AUBURN UNIVERSITY

DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS

Spring Semester 2022

Course #: COUN 7350-002

Course Title: Introduction to Counseling Practice

Credit Hours: 3 credit hours

Co/Prerequisites: COUN 7320

Corequisites: None

Date Syllabus Prepared: Revised December 2020; revised January 2022

Course Meeting Times: Mondays 12-2:50pm

 Course Locations: Haley 2222

Instructor: Heather Delgado, PhD, LCMHCA, NCC

Email: hnm0030@auburn.edu

Phone: (334) 844-7618

Office: 2054 Haley Center

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.

\*Can purchase electronic copy via Redshelf in Canvas\*

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., 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 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

21. Principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning. (CACREP V.D.1.d)

22. Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs (CACREP V.D.3.a)

**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.

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, unless they are issues that you have already resolved.
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.

**Course Assignments**:

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment 1 | Due: 2/7 | Points  | CACREP Standard |
| Reflection Paper 1 | After reading Young (2017, p. 11-16), students will write a 3-5 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: 2/14 |  |  |
| 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: 3/14 |  |  |
| Session B Recording | A 15-20 minute intake session. Focus on narrowing focus and goal setting. | 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: 4/4 |  |  |
| Session C Recording | A 25-35 minute recording of a counseling session. Focus on exploring treatment options and implementing an intervention. | 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 session. 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: 4/25 |  |  |
| Session D Recording | A 45-50 minute recorded session of a counseling session. Focus on intervention, evaluation, and 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:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Title** | **Length** | **Required skills** | **Required Documentation** | **Point Value** |
| 1 | Session A | 5-10 minutes | 1.   Informed Consent2.   Rubric 1 | Reflection Paper | Recording – 10Reflection Paper – 10 |
| 2 | Session B | 15-20 minutes | 1.   Information gathering2.   Rubric 2 | Intake form Reflection Paper  | Recording – 20 Intake form – 20Reflection Paper – 10 |
| 3 | Session C | 25-35 minutes | 1.   Identify consistent skills2.  Rubric 3 | Session TranscriptionReflection Paper | Recording – 25Transcription – 30 Reflection Paper – 10 |
| 4 | Session D | 45-50 minutes | 1. Writing a progress note

2.   Rubric 4 | Progress noteReflection Paper  | Recording – 35Progress note –10Reflection Paper – 10 |

Assignments Point value

Participation

 5pts each class (x12 class meetings) **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 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.**

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic**  | **Reading and Assignments** |
|  1 |  1/17 | Martin Luther King Jr. DayNO CLASS |  None |
| 2 | 1/24 | Introduction to the classHelping as a personal journey and the helping relationship |  Go over syllabusReadings: Young: Ch. 1, 2Yalom: Ch. 1-7 |
|  3 |  1/31 | Helping as a personal journey and the helping relationship (continued)Ethical considerations |  Readings: Young: Ch. 1, 2Yalom: Ch. 1-7 |
| 4 |  2/7 | Common challenges for beginning helpersAttending/Invitational skills, encouragers, and questionsPractice Informed Consent | Readings:Young: Ch.1 (p. 11-16), 3Yalom: Ch. 8-14**Assignments Due:****-Reflection Paper 1**  |
| 5 |  2/14 | Reflecting feelings, meaning, and summarizing   | Readings: Young: Ch. 4, 5, 6Yalom: Ch. 15-21**Assignments Due:****-Session Recording A****-Reflection Paper 2** |
| 6 |  2/21 | Managing the helping session and goal setting* Intake interview & gathering information
* Mental Status Exam introduction
* Setting goals
 | Readings:Young: Ch. 8(Canvas) Polanski & Hinkle (2000) Yalom: Ch. 22-28 |
|  7 |  2/28 |  Conceptualizing client issues, goal setting, and treatment planning * Stages of change
 | Readings:Young: Ch. 9-10Yalom: 29-35 |
| 8 | 3/7 | SPRING BREAK NO CLASS |  |
|  9 |  3/14 | Communication patterns in the helping process:* Counseling with cultural humility
 | Readings:Young: Ch. 12Yalom: 36-42**Assignments Due:****-Session B Recording****-Reflection Paper 3****-Completed Intake Form** |
| 10 |  3/21 | Challenging responses, confrontation and feedback  | Readings:Young: Ch. 7  Yalom: Ch. 43-49  |
| 11 |  3/28 | Short-term counseling techniques  | Readings: Solution Focused Techniques:<https://solutionfocused.net/what-is-solution-focused-therapy/>Motivational Interviewing Module:<https://auburn.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=ab3fa3d9-2c84-4979-8906-585e38adebca>Yalom: Ch. 50-57  |
| 12 |  4/4 | Mental status and suicide risk assessment  | Readings:(Canvas) Granello (2010) (Canvas) Polanski & Hinkle (2000) Yalom: Ch. 58-64**Assignments Due:****-Session C Recording****-Reflection Paper 4****-Transcript** |
| 13 |  4/11 | Using integrative helping strategies and interventionsIntegrating theory into skills | Readings:Cormier (2016) Ch. 9 (Canvas)Yalom: Ch. 65-71 |
| 14 | 4/18 | Evaluating progress and termination Progress/Case Notes | Readings:Young: Ch. 11 Yalom: Ch. 72-78 |
| 15 | 4/25 | Discuss Yalom book Practice sessions | Readings:Yalom: Ch. 79-85**Assignments Due:****-Session D Recording****-Reflection Paper 5** **-Progress Note** |

\*\*\*All assignments are due **by class time** on the date noted.

**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 Related Policies and Procedures**

### **Face coverings**

Auburn is currently requiring face coverings for all individuals regardless of vaccination status, in all campus buildings and university transportation services. Face coverings will be required through the end of the semester.

### **Possibility of going remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

### **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.

### **In the event a student in class tests positive**

Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 should not attend in-person instructional activities. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact me immediately to make instructional and learning arrangements. In order to obtain an official class excuse, please fill out the positive self report form or the student exposure self-report form that is found at <https://auburn.edu/covid-resource-center/reporting/>.

### **In the event that I test positive or am required to quarantine**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. 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.

### **Zoom policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

### **Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence, nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

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

* Notify me in advance of your absence if possible
* Complete the COVID self-report form for Auburn
* 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.