COUN 516: Basic Counseling Skills
Summer 2016
Monday 4:30-7:10

INSTRUCTOR
Erika L. Schmit, Ph.D., LPC
Assistant Professor

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OFFICE HOURS
Monday 3:30-4:30 or by appointment (Mesquite)
Tuesday 3:30-4:30 or by appointment (Mckinney)

TEXTBOOK(S)

Required:

Young, M. E. (2013). *Learning the art of helping: Building blocks and techniques*. (5th ed.).
    Upper Saddle River, NJ: Pearson.

Additional readings as assigned.

CATALOG DESCRIPTION OF COURSE
516. *Basic Skills*. Three semester hours.
Provides the foundation for all practicum and internship experiences. Students learn
communication and interpersonal skills under faculty supervision. Demonstration of these
skills is a prerequisite for enrollment in practicum (Coun 551). Students will examine their
intrapersonal issues and interpersonal styles and will follow ACA Ethical Standards.
Prerequisites: Application form returned to department several months before actual
enrollment in this course (check department for availability and due dates), Coun 501, 510,
and completion of or current enrollment in Coun 528.

GENERAL COURSE INFORMATION
The purpose of Pre-Practicum is to provide continued acquisition of counseling skills.
Supervised application of a number of interviewing skills is the primary focus. Students can
expect to examine their intrapersonal issues and concerns. They should be able to
demonstrate the ability to express and understand their own personal dynamics and
development, including strengths, sensitivities, defenses and limitations. A grade of "B" or
higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or
its equivalent for those seeking school counselor certification only). Completion of these
requirements is mandatory before enrollment in practicum (COUN 551).

CACREP CORE STANDARDS

1. Understands essential interviewing and counseling skills (5C).

STUDENT LEARNING OUTCOMES

1. Students will understand interviewing and counseling skills by participating in role-plays during class and completing videoed role-plays (5C).

COURSE OBJECTIVES include, but are not limited to, the following.
Students will demonstrate understanding and appropriate application of:
1. Essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship,
2. Essential interviewing and counseling skills so that the student is able to establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship,
3. Self-awareness to promote therapeutic relationships and appropriate professional boundaries.
4. Ethical standards of ACA and related entities, and application of ethical and legal considerations in professional counseling, and
5. Process/communications skills; conceptualization skills; personalization skills; and professional skills.

CONTENT AREAS include, but are not limited to, the following:
    I.   ACA ethical standards and the counseling relationship
    II. Process and communications skills
        A.   Attending behavior
        B.   Open-ended and closed-ended questions
        C.   Reflecting, paraphrasing, summarizing
        D.   Differentiation between cognitive and affective messages
        E.   Immediacy, self-disclosure, confrontation
    III. Relationship Skills
        A.   Additive empathy
        B.   Positive regard
        C.   Genuineness
        D.   Concreteness
    IV. Personalization Skills
        A.   Self awareness
        B.   Boundary issues
    V. Interpersonal skills
        A. Developing a collaborative relationship
        B. Identifying and responding to resistance
        C. Developing an internal focus with the client
        D. Identifying and responding to conflicted emotions
        E. Conceptualizing client dynamics

METHOD OF INSTRUCTION

Small lecture, discussion, experiential activities, guided practice, and workshop formatting.

COURSE REQUIREMENTS

Attendance, participation, assignments, and classroom activities

All students are required to attend and actively participate in class. University guidelines regarding attendance policy will be followed. You should attend ALL classes but I do understand that unforeseeable circumstances may happen. Due to the nature of this course, more than one absence may result in a letter grade reduction. EMERGENCIES are the only absences excused during taping days. Being excessively late to class and/or leaving early counts as an absence and will result in a possibility of a letter grade reduction as well. Students are expected to arrive to class on time and contribute to all discussions, activities, presentations, etc. Participation is a critical component to your learning outcome. Participation includes actively and respectfully interacting with the professor and your peers. This includes reading all course material before the class date in order to contribute to class discussions. Any student that noticeably does not participate in class will lose significant participation points.

Beginning the second day of class, we will begin role-plays in the counseling clinic. We will meet in our regular classroom first, discuss topic(s) for that week and walk over to the counseling clinic/other classrooms in the building.

Activities outside of the classroom

In addition to participation in classroom discussions and activities, students are required to complete any homework assignments or preparations. All assignments must be completed by class time on the due date. Failure to do so will result in a 10% deduction per day late. In addition to this, students should become familiar with APA guidelines. Students must adhere to APA guidelines on all assignments. Please turn in all assignments in a word document format in Dropbox. Tapes/USBs should be handed to the professor only unless otherwise stated.

Other requirements

Students need to have access to and be proficient in navigating the Internet. Furthermore, students should check their Leo email often, and ensure that they have access to their e-college account. This is crucial, as myself and other members of the department periodically update these platforms on any changes or issues. Also, please frequent the department website as updates are posted here as well.

Communication with Professor

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. I will be available to meet face to face but can also meet via skype or other platforms. Because I teach in different locations, calls will be returned at my earliest convenience. Therefore, email is the best way to reach me. I will attempt to answer all emails within 24 hours Monday-Friday. When emailing, please use your university email and address me with courtesy and respect.

Confidentiality and Ethics

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. This is training for your practicum work with clients. When videotaping a session with a role-playing or real client, be sure you have permission on tape for that interview to proceed. All sessions you tape for a grade must be unrehearsed, without notes. Cheating or plagiarism will result in a grade of 0 for the assignment. Breach of confidentiality is considered cheating and will result in a grade of F for the class.

Client Role

You have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

Overview of Assignments and Rubrics

1. **Taping role-plays and transcript (3 total; 400 points).** During this course, you will submit a total of 3 taped role-plays along with a transcript of these role-plays. Each role-play will include 30 minutes of counseling role-play. The role-play will need to be recorded outside of class time. The first two tapes will be submitted with a 10-minute transcript from that session that includes identification of the specific skills used and reflection on the use of those skills. The Final Tape will be submitted with a 15-minute transcript including the same aspects as the previous two (transcript example below). Each of these 3 sessions should begin with confidentiality. Students are required to submit a 10-minute transcript with their first two video role-plays and a 15-minute transcript with their final role-play. In each role-play you must review confidentiality at the beginning of the session. These transcripts must be verbatim including the counselor and client's responses, identification of the skills used (out of those we have already learned and practiced in class), and reflective comments by the student not only on weaknesses, but strengths as well. The transcript must be one full block, though I will watch the whole tape. Please note what time you start and stop your transcript. _Students are required to provide their own recordable DVD or digital video recording device to complete these tapes._ (The following types of recordable DVDs will work: DVD+R, DVD+RW, DVD-R and DVD-RW, USB).

Transcript Example:

Client & Counselor Responses	Skill Used (verbal & nonverbal)	Comments
Counselor: what would you like to talk about today?	Open Question	Looking at this now, it seems a little trite. I think I will try something else next time.
Client: Well I have been having a problem with a nosy neighbor.		
Counselor: Really? Tell me more.	Minimal encourager and door opener	seems appropriate at this stage
Client: Well she comes over every day. I can't get anything done. I need to work on the computer. I need to do some work around the house. But she won't let me.		I notice that the client is blaming the neighbor. She is not owning the problem. Maybe next time I will get the client to focus more on that.
Counselor: She doesn't have anything else to do?	Closed Question	
		Whoops, I missed the boat. I think it might have been better to reflect the client's frustration.

(taken from Young, M.E. (2013) *Learning the Art of Helping, 5ᵗʰ Edition.* Upper Saddle River, NJ: Pearson; p. 162)

2. **Course Reflection Paper (20 points).** Write a 1-2 page reflection paper on the course. Summarize your experiences in this course. Discuss what you learned in the course as well as what you learned about yourself. Think about your personal and professional growth during this semester. Examine where you were at the beginning of the semester versus where you are at the end of the semester. Think about your strengths and growth areas and discuss what those are in regards to basic counseling skills and counselor characteristics.

3. **Attendance and Participation (30 points).** Attendance and participation in this course is essential in your growth as a counselor. This includes the ability to receive feedback from others including peers and professors. To receive all of the participation points, students are expected to attend class on time, refrain from any cell phone/superfluous technology use in class, act respectfully towards the instructor, teaching assistant, and classmates, actively participate in class activities and discussion, and respond professionally and appropriately to feedback.

Tape 1 and 2 Rubric

Adequately used beginning counseling skills reviewed in class. <u>Tape 2 only</u>: worked to improve based on feedback received from Tape 1.	25 points
Accurately identified each skill used in the transcript.	25 points
Showed thoughtful consideration in reflective comments on personal strengths and weaknesses.	25 points
Transcript and tape were turned in on time. Transcript is 10 minutes verbatim, tape is 30 minutes long. Grammar, Spelling, and Mechanics are correct.	25 points
Total	100 points

Final Tape Rubric

Adequately used beginning counseling skills reviewed in class. Worked to improve based on feedback received from Tape 1 & 2.	50 points
Accurately identified each skill used in the transcript.	50 points
Showed thoughtful consideration in reflective comments on personal strengths and weaknesses.	50 points
Transcript and tape were turned in on time. Transcript is 10 minutes verbatim, tape is 30 minutes long. Grammar, Spelling, and Mechanics are correct.	50 points
Total	200 points

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Tape One: 100 points
Tape Two: 100 points
Final Tape: 200 points
Course Reflection Paper: 20 points
Participation: 30 points

Total points possible = 450

90%-100%   A
80%-89%   B
70%-79%   C
60%-69%   D
< 59%   F

Assignments are due on the day noted in the syllabus. All assignments are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

CONDUCT AND ACADEMIC HONESTY
"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures).

Students are expected to maintain integrity at all times. Plagiarism is presenting others' work as your own and will not be tolerated in this course. Please remember to always cite authors' work and never directly copy from any source. When in doubt please do not be afraid to ask.

Any act of academic dishonesty may result in a grade of "0" on the assignment and/or course and will be reported to the department chair.

As a courtesy to your professor and peers please refrain from using your cell phone in this class. If you have a family emergency, please step outside of class to address it. You are allowed to use laptops for professional use only (i.e., taking notes). You are not allowed to utilize your laptop for checking personal emails, Facebook, Twitter, etc. This is disrespectful to your professor and those around you.

APA Style and Formatting

All assignments submitted should follow APA 6th edition guidelines. I strongly suggest students to buy the APA manual. There are also many Internet sites that can be utilized if you are not familiar with APA style.

DISCRIMINATION FREE ENVIRONMENT
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

UNIVERSITY CLOSING DUE TO WEATHER
Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Course Calendar

Date	Topic	Readings	Assignments
6/6/16	Introductions; Course Overview and Expectations; Review of Syllabus; Introduction to the course; The counseling relationship and professional helping	Chapter 1, 2, & 3	Review Syllabus
6/13/16	Invitational skills Opening skills	Chapter 4	Role Play
6/20/16	Paraphrasing skills	Chapter 5	Role Play
6/27/16	Reflecting feelings and meaning	Chapter 6 & 7	Role Play
7/4/16	**No Class**	**No Class**	**No Class**
7/11/16	Challenging Skills	Chapter 8	**Tape 1 and Transcript Due** Role Play
7/18/16	Goal-setting skills	Chapter 10	Role Play
7/25/16	Change Techniques	Chapter 11	**Tape 2 and Transcript Due** Role Play
8/1/16	Therapeutic Factors and Termination	Chapters 12, 13 & 14	Role Play
8/8/16	Termination of course	Review	**Tape 3 and Transcript Due** **Course Reflection Due**

Syllabus may be amended by the professor throughout the semester as necessary.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders: Text revision.* (4th ed.). Washington, DC: Author.

Anderson, G. L. (1994). *Studying your own school: An educator's guide to qualitative research.* Thousand Oaks, CA: Sage Publications

Altekruse, M. K. (1998). *Ethical, legal, and professional issues in school counseling (1st ed.).* Denton, TX: UNT.

American Association for Counseling and Development (1997). *Ethical standards of the American Counseling Association.* Alexandria, VA: Author.

American School Counselor Association (1997). *The national standards for school counseling programs.* Alexandria, VA: Author.

Berg, I. K. (1994). *Family-based services: A solution-focused approach*. New York: W. W. Norton.

Bohart, A. C., & Greenburg, L. S. (1997). *Empathy reconsidered: New directions in psychotherapy.* Washington D. C.: American Psychological Association.

Bohart, A. C., & Tallman, K. (2003). *How clients make therapy work: The process of self-healing.* Washington D. C.: American Psychological Association.

Clark, A. J. (2007). *Empathy in counseling and psychotherapy: perspectives and practices.* Mahwah, N.J.: Lawrence Erlbaum Associates.

Corey, G., Corey, M. S. & Callanan, P. (1998). *Issues and ethics in the helping professions (5th ed.).* Pacific Grove, CA: Brooks/Cole.

Duncan, B. L., Hubble, M. A., & Miller, S. D. (1997). *Psychotherapy with "impossible" cases: The efficient treatment of therapy veterans.* NY: W. W. Norton & Company.

Duncan, B. L., Miller, S. D., Sparks, J. A. (2004). *The heroic client: A revolutionary way to improve effectiveness through client-directed, outcome-informed therapy (Rev. Ed.).* NY: Jossey-Bass.

Eriksen, K. & McAuliffe, G. (2003). A measure of counselor competency. *Counselor Education and Supervision, 43,* 120 – 133.

Gysbers, N. C., et al. (1997). *Comprehensive guidance programs that work-II.* Greensboro, NC: ERIC/CASS Publications.

Gysberg, N. C. Henderson, P. (1994). *Developing and managing your school guidance program (2nd ed.).* Alexandria, VA: American Counseling Association.

Herlihy, B. & Corey, G. (1997). *Boundary issues in counseling: Multiple roles and responsibilities.* Alexandria, VA: American Counseling Association.

Herlihy, B. & Corey, G. (1996). *ACA ethical standards casebook.* Alexandria, VA: American Counseling Association.

Hubble, M. A., Duncan, B. L., & Miller, S. D. (1999). *The heart and soul of change: What works in therapy.* Washington, DC: American Psychological Association.

Micucci, J. A. (1998). *The adolescent in family therapy: Breaking the cycle of conflict and control.* New York: Guilford.

Miller, S. D., Duncan, B. L., & Hubble, M. A. (1997). *Escape from Babel: Toward a unifying language for psychotherapy*. New York: Norton.

Pope, K. S. & Vasquez, M. J. T. (1998). *Ethics in psychotherapy and counseling: a practical guide*. San Francisco: Jossey-Bass Publishers

Reinecke, M. A., Datillio, F. M., & Freeman, A. (Eds.). (1996). *Cognitive therapy with children and adolescents:A casebook for clinical practice*. New York: Guilford.

Sue, D. W. (2002). *Counseling the culturally diverse: Theory and practice (4th ed.).* Indianapolis, IN: John Wiley& Sons.

Texas Education Agency (1998). *A model developmental guidance and counseling program for Texas publicschools: A guide for program development pre-K - 12th grade*. Austin, TX: Author.

U. S. Department of Health and Human Services. (2000). Children and Mental health. In *Mental health: A report of the surgeon general*. Select here to read the report on line and click on any Chapter such as 3 for children. http://www.surgeongeneral.gov/library/mentalhealth/

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - o 512 MB of RAM, 1 GB or more preferred
  - o Broadband connection required courses are heavily video intensive
  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment

submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see:
  https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo. http://www.tamuc.edu/myleo.aspx

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu**.**

It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with

these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.
http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/