



**Master of Arts in Counseling  
Course Syllabus**

**Course Information**

COUN518 - INTEGRATED COUNSELING PROCESS  
Spring 2024  
3 Semester Hours

**Location/Date/Time**

SB 0003  
Wednesday, 8:30 - 11:30 AM

**Instructors' Information:**

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“If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” ---Lilla Watson

“We seek a compassion that stands in awe of what people have to carry, not in judgment of how they carry it.”  
---Fr. Greg Boyle

“The world breaks everyone and afterward many are strong at the broken places.” ---Ernest Hemingway

“Ring the bells that still can ring  
Forget your perfect offering  
There is a crack in everything  
That’s how the light gets in.” ---Leonard Cohen

**Course Description:**

This course provides an overview of various approaches to working with clients emphasizing the interpersonal therapy process. Students will learn the basics of emotion theory, the role of rupture and repair, and the importance of focusing on the inside and in-between of therapy and be introduced to psychodynamic practices as they apply to counseling. Students will work to further define their theory and apply this experientially when working with clients. Each student will write a Case Study Formulation on a clinical case. Class sessions will emphasize experiential exercises, technique-based role plays, and skill enhancement group praxis. Students are encouraged to take risks and develop their personal style in applying experiential methods in treatment.

**Course Goals and Objectives:** (as a whole addresses CACREP F.1, 2.d, 5. a, f, g, n; C.2.j, C.3.b)

1. Students will demonstrate an ability to develop and sustain the therapeutic relationship by attending to both explicit and implicit therapeutic processes. (F.5.a, f, g)
2. Students will gain an understanding of emotion theory and process experiential therapy. (F.5.a.f, g)
3. Students will further develop their understanding of interpersonal therapy processes throughout the stages of treatment. (F.5.a.b, g, n)
4. Students will enhance their ability to engage empathically with their clients. (F.5.b, d, f, g)
5. Students will practice various experiential techniques. (F.5.f)
6. Students will practice specific experiential techniques and methods in small group role-plays. (F.5)
7. Students will become skilled in recognizing primary, secondary and instrumental emotions and core affective experience. (F.5.a; C.2,3)
8. Students will develop the ability to employ affect-focused interventions. (F.5.a, f, g; C.3.b)
9. Students will write a case study that combines their theory with the interpersonal therapy process. (F.5.f.n; C.3)

10. Students will develop proficiency in using various techniques during the beginning, middle and end of treatment. (F.5.b.d.f.g.n; C.3)
11. Students will develop a personal model of counseling. (F. 5.n; C.3)
12. Students will understand contextual dimension and cultural and social diversity issues relevant for counseling. (F.2.d; C.2.j)

### Course Format:

This course will meet Wednesday, 8:30-11:30 AM. Sessions will emphasize skill development exercises, experiential activities, video review, and theory analysis. Course evaluation will be based on class and group participation, skill development exercise review, a case study formulation, experiential exercises, and readings.

### Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

### Technology:

- The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

Prerequisites: Students who have not taken a course in Counseling Theories and/or Counseling Techniques will find this course exceptionally challenging.

### Required Texts and Other Resources:

Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know*. New York, NY: W.W. Norton.

Teyber, E. (2016). *Interpersonal process in psychotherapy: An integrated model*. New York, NY: Cengage.

Your EMU iPad.

### Course Instructions and Assignments:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

## Attendance (10 points)

This class is experiential and requires that students participate in **all** class sessions. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence and they are required to turn in a 3-5 page paper on the material from the missed class (with readings, supplemental research and support, and lecture notes) and submit it to the professor electronically before the next class period.

If a student misses one of the 3 praxis class periods, the student must make up the missed praxis experience. They will need to arrange for a client and observer to be present with them for that session and turn in all of the requisite paperwork to the professor electronically to demonstrate completion of the assignment for that absence. The above requirements are in support of and in addition to the departmental policy (see department absence policy). Students should note that absences impact overall course grade.

## PRAXIS Experiences (3 X 10 = 30 points)

A PRAXIS experience is an intentional counseling session with you as the therapist and a consistent, assigned group partner. This takes place on 3 occasions throughout the course of the semester (F.5. a, f; C.2.j, 3.b).

You will use your EMU iPad to record these sessions. While you are conducting your session, a classmate will be watching the session and will provide feedback. Then, for each PRAXIS session, you will hand in a PRAXIS DEVELOPMENT PAPER in which you provide:

- a transcription of the session (PRAXIS II and III only);
- your conceptualization of the client: what is the difficulty the client is bringing? How do you think the difficulty came about? What will help resolve or address the difficulty?
- using your conceptualization, analyze your work through a theoretical lens describing your thought process – what you did in the session and why you did it including interpersonal process dynamics;
- your description of alternate clinical pathways you might have taken but did not and why (include your felt sense, co-transference, self-reflection on your process);
- a progress note for the session;
- your process observer's feedback (photocopied);
- SEE BELOW for additional specifics.

You should integrate the feedback you receive from your process observer into your PDP which will be due the following class.

PRAXIS experiences are differentiated in challenge from I-III.

PRAXIS I (10 minutes in length) – Follow the outline above *minus* the transcription.

PRAXIS II (15 minutes in length) – Follow the outline above. Include Teyber Appendix A *Process Notes*.

PRAXIS III (20 minutes in length) – Follow the outline above. Include Teyber Appendix A *Process Notes*. Include a full client conceptualization including your best guess as to the client's personality organization *vis a vis* adult attachment, defensive processes, and core affective experience. For this purpose, you should use the worksheet found in Montgomery, Appendix A.

## Tape Review (30 points)

Each student will schedule a one-hour supervision session with the instructor to review a 20-minute practicum tape segment of their choice. Students are encouraged to choose a session that illustrates their typical style in engaging interpersonal processes in therapy that demonstrates a specific *skill* or *intervention*. The purpose of this meeting is to aid the student in identifying their strengths and areas for future growth and development. This meeting is at the

initiative of the student and arrangements must be made at least 2 weeks prior to the due date. Students may be asked at any time during the semester to meet for a session review by the instructors, so don't erase your tapes until the end of the semester!

### **Reading and Self-Reflection (10 points)**

Students are required to read the assigned text and any assigned supplemental reading. Each student will read the Teyber text material as scheduled on the course calendar. Students are encouraged to attend to both the action steps/treatment tasks for each chapter and to use the Appendices for developing case conceptualization and treatment planning skills.

### **Case Study Formulation/Final Exam (20 points)**

Each student will write a case study formulation on a clinical case from their Practicum (please ensure that **no** identifying information is used in your case study) using the write-up method of PRAXIS III and Appendix B-*Guidelines for Treatment Planning* - from the Teyber textbook. This Case Study Formulation paper (6-8 pages) will be written and formatted professionally, using appropriate headings and subheadings.

A personal reflection section will be added at the end of the paper allowing the student to engage personally with the case. This section offers the student an opportunity to reflect more personally on this case identifying how their unique counselor identity informs their clinical work. In this section, students are encouraged to discuss personal perspectives including view of human nature, emerging theoretical orientation, faith/philosophy of life, counselor strengths and limits, and specific growth goals for the coming year. Papers are to be turned in by the class time on May 5. Late papers will be reduced by a letter grade (F. 2.d; 5. n; C.2.j, 3.b).

**Grading Scale:**            A 100-94;            A- 93-90;            B+ 89-86;            B 85-83;            B- 82-80

## Course Schedule

Date	Subject	Reading/Assignments Due	Microskills Practice
1/17/24	Introduction to the course; centering into the semester; syllabus review; assignment of Praxis groups; introduction to neurobiology	-	Practice with iPads
1/24/24	Responding to Clients Creating Optimal Process	M: Ch 1; T: Ch 1 & 2	Communicating Understanding Overtly
1/31/24	Responding to Clients Attachment Processes through the Lifespan	T: Ch 4 & 6	Identify Themes
2/7/24	Affect Regulation, Emotion, and Feeling: Structuring Tools PRAXIS I	M: Ch 2; T: Ch 3	Use Process Comments
2/14/24	Affect Regulation, Emotion, and Feeling: Varieties of Core Affective Experience Conceptualizing Resistance & Defense	M: Ch 2; T: Ch 3 PRAXIS I	Track Process Dimension Mindful of Defense
2/21/24	Affect Regulation, Emotion, and Feeling: The Healing Affects	M: Ch 2; T: Ch 5	Respond to Resistance
2/28/24	Affect Regulation, Emotion, and Feeling: Case Discussion PRAXIS II	M: Ch 3; T: Ch 5	Focusing Inward
3/6/24	NO CLASS – Spring Break	-	-
3/13/24	Emotional Suffering and Psychopathology: Affect Regulation	M: Ch 3; T: Ch 7 & 8 PRAXIS II	Providing a Holding Environment for Distress
3/20/24	Emotional Suffering and Psychopathology: Affect Regulation	M: Ch 4; T: Ch 7 & 8	Continuing to work with Window of Tolerance
3/27/24	Strategies and Working Through	M: Ch 5; T: Ch 9	Presence
4/3/24	Community Care Day – Class Meets with All Students	-	-
4/9/24	Strategies and Working Through:	M: Ch 5; T: Ch 9	Identifying Affect
4/17/24	Strategies and Working Through: PRAXIS III	M: Ch 5 & 6; T: Ch 10	Being With Affect
4/24/24	Strategies and Working Through: Case Discussion	M: Ch 5 & 6; T: Ch 10	Closure
5/1/24*	Exam Week – No Class Meeting	Exam Week Praxis III	-

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

### READING KEY

M = Montgomery

T = Teyber

## Other Policies:

- **Writing Guidelines:**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: [http://turnitin.com/en\\_us/features/demos](http://turnitin.com/en_us/features/demos).

- **Moodle:**

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible.

- **Academic Support Center:**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants.

- **Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

- **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an “I” (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

**Academic Program Policies:**

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>  
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

**Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior to your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can but is required to bring it to the attention of the institution’s Title IX Coordinator.

If you would like to talk to this office directly, Andrea Herrera Katahira, Title IX Coordinator, can be reached at 540-432-4849 or [titleixcoordinator@emu.edu](mailto:titleixcoordinator@emu.edu). Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries’ pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

**Writing Standards – Graduate Level** *(revised Spring 2012)*

<b><u>Criteria</u></b>	<b><i>A excellent</i></b>	<b><i>B good</i></b>	<b><i>C minimal expectations</i></b>	<b><u>Comments</u></b>
<b>Content</b> <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
<b>Structure</b> <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
<b>Rhetoric and Style</b> <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
<b>Information Literacy</b> <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
<b>Source Integrity</b> <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
<b>Conventions</b> <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when one presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).				<b><u>Grade</u></b>