



**MS 5005 – Introduction to Counseling
Fall 2019**

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Office Hours: By appointment
Meeting times: Tuesdays, 12:50 – 3:50
Location:

Required Texts:

Young, M. E. (2013). *Learning the art of helping: Building blocks and techniques*. (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Erford, B. (2015). *40 techniques every counselor should know*. Upper Saddle River, NJ: Merrill.

Yalom, I. D. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: Perennial

Other required selections (e.g., journal articles) assigned by the instructor.

Catalog Description:

MHS 5005 is an academic and training experience designed to promote students' acquisition and development of specific skills in verbal and nonverbal communication, human relations, identification of client/student issues, and proposing appropriate counseling strategies. In addition, students will learn fundamental skills in listening, responding, expressing empathy, and focusing as well as more advanced skills in the areas of finding meaning, reframing, effective challenging, leading, and action planning. Overall, the course focuses on the identification and use of beginning fundamental skills needed for a person to become an effective counselor. Students will develop skill competencies and practice proficiency through developing a "counseling relationship" throughout the semester, case conceptualization, case note taking, and treatment planning.

Purpose of the Course:

MHS 5005 is highly experiential and focuses on counseling skill acquisition. Its content consists of readings, lectures, demonstrations and role-plays. Students record their practice counseling sessions, participate in small group experiences, and journal their experiences throughout the semester. Students will learn to give and receive

constructive feedback on their skill development, to prepare them for their practicum and internship supervision. Since the attainment of basic counseling skills is a primary objective, this course is designed on a competency based micro-counseling skills model.

Emphasis is placed on students' efforts and demonstrable abilities required for ethical, competent counseling. Performance of basic skills is the primary source of evidence in assessing mastery and evaluating competencies. Small groups and counseling triads provide experiences in the dynamics associated with age, gender, race, ethnicity, religion, spirituality, sexual orientation, and social class.

MHS 5005 in collaboration with Theories of Counseling MHS 6401 endeavors to enhance students' basic skills and knowledge to conduct a counseling session using three different categories of counseling theory. Typically, counseling theories emphasize a cognitive, behavioral, or affective approach to working with clients. Students will study multiple counseling theories in MHS 6401 and have opportunities to experience demonstrations of a counseling session using the different approaches. Integrating the basic micro-skills from Intro to Counseling with Counseling Theories during the semester will provide students with a more holistic experience of the counseling process.

To help each student develop and grow as a skilled helper, a commitment to self awareness is essential. Therefore, students are required to keep a journal that documents their reactions (cognitive, behavioral and affective) to their class experiences throughout the semester.

Relationship to Other Courses:

The successful attainment of basic listening and responding skills is essential to becoming an effective counseling professional. The skills taught in MHS 5005 are used to facilitate the various Theories of Counseling (MHS 6401), Group Counseling (MHS 6500), and Family Counseling, Assessment, and Career Counseling.

Course Objectives:

At the conclusion of MHS 5005, students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes as stipulated by CACREP (2016):

By the end of the course, students will:

- 1) Be able to create and experience the core conditions of a counseling relationship.
- 2) To apply intentionality, thoughtfulness, and ethics in counseling practice.
- 3) To demonstrate multicultural competence and wellness with a variety of clients
- 4) Demonstrate competency in basic counseling skills, i.e.,
 - a) Verbal and non-verbal attending behavior
 - b) Open and closed questions
 - c) Client observation skills
 - d) Encouraging, paraphrasing and summarizing
 - e) Reflection of feeling
 - f) Intake and interviewing skills
 - g) Confrontation
 - h) Reflection of meaning and interpretation reframe
 - i) Influencing skills and strategies
 - j) Skill integration
- 5) To demonstrate the use of basic skills to facilitate a theory/technique from three broad categories of theory; affective, cognitive, behavioral.
- 6) Demonstrate case conceptualization and note taking, use of silence, problem solving, crisis

intervention, behavioral strategies, and termination.

7) Demonstrate ability to give and receive feedback on counseling skills and individual style, and integrate that feedback in future counseling practice.

CACREP Standards:

Section II. G. Professional Identity:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. Self-care strategies appropriate to the counselor role.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. An orientation to wellness and prevention as desired counseling goals;
- b. Counselor characteristics and behaviors that influence helping processes;
- c. Essential interviewing and counseling skills;
- f. A general framework for understanding and practicing consultation;
- g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
- j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

Foundations: B. Skills and Practices

- 1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

Counseling, Prevention and Intervention: C. Knowledge:

- 7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Counseling, Prevention and Intervention: D. Skills and Practices:

- 7. Applies current record-keeping standards related to clinical mental health counseling.

Assessments: G. Knowledge:

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

Florida Accomplished Practices for School Counselors

Key Tasks assess your mastery of knowledge, skills, and dispositions that the State of Florida requires of all entry level educators (which includes school counselors). In this course, we will cover several “Accomplished Practices,” as listed following.

Your mastery of each indicator will be measured by your work on each Key Task (i.e., Components 1 and 3, as described later in this syllabus). To pass this course, you must successfully complete all Key Tasks covered in the course and receive a “Met with Weakness” or higher evaluation for your performance on each of them. No exceptions will be made. Note that if you are enrolled in a School Counseling and Guidance (SCG) program in the department, you will not receive a grade for this course until you have achieved satisfactory performance on each of the “Accomplished Practices” addressed in this course.

Students who receive a “Not Met” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by Dr. Bayne. Students who do not complete their makeup work satisfactorily (i.e., with a “Met with Weakness” or higher rating) will receive a grade of Incomplete (I) for this course. Students who fail the course must repeat it later in order to demonstrate achievement of the “Accomplished Practices” covered in this course. (See Appendix for Indicators).

Course Requirements	Percentage	Points
Transcription and Assessment #1	15%	30
Transcription and Assessment #2	20%	40
Transcription and Assessment #3	35%	70
Final Paper	20%	40
Presentation	5%	10
Gift of Therapy Journals	5%	10
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Total	100%	200

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
F	below 70

Course Requirement Descriptions

All assignments must be typed in 12-point New Times Roman font & in APA format

1. Gift of Therapy Video Journals:

As part of your self-reflection for the course, you will be responsible for reading and reflecting on *The Gift of Therapy* by Irvin Yalom. You will post three (3) reflective “vlog” (video blog) entries throughout the semester. You will use the Voicethread link on the Canvas site and will need a computer with a webcam and audio in order to record and post your video. Vlog entries should reflect on one or more themes from one or more chapter(s) of the book, and you should apply the theme to your own emerging understanding of the counseling process, your own professional identity, and/or your personal beliefs/values/etc. Entries should demonstrate a depth of reflection and engagement with the material. Although personal reflection is expected, students should refrain from disclosing deeply personal information unsuitable for sharing with classmates, such as personal and unresolved traumas, addictions, or anything that could potentially cause personal distress. Also, though you are expected to reflect on your own development as a counselor and experience in practice counseling sessions, please protect the confidentiality of your peers by not disclosing identifying information or specific “session” content. Vlogs should be brief (2-5 minutes). I recommend jotting down your points or thoughts prior to recording the video. After posting vlog entries each student must watch and post a comment on at least two of their peers’ entries, as indicated in the syllabus. Comments to peers should be more than encouragements or agreements but should foster deeper reflection through sharing anecdotes, asking probing questions, or providing information. Comments can be done via video or written comment.

2. Tapes and Transcripts:

Each student will submit three DVDs which will be viewed by the instructor and the doctoral student group leader. Students will conduct these taped sessions with a peer from class. During these sessions students are encouraged create a “character” to roleplay. You may decide to incorporate some of your own identity into the character, since both the use of authentic concerns and perspective taking will facilitate the student’s ability to understand the experience of being a client, as well as facilitate the development of helping skills. Concerns that are inappropriate for counseling sessions include those personal experiences that are traumatic in nature such as abuse or suicidal ideation. At times the counseling relationship can bring up old issues and/or make it difficult to continue with established coping mechanisms. Students are fully in charge of how much they choose to disclose to each other, and they should not be pushed past where they feel comfortable. We will be working as a class to develop roleplay “characters”, which can be blended with personal issues. If, at any point during the semester, students feel uncomfortable with either their role as the client or as the counselor due to the nature of what is being discussed, they should set up a meeting with the instructor immediately. Confidentiality between partners is an absolute necessity. Students will submit a total of three (3) transcripts and assessments of counseling sessions to the instructor. The transcript is a verbatim record of a counseling interview. **If sessions are recorded using lab room equipment the DVD cannot leave campus. You may alternatively record on your own device (i.e., computer, phone, tablet) as long as it is password protected. Please treat these tapes the same way you would treat protected client content.**

The format for the transcripts is provided below. The transcript should be typed on a word processor and in tables at least size-12 font. The reason for the tables is that tables make it easier

to see how your response affects the client's response. The typewritten transcripts, tapes, and self-assessments should be submitted in an envelope with the tape.

Transcription and Assessment #1 (15%):

- The length of first taped session should last about 20 minutes. From that twenty minutes of counseling, select your best work to transcribe and analyze a section lasting **5-7 minutes**. This recording is intended to demonstrate foundational helping behaviors. In this recording you must demonstrate listening skills and basic empathy, as well as skills to facilitate deeper exploration such as reflections of feeling, reflections of meaning, paraphrasing, summary, etc. Along with the tape you must submit a written transcript of the session that records, word-by-word, what was said between the counselor and the client for at least 5-7 minutes of the session. Guidelines for the transcriptions will be provided. In the right-hand column of the transcript you must identify any skills that you used within your statements. For statements that you feel were not as effective you can provide an alternate statement and indicate which skill(s) that statement utilizes. Finally, in the third column you will be asked to write process comments indicating your own self-awareness during the session (or when reviewing it).

A two to three page session assessment should also be submitted for review by the instructor. The following questions should be addressed to help you analyze your work:

- What was the presenting problem and the underlying issues for this “client”?
- What is your hypothesis about the client?
- What was the range of emotions I experienced during this encounter?
- What was the transference-countertransference I experienced, and what did I do with that?
- What were the cultural concerns this encounter raised for me?
- **Finally: Please identify 10 minutes of the tape that you would want the instructor to watch. You can select several different portions of the tape, up to 10 minutes in length. Please provide the timestamps for each portion(s).**

(Course Objectives Assessed: II.G.1.c; II.G.2.f; II.G.5.a, b, c, f, j; CMHC.B.1; CMHC.7; CMHC.D.7.)

Transcript and Assessment #2 (20%):

This recording must be at least 30 minutes in length. Of this time you must select at least 10 minutes to transcribe. In this recording students must demonstrate facilitative counseling skills as well as skills such as broaching, confrontation/challenging, and goal setting. The format for the transcription must follow the same format as that used for the second tape. Students may choose to transcribe different segments of the tape in order to demonstrate skills that occurred at different points in the session. However, if different segments are presented the transcript must include a brief summary of the content that came immediately before the selected segment to provide some context.

A two to three page session assessment should also be submitted for review by the instructor. The following questions should be addressed to help you analyze your work:

- What was the presenting problem and the underlying issues for this “client”?
- What is your hypothesis about the client?
- What was the range of emotions I experienced during this encounter?

- What was the transference-countertransference I experienced, and what did I do with that?
- What were the cultural concerns this encounter raised for me?
- **Finally: Please identify 10 minutes of the tape that you would want the instructor to watch. You can select several different portions of the tape, up to 10 minutes in length. Please provide the timestamps for each portion(s).**

(Course Objectives Assessed: II.G.1.c; II.G.2.f; II.G.5.a, b, c, f, j; CMHC.B.1; CMHC.7; CMHC.D.7.)

Transcript and Assessment #3 (35%):

This final recording must be at least 45 minutes in length. Of this time you must select at least 15 minutes to transcribe. In this recording students must demonstrate facilitative counseling skills and must employ at least one technique that is appropriate to the client's concern and that is part of the counselor's preferred theoretical orientation (ex: using the empty chair technique to help the client process unfinished business with a family member as part of the counselor's Gestalt approach). If you as the counselor have a person-centered/existential framework you may borrow from other techniques as long as you can justify their use in your reflection comments as helping to accomplish your theoretical objectives for the client. Finally, the end of the tape should include one termination technique. The format for the transcription must follow the same format as that used for the second tape. Students may choose to transcribe different segments of the tape in order to demonstrate skills that occurred at different points in the session. However, if different segments are presented the transcript must include a brief summary of the content that came immediately before the selected segment to provide some context.

Please answer the following questions (3-4 pages, double spaced):

- What was the presenting problem and chief complaints for this "client"?
- What is your hypothesis about the client?
- What were some of the underlying issues this client did not articulate?
- What was the range of emotions I experienced during this encounter?
- What was the transference-countertransference I experienced, and what did I do with it?
- What were the cultural concerns this encounter raised for me?
- **Finally: Please identify 10 minutes of the tape that you would want the instructor to watch. You can select several different portions of the tape, up to 10 minutes in length. Please provide the timestamps for each portion(s).**

(Course Objectives Assessed: II.G.1.c; II.G.2.f; II.G.5.a, b, c, f, j; CMHC.B.1; CMHC.7; CMHC.D.7.)

3. Presentation (10%)

Each student will construct a presentation describing a counseling technique; the theory it originates from; evidence of its effectiveness; the populations for whom the technique may be most effective; the rationale for further research; and example of the technique. The presentation will be approximately 8-10 minutes and must include a typed handout to be

distributed to each class member. This assignment should be in compliance with the APA (2010) *Publication Manuals*.

(Course Objectives Assessed: II.G.5.c; CMHC.B.1)

4. Final Paper:

“Growth as a Counselor and as a Client” (addresses all CACREP standards assigned to the course) [10 pages, double-spaced, APA format (6th ed.), at least 6 relevant references]

This paper will focus on your own assessment of your growth as a counselor over the course of the semester, as well as your experience as a client. You should review your first and third recordings and then reflect on and answer the following questions:

- As you watch your first tape again, what stands out to you?
- In what ways have your skills grown/developed over the semester? Be specific.
- What areas do you feel you still need to work on/develop for the future? Be specific.
- Has your concept of counseling and the skills involved changed this semester? Why or why not?
- What was it like functioning as a client this semester?
- How did you feel in the role of the counselor?
- Which techniques seem most natural/enjoyable to you? Which techniques seem less comfortable for you?
- Any additional points that you would like to add?

This paper is meant to be self-reflective and show integration between what you learned in roleplays and course material.

The paper is to be 8-10 pages of the **main text** and must follow APA format (6th ed.). If you use citations, you must use correct citation format when referring to any information that is not your own. Failure to use appropriate citations is plagiarism. You should cite at least 5 relevant references in addition to any citations of required reading or class notes. **Maximum percentage for Personal Reflection Paper is 20% of final grade.**

Content	Rating Criteria	Points
Paper Format	Appropriate use of APA 2010 style	5
Grammatical and stylistic accuracy	Writing is clear, concise, and organized.	5
Material	Integration of course material and other literature	10
Reflection	Depth of reflection; insight into oneself; process of counseling; creativity in approach to paper	15
Summary/Conclusion	How have you seen yourself grow as a counselor; How did your experience as a client help you as a	5

	counselor; what would you have done differently if you were a counselor; what impact has this experience had on your overall understanding of the helping profession.	
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Paper Submission Format

Your written work must be submitted as an attachment in Microsoft Word format only. You should submit your required paper before class time on the designated date. A submission will be considered late after that time. Late submission of assignments will receive a 5% grade deduction for each day.

5. Requests for test make-ups and/or assignment deadline extensions are strongly discouraged. It is unlikely that requests for make-ups or extensions will be granted except in cases of documented illnesses (verified by a doctor or his designee) and other extreme circumstances.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

Classroom Policies

- **Late Assignments**
Late assignments will receive a single letter grade deduction for each week they are late (e.g., A to A-). It is the student's responsibility to ensure assignments are submitted on time and complete. Exceptions will only be made for university authorized excuses (e.g., experiences an illness or the loss of a loved one, etc.).
- **Professionalism (Confidentiality & 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. Homework assignments should also disguise the nature of any individual whom you may have interviewed. When videotaping a session with a role-playing or real client, be sure you have permission on tape for that interview to proceed. You are expected to abide by the American Counseling Association (2005) *Code of Ethics*.
- **Practice**
This is a class in which you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the textbooks, it is crucial that you be able to demonstrate the required skills.
- **Academic Integrity**

Students are expected to conduct themselves honestly on all academic assignments.

University- wide information about academic integrity as well as procedures for addressing alleged violations can be found in the **Graduate Catalogue**

All Registered students are bound to uphold the principles of academic integrity, and students are expected to understand the meaning and standards of academic integrity. Violations of academic integrity include, but are not limited to, the following offenses as described in the Graduate Catalogue: cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

- **Incomplete Grades (I)**

Incomplete grades will only be given for extreme emergencies. Grades are due to Records Office 72 hours of the end of class. Therefore, your final products must be turned in on time.

Valid incomplete grade requests are a death in your family, extreme illness (not colds and flu), military activation, or anything outside of your control.

Failure to plan ahead, panic over many papers being required at the same time, etc. are not valid for incomplete grade requests. Incomplete grades are granted with only the university approved deadline. If the student's work products are not completed and submitted within that time frame, the appropriate Dean's signature will be required for further extension of time period.

If the incomplete grade (I) is not resolved satisfactorily within permitted time period, then the student will receive an 'F' for the course and will not be able to register for another semester until the 'F' is removed. The 'F' can only be removed when the student has submitted all work and the faculty member has graded the work and assigned a grade higher than an 'F'.

- **Withdrawal from Course**

Students who find themselves in the position of having to withdraw from the course and receive a grade of 'W', may do so no later than the date reflected in the university's academic calendar. Failure to comply with the official withdrawal procedure will result in a permanent grade of F. Please consult the graduate catalogue for more information. **Grade Appeal**

You have the right to appeal a final course grade. Grade appeal information is located in the **Graduate Catalogue**.

- **Tape Recording Class Lectures**

Lectures may not be recorded unless you have permission from the instructor. No clinical case presentations or case studies offered in class may be recorded. The materials MAY NOT be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

- **Students with Disabilities:**

Students requesting accommodation for disabilities must first register with the Disability Resource Center – www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations.

Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C. Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.). Requires the University of Florida provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students requesting classroom accommodation must first contact the Disability Resource Center located in Room 001, Reid Hall or contact via telephone at 352 – 392 – 8565. The Dean of Students Office will provide documentation to the student must then provide this documentation to the professor when requesting accommodations.

Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. **Please arrange a meeting with the instructor during the first two weeks of the course.**

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact: UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575 University Police Department: 352-392-1111 or 9-1-1 for emergencies.

UF Honor Code

UF students are bound by the Honor Pledge which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code’. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code www.dso.ufl.edu/sccr/process/student-honor-code/ specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

- **Cell Phones, Pagers, and all Communication Devices**

To avoid distracting other students from their class work, please turn all **cell phones or pagers** to off or vibrate. If your pager or phone vibrates, please leave class quietly. No text

messaging or surfing the web is permitted in class.

- **Other Considerations**

As part of this profession, you are **STRONGLY** encouraged to join both the American Counseling Association (ACA) and the Florida Counseling Association (FCA).

HELPFUL WEBSITES:

American Counseling Association (ACA)	www.counseling.org
Association for Specialists in Group Work (ASGW)	www.asgw.org
American School Counselor Association (ASCA)	www.schoolcounselor.org
International Association of Marriage and Family Counselors (IAMFC)	www.iamfc.org
American Mental Health Counselor Association (AMHCA)	www.amhca.org
National Association of School Psychologists (NASP)	www.nasponline.org
National Board of Certified Counselors (NBCC)	www.nbcc.org
Council for Accreditation of Counseling and Related Education Programs (CACREP)	www.cacrep.org
Chi Sigma Iota	www.csi-net.org

**THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS,
AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER**

Tentative Course Outline

Date	Topic/s	Readings*	Assignments
8/20	Ice breaker; course overview Overview of the helping process; Self-awareness CACREP 2.F.5.a; CACREP 2.F.5.f	Y: Ch 1&3	
8/27	Empathy Improv/Acting and Perspective Taking/Developing a character CACREP 2.F.5.a; CACREP 2.F.5.b; CACREP 2.F.5.f	Y: Chp 2	
9/3	Invitational Skills Reflecting Skills – Paraphrasing and Reflecting Feeling CACREP 2.F.5.a; CACREP 2.F.5.g	Y: Chp 4&5	Gift of Therapy – Reflection 1 due
9/10	Reflecting Skills – Reflecting Meaning and Summarizing Immediacy and self-disclosure CACREP 2.F.5.a; CACREP 2.F.5.f ; CACREP 2.F.5.g	Y: Chp 6	GOT comments due
9/17	Integration and Practice Tape 1 processing CACREP 2.F.5.a ; CACREP 2.F.5.f ; CACREP 2.F.5.g; CACREP 2.F.5.n		Tape 1 and Transcript Due
9/24	Assessment and the Initial Interview Record Keeping Developmentally relevant treatment planning Goal setting Challenging Skills CACREP 2.F.5.a; CACREP 2.F.5.g; CACREP 2.F.5.h ;CACREP 2.F.5.i; CACREP 5.C.2.m.	Y: Chp 7&8	
10/1	Broaching Genograms/Life Lines Systems-Based Approaches CACREP 2.F.5.a; CACREP 2.F.5.b; CACREP 2.F.5.f; CACREP 2.F.5.g; CACREP 2.F.5.j	Y: Chp 8 & 12 Day-Vines article and others as assigned	GOT Reflection 2 due
10/8	Change Techniques Advanced Change Techniques Managing Difficult Clients CACREP 2.F.5.a; CACREP 2.F.5.g; CACREP 2.F.5.j	Y: Chp 9, 10	GOT comments due
10/15	Outcome and Termination Consultation Community Resources Tape 2 Processing CACREP 2.F.5.c ; CACREP 2.F.5.g ; CACREP 2.F.5.k; CACREP 2.F.5.n	Y: Chp.11	Tape 2 and Transcript Due
10/22	Observe Forum Theater Performances – Cultural Competency and Social Justice Counseling CACREP 2.F.5.a ; CACREP 2.F.5.b		

10/29	Psychodynamic & Adlerian Techniques Overview CACREP 2.F.5.a; CACREP 2.F.5.g ; CACREP 2.F.5.h; CACREP 2.F.5.j; CACREP 2.F.5.n	E: Chp 6-13 (select at least two)	Select at least 2 techniques from this week's readings and come ready to discuss and practice them in class GOT Reflection 3 due
11/5	Cognitive & Behavioral Techniques Overview Brief Counseling Techniques Technology in Counseling CACREP 2.F.5.a; CACREP 2.F.5.d ;CACREP 2.F.5.e; CACREP 2.F.5.g ; CACREP 2.F.5.j ; CACREP 2.F.5.n	E: Chp 21-40 (select at least 2)	GOT comments due
11/12	Humanistic and Mindfulness Approaches (II.G.5.b; G.5.c) CACREP 2.F.5.a; CACREP 2.F.5.g; CACREP 2.F.5.h; CACREP 2.F.5.j; CACREP 2.F.5.n	E: Chp 14-20	Select at least 2 techniques from this week's readings and come ready to discuss and practice them in class
11/19	Psychodrama Experience CACREP 2.F.5.a; CACREP 2.F.5.g ; CACREP 2.F.5.h; CACREP 2.F.5.j; CACREP 2.F.5.n	E: Chp 1-5 (select at least 2)	Tape 3 and Transcript Due
11/26	Integration and Practice Roleplays with Acting Students CACREP 2.F.5.g ; CACREP 2.F.5.n		<u>Final Reflection Due</u>
12/3	Exam week		Read "20 Maxims"

* This tentative schedule provides a general plan for the course. Adjustments may be necessary.

** Readings to be completed prior to scheduled class session.

Y: Young E: Erford

Appendix A

CACREP 2.F. 5. COUNSELING AND HELPING RELATIONSHIPS

Standard	How Standard is Covered (lecture, assignment, etc.)
2.F.5.a. theories and models of counseling	Lecture, roleplay Assignment: Tapes, Reflection Papers, Transcripts, Technique Presentations, Final Paper, Gift of Therapy Reflections
2.F.5.b. a systems approach to conceptualizing clients	Lecture, roleplay Assignment: Reflection Papers
2.F.5.c. theories, models, and strategies for understanding and practicing consultation	Lecture
2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Lecture, roleplay Assignment: Tapes, Reflection Papers, Transcripts
2.F.5.e. the impact of technology on the counseling process	Lecture
2.F.5.f. counselor characteristics and behaviors that influence the counseling process	Lecture, roleplay Assignment: Tapes, Reflection Papers, Transcripts, Final Paper, Gift of Therapy Reflections
2.F.5.g. essential interviewing, counseling, and case conceptualization skills	Lecture, roleplay Assignment: Tapes, Reflection Papers, Transcripts, Techniques Presentations, Final Paper
2.F.5.h. developmentally relevant counseling treatment or intervention plans	Lecture Assignments: Tapes, Reflection Papers, Techniques Presentations
2.F.5.i. development of measurable outcomes for clients	Lecture Assignments: Tapes, Reflection Papers
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	Lecture, roleplay Assignment: Tapes, Reflection Papers, Techniques Presentation, Transcripts
2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources	Lecture Assignment: Tapes, Reflection Papers
2.F.5.n. processes for aiding students in developing a personal model of counseling	Lecture, roleplay Assignment: Tapes, Reflection Papers, Transcripts, Final Paper, Gift of Therapy Reflections

Specialty Standards 5.C. Clinical Mental Health Counseling:	
5.C.2. m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Lecture Assignment: Reflection Papers

Appendix B

Key Performance Indicators for this Course
MHS 5005: Introduction to Counseling

KPI	Assignment	Unsatisfactory	Developing	Accomplished	Exceptional
KPI 5.1 Essential interviewing, counseling, and case conceptualization skills (2F.5g) (FEAPS 2e)	Final Counseling Tape	The candidate does not evidence basic interviewing, counseling, and case conceptualization skills. Evidence of clear oral and verbal communication and essential counseling skills are lacking.	The candidate evidences basic interviewing, counseling, and case conceptualization skills. Evidence of clear oral and verbal communication and essential counseling skills are observable.	The candidate consistently demonstrates essential interviewing, counseling, and case conceptualization skills. Evidence of clear oral and verbal communication and essential counseling skills are consistently observed.	The candidate models highly effective basic interviewing, counseling, and case conceptualization skills. Strong evidence of clear oral and verbal communication and essential counseling skills are consistently observed.

Appendix C

Video Tape and Transcript Assignments

Three videotape assignments will be used to assess your progress in skill development and to give you experience and feedback from others. Satisfactory progress in skill development is necessary for completion of this course. The goals of using the lab and videotaping are to demonstrate competence in the use of the basic counseling skills, receive feedback on basic counseling skills, and enhance your personal and professional growth as a counselor.

The three tapes are designed to help you/us get an idea of the communication and counseling skills you will have learned to that date. These exercises will provide you with an indication of your strengths and growth areas as well as help the instructor in structuring course activities.

If using the lab rooms: Please test the lab equipment and review a sample of recording before turning in a DVD. You may want to practice making DVDs of five minutes in length to familiarize yourself with the taping process, if you are not already knowledgeable about this process. ALL sessions must be recorded in our lab area during normal working hours--8am-5 PM. If you need help the first time, please contact one of the TAs well in advance so they can help you. Make arrangements to reserve a taping room through the reservation book in the lobby area near the TA office or speak with Patty in 1215 Norman Hall if you have any questions. Set up the recording equipment before you begin and test it from both chairs.

For instructor feedback, in addition to the transcribed portion of the tape please select a 10-minute segment from your recording that demonstrates an area of challenge and/or an area where you would like specific feedback.

VERY IMPORTANT: Confidentiality: All disclosures of personal information from your classmates, the teaching assistants, and myself are considered confidential and should be treated as such. In other words, material from such disclosures should not be discussed where others could overhear. Identities should be protected (disguised) if a disclosure is mentioned in a learning situation as illustration.

Sample Transcript

For each of your tapings, you will transcribe your session on a form similar to the following example. **Please use this format for every transcript you hand in.** In the far left column, list exactly what was said during the session, using H1 for the helper’s first statement and C1 for the client’s first statement. Repeat this labeling format for each subsequent response. In the center column, list the skill you used with that statement. In the comments column on the far right, list your thoughts about what you said, what you might have said differently, your observations about the efficacy of your response based on what the client said, and any other observations you make regarding your skills during the session.

Client and Helper Responses	The Skill You Used	Comments
H1: What would you like to talk about today?	Open Question	I think I will try something less “canned” next time, such as “How would you like to begin?”
C1: I am having a problem with my boyfriend.		
H2: Tell me more about that.	Minimal Encourager and Door Opener	She paused as if she wanted me to say something, so I encouraged her to continue.
C2: I think he is keeping something from me. He is acting differently and seems very distant. He has never been like this before.		She appeared to be afraid. I should have paraphrased or asked her to tell me about her feelings or about what she meant by “different” and “distant.”
H3: Have you been dating for a while?	Closed Question	The client is very distressed, so this question seems pointless and very invalidating as I look at it now. It seems like I totally washed over her deep concerns and feelings.
C3:		
H4:		
Etc.		

Transcript and Assessment #1

Assignment Component	Points Possible	Points Earned	Instructor Comments
<p>Tape and transcription format has been followed: Video is clear and you can hear both the counselor and client. All 3 columns are correctly and appropriately completed.</p>	5		
<p>Therapeutic Relationship & Nonverbal Skills: Counselor’s body language – Counselor makes eye contact consistently with client; body language is open; counselor appears attentive, warm and caring, appropriate voice tone, distance from client, posture.</p>	5		
<p>Invitational Skills – Use of door openers and minimal encouragers. Open and closed questions are used appropriately (more open than closed) and the client is given ample time to respond before more questions are asked. Counselor avoids WHY questions. Use of attentive silence when appropriate.</p>	5		
<p>Reflecting Content – Counselor accurately paraphrases client statements. Reflections are of minimal length and are to the point.</p>	5		
<p>Reflecting Feeling-- Accurate and appropriate reflection of feelings -- not over or under shooting the degree of emotions.</p>	5		
<p>Assessment-Addressed all questions for session analysis thoroughly</p>	5		
<p>Total Points</p>	30		

Transcript and Assessment #2

Assignment Component	Points Possible	Points Earned	Instructor Comments
<p>Tape and transcription format has been followed: Video is clear and you can hear both the counselor and client. All 3 columns are correctly and appropriately completed.</p>	5		
<p>Therapeutic Relationship & Nonverbal Skills: Counselor's body language –Counselor makes eye contact consistently with client; body language is open; counselor appears attentive, warm and caring, appropriate voice tone, distance from client, posture.</p>	5		
<p>Foundational Skills – Use of door openers and minimal encouragers. Open and closed questions are used appropriately and the client is given ample time to respond before more questions are asked. Counselor avoids WHY questions. Use of attentive silence when appropriate. Counselor accurately paraphrases client statements. If client talks at length, counselor politely interrupts to interject timely reflections and control the session. Reflections are of minimal length and are to the point. Accurate and appropriate reflection of feelings. Student demonstrates ability to use reflection of values, core beliefs and meanings to take client to a deeper level. Counselor demonstrates appropriate use of summarization.</p>	15		
<p>Broaching – Attempt at a broaching statement related to race/ethnicity/gender/religious and/or spiritual orientation/sexual orientation, etc.</p>	5		
<p>Goal Setting – Initial goal setting. Facilitated client to identify at least one broad goal for change and at least one small, achievable step to attempt. Counselor did not dictate or suggest goals for the client but rather facilitated client self exploration.</p>	5		
<p>Assessment-Addressed all questions for session analysis thoroughly.</p>	5		
<p>Total Points</p>	40		

Transcript and Assessment #3

Assignment Component	Points Possible	Points Earned	Instructor Comments
<p>Tape and transcription format has been followed: Video is clear and you can hear both the counselor and client. All 3 columns are correctly and appropriately completed.</p>	5		
<p>Therapeutic Relationship & Nonverbal Skills: Counselor’s body language – Counselor makes eye contact consistently with client; body language is open; counselor appears attentive, warm and caring, appropriate voice tone, distance from client, posture.</p>	5		
<p>Invitational Skills – Use of door openers and minimal encouragers. Open and closed questions are used appropriately and the client is given ample time to respond before more questions are asked. Counselor avoids WHY questions. Use of attentive silence when appropriate.</p>	5		
<p>Paraphrasing – Counselor accurately paraphrases client statements. No parroting of what client has said. If client talks at length, counselor politely interrupts to interject timely reflections and control the session. Reflections are of minimal length and are to the point.</p>	10		
<p>Reflecting feeling - Accurate and appropriate reflection of feelings -- not over or under shooting the degree of emotions.</p>	10		
<p>Reflecting meaning- Student demonstrates ability to use reflection of values, core beliefs and meanings to take client to a deeper level.</p>	10		
<p>Summarizing: Counselor demonstrates appropriate use of summarization.</p>	5		
<p>Challenging Skills: Counselor appropriately demonstrates ability to provide client feedback and/or challenges inconsistencies evidenced in the client disclosures. If</p>	5		

you believed there were no opportunities to challenge the client, list your rational in the assessment paper to earn points.			
Technique and Termination – Counselor integrates at least one technique from specific theoretical orientation. The technique is appropriate to the client’s issues and goals. The counselor introduces the technique, implements it, and then processes it with the client. The counselor ends the session with an appropriate closing/termination technique.	10		
Assessment- Addressed all questions for session analysis thoroughly.	5		
Total Points	70		

Presentation Rubric

Presentation Component	Points Possible	Points Earned	Instructor Comments
<p>Technique- Technique is clearly, thoroughly, and accurately described. Includes the theory it originates from and populations or settings for whom the technique may be most effective.</p>	10		
<p>Handouts/Demo – Handouts for fellow students are clear, grammatically correct, and fully explanatory so that others will feel they have a clear understanding. Example of the technique, could be using a student(s) as “client” or video of someone else demonstrating the technique.</p>	5		
<p>Presentation Quality- Presenter is clear and appears knowledgeable of the technique; <i>professional</i> delivery; remains within the <u>10 to 12 minute time limit</u>.</p>	5		
Total	20		