

Texas A&M University – Commerce
Department of Counseling
COUN 516: BASIC SKILLS
SPRING 2017

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Class Time: Tuesdays 4:30pm – 7:10pm Metroplex Center

Office Hours: By appointment only

CATALOG DESCRIPTION OF THE COURSE

516. *Pre-Practicum*. 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 DESCRIPTION

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 intra-personal 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), which is required before practicum (COUN 551).

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. counseling supervision models, practices, and processes;
5. process/communications skills; conceptualization skills; personalization skills; and professional skills.

CONTENT AREAS include, but are not limited to, the following:

- I. Process and communications Skills
 - A. Attending behavior
 - B. Minimal verbal and non-verbal responses
 - C. Open-ended and closed-ended questions
 - D. Reflection of feelings
 - E. Paraphrasing content
 - F. Summarization of feelings and content
 - G. Differentiation between cognitive and affective messages

- H. Immediacy
- I. Self-disclosure
- J. Confrontation of discrepancies
- II. Relationship Skills
 - A. Additive empathy
 - B. Positive regard
 - C. Genuineness
 - D. Concreteness
- III. Conceptualization Skills
 - A. Establishing appropriate counseling goals
 - B. Designing intervention strategies
 - C. Evaluating client outcome
 - D. Terminating the counselor-client relationship.
- IV. Personalization Skills
 - A. Self awareness
 - B. Boundary issues
- V. Professional Skills
 - A. Responsible work-related behavior
 - B. Ethical standards

METHOD OF INSTRUCTION

Lecture, discussion, guided practice.

COURSE REQUIREMENTS

1. Attendance and participation.
2. Students are expected to demonstrate and practice interviewing skills with class peers.
3. Video tapes of practice interviews will be made outside of class.
4. Video tape interview sessions will be reviewed in class for feedback and formative evaluation. The instructor will see that all tapes are erased by the end of the semester.

REQUIRED TEXT(S) AND/OR READING(S)

Young, M. E. (2013). *Learning the art of helping: Building blocks and techniques* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

RECOMMENDED TEXT:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

1. **Attendance and active participation are a necessary and vital part of the course.** Active participation includes attending each class session, completing reading assignments prior to class sessions, and participating in peer observation and peer counseling, and contributing substantive feedback. Absence from class and/or nonparticipation will result in grade reduction. More than two absences (or more than 5 class hours missed) will result in your final grade being reduced one grade level. More than three absences will require you to repeat this course for credit. Being late to class or leaving class early will result in grade reduction. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. This is a counseling class where you will be learning how to demonstrate listening skills and professional relationship building skills; electronic devices (laptops, notebooks, Smartphones) will not be used in class as this disrupts the counseling relationship. This device will need to be turned off and put away during class time.

2. Counseling Theory and Professional Growth Paper (body of the text should be 8-10 pages; you also need a title page): This paper should be based on your selected theory of counseling. Your purpose is to clarify your own views in terms of the theory and to defend your theory to the reader. The paper should follow APA format (including complete cover page, page headers and numbering, headings, and double-spacing) and include a minimum of 5 references. Discuss how your theory has helped your counseling skills develop. Give examples of how you incorporated your theory into your sessions thus far. Discuss how your theoretical techniques could be improved in your sessions. How does your theoretical choice help give your sessions direction? How do you plan to utilize your theory in future sessions? How does your theory reflect your personal and professional values? What is your short term plan for developing your counseling skills in terms of your theoretical perspective?

3. Final Self-Evaluation Paper: The final paper will encompass your experiences in sessions with your peers and overall in this class. You should discuss the following areas in approximately 4-6 double-spaced and typed pages with each area delineated by a heading in your paper. Papers should be in APA format including complete cover page, page headers and numbering, headings, and double-spacing.

- Discuss in a specific and concrete manner your current strengths.
- Discuss in a specific and concrete manner the progress you have made in the development of counseling skills.
- Discuss in a specific and concrete manner your current areas in need of improvement.
- Describe and discuss areas of personal/professional growth and awareness. What insights have you gained regarding your counseling skills, personal characteristics, or interpersonal relationships and how might these enhance your skills as a counselor?
What are some of your personal values that might affect your ability to work with specific populations?
- Develop a plan that addresses your professional development needs.

4. Videotapes:

Students will turn in a minimum of 4 videotapes for evaluation. Students will complete a Transcription for each tape turned in for evaluation. Students must first evaluate their tape by completing the following and **submit in a Manila envelope:**

- a) Videotape of session (DVD or Thumb drive)
- b) Written transcription- Transcriptions must include client & counselor responses. As you transcribe listen for not only your responses, but think about ways to improve the response. Make note on your transcription of how you would like to have changed your response as the counselor. After your transcription give a brief summary or how you think you performed as the counselor and include areas of strength (yes you will have them) and weaknesses.

Session requirements for each tape:

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 - TAPES MUST BE AUDIBLE. Inaudible tapes will be returned un-graded and will need to be redone. TAPES MUST MEET THE MINIMUM TIME REQUIREMENTS
- #1 - Baseline tape approximately 15 minutes demonstrating your current listening skills. You may only ask 3 QUESTIONS. If you ask more than 3 questions, you must provide an alternative response for each question over 3. Tapes are not appropriate if you ask more than 6 questions. You should not be trying to change anything for your client yet! This is a demonstration of listening skills.
- #2 – 20 minutes. Demonstrate interest and appreciation of your client, encourage client exploration, develop the therapeutic relationship & manage the session appropriately. You should not be trying to change anything for your client yet!

#3 – 25 minutes. Demonstrate interest and appreciation of your client, encourage client exploration, deepen the session with advanced empathy, develop the therapeutic relationship & manage the session appropriately.

#4 – 20 minutes. Demonstrate interest and appreciation of your client, encourage client exploration, deepen the session with advanced empathy, develop the therapeutic relationship, encourage change & manage the session appropriately.

5. In addition to the 4 tapes turned in students will be required to tape additional 15 minute sessions to review and critique in class. Videotapes of practice sessions will be made outside of class. These videotapes will be reviewed in class for feedback. **STUDENTS ARE RESPONSIBLE FOR BRINGING A VIDEOTAPED PRACTICE SESSION TO EACH CLASS TO BE REVIEWED FOR FEEDBACK.**

GRADE EVALUATION

STUDENT PERFORMANCE EVALUATION AND PROCEDURES

<i>Requirement</i>	<i>Point Value</i>
Attendance/Participation	50
Taped Counseling Sessions 4(25 each)	100
Counseling Theory Paper	30
<u>Final Self-Evaluation Paper</u>	<u>20</u>
Total	200

Students who achieve a grade of "A" complete the following (All areas must be completed for this grade):

- Demonstration of exceptionally high level of effectiveness in the use of the communications, relationship, personalization, and professional skills taught in this course
- Demonstration of comfort with and openness to feedback and view the process of training as both a personal and professional growth opportunity
- Consistently bring tapes to class that demonstrate current skills and that students view as demonstrating their highest level of current ability, which may require completing more than one videotape each week
- Complete reading assignments and actively participate in class discussions
- Complete the self-evaluation papers with a high degree of introspection and clearly demonstrate a high level of effort in completing the papers
- Attend class regularly and on-time

Students who achieve a grade of "B" complete the following (All areas must be completed for this grade):

- Demonstration of an expected level of effectiveness in the use of the communications, relationship, personalization, and professional skills taught in this course
- Demonstrate ability to employ the skills satisfactorily, and have a uniformly beneficial effect on interviewees
- Demonstrate openness to feedback and avoid a defensive attitude with peers and instructor
- Consistently bring tapes to class that demonstrate an expected, acceptable level of skills
- Completed reading assignments and participate in class discussions
- Complete the self-evaluation papers with an adequate degree of introspection and demonstrate an adequate level of effort in completing the papers

Students who achieve a grade of "C" complete the following:

- Demonstrate a minimal level of effectiveness
- Demonstrate severe limitations in certain areas
- Demonstrate failure to grasp and to consistently demonstrate basic communication and interpersonal skills
- Fail to provide tapes demonstrating adequate skill level
- Fail to complete reading assignments and participate in class discussions
- Fail to demonstrate an adequate level of introspection and effort in completing self- evaluation papers
- Students with this grade are functioning below the level required for field placement and will not be accepted for Practicum. When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's dorsement to continue with the program.

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

ATTENDANCE

The student is expected to be on time and attend class regularly. Two unexcused absences will result in the student being administratively dropped from the class. University guidelines regarding attendance policy will be followed.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, 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

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.

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).

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE CLASS SCHEDULE

1/17 Introduction, Orientation, & Overview

1/24 Informed Consent/Ethics Review/Treatment Planning – Triadic Experience

1/31 Chapter 3 & 4 - Triadic Experience

2/7 Chapter 5 - Tape review & critique

2/14 Chapter 6 - Tape review & critique **TAPE #1 Due**

2/21 Tape review & critique

2/28 Chapter 7 - Tape review & critique

3/7 Tape review & critique **TAPE #2 Due**

3/14 Spring Break

3/21 Chapter 8 - Tape review & critique **Counseling Theory and Professional Growth Paper Due**

3/28 Chapter 10 - Tape review & critique

4/4 Chapter 11 - Tape review & critique **TAPE #3 Due**

4/11 Chapter 12 - Tape review & critique

4/18 Tape review & critique

4/25 Tape review & critique **TAPE #4 Due**

5/2 Final Tape review & critique **Final Self-Evaluation Due**

5/9 Individual Evaluations