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**AUBURN UNIVERSITY**

**SYLLABUS**

**1.** **Course Number:** COUN 7350-SC1 and COUN 7350-SC2

**Course Title:** Introduction to Counseling Practice

**Credit Hours:** 3 semester hours

**Co/Prerequisites:** COUN 7320

**Co requisites:** None

**Semester/Year:** Spring 2011

**Scheduled Meeting:** Thursday SC1 4:00-6:50 pm Haley 1126

Thursday SC2 1:00-3:50pm Haley 1126

**Course Instructor:** Kathy D. Robinson, PhD, LPC

**Office**: 2016 Haley Center

**Contact**: [kdr0002@auburn.edu](mailto:kdr0002@auburn.edu)

334-844-2880

**Office Hours:** By Appointment

**2. Date Syllabus Prepared:** March, 1999; Updated 2003, 2004, 2006; Revised December, 2007, January, 2009, January 2011

**SYLLABUS DISCLAIMER:**

Due to the nature of this course I reserve the right to make changes to the syllabus as needed due to the developmental needs of the students. I do not anticipate this, but in the event that changes are deemed necessary I will inform each of you at the earliest date possible in class or via email.

**3. REQUIRED TEXT(S):**

\*Cormier, Sherry & Hackney, Harold (2008). *Counseling Strategies and Interventions* (7th ed)*.* Boston, MA:

Pearson Education, Inc.

Erford, Bradley T. (2010). *35 Techniques Every Counselor Should Know.* Upper Saddle River, NJ: Pearson

Education, Inc.

**RECOMMENDED TEXT(S):**

Carkhuff, Robert R. (2009). *The Art of Helping* (9th ed). Amherst, MA: Possibilities Publishing, Inc.

Carkhuff, Robert R. (2009). *The Student Workbook For The Art of Helping* (9th ed). Amherst, MA:

Possibilities Publishing, Inc.

**4. COURSE DESCRIPTION:**

Methods, interventions and skills essential to counseling in community and post-secondary counseling settings. This course is designed to assist you in preparing for your first practicum experience. You will obtain opportunities to practice skills on mock clients, allowing you to increase your comfort in the execution of counseling skills in a safe environment. You will also be able to develop a core set of skills necessary to work with clients before entering into a counselor-client relationship. Given that the techniques you learn in this course help make the set of core skills necessary for counseling, mastery of skills is necessary for passing the course.

**5. COURSE OBJECTIVES:**

Through assigned readings, in-class exercises, videotaped simulated counseling experiences, and written assignments, students will demonstrate:

1. Knowledge of basic interviewing, assessment and counseling skills with children, adolescents and adults from diverse populations; **SDE 290-3-3.50(2)(a)5**

2. Ability to use developmentally appropriate skills and strategies to facilitate client growth through the stages of counseling.

3. Knowledge of professional ethics and responsibilities with an emphasis on working with diverse clients in community and post-secondary settings

4. Knowledge concerning some typical presenting problems in clients served in community mental health and post-secondary settings

5. Ability to effectively receive and provide individual and group feedback concerning counseling; **SDE 290-3-3.50(2)(a )8; SDE 290-3-3.50(2)(a)10**

6. Knowledge of counselor characteristics and behaviors that influence helping processes including age, gender, religious beliefs, sexual orientation and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations and skills

7. Knowledge of client characteristics and behaviors that influence helping processes including, age, gender, religious beliefs, sexual orientation and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities and life circumstances

8. Flexibility necessary to engage in the various activities directed toward self-exploration

9. Knowledge and understanding of consultation, including theories, models for delivery of consultative services and identification of concerns amenable to consultation interventions, and means of evaluating the effectiveness of consultation; **SDE 290-3-3.50(2)(a)10**

10. Knowledge, understanding and application of theories of counseling as applied to clients served by community mental health and post-secondary settings

11. Selection, application, and evaluation of techniques used in individual counseling

12. Ability to form, conduct and evaluate counseling activities

15. The ability to use technological strategies within counseling and consultation processes;

16. Conduct assessment via interview and observation and use these data to plan for effective interventions. **SDE 290-3-3.50(2)(a)8; 290-3-3.50(2)(b)3.**

**6. COURSE CONTENT OUTLINE:**

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| DATE | Topic | Readings | Assignment Due: |
| January 13 | Introductions, Syllabus,  Overview | \*Chapter 1 |  |
| January 20 | Technology Training  Counseling Relationship | \*Chapter 2 |  |
| January 27 | Counseling Relationship | \*Chapter 2 | **\*\*Intake Due** |
| February 3 | Attending to the Client | \*Chapters 3 & 4  Outside Readings | **\*\*Practice Session on “G” drive Due** |
| February 10 | Managing the Counseling Session | \*Chapter 5  Outside Readings |  |
| February 17 | Responding to Cognitive and Affective Content | \*Chapter 6 & 7  Outside Readings | **Session 1 on “G” drive and \*\*Session Summary Due** |
| February 24 | Reflecting Affect | Outside Readings |  |
| March 3 | Reflecting Cognitive Content and Meaning | Outside Readings |  |
| March10 | Conceptualizing and Goal Setting | \*Chapter 8  Outside Readings | **\*\*Session 2 on “G” drive and Session Summary Due** |
| March 17 | SPRING BREAK | NO CLASS |  |
| March 24 | Integrative Counseling Strategies and Advanced Change Techniques | \*Chapter 8  Outside Readings |  |
| March 31 | Integrative Counseling Strategies and Advanced Change Techniques | \*Chapter 8  Outside Readings |  |
| April 7 | Integrative Counseling Strategies and Advanced Change Techniques | \*Chapter 8  Outside Readings |  |
| April 14 | TBA |  | **\*\*Session 3 on “G” drive and Session Summary Due** |
| April 21 | TBA |  |  |
| April 28 | Class overview and Discussion |  |  |

\*\* All assignments are due prior to class on the due date.

**7. COURSE REQUIREMENTS:**

1. Reading of text, assigned articles, and handouts.
2. Class attendance. Because this course is highly experiential, class attendance is very important. Given that ethical practice within the profession of counseling requires that you are present when scheduled to meet with clients, you are expected to demonstrate this professional practice regularly with regard to attendance at scheduled classes. Each unexcused absence will result in a loss of 5 points from each section grading section (see #8 grading and evaluation).
3. Students will participate in exercises in class in order to practice the skills introduced and modeled by instructor and graduate teaching assistants.
4. **Recorded Sessions**

Students will participate in **4 digitally recorded simulations** (4 individual counseling sessions that reflect identified skills and stage of counseling [e.g., initial session, exploration, termination and one practice session]. Students will be assigned folders on the “G” drive in the counseling lab. All sessions will be stored on this drive. Training for these procedures will be provided by the LRC during class time. **All** **taping sessions will occur outside of class meeting times.**

* 1. For the individual counseling sessions “clients” will be drawn from class membership and graduate assistants. The instructor will pair students according to their program of study if possible. Students will complete the 4 recorded sessions for the course with the assigned peer.
  2. For each session, you must demonstrate the required skills. Students will be made aware of the required skills in advance of each taping session.
  3. **Length of recorded sessions: Practice session: 10-15 minutes;**

**Sessions 1, 2, and 3: 45-50 minutes**

1. **Session Summaries**

Students will be required to complete session summaries for taped sessions 1,2, and 3. A session summary is not required for the practice session. Students will reflect upon their counseling sessions and answer all questions (if applicable) thoughtfully and thoroughly on the session summary form. These summaries will be submitted electronically on Blackboard: Assignment as per the due dates on the course content outline. Session summary forms are available on Blackboard.

1. **Case Conceptualization/Intake**

Students will create a “client” in which they will role play during taped sessions with their peers. Students will use the provided adult or child intake forms to create the “client”. The intake forms are available on Blackboard. Intakes are to be electronically submitted on Blackboard: Assignments on the due date as per the course content outline. APA title page is not required. Further instructions for this assignment will be given in class.

**8. GRADING AND EVALUATION:**

***Skill Demonstration Section:***

Digitally Recorded practice session 5 pts.

Digitally Recorded session #1 25 pts.

Digitally Recorded session #2 25 pts.

Digitally Recorded session #3 25 pts.

**TOTAL POINTS AVAILABLE 80 pts.**

***Written Assignment Section:***

Case Conceptualization/Intake 5 pts.

Session Summaries (3: Sessions 1, 2, 3) 5 pts each 15 pts.

**TOTAL POINTS AVAILABLE 20 pts.**

A grade of Satisfactory (S) in this course is a prerequisite for enrollment in practicum. A grade of Satisfactory requires an overall section average of **85% or higher** in **both** your Skill Demonstration point total and your Written Assignments point total. That is, you will need to earn 85% or higher of the total points available in both sections. Failure to meet these requirements will result in a grade of Unsatisfactory (U). All tapes are due on the dates as per the course content outline. Tapes will not be accepted after due date without excused documentation. Students will be given the opportunity to remediate taped sessions 1 and 2 if they do not meet required skills. Revised session summaries will be required for these taped sessions if remediation is necessary. There will be no remediation options for taped session 3.

**9. CLASS POLICY STATEMENTS:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor **in advance** of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.