

AUBURN UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING
SYLLABUS
Spring Semester 2012

Course #: COUN 7350
Course Title: Introduction to Counseling Practice
Credit Hours: 3 credit hours
Co/Prerequisites: COUN 7320
Corequisites: None
Date Syllabus Prepared: January 2012

Instructor: Melanie M. Scherer Iarussi, Ph.D., LPC
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Office Hours: Monday and Thursday 2-4pm

Texts:

Required:

- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing & counseling: Facilitating client development in a multicultural society* (7th ed.). Belmont, CA: Brooks/Cole.
- Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York: Guilford.

Recommended:

- Erford, B. T., Eaves, S. T., Bryant, E. M., & Young, K. A. (2010). *Thirty-five techniques every counselor should know*. Upper Saddle River, NJ: Pearson Education.

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 with 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.

Course Objectives:

Through assigned readings, in-class exercises, videotaped simulated counseling experiences, and satisfactory performance on the mid-term and final examinations, students will demonstrate:

1. Knowledge about counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP.II.G.2.e.)
2. Knowledge of theories for facilitating optimal development and wellness over the life span (CACREP.II.G.3.h.)
3. An orientation to wellness and prevention as desired counseling goals (CACREP.II.G.5.a.)
4. Counselor characteristics and behaviors that influence helping processes (CACREP.II.G.5.b.)
5. Essential interviewing and counseling skills (CACREP.II.G.5.c.)
6. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to

develop a personal model of counseling (CACREP.II.G.5.d.)

Clinical Mental Health Counseling

7. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (CACREP CMHC.B.1.)
8. Describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (CACREP CMHC.C.1.)
9. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC.C.7.)
10. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP CMHC.D.1.)
11. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC.D.2.)
12. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CACREP CMHC.D.5.)
13. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP CMHC.D.9.)
14. Know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC.G.1.)
15. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling (CACREP CMHC.I.1.)
16. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC.I.3.)

School Counseling

17. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP SC.C.1.)
18. Know strategies for helping students identify strengths and cope with environmental and developmental problems (CACREP SC.C.3.)

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. You are allotted one excused absence (i.e., you notify me before you are gone). If you plan to be gone one week, save your absence for that week. Additional absences will result in a 10 pt. deduction from your overall grade.
3. Students will participate in exercises in class in order to practice the skills introduced and modeled by the instructor and graduate teaching assistants.
4. Students will participate in four (4) digitally recorded mock counseling sessions. Each session will be graded on the counseling skills identified in the table below in "Grading and Evaluation." Taping will occur outside of class meeting times.
 - a) For the individual counseling sessions "clients" will be drawn from class membership.
 - b) For each session, you must demonstrate the required skills. Failure to demonstrate these means that you will need to redo the session.
5. Students will be required to complete in-class assignments and tasks. Documentation for recorded sessions is as follows:
 - a) Practice Session - Students will review their recorded session in full and write a 2-4 page self-evaluation paper. Skills evaluated should include the following: Providing informed consent including limits of confidentiality, eye contact, vocal qualities, verbal tracking, body language,

open questions, closed questions, intentionality, cultural intentionality, and eliciting client strengths and resources. The paper must include the student's evaluation of skill strengths demonstrated in the recorded session, at least 3 skills that the student identifies need more attention and improvement.

- b) Session A – Students will complete an intake form with their mock client and turn in the completed form.
- c) Session B – Students will transcribe the last 15 minutes of their recorded counseling sessions. In a separate column next to the transcribed text, students will state the skill that they were using, and provide an alternative utterance.
- d) Session C – Students will write a progress note of their recorded session.

Grading and Evaluation:

Skill Demonstration & Documentation

#	Title	Length	Required skills	Required Documentation	Point Value
1	Practice session	15 minutes	1. Informed Consent 2. Rubric 1	Self-evaluation Paper	Recording – 10 Paper - 20
2	Session A	45-50 minutes	1. Information gathering 2. Rubric 2	Intake form	Recording - 25 Intake - 20
3	Session B	45-50 minutes	1. Identify MI-consistent skills 2. Rubric 3	15 minute transcription with skills used and alternatives	Recording - 25 Transcription - 30
4	Session C	45-50 minutes	1. Writing a case note 2. Rubric 4	Progress note	Recording - 25 Progress note - 20

Assignment	Point value
RESPECTFUL Dimensions	20
Practice session	15
Self-evaluation Paper	20
Session A	25
Completed Intake	20
Session B	25
Transcription	30
Session C	25
Progress Note	20
Total	200 points

A grade of Satisfactory requires both a class average of 85% or higher on both your Skill Demonstration point total and your Documentation and Written Assignments point total. Missing excess classes (as outlined above) will result in a grade reduction. Failure to complete any assigned task will be considered a reflection of poor

professionalism (e.g., it would not be acceptable to fail to complete an intake form on a client or fail to tape a session for your supervisor so it is not acceptable to fail to complete any requirement for this course even if it is not needed for a passing grade). Failure to meet requirements or objectives will result in a grade of U. NOTE: a grade of S in this course is a prerequisite for enrollment in practicum

Class Policy Statements:

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
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 University Policies <https://sites.auburn.edu/admin/universitypolicies/default.aspx> 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 University Policies <https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx> 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 accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Office of Accessibility, 1228 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:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. Model and nurture intellectual vitality
8. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

Course Schedule:

Week	Date	Material	Readings/Assignment
1	1/12/12	Introduction and Overview of Course Introduction to Counseling Practice 6pm Lab Tutorial	I: Ch. 1
2	1/19/12	Ethical considerations Multicultural considerations Wellness/Holistic model Identifying strengths Practice Informed consent	I: Ch. 2
3	1/26/12	Attending Behavior Observation skills Questions Encouraging, Paraphrasing	I: Ch. 3, 4 (to p. 109), 5, & 6 RESPECTFUL Dimension completed
4	2/2/12	MI Philosophy and Principles OARS	R: Ch. 1, 2, & 4 First tape due with self-evaluation paper
5	2/9/12	Reflections Stages of Change	I: Ch. 7 R: Ch. 3
6	2/16/12	Gathering information at intake Establishing goals	
7	2/23/12	Putting together person-centered skills	I: Ch. 8
8	3/1/12	Self-Disclosure Change Talk Enhancing Motivation Develop discrepancy Scaling questions	I: Ch. 9 & 12 R: Ch. 5 Tape two due with completed intake form
9	3/8/12	Rolling with resistance	R: Ch. 6
10	3/15/12	Spring Break!!!	
11	3/22/12	Ambivalence, Decisional balance Agenda Setting, Sharing information, Expressing concern Case notes	R: Ch. 7 - 9
12	3/29/12	Transitioning to plan development Negotiating a treatment plan	R: Ch. 10 & 11 Tape three due with transcription
13	4/5/12	Developing and implementing a treatment plan Incorporating Theory-based interventions	I: Ch. 14
14	4/12/12	Evaluating progress, maintenance, and Termination	Final tape due with case note
15	4/19/12	Individual meetings	

Justification for Graduate Credit:

This course includes advanced content crisis intervention. This 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.

SYLLABUS DISCLAIMER:

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.