

COUN 511 Syllabus Pre-Practicum

Course Description

Basic counseling skills, including establishing a therapeutic relationship, facilitating client self-exploration and understanding how one's values influence the counseling process. Crisis intervention. Extensive role play practice. One or more sections may be offered in any online format.

Course Objectives

- A. Explain the benefits of and how basic counseling skills are utilized with a variety of counseling theories.
- B. Demonstrate and know when to use the following basic counseling skills: attending behavior, appropriate use of questions, immediacy, client observation, encouragement, reflection of feeling, reflection of content, reflection of meaning, reflection of discrepancy, summarization, and session management.
- C. Recognize counter-transference that may be interfering with client's process, minimize counter-transference through personal work, and understand how counter-transference can be used in therapy.
- D. Discuss the role of values in the counseling process.
- E. Explain the role that culture and diversity play in the counseling process.
- F. Describe the role of non-verbal communication in the counseling relationship.
- G. Discuss the role of technology in the counseling processes.
- H. Apply ethical and legal principles of counseling both in one's own behavior and to hypothetical ethical/legal dilemmas.
- I. Accurately assess one's own level of skill development and the counselor characteristics and behaviors that influence the helping process.
- J. A discussion of wellness and prevention as part of counseling goals.
- K. Demonstrate and introductory knowledge of the concept consultation when working with families.
- L. Recognize and assess crisis issues with clients and perform initial steps to mediate the crises.

Pre-Requisites

Counseling 500 or concurrent enrollment in this course.

Student Learning Outcome Language

The Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record.

Calendar is only an example and may be quite different 2

Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student’s individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to final project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in the Student Handbook.

In addition to *Dispositions*, the SLO assessed in this class is from *Clinical Skills*, and the department is using a rating form that the professor fills out based on your overall clinical performance in the class. Please see the forms on Canvas. At the end of the semester after your final video is graded, students will be sent an email with instructions for how to view their student dispositions from the Portal. You are required to acknowledge that you have reviewed the information. If you have any questions, please talk with me as your instructor.

Calendar

Week	Topic	Assignments & Reading
1	<ul style="list-style-type: none"> • Syllabus; • Determine small groups; • Leave at 2:45pm for New Student Orientation 	<ul style="list-style-type: none"> • Informed Consent; • Additional readings/podcasts on Canvas
2	<ul style="list-style-type: none"> • Introductions; The Process Revealed: introduction to helping & Skills for Building a Collaborative Relationship • Non-verbals and a discussion of wellness and prevention as part of basic skills. • Types of Responses (handout) 	<ul style="list-style-type: none"> • Brew & Kottler Chapter 1 & Chapter 4 • Additional readings/podcasts on Canvas • Informed Consent to be uploaded on Canvas by 10pm • General Quiz should be taken prior to 10pm
3	<ul style="list-style-type: none"> • <i>No Class: Labor Day</i> 	<ul style="list-style-type: none"> • <i>Do not drink and drive</i>
4	<ul style="list-style-type: none"> • Exploration Skills • Empathy • Discuss Reflection Exercise Assignment. 	<ul style="list-style-type: none"> • Brew & Kottler Chapter 6 • Brew & Altekruze Chapters 1-12

		<ul style="list-style-type: none"> • Additional readings/podcasts on Canvas
5	<ul style="list-style-type: none"> • Demonstrate common errors of beginners in role plays; 	<ul style="list-style-type: none"> • Additional readings/podcasts on Canvas
6	<ul style="list-style-type: none"> • Clients in Need: Culture and Ethics • Exploring ethical issues such as confidentiality and boundaries with clients; 	<ul style="list-style-type: none"> • Brew & Kottler Chapter 2 • Brew & Altekruze Chapters 12-18 • Additional readings/podcasts on Canvas
7	<ul style="list-style-type: none"> • Modes of Helping: Technically eclectic but theoretically sound; 	<ul style="list-style-type: none"> • Brew & Kottler Chapter 3 • Complete Brew & Altekruze • Additional readings/podcasts on Canvas
8	<ul style="list-style-type: none"> • Promoting Understanding and Insight: Insight defined according to theory. 	<ul style="list-style-type: none"> • Brew & Kottler, Chapter 7 • Additional readings/podcasts on Canvas • Reflection Exercise Paper: upload to Canvas before 10pm on Sunday
9	<ul style="list-style-type: none"> • Facilitating Action: Techniques that are behaviorally focused; • How to Ask Good Questions: Open, Closed, Why, and How does that make you feel? 	<ul style="list-style-type: none"> • Brew & Kottler Chapter 8 • Additional readings/podcasts on Canvas • Session 1 uploaded to me Sunday
10	<ul style="list-style-type: none"> • Process Session 2 • Demonstrate errors in role play 	<ul style="list-style-type: none"> • Additional readings/podcasts on Canvas
11	<ul style="list-style-type: none"> • Skills for Assessment and Diagnosis: MSE and strengths & limitations of DSM; • Intakes; 	<ul style="list-style-type: none"> • Brew & Kottler Chapter 5 • Additional readings/podcasts on Canvas
12	<ul style="list-style-type: none"> • Couples and • Family 	<ul style="list-style-type: none"> • Brew & Kottler Chapter 10

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		<ul style="list-style-type: none"> • Additional readings/podcasts on Canvas •
13	<ul style="list-style-type: none"> • Groups • 	<ul style="list-style-type: none"> • Brew & Kottler Chapter 11 • Additional readings/podcasts on Canvas
14	<ul style="list-style-type: none"> • <i>No Class: Fall Break</i> 	<ul style="list-style-type: none"> • <i>Don't drink and drive this week!</i> • Additional readings/podcasts on Canvas • Session 2 uploaded by Sunday before 10pm. This is the end of fall break and you are welcome to turn it in earlier.
15	<ul style="list-style-type: none"> • Maintaining Progress & Where to Go Next? 	<ul style="list-style-type: none"> • Brew & Kottler Chapters 9 and 12 • Additional readings/podcasts on Canvas
16	<ul style="list-style-type: none"> • Crisis Issues: suicide; harm to others; child/elder/dependent abuse; DV; substance abuse; • Identifying, assessing, and reducing risks. • Process Session 3. • Discuss Final (use workbook, class notes, and your feedback from tapes) 	<ul style="list-style-type: none"> • Additional readings/podcasts on Canvas • Please complete SOQs for all classes
17	<p><i>Final Exam (10 short answer questions. Take Exam on Canvas from home.</i></p>	<p><i>Delete all sessions from your computers.</i></p>