

AUBURN UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING
SYLLABUS
Spring Semester 2015

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, Revised 2013, 2014, 2015

Instructor: Melanie M. Scherer Iarussi, Ph.D., LPC

Email: miarusi@auburn.edu

Phone: (334) 844-2880

Office Hours: By appointment

Office: 3010 Haley Center

Texts:

Required:

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

Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York, NY: 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.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford.

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. This course is highly experiential and class attendance is very important. You are allotted one absence. Additional absences will result in a 10-point grade reduction, and 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 to practice counseling skills and then reflect on their learning experiences. Students' counseling behaviors and dispositions as demonstrated in class will be evaluated several times throughout the semester.
4. Students will complete **five (5) digitally recorded mock counseling sessions**. Each session will be graded for the counseling skills and professional behaviors identified in the Grading Rubrics (located in the appendix). Recordings 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. "Clients" will be assigned by the instructor and will be drawn from class membership.
5. Students will be required to complete written assignments and documentation for recorded sessions as follows:

- a) Counseling self-awareness paper: 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. ***Students will document their reflections of these anticipated challenges and develop strategies for how to manage such challenges. Due 1/29/15***
- b) Session 1 Reflection Paper: Students will view their recorded Session 1 in full and write a 2-4 page reflection paper. The paper must include the student's evaluation of skills executed per the Grading Rubric, including 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. **Due 2/5/15**
- c) Session 2
 - 1. Students will complete an intake form with their mock client and turn in the completed form.
 - 2. Reflection Paper: Students will view Session 2 in full and write a 2-4 page reflection paper. Students will reflect on their internal experience during the session and their execution of counseling skills listed in the Grading Rubric. **Due 2/26/15**
- d) Session 3
 - 1. Students will transcribe the 10 minutes of recorded counseling Session 3. In a separate column next to the transcribed text, students will state the skill that they were using, and provide an alternative utterance. Please follow the template provided.
 - 2. Reflection Paper: Students will view Session 3 in full and review their transcription and write a 2-4 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, awareness of client needs) per the Grading Rubric, their intentionality behind their behaviors in session, effectiveness of skills used, and ideas for improvement. **Due 3/19/15**
- e) Session 4
 - 1. Students will write a progress note of their recorded Session 4.
 - 2. Reflection Paper: Students will view the session in full and write a 2-4 page reflection paper focusing on their internal experience in session and skills used per the Grading Rubric. **Due 4/16/15**
- f) Session 5 Reflection Paper: Students will write a 2-4 page reflection paper on their experience of termination of the helping relationship. Students will also include a reflection on their progression across the semester in regard to their comfort level in the counselor role, ability to implement counseling skills intentionally and effectively, and accurately conceptualize client issues. **Due 4/30/15**

Grading and Evaluation:

An adapted version of the *Counseling Competencies Scale – Revised (CCS-R)* will be used to evaluate students' counseling skills and development a therapeutic relationship (Part I of Grading Rubrics) as well as students' professional dispositions and behaviors (Part II of Grading Rubrics).

- a) **A score of 3 or 4 MUST be earned for each skill demonstrated in Part I of each rubric "Counseling skills and Therapeutic Conditions" in order for the student to advance to the next recorded assignment.** Per the CCS-R, the following ratings will be used:
 - 1. **Exceeds Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).
 - 2. **Meets Expectations / Demonstrates Competencies (3)** = the counselor or trainee demonstrates **consistent and proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate

therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.

3. **Near Expectations / Developing towards Competencies (2)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
 4. **Below Expectations / Insufficient / Unacceptable (1)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
 5. **Harmful (0)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- b) Students who earn a score of 2 or below on any given skill will meet with the course instructor or doctoral teaching assistant to discuss feedback. The student will then re-do the assignment (e.g., re-record this session) within one week to be evaluated again. Students may reattempt a session no more than twice.
- c) If after three total attempts, a student cannot sufficiently demonstrate the skills required on any of the rubrics (fail to earn a score of 3 or 4), the student will not pass the course.

Skill Demonstration & Documentation

Session	Length	Clinical skills	Required Documentation	Point Value
Session 1	15 minutes	1. Informed Consent 2. Developing rapport 3. Rubric 1	Reflection Paper	40
Session 2	45-50 minutes	1. Therapeutic relationship 2. Explore thoughts, behaviors, and emotions 3. Rubric 2	Intake form Reflection paper	80
Session 3	45-50 minutes	1. Intentional use of skills to explore client issue 2. Exploring and resolving ambivalence 3. Rubric 3	10 minute transcription with skills used and alternative Reflection paper	88
Session 4	45-50 minutes	1. Theory-based intervention 2. Rubric 4	Case note Reflection paper	92
Session 5	20-30 minutes	1. Termination 2. Rubric 5	Reflection paper	64

Assignments

	<u>Point value</u>
Counseling Self-Awareness Paper	15
Session 1: Informed Consent	40
Session 2: Intake	80
Session 3: Exploring	88
Session 4: Intervention	92
Session 5: Termination	64
Grand Total	379 points

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. NOTE: a grade of C or better 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.**

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:

Week	Date	Content	Readings Due	Assignments Due
1	1/15/15	Introduction and Overview of Course Introduction to counseling skills and process Developmental processes of beginning counselors	C&H: Ch. 1	
2	1/22/15	The counseling process Multicultural considerations Ethical considerations Lab Tutorial	C&H: 5 & 10	
3	1/29/15	Informed consent Attending to clients Helping relationships	C&H: 2, 3, & 5 (p. 67-72)	Self-awareness paper due
4	2/5/15	Helping relationships MI Spirit and processes	C&H: 2 R: 2 M&R: Ch. 1-3	Session 1 due Reflection paper
5	2/12/15	Questions, Paraphrases, Reflections, and Summaries; OARS Exploring thoughts, behaviors, and emotions	C&H: Ch. 5 (p. 72-74), 6 & 7 R: Ch. 1 – 4 M&R: 4 - 6	
6	2/19/15	Gathering information at intake Exploring values and goals Establishing therapeutic goals Stages of Change	C&H: Ch. 5 (p. 75-81) & 8 M&R: Ch. 7 - 10	
7	2/26/15	Mental status and risk assessment Mandatory reporting	SAMHSA SAFE-T Alabama Child Abuse Reporting Law	Session 2 due Completed intake form Reflection paper
8	3/5/15	Opening and closing counseling sessions Understanding and responding to ambivalence	R: Ch. 7 & 8 M&R: Ch. 12 - 18	
9	3/12/15	ACA Conference – No Class		
10	3/19/15	Responding to relationship discord	R: Ch. 6	Session 3 due Transcription Reflection paper
11	3/26/15	SPRING BREAK		
12	4/2/15	Case conceptualization Incorporating theory-based interventions Case notes	C&H: 8 R: 7, 9 - 11 M&R: 19-22	

13	4/9/15	Facilitating and evaluating change Incorporating theory-based interventions	C&H: 9	
14	4/16/15	Evaluating progress, maintenance, and Termination	C&H: Ch. 5 (p. 81-88)	Session 4 due Case note Reflection paper
15	4/23/15	Fill in the gaps & practice sessions		
16	4/30/15	Individual meetings		Session 5 due Reflection paper

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

Readings listed in *italics* are recommended (optional).