AUBURN UNIVERSITY

DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS

Spring Semester 2021

Course #: COUN 7356

Course Title: Introduction to Counseling Practice

Credit Hours: 3 credit hours

Co/Prerequisites: COUN 7320

Corequisites: None

Date Syllabus Revised: January 2021

Instructor: Lindsay Portela, Ph.D., NCC, LPC

Email: lkp0004@auburn.edu

Office: N/A

Office Hours: By appointment

**Texts**:

Required:

Young, M. (2017). *Learning the art of helping: Building blocks and techniques* (6th 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.

\* Note: This is required reading at your own pace. A suggested timeline of reading is included in the course schedule. We will discuss the book on the last day of class\*

Recommended:

Erford, B. T. (2020). *Forty five techniques every counselor should know* (3rd ed).Upper Saddle River, NJ: Pearson Education.

\* Please note that we are trying a new feature provided by the AU Bookstore that provides you with direct access to the course materials through the bookstore, if you have already purchased the books or would like to purchase your own you will need to follow the instructions below to opt out of the service. If you do not opt out by the deadline you will be charged for the materials – please see detailed information below \*

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn financially and academically.

**What content am I getting?**

For this course, COUN 7350/7356, you’re getting access for the semester to Learning the Art of Helping by Young, and is required content for the course.

**How do I find it?**

Totally easy to find….look on the left-hand side of the course page in Canvas and you’ll find the content under the RedShelf link. If you have any trouble, check out this link:  <https://solve.redshelf.com/hc/en-us/articles/360007684453-How-to-Access-Through-Canvas>

**What does it cost?**

For the first two weeks of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $30.50. The print price used to be $115.50.

· If you want to opt out and not be charged, all you have to do is follow the instructions (will be located on Canvas under the All Access file tab). You’ll lose access at the end of the second week of class, unless you’ve purchased it on your own.

**How do I pay?**

If you’re still opted in on February 1, then we’ll send the charge to your next E-bill.  This will be labeled as the course on your E-ebill so you’ll know. You’ll get a reminder on January 29 to remind you about the deadline.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email [MNH0016@auburn.edu](mailto:MNH0016@auburn.edu) and we can order print copies for you.  These are done as requested, and take three to five business days to arrive, and we will ship them to you or have them for pickup in the store. Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt out deadline will be crucial for you to decide if you want to be charged or not.

**What if I need help?**

* RedShelf customer service is always an option at <http://solve.redshelf.com>
* For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right.

**Russell Weldon**[**books@auburn.edu**](mailto:books@auburn.edu)**or 844-1352**

* Also, <http://aub.ie/allaccess> has more info as well.

**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 Goal: Students will acquire and apply the methods, skills, and interventions necessary to provide counseling in a counseling setting.

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

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

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 Specialty Area

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

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

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

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

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

School Counseling Specialty Area

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

20. Techniques of personal/social counseling in school settings (CACREP V.G.3.f)

Clinical Rehabilitation Counseling Specialty Area

20. Understanding of theories and models related to rehabilitation counseling (V.D.1.b.)

21. Understanding of cultural factors relevant to rehabilitation counseling (V.D.2.s.)

**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 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. DE students will complete their recordings via Zoom. All recordings will be uploaded to Canvas. Please save your recordings with this file name (Session\_FirstName\_LastName\_Course#). For example: SessionA\_Lindsay\_Portela\_COUN7356)

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. Please be sure that you are **role-playing** only when you are playing the client. You should be pretending to be someone else (tv or movie character, book character, someone you know). You should NOT be playing yourself and bringing real issues into the role play session.
4. Grading for session recordings is pass/fail. To pass, and earn full points, you must earn an overall rating of exemplary or competent based on the rubric (see Canvas) designated for each session.

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

6. Students will upload required assignments to Tevera for assessment.

**Course Assignments**:

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment 1 | Due: 2/3 OC and 2/9 DE | Points | CACREP Standard |
| Reflection Paper 1 | After reading Young Chapter 1 (p. 11-19), students will write a 2-4-page reflection on what challenges they anticipate encountering given their unique history and cultural background. Students will document their reflections and develop strategies for how to manage challenges. | 10 | II.F.5.c, II.F.5.e, II.F.1.k, V.C.1.b, V.C.1.f, V.C.2.j, V.D.1.b |
| Assignment 2 | Due: 2/10 OC and 2/16 DE |  |  |
| Session A Recording | A 10-minute practice session with the aim of providing informed consent. | 10 | II.F.5.d |
| Reflection Paper 2 | Students will view their recorded practice session in full and complete a reflection worksheet (see Canvas for worksheet). | 10 | II.F.5.c, II.F.5.e, II.F.1.k, V.C.1.b, V.C.1.f, V.C.2.j, V.D.1.b |
| Assignment 3 | Due: 3/2 OC and 3/8 DE |  |  |
| Session B Recording | A 15-20 minute intake session. | 20 | II.F.5.d, II.F.5.f, II.F.5.g, II.F.5.h, II.F.5.i, II.F.5.n, II.F.8.d, II.F.1.k, V.C.1.b, V.C.1.c, V.C.1.f, V.C.2.j, V.C.2.l, V.D.1.b, V.D.2.s, V.G.3.f |
| Reflection Paper 3 | Students will view their recorded practice session in full and complete a reflection worksheet (see Canvas for worksheet). | 10 | II.F.5.c, II.F.5.e, II.F.1.k, V.C.1.b, V.C.1.f, V.C.2.j, V.D.1.b |
| Intake Form | Students will turn in and complete an intake form with their mock client. | 20 | V.C.1.c, V.G.2.g |
| Assignment 4 | Due: 3/30 OC and 4/5 DE |  |  |
| Session C Recording | A 25-35 minute recording of a counseling session. | 25 | II.F.5.d, II.F.5.f, II.F.5.g, II.F.5.h, II.F.5.i, II.F.5.n, II.F.8.d, II.F.1.k, V.C.1.b, V.C.1.c, V.C.1.f, V.C.2.j, V.C.2.l, V.D.1.b, V.D.2.s, V.G.3.f |
| Reflection Paper 4 | Students will view their recorded practice session in full and transcription and complete a reflection worksheet (see canvas for worksheet). | 10 | II.F.5.c, II.F.5.e, II.F.1.k, V.C.1.b, V.C.1.f, V.C.2.j, V.D.1.b |
| Transcription | Students will transcribe 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. | 30 | II.F.1.k, V.C.1.b, V.C.1.f, V.C.2.j, V.D.1.b |
| Assignment 5 | Due: 4/20 OC and 4/26 DE |  |  |
| Session D Recording | A 45-50 minute recorded session of a counseling session (including termination) | 35 | II.F.5.d, II.F.5.f, II.F.5.g, II.F.5.h, II.F.5.i, II.F.5.n, II.F.8.d, II.F.1.k, V.C.1.b, V.C.1.c, V.C.1.f, V.C.2.j, V.C.2.l, V.D.1.b, V.D.2.s, V.G.3.f |
| Reflection Paper 5 | Students will view their recorded practice session in full and complete a reflection worksheet (see Canvas for worksheet). | 10 | II.F.5.c, II.F.5.e, II.F.1.k, V.C.1.b, V.C.1.f, V.C.2.j, V.D.1.b |
| Progress Note | Students will write a progress note of their recorded session. | 10 | II.F.8.e, V.C.1.c, V.G.2.g |

**Grading and Evaluation**:

Skill Demonstration & Documentation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Title | Length | Required skills | Required Documentation | Point Value  Breakdown |
| 1 | Session  A | 5-10  minutes | 1.   Informed Consent  2.   Rubric 1 | - Reflection Paper | Recording – 10  Reflection Paper – 10 |
| 2 | Session B | 15-20 minutes | 1.   Information gathering  2.   Rubric 2 | - Intake form  - Reflection Paper | Recording – 20  Intake form – 20  Reflection Paper – 10 |
| 3 | Session C | 25-35 minutes | 1.   Identify  consistent skills  2.  Rubric 3 | - Session Transcription  - Reflection Paper | Recording – 25  Transcription – 30  Reflection Paper – 10 |
| 4 | Session D | 45-50 minutes | 1. Writing a case note   2.   Rubric 4 | - Progress note  - Reflection Paper | Recording – 35  Progress note –10  Reflection Paper – 10 |

Assignments Point value

Journal

10pts each (x5 journal entries) **50**

Skill Demonstrations

Session A 10

Session B 20

Session C 25

Session D 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 = 250 points**

A grade of Satisfactory requires an average of 85% or higher (212 points). All assignments are by 11:59 PM CST on their due date. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. 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. Course Assignments: Course assignments are due on the dates and times specified within the course schedule. If you are concerned about your ability to complete quality work as described in the schedule, make an appointment as soon as possible so we discuss how to support your learning in our course. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date.

***Tape Submission***: Tapes may be resubmitted if the instructor deems the student did not meet minimum competency areas outlined in the rubric. Resubmissions will be considered for full credit if they are submitted within 1-week of receipt of feedback from the instructor.

5.   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.

6.   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).

7.   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.

8.   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

9. Learning Community: In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person and a learner. We have a responsibility to contribute to the learning of the group and our own individual experience.

10. 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.

**COVID-19**

**Assignments/Schedule Subject to Change due to Pandemic:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**If I am unable to teach the course:** If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Attendance:** Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**Course Schedule**:

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date | Material | Reading and Assignments |
| 1 | 1/11 – 1/17 | Introduction and Overview of Course via Zoom | None |
| 2 | 1/18 – 1/24 | Helping As A Personal Journey and The Therapeutic Relationship  Ethical Considerations | Readings:  Young: Ch. 1, 2  Yalom: Ch. 1-7 |
| 3 | 1/25 – 1/31 | Common challenges for beginning helpers  Attending/Invitational skills, Encouragers, and Questions  Practice Lab | Readings:  Young: Ch.1 (p. 11-16), 3  Yalom: Ch. 8-14  **Assignments Due:**  **Reflection Paper 1 (**by 11:59 PM CST on 1/31) |
| 4 | 2/1 – 2/7 | Practice Informed Consent  Practice Lab | **Assignments Due:**  **Journal Entry One** (by 11:59 PM CST on 2/7) |
| 5 | 2/8 – 2/14 | Questions, Paraphrases, and Reflections: Reflecting Feelings, Meaning, and Summarizing    Practice Lab | Readings:  Young: Ch. 4, 5, 6  Yalom: Ch. 15-21  **Assignments Due:**  **-Session Recording A**  **-Reflection Paper 2**  (both due by 11:59 PM CST on 2/14) |
| 6 | 2/15-2/21 | Managing the helping session and goal setting   * Mental Status Exam intro * Intake interview * Gathering information * Setting goals   Practice Lab | Readings:  Young: Ch. 8  Polanski & Hinkle (2000) article on Canvas  Yalom: Ch. 22-28  **Assignments Due:**  **Journal Entry Two** (due by 11:59 PM CST on 2/21) |
| 7 |  | Conceptualizing client issues, goal setting, and treatment planning   * Stages of change | Readings:  Young: Ch.9 and 10  Yalom: 29-35 |
| 8 | 2/22 – 2/28 | Communication patterns in the helping process:   * Counseling with cultural humility   Practice Lab | Readings:  Young: Ch. 12  Yalom: 36-42  **Assignments Due:**  **Journal Entry Three** (due by 11:59 PM CST on 2/28) |
| 9 | 3/1 – 3/7 | Mid-semester check in | **Assignments Due:**  **-Session B Recording**  **-Reflection Paper 3**  **-Completed Intake Form**  (all due by 11:59 PM CST on 2/28) |
| 10 | 3/8 – 3/14 | Challenging responses, confrontation,  and feedback  Practice Lab | Readings:  Young: Ch. 7  Yalom: Ch. 43-49 |
| 11 | 3/15 – 3/21 | Short Term Counseling  Techniques  Practice Lab | Readings:  <https://solutionfocused.net/what-is-solution-focused-therapy/>    Yalom: Ch. 50-57  **Assignments Due:**  **Journal Entry Four** (due by 11:59 PM CST on 3/21) |
| 12 | 3/22 – 3/28 | Mental status exam and suicide risk assessment  Practice Lab | Readings:  -Granello (2010)  -Polanski & Hinkle (2000)    Yalom: Ch. 58-64  **Assignments Due:**  **-Session C Recording**  **-Reflection Paper 4**  **-Transcript**  (all due by 11:59 PM CST on 3/28) |
| 13 | 3/29 – 4/4 | Using integrative helping strategies and interventions  Integrating theory into skills  Practice Lab | Readings:  Cormier (2016) Ch 9 (on Canvas)  Yalom: Ch. 65-71 |
| 14 | 4/5 – 4/11 | Evaluating Progress, Termination  Treatment Plans    Case Notes  Practice Lab | Readings:  Young: Ch. 11  Yalom: Ch. 72-78  **Assignments Due:**  **Journal Entry Five** (due by 11:59 PM CST on 4/11) |
| 15 | 4/12 – 4/18 | Yalom Book Discussion  Practice Lab | Readings:  Yalom: Ch. 79-85 |
| 16 | 4/19 – 4/22 |  | **Assignments Due:**  **-Session D Recording**  **-Reflection Paper 5**  **-Case Note**  (due by 11:59 PM CST on 4/22) |

\*\*\*All assignments are due by 11:59pm CST on the date noted.