds of performance situations.

Feedback has three purposes: to identify discrepancies, to offer support and reinforcement, and to modify behavior. You are encouraged to consider the following criteria when giving feedback:

1. **Describe** observations — don’t evaluate.
2. **Be specific** — not general.
3. **Consider feedback appropriateness** — Whose needs are being met?
4. **Is feedback usable?** Can the behavior be changed?
5. **Is feedback accurate?** Allow for the possibility that your feedback may be off-target. Explore if this may be the case and why.

**Self-Supervision:** The feedback processes serve as guides by which individuals may evaluate their own performance. A skill necessary for professional growth involves recognizing areas of strength
and weakness, therefore, several written self-evaluations based on feedback and self-observation will be required during the term.

ASSIGNMENTS
Counseling lab assignments are briefly described below. The relative contribution for each area (number of points) is also indicated.

NOTE: FOR ALL WRITTEN ASSIGNMENTS, PLEASE SUBMIT THEM ELECTRONICALLY, IN MS WORD FORMAT. YOU MAY EITHER E-MAIL ME DIRECTLY, OR SEND THEM TO ME VIA ON-COURSE (https://oncourse.iu.edu).

A. Weekly Counseling Laboratory Performance/Self-Supervision Critiques (80 points)

Clearly, competent performance in the counseling lab has to be your major objective and preoccupation. It is intended that the various assignments in this course are each designed to contribute to this major objective.

Each week you will turn in a critique of your lab performance from the previous week. To structure your weekly critiques, use the following subheadings:

1. **Nature of the Problem.** Describe what your client talked about.

2. **Skills Utilized.** Describe the skills you utilized during the session and why you used them. For example, you may write that you first employed minimal encouragers (uh-huh, head nods, yes) because the client had little difficulty talking about the issue, then used some closed and open questions to seek clarification on issues. Write this section with the goal of taking the reader along on a journey. Begin at the beginning of the session, and then proceed through until the end. Include a discussion about why you utilized the skills in terms of the therapeutic change model. So for example, you may use a skill because it helped you to “engage” or “validate” the client.

3. **Performance Assessment.** Provide both positive and negative feedback of your performance and be very specific. In other words, instead of writing, “I believed I listened very well and was generally effective with the client,” write, “The client nodded affirmatively when I rephrased what she said; I considered this a good indication that I was able to truly *hear* what she was saying.” Also make sure to give an assessment of the responses you were not satisfied with, why you believe you made them (e.g., “I was distracted,” “I felt stuck, didn’t know what to do,” “I found myself making judgments about what was being said and this prevented me from being attentive,” etc.), and ways you could have stated your responses differently. Make sure to give feedback not only of your verbalizations, but also of your non-verbal communications (e.g., posture, eye contact, head nods).
(4) Future Plans. Imagine that you were to see this client beyond this session. How might you go forward in gathering more information and establishing a preliminary plan of counseling? This section will help invoke some thinking about ongoing counseling. Please conceptualize your client in terms of the phases of the change model, by integrating the change model phases into the way you write about what you would do with the client in the future.

B. Graded Labs (50 points each)
At three times during the semester you will conduct a 20 minute counseling session with your lab partner. In these sessions you will employ each of the skills learned to that point. These sessions will be videotaped. After the session, you will be required to write a detailed critique of your performance (self-supervision). You also will transcribe verbatim a 10 minute segment of the session. These critiques will be turned in to me, along with the tapes, for my detailed analysis. We will then meet to discuss the session.

You should purchase a videotape to record these sessions (extended long play should allow plenty room to record).

C. Professional Self-Portrait/My Personal Philosophy (50 points)
The professional self-portrait is considered to be an invaluable exercise in self-study as you move forward in the process of becoming a counselor. Most fundamentally, the portrait is a kind of intellectual history. It is meant to provide you with a structure and vehicle for examining yourself as a person and a professional —— your world view, your personal values, your evolving beliefs about counseling and other forms of helping, your natural strengths and possible liabilities as a developing counselor, and other issues that relate to the process of becoming a helper. This assignment is due on Thursday, November 25th, in class.

One key way to monitor your development is by keeping a journal and writing in an entry each week. A useful way to center this journal is by writing about your experiences in laboratory (especially through the self-reflection exercises). For the paper, it may be helpful to summarize the journal and highlight those events or times of self-reflection that proved to be turning points to your development.
EVALUATION AND GRADING SUMMARY

Weekly Lab Performance  80 Points
Graded Lab One  50 points
Graded Lab Two  50 Points
Graded Lab Three  50 Points
Professional Self-Portrait  50 Points
Course Participation  10 Points
Total Possible Points  290 Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage to Attain</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
</tbody>
</table>

You will be graded, in part, on the basis of how well you progress in developing competencies over the course of the semester. However, attending to constructive feedback in role-plays and adeptly critiquing your performance over time are important indices of this progression and therefore, are worth more in terms of your overall evaluation in this course. Another aspect of grading will be an assessment of your overall level of counseling competence relative to other practicum students at this beginning level of training.

PROFESSIONAL SELF-PORTRAIT ASSIGNMENT

The application of counseling theories and techniques is, in large measure, a function of the intrapersonal traits, values, and operating system of the individual who is applying them. This assignment is oriented towards beginning self-examination.

Although techniques and theories of counseling can certainly be viewed as tools, it is presumptuous to expect every helper to be equally as comfortable, or effective, with all the techniques or theories. How, then, does the counselor-trainee go about selecting his or her tools? Certainly a broad exposure to a variety of the prevailing ideas in these areas provides a sound basis for understanding human behavior and effective helping strategies, but to which theory, or set of theories does the developing professional become aligned? The rationale of this assignment is that a sense of self is a necessary component in the selection of theories and techniques to be used in the counseling
enterprise.

This paper should address the following topics/questions:

1. What is my view of human nature? Why do people do what they do? It is okay to cite others whose views have been important to you, but please don’t let this section become a book report.

2. Based on the above section, what is my theory on helping and my beliefs about the ultimate goals of counseling? What do I believe are the essential components of effective helping; what actually goes into the process of one person helping another?

3. What is my professional future? What kind of environment will I be working in? What is the “goodness of fit” between counseling training and my professional goals? How will counseling theories and goals be useful and relevant; how will I use personal and outside resources? How will it fit and/or not fit with the above categories?

4. What about counseling do I think will provide me with the most gratification? What frightens me most about the prospect of being a counselor? How would I like my clients to describe me?

5. How might I evoke certain feelings among certain clients, more specifically, those clients who are different from or similar to me in age, sexual orientation, race/ethnicity, and gender? In what ways do certain people evoke feelings in me? Can I dispense therapy equally, or will I find myself becoming constrained or, conversely, rather care-free and relaxed, depending on client characteristics?
SCHEDULE OF READINGS AND DUE DATES

September 2
Introduction and Overview
Ethical Issues
Hill, Chapters 1 & 4
Lab: Why Counseling?

September 9
Multilevel Change Model
Weekly Critique 1 Due
Hill, Chapters 2 & 3
Lab: Interactional Sequence

September 16
Introduction to the Beginning Phase
Attending & Listening
Weekly Critique 2 Due
Hill, Chapters 5 & 6
Lab: Attending & Listening

September 23
Restatements
Open Questions
Weekly Critique 3 Due
Hill, Chapters 7 & 8
Lab: Restatements & Open Questions

September 30
Reflection of Feelings
Additional Skills
Weekly Critique 4 Due
Hill, Chapters 9, 10, & 11
Lab: Reflection of Feelings & Additional Skills

October 7
First Graded Lab: Integration of Beginning Phase Skills

October 14
Feedback Meetings, My Office

October 21
Introduction to the Middle Phase
Challenge
Hill, Chapters 12 & 13
Lab: Challenges
October 28
   Interpretation
   Self-disclosure
   Weekly Critique 5 Due
   Hill, Chapters 14 & 15
   Lab: Interpretation & Self-disclosure

November 4
   Immediacy
   Integration of Middle Phase Skills
   Weekly Critique 6 Due
   Hill, Chapters 16 & 17
   Second Graded Lab: Immediacy and Integration of Middle Phase Skills

November 11
   Feedback Meeting, My Office

November 18
   Introduction to the Final Stage
   Information
   Direct Guidance
   Integration of Ending Phase Skills
   Hill, Chapters 18, 19, 20, & 21

November 25
   No Class: Thanksgiving Break
   Weekly Critique 7 Due
   Hill, Chapters 20 & 21
   Lab: Direct Guidance

December 2
   Putting it all Together
   Professional Self-portraits are Due
   Hill, Chapter 22
   Lab: Putting it all together

December 9
   Final Graded Lab: Integration of all Skills
   Weekly Critique 8 Due

December 16
   Final Feedback, My Office
G523: Laboratory in Counseling

Credit hours: 3
Program area: Counseling
Prerequisites: Consent of instructor
Catalog description: Concurrent: G522. Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

Instructors: Click here to modify information below.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Link(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Toth</td>
<td>Fall 2002</td>
<td>Acrobat Reader file</td>
</tr>
<tr>
<td>Jeff Daniels</td>
<td>Fall 2005</td>
<td>Microsoft Word file</td>
</tr>
</tbody>
</table>

For class schedules, see OneStart (without logging in, you can click on the Public Services tab, and then follow links to the schedule of classes for the Bloomington campus).

http://www.indiana.edu/~edfolks/courses/G523.html