AUBURN UNIVERSITY

DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS

Spring Semester 2019

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 September 2018, Revised December 2018

Instructor: Heather Delgado, Ph.D., LPCA, NCC

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Office: 2054 Haley Center

Texts: Required:

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

Yalom, I. D. (2017). The gift of therapy: An open letter to a new generation of therapists and their patients. New York, NY: HarperCollins Publishers.

Recommended:

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

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

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.   Theories, models and strategies for understanding and practicing consultation (CACREP II.F.5.c.)

2.   The impact of technology on the counseling practice (CACREP II.F.5.e)

3.   Ethical and culturally relevant strategies for establishing and maintaining in person and technology assisted relationships (CACREP II.F.5.d)

4.   Counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f)

5.   Essential interviewing, counseling and case conceptualization skills (CACREP II.F.5.g)

6.   Developmentally relevant counseling treatment or intervention plans (CACREP II.F.5.h)

7.   Development of measurable outcomes for clients (CACREP II.F.5.i)

8.   Processes for aiding students in developing a personal model of counseling (CACREP II.F.5.n)

9.   Development of outcome measures for counseling programs (CACREP II.F.8.d)

10.  Evaluation of counseling interventions and programs (CACREP II.F.8.e)

11.  The role and process of the professional counselor advocating on behalf of the profession (CACREP II.F.1.d)

12.  Strategies for personal and professional self-­‐evaluation and implications for practice (CACREP II.F.1.k)

Clinical Mental Health

13.  Theories and models related to clinical mental health counseling (CACREP V.A.1.b)

14.  Principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.A.1.c)

15.  Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP V.A.1.c)

16.  Counselor characteristics and behaviors that influence the counseling process (CACREP V.A.1.f)

17.  Cultural factors relevant to clinical mental health counseling (CACREP V.A.2.j)

18.  Legal and ethical considerations specific to clinical mental health counseling (CACREP V.A.2.l)

School Counseling

19.  Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP V.G.2.g)

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 excused absence (i.e., you notify me before you are gone). Additional absences will result in 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** 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.

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 skills may result in students having to rerecord the session.

5.   Students will be required to complete **written assignments and documentation** for recorded sessions.

Course Assignments:

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| --- | --- |
| Assignment 1 | Due: 2/4 |
| 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. Students will document their reflections of these anticipated challenges and develop strategies for how to manage such challenges. |
| Assignment 2 | Due: 2/11 |
| Practice Session Recording | A 15-minute practice session with the aim of providing informed consent. This practice session will be viewed by the professor, but will not be graded. |
| Reflection Paper 2 | Students will view their recorded practice session in full and write a 2-­-4 page reflection paper. The skills evaluated of this session are 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. |
| Assignment 3 | Due: 3/4 |
| Session A Recording | A 45-50 minute intake session. |
| Reflection Paper 3 | Students will view their intake session in full and write a 2-­‐4 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. |
| Completed Intake Form | Students will turn in and complete an intake form with their mock client. |
| Assignment 4 | Due: 4/1 |
| Session B Recording | A 45-50 minute recording of a counseling session. |
| Reflection Paper 4 | Students will view the session 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, 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. |
| Transcription | 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. |
| Assignment 5 | Due:4/22 |
| Session C Recording | A 45-50 minute recorded session of a counseling session (including termination) |
| Reflection Paper 5 | Students will view the session in full and write a 2-­‐4 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. |
| Case Note | Students will write a progress note of their recorded session. |

Grading and Evaluation:

Skill Demonstration & Documentation

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| --- | --- | --- | --- | --- | --- |
| # | Title | Length | Required skills | Required Documentation | Point Value |
| 1 | Practice | 15 minutes | 1.   Informed Consent  2.   Rubric 1 | Reflection Paper | Recording-0  Paper -­‐ 10 |
| 2 | Session A | 45-­‐50 minutes | 1.   Information gathering  2.   Rubric 2 | Intake form Reflection | Recording -­‐ 25 Intake form – 20 |
| 3 | Session B | 45-­‐50 minutes | 1.   Identify  consistent skills  2.   Rubric 3 | 15-minute transcription  with skills used and alternatives  Reflection paper | Recording -­‐ 30  Transcription – 30  Reflection  Paper -­‐ 10 |

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| --- | --- | --- | --- | --- | --- |
| 4 | Session C | 45-­‐50 minutes | 1. Writing a case note   2.   Rubric 4 | Progress  note | Recording -­‐ 35  Progress note-10 |

Assignments Point value

Skill Demonstrations

Session A 25

Session B 30

Session C 35

**Skills Demonstrations Total 90**

Written Assignments

Reflection Papers (5 x 10pts each) 50

Completed Intake 20

Transcription 30

Progress Note 10

**Written Assignment Total 110**

Grand Total 200 points

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| Course Assignment | Due Date | Evaluation | CACREP Professional Standards |
| Session A | 3/4 | 25 pts. | CACREP II.F.5.d, II.F.5.f, II.F.5.g, II.F.5.h, II.F.5.i, CACREP II.F.5.n, CACREP II.F.8.d, CACREP II.F.1.k, CACREP V.A.1.b, CACREP V.A.1.c.  CACREP V.A.1.f, CACREP V.A.2.j,  CACREP V.A.2.l |
| Session B | 4/1 | 30 pts. | CACREP II.F.5.d, II.F.5.f, II.F.5.g, II.F.5.h, II.F.5.i, CACREP II.F.5.n, CACREP II.F.8.d, CACREP II.F.1.k, CACREP V.A.1.b, CACREP V.A.1.c.  CACREP V.A.1.f, CACREP V.A.2.j,  CACREP V.A.2.l |
| Session C | 4/22 | 35 pts. | CACREP II.F.5.d, II.F.5.f, II.F.5.g, II.F.5.h,  II.F.5.i, CACREP II.F.5.n, |
| Reflection Papers | 2/4, 2/11, 3/4, 4/1, 4/22 | 50 pts. | CACREP II.F.5.c. CACREP II.F.5.e. CACREP II.F.1.k, (CACREP V.A.1.b, CACREP V.A.1.f,  CACREP V.A.2.j |
| Completed Intake | 3/4 | 20 pts. | CACREP V.G.2.g |
| Transcription | 4/1 | 30 pts. | CACREP II.F.1.k, (CACREP V.A.1.b, CACREP V.A.1.f,  CACREP V.A.2.j |
| Progress Note/Case Note | 4/22 | 10 pts. | CACREP V.G.2.g |
| Total Points: 200 |  |  |  |

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.   Students with Disabilities Statement Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternative time can be arranged. To set up this meeting, please contact me by e-­‐mail. If you have not established accommodations through the Office of Accessibility, 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:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Week | Date | Material | | Reading and Assignments | | CACREP Standards | |
| 1 | 1/14 | Introduction and Overview of | |  | | CACREP II.F.8.a | |
|  |  | Course  Lab tutorial  Assign skills partners | | None | | CACREP V.A.2.j,l CACREP V.A.2. CACREP V.A.1.c | |
| 2 | 1/21 | Mr. Luther King Jr. Day  NO CLASS | | None | |  | |
| 3 | 1/28 | The helping profession and the helping relationship  Ethical Considerations | | Readings:  C&H: Ch. 1, 2  Ch. 17 (Canvas)  Yalom: Ch. 1-7 | | CACREP II.F.5.d  CACREP II.F.5.f | |
| 4 | 2/4 | Common challenges for beginning helpers  Attending skills  Practice Informed Consent | | Readings:  C&H: Ch.3, 10  Yalom: Ch. 8-14  **Assignments Due:**  **Reflection Paper 1** | | CACREP II.F.5.h CACREP II.F.5.i CACREP II.F.8.e CACREP V.A.1.c | |
| 5 | 2/11 | Questions, Paraphrases, and Reflections | | Readings:  C&H: Ch. 6, 7  Yalom: Ch. 15-21  **Assignments Due:**  **-Practice Session Recording**  **-Reflection Paper 2** | | CACREP V.A.2.j CACREP II.F.5.h CACREP II.F.8.a CACREP V.G.2.g | |
| 6 | 2/18 | Conceptualizing client issues and goal setting   * Stages of change | | Readings:  C&H: Ch. 8  Yalom: Ch. 22-28 | | CACREP II.F.5.g | |
| 7 | 2/25 | Managing the helping session   * Intake interview * Gathering information * Setting goals | | Readings:  C&H: Ch.5  Yalom: 29-35 | | CACREP II.F.5.e. | |
| 8 | 3/4 | Communication patterns in the helping process:   * Diverse client groups | | Readings:  C&H: Ch. 4  Yalom: 36-42  **Assignments Due:**  **-Session A Recording**  **-Reflection Paper**  **-Completed Intake Form** | | CACREP II.F.5.g | |
| 9 | 3/11 | SPRING BREAK!!!  NO CLASS | |  | |  | |
| 10 | 3/18 | Challenging responses  Responding to relationship discord | | Readings:  C&H: Ch. 6 (120-126)  Ch. 18 (Canvas)  Yalom: Ch. 43-49 | | CACREP II.F.5.g | |
| 12 | 3/25 | Motivational  Interviewing | | Readings:  -R: Ch. 2 (Canvas)  -E: Chapter 19 (Canvas)  Yalom: Ch. 50-57 | |  | |
| 13 | 4/1 | Mental status and suicide | | Readings:  -Granello (2010)  -Montague, Cassidy, Liles (2016)  Yalom: Ch. 58-64  **Assignments Due:**  **-Session B Recording**  **-Reflection Paper**  **-Transcript** | | CACREP II.F.5.g | |
| 14 | 4/8 | Using integrative helping strategies and interventions  Integrating theory into skills | | Readings:  C&H: Ch. 9  Yalom: Ch. 65-71 | | CACREP II.F.1.d CACREP II.F.1.c. | |
| 15 | | 4/15 | | Evaluating Progress, Termination  Treatment Plans    Case Notes | Readings:  C&H: Ch. 5 (81-88)  Yalom: Ch. 72-78 | CACREP II.F.8.d CACREP II.F.5.g | |
| 15 | | 4/22 | | Fill in gaps  Practice sessions | Readings:  Yalom: Ch. 79-85  **Assignments Due:**  **-Session C Recording**  **-Reflection Paper**  **-Case Note** |  | |

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