



**TEXAS A&M UNIVERSITY-COMMERCE**  
**516: BASIC COUNSELING SKILLS**  
**COLLIN HIGHER EDUCATION CENTER**  
**Fall 2018**  
**Thursday (7:20pm-10pm)**

**INSTRUCTOR**

Brooke Leird, Ph.D., LPC-S, LCDC  
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**OFFICE HOURS**

Thursday before class. Please talk with me to arrange a time.

**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 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), 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.

**REQUIRED TEXTS**

Martin, D. (2016). *Counseling and therapy skills* (4th ed.). Long Grove, IL: Waveland Press.

**RECOMMENDED TEXTS AND ITEM**

Practicum & Internship Handbook, School or Community. (2017-2018 Edition).

American Counseling Association. (2014). Code of ethics.

American Psychological Association (2011). Publication manual of the American Psychological Association (6th Ed.). Washington, D.C.: American Psychological Association.

**Encrypted flash drive** –I would suggest at least 32 GB.

## **COURSE REQUIREMENTS**

1. Attendance and participation are vital.
2. Students are expected to attend their own personal counseling during this semester.
3. Students are expected to demonstrate and practice interviewing skills with class peers.
4. Videotapes of practice interviews sessions will be made outside of class.
5. Videotapes of practice interview sessions will be reviewed in class for feedback and formative evaluation. The videotapes will need to be erased by the end of the semester.

### **1. Attendance and Active Participation**

Active participation includes attending each class, being on time for each class and staying the whole class, completing reading assignments prior to class, participating in peer observation and peer counseling, and contributing feedback during class. Regular class attendance is required. As this is a vital clinical course, two (2) absences will result in your final grade being reduced one grade level. Three (3) absences or more will require you to repeat this course for credit. Appropriate (as defined by instructor) level of interaction and participation during classroom discussions and presentations are expected.

### **2. Personal Counseling Requirements**

Ten personal counseling sessions will be completed during this semester. These 10 counseling sessions are a part of the requirement for COUN 516. Students will attend the sessions as a client. These sessions are an opportunity for you to benefit firsthand experience as a client, and please make this a serious endeavor on your part. You may seek counseling services at no charge through the Community Counseling & Psychology Clinic (903) 886-5660 in Commerce or the Harold Murphy Clinic (469)302-6318 in McKinney. Students may choose their own counseling service, but fees may apply. **The counselor must submit documentation that the student has completed the required sessions. The letter or email must be sent to the department.** You may send it to [Marilyn.Lewis@tamuc.edu](mailto:Marilyn.Lewis@tamuc.edu) by email or by US mail to Texas A&M University-Commerce, Counseling Program, Rm# 202 Binnion Hall, P.O. Box 1311, Commerce, TX 75429.

### **3. Videotapes, Session Analysis, and Tape Review**

Students will need to meet and tape weekly with a classmate. Four videotapes will be used for class feedback, transcribing, session analysis, and submitting to the professor. You will need to evaluate and transcribe you videotapes before showing in class and submitting the videotapes for a grade. The USB, transcription, and session analysis will need to be placed in a manila envelope when submitting to the professor.

When transcribing, you must include client and counselor responses. As you are transcribing, listen to all responses and think about ways to improve your responses. The professor will give you more information about what is expected for your transcriptions. You will also provide a session analysis after you are done transcribing and watching your full session. The session analysis will be about how you think you performed as the counselor and include areas of strengths and weaknesses.

Tape reviews will occur during class. You will be provided the due dates of turning in your videotapes. The date you submit a videotape to the professor is the same date you will do a tape review during class. Expect to show at least 3 tapes during class throughout the semester.

#1- **First tape.** This is your baseline tape and will be approximately 15 minutes of you demonstrating your current listening skills. Remember, show your listening skills. More than 3 questions are not appropriate for this tape. Transcription and session analysis are required.

#2- **Second tape.** Build on what you learned from the first tape. This tape will be 20 minutes. Demonstrate your listening skills, start to build rapport, and manage the session appropriately. Transcription and session analysis are required.

#3- **Third tape.** Continue to build on and grow from your first two tapes. This tape will be 30 minutes. Demonstrate your listening skills, continue to build rapport, manage the session appropriately, and communicate appropriately (verbal and non-verbal). Transcription and session analysis are required.

#4- **Fourth and final tape.** This tape will be 30 minutes. Use all of the skills you have been learning and practicing throughout the semester. Focus the session on a change/topic the “client” has selected. Continue to practice the skill set you have learned throughout the semester. Use this tape to help you finalize your Self-Evaluation Paper.

#### **4. Personal Growth Paper**

Write a 3-4 page reflection paper based on the personal growth you have had over the semester. Use what you have learned about yourself with being a client/“client” (this semester and/or in the past). Focus on your intrapersonal skills, and any self-awareness and self-understanding you have gained. Also, discuss how the experience of being a client will influence your own counseling style. Explain what you found helpful/unhelpful as a client, and how your experience as a client will shape your future therapeutic relationships with future clients.

#### **5. Final Self-Evaluation Paper**

Write a 6-8 page paper that discusses and evaluates your experiences throughout the class as a counselor-in-training. This paper will focus on your professional growth, interpersonal skills, and basic counseling skills. Utilize the transcriptions and session analysis of your tapes that you have completed over the semester to help you write about your overall strengths and areas of growth needed as a counselor-in-training. Also, connect how your personal growth has impacted your professional growth this semester. Discuss the importance of continuing to have personal growth and the influence it will have on your ability to grow as a counselor-in-training.

## SUMMARY OF GRADES

<b>Student Performance Evaluation</b>	
Assignments	Point Value
Attendance/Participation	50
Taped Counseling Sessions 4 (25 pts each)	100
Personal Growth Paper	40
Final Self-Evaluation Paper	60
<b>Total</b>	<b>250</b>

A = 90%-100% (225-250 pts)

B =80%-89% (200-224 pts)

C =70%-79% (175-199 pts)

D and below =69% or below (174 pts and below)

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 endorsement to continue with the program.

### **TE<sub>x</sub>ES COMPETENCIES THAT RELATE TO THIS COURSE**

(TE<sub>x</sub>ES 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 AND LATE POLICY**

Attendance in this class is important. Even missing one class may hinder your skill development. If you know that you are going to miss a class, email me prior to class. Make every attempt to be on time. Arriving late will affect your grade.

Late assignments will start at 50% if the assignment is submitted to the professor before the next class after the assignment due date. If the late assignment is not submitted by the next class, the student will receive a zero on the assignment.

## **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@tamuc.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, Policies 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.tamuc.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.

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

Week	Topic/Reading	Assignment
<b>8/30</b>	Introductions; Syllabus Review; Completion of paperwork; ACA Code of Ethics	<b>First Class</b> Chap 11- Ethical Issues
<b>9/06</b>	Empathy Getting Started	Chap 1 and 7
<b>9/13</b>	Learning to Hear Finding the Words	Chap 2 and 3 <i>Tape Review</i>
<b>9/20</b>	Therapeutic Relationship	Chap 6 <i>Tape Review</i>
<b>9/27</b>	Confrontation	Chap 4 <i>Tape Review</i>
<b>10/04</b>	Client's responsibility	Chap 5 <i>Tape Review</i>
<b>10/11</b>	Beyond Skills	Chap 8 <i>Tape Review</i>
<b>10/18</b>	Direct Interventions	Chap 9 <i>Tape Review</i>
<b>10/25</b>	Assessments	Chap 10 <i>Tape Review</i>
<b>11/1</b>	Beginning and Ending	Chap 12 <i>Tape Review</i>
<b>11/8</b>	Groups Couples and Families	Chap 13 <i>Tape Review</i> <i>Personal Growth Paper</i>
<b>11/15</b>	Cultural Diversity	Chap 14 <i>Tape Review</i>
<b>11/22</b>		<b>Thanksgiving Break</b>
<b>11/29</b>	Self-Care	<i>Chap 15</i> <i>Tape Review</i> <i>Final Self-Evaluation Paper</i>
<b>12/6</b>	Theory Preparing for Advanced Basic Skills	
<b>12/13</b>		<b>Finals Week</b>