

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Coun 7350 Introduction to Counseling Practice**

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| **Time:** | Thursday 1:00PM – 3:50PM | **Class Location:** Dawnson 113 |
| **Instructor:** | Alfredo F. Palacios, PhD LMHC NCC | **Email:** afp0020@auburn.edu |

**Course Description**:

This course is designed to introduce students to the basic communication skills fundamental to the counseling process. Skills will be approached with a practical application to the counseling setting. You will also be able to develop the core of your counseling approach and the professional knowledge necessary to work with clients in a counselor-­‐client relationship. The techniques given in this course are necessary effective therapeutic relationships and contribute to a long, healthy career as a counselor. Mastery of these skills is necessary to pass this course and continue to progress through your program toward internship and licensure. The content of this course exists at the intersection of both a personal and academic endeavor. Students skills and dispositions will be assessed with regard to one’s capacity to foster effective, ethical, therapeutic change.

**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 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. Develop an awareness of one’s personal communication style and how this style is impacted by your family background and demographics, for example, ethnicity, race, gender, primary language, sexual orientation, religion and other cultural factors;
2. Explore, practice, and understand the application of different interviewing skills for counseling practice;
3. Identify ways you think your communication style will help and hinder your work as a counselor.
4. Understand how counseling skills can positively and negatively impact clients from different cultures.
5. Receive feedback from instructor, supervisors, and peers; also you will provide feedback to peers
6. Learn how to develop rapport with clients.
7. Learn how to conceptualize client issues according to your chosen theoretical orientation (choose a counseling and psychotherapy theory in which you will practice the skills).
8. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders in school settings

**Assignments and Instruction Rationale**

One tenet of cross-cultural learning (and learning generally) is that different people learn best in different modalities The evaluation and assignments in this course are meant to be dynamic and flexible for all learners (hooks,1994). Research indicates that higher levels of learning occur when students are highly participatory (Grunert, 1997). Through group dialogue and debate student more likely to apply, analyze and evaluate newly-learned constructs (Bloom et al., 1956).

All classroom activities will involve action cognition and emotion, and when they are accompanied by reflection they often result in knowledge that can be transferred across different settings (Kolb 1984). Class time will primarily be spent in seminar format. This process pronounces the notion that a shared commitment to one another often results in self enhancement and movement toward a liberation from habitual thinking (Beauvior,1949). Your final grade will represent your success on assignments, attendance, and in-class participation.

“Real-Play” Sessions

Each student will engage in practice counseling sessions with peers. These sessions will allow students to serve as “practice counselors” with “peer-clients” throughout the entire semester. Student triads will identify one counselor, one client, and one observer to facilitate practice sessions during each class. Students will excersice the necessary discretion when choosing topics to discuss during real-play sessions. Each student will be required to demonstation the intentional interviewing skills outlined in the text and in course seminar.

Course Expectations

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 as follows:

a)   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.

b)   Practice Session Reflection Paper 2: Students will view their recorded practice session in full and write a 2-­‐4 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.

c)   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-­‐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.

d)   Session B

1.   Students will transcribe 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-­‐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.

e)   Session C

1.   Students will write a progress note of their recorded session.

2.   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.

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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 counseling skills  2.   Rubric 3 | 15-minute transcription  with skills used and alternatives  Reflection paper | Recording -­‐ 30  Transcription – 30 Reflection  Paper -­‐ 10 |
| 4 | Session C | 45-­‐50 minutes | Writing a case note    Rubric 4 | Progress note | Recording -­‐ 35  Progress note |

Assignments Point value

Skill Demonstrations

Session A 25

Session B 30

Session C 35

**Skills Demonstrations Total 115**

Written Assignments

Reflection Papers (5 x 10pts each) 50

Completed Intake 20

Transcription 30

Progress Note 10

**Written Assignment Total 110**

Grand Total 225 points

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| Course Assignment | Evaluation | CACREP Professional Standards |
| Session A | 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 | 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 C | 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, |
| Reflection Paper | 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 | 20 pts. | CACREP V.G.2.g |
| Transcription | 30 pts. | CACREP II.F.1.k, (CACREP V.A.1.b, CACREP V.A.1.f,  CACREP V.A.2.j |
| Progress Note | 10 pts. | CACREP V.G.2.g |
| Total Points: 225 |  |  |

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.

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| Week | Date | Material | | | Reading and Assignments due today | CACREP Standards | | |
| 1 | 1/14/19 | Introduction and Overview of | | |  | CACREP II.F.8.a | | |
|  |  | Course Introduction to Counseling Practice | | |  | CACREP V.A.2.j,l CACREP V.A.2. CACREP V.A.1.c | | |
| 2 | 1/21/2019 | Mr. Luther King Jr. Day  NO CLASS | | | C&H: Ch. 1  Yalom: Chapters 1-6 |  | | |
| 3 | 1/28/2019 | Helping relationships  Self-­‐ disclosure  Ethical Considerations | | | C&H: Ch. 2, 5 (p. 57-­‐62) & 10  Yalom: Chapters 7-12 | CACREP II.F.5.d | | |
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|  |  |  | CACREP II.F.5.f | | |
|  |  |  | CACREP II.F.1.k | | |
|  |  |  | CACREP V.A.1.b | | |
| 4 | 2/4/2019 | Practice Informed consent  Attending to Clients  Observational skill | | | C&H: 3 & 4  Yalom: Chapters 13-18  **Reflection Paper 1** | CACREP V.A.2.j CACREP II.F.5.h CACREP II.F.8.a CACREP V.G.2.g | | |
| 5 | 2/11/2019 | Questions, Paraphrases, and Reflections | | | C&H: Ch. 5 (p. 73-­‐74), 6 & 7  Yalom: Chapters 19-24  **Practice session due and reflection paper** | CACREP II.F.5.g | | |
| 6 | 2/18/2019 | Stages of Change  Exploring values and goals | | | C&H: C. 8  Yalom: Chapters 25-30 | CACREP II.F.5.e. | | |
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| 7 | 2/25/2019 | Gathering information at intake  Establishing goals | | | C&H: Ch. 5 (p. 75-­‐81) & 8  Yalom Chapters 31-37 | CACREP II.F.5.g | | |
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| 8 | 3/4/2019 | Putting together person-­‐centered  skills at intake (practice sessions) | | | **Session A Due and reflection paper**  **Yalom Chapters 38-43** | CACREP II.F.5.g | | |
| 9 | 3/11/2019 | SPRING BREAK!!!  NO CLASS | | |  |  | | |
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| 10 | 3/18/2019 | Change Talk  Understanding and responding to ambivalence | | | **Completed intake form due**  Yalom Chapters 44-49 | CACREP II.F.5.g | | |
| 11 | 3/25/2019 | Responding to relationship discord | | | **Session B Due and reflection**  **Yalom Chapters 50-55** |  | | |
| 12 | 4/1/2019 | Motivational Interviewing | | | Yalom Chapter 56-61 | CACREP II.F.5.g | | |
| 13 |  | Mental Status and Suicide | | |  | CACREP II.F.1.d CACREP II.F.1.c. | | |
|  | 4/8/2019 | Assessment  Agenda Setting,  Sharing | | | **Yalom Chapters 62-67** |
|  |  | information,  Expressing concern | | | **Transcription due** |
|  |  | Case notes | | |  |
|  |  | Consultation | | |  |
| 14 | 4/15/2019 | Transitioning to plan development  Negotiating a treatment plan  Developing and implementing a  treatment plan | | | C&H: Ch. 9  Yalom Chapters 68-73 | CACREP II.F.5.h CACREP II.F.5.i CACREP II.F.8.e CACREP V.A.1.c | | |
| 15 | 4/22/2019 | | Evaluating progress, maintenance, and Termination | C&H: Ch. 5 (p. 81-­‐88)  Yalom Chapters 74-79  **Session C Skills Session** | | | CACREP II.F.8.d CACREP II.F.5.g |
| 16 | 4/29/13 | | Fill in the gaps & Practice session | **Session C**  **Case note**  **Reflection**  **Yalom Chapters 79-85** | | | CACREP II.F.5.n |

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| **Score** | **Primary Counseling Skills** | **Exemplary**  **4** | **Competent**  **3** | **Developing**  **2** | **Needs Improvement**  **1** |
|  | **Non-Verbal Skills:**  Body Position, Facial Expressions, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of Silence | Demonstrates effective and age appropriate non-verbal communication skills, conveying connectedness & empathy. | Demonstrates effective nonverbal communication | Nonverbal communication becoming intentional increasing effective | Demonstrates inconsistent or limited nonverbal communication skills |
|  | **Encouragers/Questions:**  Includes minimal encouragers and door openers. Includes open-ended and closed-ended questions. | Demonstrates appropriate use of encouragers, open-ended questions, and close-ended questions that are age appropriate for client and supports development of rapport | Demonstrates appropriate use of encouragers, open-ended questions, and closed-ended questions, which supports development of therapeutic relationship and conceptualization. | Demonstrates improving ability to use encourager and/or open-ended questions | Demonstrates inconsistent or limited ability to use appropriate encouragers and/or open-ended questions and/or closed-ended questions and may use too many closed-ended questions or double questioning. |
|  | **Reflection:**  Paraphrasing, reflection of feeling, & summarizing | Demonstrates appropriate use of paraphrasing, reflection of feeling, and summarizing as a primary approach that is age appropriate with age appropriate language. | Demonstrates appropriate use of paraphrasing, reflection of feeling, and/or summarizing. | Paraphrasing, summarizing ability is showing improvement; not yet effective | Demonstrates inconsistency and inaccurate ability to paraphrase, reflect feeling, and/or summarize. |
|  | **Goal Setting:**  Collaboration with client to establish realistic, appropriate, and attainable therapeutic goals. | Demonstrates consistent ability to collaborate with client to establish age appropriate therapeutic goals. | Demonstrates ability to establish collaborative and appropriate therapeutic goals with client. | Client collaboration is improving student applying intentional use of therapeutic goals with client | Demonstrates inconsistent or limited ability to collaborative appropriate therapeutic goals with client. |
|  | **Interventions:**  Ability to implement theory-based interventions. | Demonstrates the ability to implement an age appropriate therapeutic intervention linked to therapeutic goals: ability to assess success of intervention for the client and modify use of intervention for the client, if necessary. | Demonstrates the ability to implement a therapeutic intervention linked to therapeutic goals; ability to assess success of intervention and modify use of intervention for the client, if necessary. | Demonstrated an improving ability of implementing therapeutic intervention while falling short of proper use of goals and theory. | Demonstrates limited ability to implement a therapeutic intervention linked to therapeutic goals and to assess its success and/or demonstrates no use of theory based intervention. |
|  | **Client Focus:**  Counselor Focuses client on their therapeutic goals | Demonstrates consistent ability to focus and/or refocus counseling on client’s goal attainment. | Demonstrates ability to focus and/or refocus counseling on client’s goal attainment. | Demonstrates improving ability of fostering therapeutic direction although not effectively | Demonstrates inconsistent and/or limited ability to focus and/or refocus counseling on client’s goal attainment. |
|  | **Legal and Ethical Considerations:**  Demonstrates awareness and appropriate coverage of legal and ethical issues in counseling | Demonstrates consistent ethical and legal behavior and judgments within counseling with child appropriate language when necessary. | Demonstrates consistent legal and ethical behavior and judgments within counseling. | Demonstrated inconsistent legal and ethical judgment within the counseling relationship | Demonstrates limited legal and ethical behavior and judgment with limited ethical decision making process. |
|  | **Multicultural Considerations:**  Demonstrates awareness, appreciation, & respect of cultural differences | Demonstrates advanced consistent multicultural awareness in interactions with clients, peers, and supervisors. | Demonstrates consistent multicultural competencies in interactions with clients, peers, and supervisors. | Student remains aware of their cultural competence while needing improvement with necessary skills | Demonstrates inconsistent and/or limited multicultural competencies in interactions with clients, peers, and supervisors. |
|  | **Specific Role Play Skill:** |  |  |  |  |