

**SOUTHEAST MISSOURI STATE UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**  
*COURSE SYLLABUS*

Title of Course: **Counseling Skills (3 cr)**

Course No. **CP 614**

*Revised Spring 2012*

Semester: Spring 2020

Instructor: Travis Smith, Ph.D., LPC

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Office Hours: Monday 1:00 p.m. – 2:00 p.m. Wednesday 12:00 – 2 p.m.

Class Room: SC 323

Class Dates: Wednesday

Class Times: 4:00 p.m. - 8:50 p.m.

**I. Catalog Description and Credit Hours of Course:**

Knowledge and application of counseling techniques and helping skills with an emphasis on experiential learning and preparation for practicum. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements**

<b>M.A. Career Counseling</b>	<b>M.A. School Counseling</b>	<b>M.A. Mental Health Counseling</b>	<b>Ed.S. Counseling Education</b>	<b>Psychological Examiner Certificate</b>
Required	Required	Required	Required Prereq.	

**IV. Student Learning Outcomes**

A. Student will demonstrate understanding of counselor characteristics and behaviors that influence helping processes. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

B. Student will demonstrated an understanding of essential interviewing and counseling skills. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

C. The Student will be able to demonstrate through video recorded session the application of counseling skills. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

**V. Course as Relates to External Requirements**

<b>CACREP Requirements (2016)</b>	<b>DESE Requirements (2011)</b>	<b>LPC Requirements</b>	<b>NBCC Requirements</b>
5. Counseling & Helping Relationships	3) Theories and Techniques of Elementary and Secondary School Counseling; Comp. 2) Theories of learning; Comp. 3) Theories of personality;	Counseling & Helping Relationship	Helping Relationships (Techniques)

**VI. Course as Relates to External Standards**

<b>CACREP Standards (2016)</b>
Section II.F.5. COUNSELING & HELPING RELATIONSHIPS f. counselor characteristics and behaviors that influence the counseling process g. essential interviewing, counseling, and case conceptualization skills
<b>DESE Standards (2011)</b>
(MoSTEP 1.4.1.5.a; CACREP CC5c) essential interviewing and counseling skills.  (MoSTEP 1.4.1.5.b; CACREP CC5d) counseling theories to conceptualize student issues and concerns and select appropriate counseling interventions to respond to these issues and concerns.  (MoSTEP 1.4.1.5.c; CACREP CC5e) strategies for applying a school, family and community systems perspective to the counseling process.  (MoSTEP 1.4.1.5.d; CACREP CC5b, f) a framework for understanding and practicing professional consultation, including counselor characteristics and behaviors that influence helping processes.

**VII. Purposes or Objectives of the Course:**

- A. The student will become aware of the counselor or consultant characteristics, behaviors and philosophies that influence the helping process.
- B. The student will become aware of the client or consultee characteristics, behaviors and philosophies that influence the helping process.
- C. The student will become knowledgeable of the factors such as cultural diversity, which influence the helping process.
- D. The student will demonstrate the application of strategies based on a theoretical foundation in the helping process.
- E. The student will be able to demonstrate basic helping skills utilizing micro-counseling and small group experiences.

**VIII. Course Content or Outline:**

**Class Hours**

A.	Effective Counselor or Consultant Behaviors and Characteristics	3
1.	Gender and Ethnicity and Cultural Differences	
2.	Personal Characteristics	
3.	Influencing Skills	
B.	Client or consultee Behaviors and characteristics	3
1.	Gender and Ethnicity and Cultural Differences	
2.	Personal Characteristics	
3.	Traits, Capabilities, and Life Circumstances	
4.	Special Populations	
C.	Factors Influencing the helping Process	3
1.	Philosophic bases of the helping process	
2.	Environment	
3.	Social Factors	
4.	Commitment to Change	
D.	Application of theories	9
1.	Theories of Human Behavior	
2.	Strategies	
3.	Applying Strategies	
4.	Crisis Theory and Crisis intervention	
E.	Development of Helping Relationship	18
1.	Stages of the Helping Relationship	
2.	Beginning Skills	
3.	Advanced Skills and Concepts	
4.	Skill Integration	
5.	Micro-counseling	
F.	Counseling Skills with Special Populations	9
1.	Substance Abusers	
2.	Women	
3.	Ethnic Groups and Cross-Cultural Counseling	
4.	Older Adults	
5.	Business and Industry	
6.	Aids	
7.	Abuse Victims	

**IX. Textbook(s):**

Ivey, A. E., Bradford Ivey, M., & Zalaquett, C. P. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society (8<sup>th</sup> Edition)*. Pacific Grove, CA: Brooks/Cole Publishing Company

Readings as assigned.

**X. Expectations of Students:**

- A. The student is expected to actively participate in class.
- B. The student will be expected to complete the required readings and assignments.
- C. Satisfactory performance on examinations.
- D. The student will be expected to respond to a variety of skill assessment techniques.
- E. The student will be expected to know about and use a variety of technological strategies to enhance learning
- F. The student will be expected to know about legal issues and ethical standards in counseling.

**XI. Basis for Student Evaluation**

- A. Process Journals (20%)
- B. Midterm (30%)
- C. Final (50%)

**Course Assignments:**

**Please Note:** Assignments are expected to be turned in on time, at the beginning of the class period it is due. Late assignments are penalized per day; unless, arrangements have been made with the instructor.

**Process Video Journals (10% of overall grade): YOU ARE REQUIRED TO COMPLETE A TOTAL OF 10 Journals by the end of the semester.**

This is feedback to the instructor about (1) your perception of your experience as client and your client's experience, (2) your integration of course concepts with experience, and (3) your personal growth as a counselor and client. Your first journal entry may begin during Week 2 of the course. You should place one entry per week in the journal and each entry will have two headings:

*Concepts to be Addressed:*

Please list the by name or phrase the particular skills concepts that you will be writing about. For example: disposition skills, attending, conceptual, and influencing skills.

*Response:* This is where you will provide your response, observation, "thinking out loud," conclusion, or confusion about the concepts you identified. Demonstrate breadth and depth in your response. Do not merely define or explain the concept (i.e., how you display genuineness as a counselor), but *do* write about how you encounter or think about a concept (i.e., displaying genuineness seems challenging for me...).

The Journal is to be typed, double spaced and each entry should be one to two pages. The Journal will be evaluated as an exam so demonstrate your breadth and depth of understanding about the concepts you choose to write about. This is NOT merely a "Dear diary" sort of journal, but a collection of your thoughts and musings about skills work which should provide as much insight regarding your understanding of skills concepts as an exam.

**Taping Participation:** You will be expected to tape with your small group on a weekly basis and have tapes ready for review on a weekly basis. Further you will be expected to

bring a feedback notebook to all review sessions.

**Mid-term (40%):** Your mid-term will consist of a video-taped session (10-15 minutes long) with written transcript demonstrating your best basic skills.

**Final (50%):** Your final will consist of a video-taped session (30-40 minutes long) with written transcript demonstrating your best integration of all skills.

**Confidentiality:** You will be expected to adhere to the ethical rules of confidentiality. For this class this means that you will not discuss things that are disclosed to you within your practice sessions with anyone outside of the instructor and your small group and these discussions should only take place in settings that would foster confidentiality. Failure to abide by this standard may result in a reduction of grade, failure of the course and/or recommendation of other remedial action. (Examples of violations (but not limited to these): discussing session content with others outside of your small group or with your group when others are present; reviewing your practice tapes at home with family present; reviewing your practice tape with other counseling professionals (I may allow you to show a tape (or I may) to another faculty, check with me); having someone else type up the verbatim.)

***Final letter grade:***

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

## **XII. Methods of instruction**

A combination of:

- Classroom lectures and discussions
- Video recording of practice counseling sessions and supervision
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

## **XIII. Academic Honesty:**

Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.

- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

#### **XIV. Accessibility:**

Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations.

**Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.**

#### **XV. Civility:**

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

#### **XVI. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <https://semo.edu/psychology-counseling/accreditation.html> where the current student handbook can be accessed.

#### **XVII. Mandatory Reporting:**

I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

#### **XVIII. Student Success:**

This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.

#### **XIX. Course Schedule**

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Melissa Odegard Koester, Chair of the Department of Psychology & Counseling.