**COUN 7350 (section 001)**

Introduction to Counseling Practice

***Spring 2014***

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**Special Education,**

**Rehabilitation and Counseling**

**College of Education**

Instructor Information:

**Sherrionda H. Crawford, Ph.D., LPC**

**Adjunct Professor**

**2002 Haley Center**

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Office Hours:

**By appointment**



**Introduction to Counseling Practice (3 semester hours)**

Course Syllabus

Spring 2014

**1. General Information**

Instructor: Sherrionda H. Crawford, Ph.D., LPC, NCC

Office: Haley Center 2002

Office Phone: Wed-745-9737 (email is the preferred mode of contact)

Office Hours: By appointment

Email: [smh0024@tigermail.auburn.edu](mailto:smh0024@tigermail.auburn.edu) and by appointment

Class meetings: 4:00-6:50 Thursday, **HC 2442**

Prerequisites: None

Co-requisites: None

**2. Date Syllabus Prepared: January 2014**

**3. Required Texts:**

**Required:**

Cormier, S., & Hackney, H. (2012). *Counseling strategies and interventions* (8th ed.). Upper Saddle River, NJ: Pearson Education.

MacCluskie, K. (2010). *Acquiring counseling skills: Integrating theory, multiculturalism and self-awareness.* Upper Saddle River, NJ: Pearson Education.

**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.

**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 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.

**5. Student Learning Outcomes:**

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*

1. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (CACREP CMHC.B.1.)
2. 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.)
3. Know the principles, models, and documentation formats of bio-psychosocial case conceptualization and treatment planning (CACREP CMHC.C.7.)
4. 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.)
5. 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.)
6. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CACREP CMHC.D.5.)
7. 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.)
8. 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.)
9. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling (CACREP CMHC.I.1.)
10. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC.I.3.)

*School Counseling*

1. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP SC.C.1.)
2. Knowstrategies 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.  This course is highly experiential and 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 absent). If you plan to be absent one week, save your absence for that week**. Additional absences will result in a 10 point grade reduction from your overall grade;** additionally, students will be held responsible for any content covered in the event of an absence.

3.   Students will participate in in-class exercises and activities in order to practice counseling skills and reflect on their learning experiences.

4.   Students will participate in four (4) digitally recorded mock counseling sessions. Each session will be graded on the counseling skills identified in *Grading Rubrics* found on Canvas. Taping will occur outside of class meeting times. Students are expected to be dependable and responsible in regard to attending scheduled recording times with partners and in their treatment of the lab space.

1. For the individual counseling sessions “clients” will be drawn from class membership.
2. For each session, you must demonstrate the required skills. Failure to demonstrate these skills may result in students having to rerecord the session.
3. Students will be required to complete written assignments and documentation for recorded sessions as follows:
   1. **Reflection Paper 1**: Students will read and reflect on challenges commonly encountered by beginning helpers (Cormier & Hackney Ch. 10). Each student will then write a 3-5 page reflection on what challenges he or she anticipates encountering given his or her unique history and cultural background. After identifying these challenges, students will develop potential strategies for managing such challenges.
   2. **Practice Session Reflection Paper 2**: Students will view their recorded practice session in full and write a 2-3 page reflection paper. Skills evaluated should include the following: Providing informed consent including limitations of confidentiality, eye contact, vocal qualities, verbal tracking, body language, open questions, closed questions, and intentionality. The paper must include the student’s evaluation of skill strengths demonstrated in the recorded session as well as skills that the student identifies need improvement. Students should also reflect on their internal experience during the session.
   3. Session A
      1. Students will complete an intake form with their mock client and turn in the completed form.
      2. **Reflection Paper 3**: Students will view their intake session in full and write a 2-3 page reflection paper. Students will reflect on their internal experience during the session, the safety of the environment created for the client, their question to reflection ratio, and their effectiveness in gathering information and closing the interview session.
   4. Session B
      1. 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.
      2. **Reflection Paper 4**: Students will view the session in full and review their transcription and write a 2-3 page reflection paper. Students will reflect on their internal experiences during the session in comparison to previous sessions. Students will also reflect on the skills they used during the session (e.g., questions, reflections, strategies to respond to discord or ambivalence), their intentionality behind their behaviors in session, effectiveness of skills used, and aspirations for the final recorded session.
      3. **Supervision**: As a part of skill development and demonstrations each student will schedule and attend one supervision session with the instructor or doctoral teaching instructor. This meeting will last approximately 30-45 minutes. This is to prepare you for practicum supervision experiences, as well as supervision experiences in "real world" settings. Participation in this supervision session will not be graded; however you will receive points based on professionalism and preparedness. Additional info will be provided in class.
   5. Session C
      1. Students will write a progress note and session summary of their recorded session.
      2. **Reflection Paper 5:** Students will view the session in full and write a 2-3 page reflection paper focusing on their internal experience in session, skills used including intentionality and effectiveness, and their experience of termination of the helping relationship. Students will also reflect on their progression across their four recorded sessions in regard to their comfort level in the counselor role, ability to implement counseling skills intentionally and effectively, and conceptualize client issues.

**Grading and Evaluation:**

*Skill Demonstration & Documentation*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Title** | **Length** | **Required skills** | **Required Documentation** | **Point Value** |
| 1 | Practice session | 1. minutes | 1. Informed Consent 2. Rubric 1 | Reflection Paper | Recording – 20  Paper - 10 |
| 2 | Session A | * 1. minutes | 1. Information gathering 2. Rubric 2 | Intake form  Reflection paper | Recording - 25  Intake form – 20  Reflection Paper - 10 |
| 3 | Session B | * 1. minutes | 1. Identify CBT-consistent skills 2. Rubric 3 | 15 minute transcription  with skills used and alternatives  Reflection paper | Recording - 25  Transcription – 30  Reflection Paper - 10 |
| 4 | Session C | * 1. minutes | 1. Writing a case note 2. Rubric 4 | Progress note and session summary  Reflection paper | Recording - 35  PN and summary – 15  Reflection Paper - 10 |
| 5 | Supervision | * 1. Minutes | 1. Ability to respond to feedback and constructive criticism | 15 minute section of a tape to review | 10 |

**Assignments Point Value**

***Skill Demonstrations***

Practice session 20

Session A 25

Session B 25

Supervision 10

Session C 35

Skill Demonstration Total 115

***Written Assignments***

Reflection Papers (5 x 10pts each) 50

Completed Intake 20

Transcription 30

Progress Note and Session Summary 15

Written Assignment Total 115

**Grand Total 230 points**

**A grade of Satisfactory requires both a class average of 85% or higher on *both* the Skill Demonstration point total and the Written Assignments point total.** All assignments are due at the beginning of class on their due date. Late assignments will be accepted at the discretion of the instructor and will result in a grade reduction. Unexcused absences (as outlined above) will result in a grade reduction. 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:
   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
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.

**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.

**Course Schedule:**

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| --- | --- | --- | --- |
| ***Week*** | ***Date*** | ***Material*** | ***Readings/Assignment*** |
| 1 | 1/9/14 | Introduction and Overview of Course  Introduction to Counseling Practice | C&H: Ch. 1  MacCluskie: 1, 3 |
| 2 | 1/16/14 | Helping relationships  Self-disclosure  Ethical considerations  **Lab Tutorial** | C&H: Ch. 2, 4 (p. 57-62) & 10  MacCulskie: 12 (219-222), 16 |
| 3 | 1/23/14 | Multicultural Considerations  Attending to Clients  Observational skill | C&H: 3 & 4  MacCulskie: 2, 4 and 5  **Reflection Paper 1** |
| 4 | 1/30/14 | Informed Consent  Paraphrasing and Questioning | C&H: Ch. 5 (pp. 69--74) & 6 (94)  MacCluskie: 6 & 7  **Practice session**  **Reflection paper 2** |
| 5 | 2/6/14 | Feeling Reflecting  Reflection of Meaning | C&H: 7 (115-116)  MacCluskie: 8 & 9 |
| 6 | 2/13/14 | Responding to Cognitive and  Affective Content | C&H: 6 & 7 |
| 7 | 2/20/14 | Counseling Theories  The Counseling Process  Putting together person-centered skills at intake (practice sessions) | MacCluskie: 11 &12 |
| 8 | 2/27/14 | Managing the Counseling Session  Initial Assessments/Intake Interviews | C & H: 5  MacCluskie: 13 |
| 9 | 3/6/14 | Responding to ambivalence and relationship discord  Change Talk  Confrontation | MacCluskie 10 & 14 (256-259)  **Session A due**  **Completed intake form**  **Reflection paper 3** |
| 10 | 3/13/14 | **Spring Break!!!** |  |
| 11 | 3/20/14 | Conceptualizing and Goal Setting | C & H: 8  MacCluskie: 15 |
| 12 | 3/27/14 | Agenda Setting, Sharing information, Expressing concern  Case notes | ***ACA Conference*** |
| 13 | 4/3/14 | Developing and implementing a treatment  plan  Incorporating Theory-based interventions | **Session B due**  **Transcription**  **Reflection Paper 4** |
| 14 | 4/10/14 | Using Integrative Counseling Strategies and Interventions | C&H: Ch. 9  MaCluskie: 14 |
| 15 | 4/17/14 | Evaluating progress, maintenance, and  Termination  Fill in the gaps & Practice session | C & H: 5 (81-88) |
| 16 | 4/24/14 | Class Overview and Discussion | **Session C due**  **Progress Note and Session Summary**  **Reflection Paper 5** |

**\*\*\*All assignments are due at the beginning of class time on the date noted.**

**\*\*\*All assignments should be prepared utilizing APA Format.**