



**James I Perkins College of Education
Human Services Department
COU 533.020 – COUNSELING SKILLS AND TECHNIQUES
Fall 2019**

Instructor: Leigh Kirby, Ph.D., LPC
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Course Time/Location: Th 4:30-7PM, HSTC 317
Course Credits: 3 hours
Prerequisites: COU 520 and COU 531
Office Hours: Tues 10:00 – 1:00
& Thurs 2:00 – 4:00
Or by appointment



Course Description: This course is designed to provide the student counselor with systematic techniques which will facilitate the application of individual counseling skills to build client rapport and move clients toward change.

Required Texts:

Chang, V., Decker, C., & Scott, S. (2018). *Developing helping skills: A step-by-step approach to competency* (3rd ed.). Boston, MA: Cengage.
ISBN: 978-1-305-94326-1

McHenry, B. & McHenry, J. (2015). *What therapists say and why they say it: Effective therapeutic responses and techniques* (2nd ed.). New York, NY: Taylor & Francis.
ISBN 9781138790643.

Face-to-Face Lecture

Typically meets once each week in 150-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to take regular reading quizzes and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Program Learning Outcomes

Professional Orientation and Ethical Practice (CACREP 2.F.1)

Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)

Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)

Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)

Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)

Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)

Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)

Students identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)

Students evaluate research methods to inform evidence-based practice.

Course Objectives/Intended Learning Outcomes: Through the activities and objectives in COU 533 students will begin the process of becoming prepared, competent, successful, caring, and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional, and intellectual growth. Through regular class attendance, lectures, writing projects, exams, discussions, and demonstration and practice activities, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 533 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet **CACREP, SBEC, and CAEP standards** as described in the following matrix:

COMPETENCIES/STANDARDS/GOALS

Student will demonstrate understanding of the following:

- Use basic listening skills necessary to establish rapport and actively listen to clients.
- Critique sessions conducted by self and by others in the class.
- Apply micro skills learned throughout the semester, such as silence, summarizing, paraphrasing, and use of open-ended questions.
- Value the structure and flow of a counseling session: including having a working knowledge of data gathering, forming hypotheses, identifying key issues/dynamics, developing treatment goals and objectives, and the use of various forms to assist in record keeping.
- Investigate key ethical concepts counselors must address to provide effective client care.
- Author a basic client progress report.
- Apply specific counseling strategies and techniques in specific situations.
- Examine the licensure process and the professional side of maintaining a counseling practice.
- Value dual relationships, boundaries, transference, the limits of confidentiality, and the ACA ethical guidelines.

Objectives/Learning Outcomes	Methods of Instruction	Performance Assessment	Standard
Can articulate counselor characteristics and behaviors that influence the counseling process	Textbook, lecture, class activities	Taped Interviews	CACREP 2.F.5.f

Demonstrates essential interviewing, counseling, and case conceptualization skills	Textbook, lecture, class activities	Exams	CACREP 2.F.5.f
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COURSE REQUIREMENTS:

Grades will be assigned based on the quality of each student's fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.

3-2-1 papers (100 points = 10 points for each paper, 10 papers total): These are papers over your assigned readings that will be due at the beginning of class. These are brief assignments but should provide evidence of completing the reading assignment and not just looking at the headings in the chapter. The format for the papers are:

- 3 ideas/concepts that were important, impactful, or interesting to you and why
- 2 ideas/concepts that you struggled to understand
- 1 question you have from the material

******Rubric attached to syllabus.**

Observations (Total 60 points): Students will observe sessions in the clinic and complete a critique of each, 20 x 3 = 60. These observations may count as your required observations for the semester.

Intake (50 points): Prior to your first counseling session, you will conduct an intake interview with your chosen client. The interview format will be provided. This interview will not be taped and is intended to give you practice at doing an intake interview and to give you an opportunity to establish a *professional* rapport with your client. After completing your intake interview you will write up a 3-4-page summary of your findings.

Livertext Portfolio (25 points): The section of the Livertext Portfolio for this course is to be completed. A screenshot of the completed section should be uploaded into D2L.

Taped Interview Sessions (750 points): Each student will conduct and videotape three counseling interviews.

Students will be responsible for evaluating their own tapes prior to instructor evaluation.

Methods of evaluation will be presented in class. Content of the sessions will be as follows:

- a. **Tape 1** – Demonstration of Attending, Active Listening, & Empathy (100 points)
- b. **Tape 2** – Demonstration of Attending, Active Listening, Empathy, Questions, and Confrontation. Also, conceptualization of the session and self-evaluation (200 points)
- c. **Tape 3** - Demonstration of Complete Skill Set, conceptualization, and Self Evaluation (450 points)

*****RUBRIC is attached to syllabus**

Grading Criteria	
A = 89.5% or above B = 79.5 % to 89.4% C = 69.5% to 79.4% D = 59.5% to 69.4% F = 59.4% or below	This course emphasizes performance of counseling skill. Therefore, if a student scores the equivalent of a C (less than 79.5% of points) demonstrating basic counseling skills on Tape 3, that student automatically gets a C for the course regardless of how many points earned on any and all other assignments. A grade of C will require the student to retake the course.

Course Expectations

- While this course is about learning some of the basic counseling skills, and as such learning how

to behave like a counselor, this course is also about learning how to be a client. An appreciation of the client role will better help you understand your role as a counselor more so than only being in the counselor role. With this in mind, approach your client role seriously. Please take advantage of this opportunity.

- Please be REAL in this course. This is not an acting course. Please discuss **real** issues in your life with your **real** emotions and feelings. The more you are able to do this the more it will help you in your **real** life and the more it will help your classmate become a good counselor. That being said, this is not the time to do intense therapy. The issue you present should be appropriate for the classroom setting and a beginning counselor-in-training.
- Please remember that this course is a general introduction to using counseling skills. Specific use of specific skills with specific clients (i.e., children, families, people with disabilities, etc.) will come in later courses and continue as you develop.

LiveText/Watermark Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

***Failure to complete LiveText assignments will result in a grade of WH in the course.**

Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through the SFA system. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential, and will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policy Information:

Attendance – Attendance and on time arrival are presumed and expected in all graduate courses. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.

Academic Integrity - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to

- (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or
- (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own.

Examples of plagiarism are

- (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and
- (2) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university.

Most students who plagiarize do so unintentionally. However, that does not lessen the consequences.

The following websites have excellent information regarding plagiarism and proper citation methods.

I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned a student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically be reinstated and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment will be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects may be referred to the Early Alert Program at SFA.

Students with Disabilities - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468- 3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Acceptable Student Behavior Respect and professionalism are expected in the online environment.

Online behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1).

Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment

may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

ACA Code of Ethics

All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Additional Information:**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact [the](#) Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Course Outline/Calendar (Homework assignments will be announced in class the week before they are due)

*****All dates and assignments subject to change depending on course needs and circumstances.

Notices will be provided in advance.

DATE	DISCUSSION	READINGS	ASSIGNMENTS Due
29-Aug	Course Introduction Understanding Yourself and Others	Chapter 1-2 DHS	

5-Sep	Professional Values, Ethics, and Legal Obligations and Professionalism and Professional Relationships Counseling Overview	Chapter 3-4 DHS	3-2-1 Chapter 1-4
12-Sep	Developing Working Relationships Foundational Interpersonal Skills Beginning and Ending a Meeting	Chapter 5-7 DHS	3-2-1 Paper Chap 5-7
19-Sep	Active Listening, Attending, Reflecting, and Empathy	Chapter 8 - DHS	Observation 1 Due 3-2-1 Paper Chap 8
26-Sep	Using Questions	Chapter 9 - DHS Chapter 4 - ETRT	Intake Due 3-2-1 Paper Chap 9
3-Oct	Motivational Interviewing		Tape 1 Due
10-Oct	Exploring and Discovering	Chapter 10 - DHS	3-2-1 Paper Chap 10
17-Oct	Assessing Readiness and Motivation	Chapter 11 - DHS	Observation 2 Due 3-2-1 Paper Chapter 11
24-Oct	Identifying Key Problems and Challenges	Chapter 12 - DHS	Tape 2 Due 3-2-1 Paper Chap 12
31-Oct	Establishing Goals	Chapter 13 - DHS	Observation 3 Due 3-2-1 Paper Chap 13
7-Nov	Taking Action	Chapter 14 - DHS	3-2-1 Paper Chap 14
14-Nov	Evaluating and Ending Professional Relationships	Chapter 15 - DHS	3-2-1 Paper Chap 15
21-Nov	Beyond Basic Skills		Tape 3 Due
28-Nov	Thanksgiving Holiday		No Assignments
5-Dec	One on One Feedback Sessions		
12-Dec	TBD		Livertext Portfolio Due

Rubric for 3-2-1 Papers

	Novice Low Points	Developing	Proficient	Exemplary High Points	Total Points
Knowledge of Reading	Shows very little knowledge regarding topic. Appears confused and information not understandable. Lacks coherence.	Primarily used basic information and showed little interest in topic. Simplistic ideas and concepts. Some points were misplaced and off topic.	Showed good knowledge of topic and was able to provide good structure of information. Ideas were more coherent.	Knew a variety of aspects of the topic and was able to provide information. Student appeared well read with information.	
Insight into topic and relevant questions	Student did not have relevant questions pertaining to topic. Ideas were underdeveloped.	Student did minimal effort and did not exert much insight into reading or question development.	Student read chapter and was able to cite information. Provided original thinking and developed ideas with research support	Student was proficient and well-read and explored additional research to make paper more impactful. Provides original thought and synthesis of ideas.	
Format of citations and grammar	Format was not followed correctly. Contained several grammatical errors, making reading difficult. Many run on sentences and poor spelling. Did not use punctuation appropriately. Errors are frequent	Student made numerous errors, but followed primary format. Contained some grammatical errors, continued spelling problems. Poor sentence structure. Reader able to follow paper.	Format followed example and some errors were made. Occasional grammar errors, but more acceptable. Reader able to follow ideas more clearly	Format of citations was APA and very few errors were made. Few grammar errors, appropriate format. Paper flowed well and had very few errors.	
References		Provided appropriate APA reference for text or any reference provided		Did not provide appropriate APA reference for text or any reference provided.	

Rubric for Videos

	3 Proficient	2 Competent	1 Novice	0 Omitted
SOLER (Sit squarely, Open posture, Lean towards the client, Eye contact, Relax)				
Professionalism				
Limits to confidentiality				
Effective Listening				
Questioning/Probing				
Reflection of Feelings				
Encouraging				
Paraphrasing				
Summarizing				
Confrontation				
Closure				
Core Conditions				
Problem defined				
Conceptualization				
Self-Evaluation				

Each category will be evaluated and points deducted if tasks are not accomplished.

Tape 1: evaluates attending, active listening, and empathy (questioning probing, confrontation, closure, problem defined are not evaluated)

Tape 2: evaluates attending, active listening, empathy, questions, and confrontation

Tape 3: evaluation of complete skill set and self-evaluation

EVALUATION AND GRADING

- Once the session is completed the student must pick **five to seven** minutes of the session and transcribe (**verbatim**) the interaction between the counselor and client. Example of format:

Co: Thank you for coming to your session today. Seems like you are upset.

Cl: Today has been terrible, um, well, awful (mumble, crying begins). I had a car accident this morning and now my husband is going to be very angry.

Co: I am sorry are you ok?

Cl: I am fine, but my car is totaled.

Complete the remainder of interaction. Provide the skill completed during each interaction. For example, closed-ended question, open-ended question, reflection of content, reflection of feeling, empathy, etc.

At the end of the assignment, provide a summary that describes what the CIT liked and what they would like to have seen differently. I am looking for conceptualization skills and how the CIT defines his or her own strengths and weaknesses. This is about self-evaluation. Also, I am looking for incorporation of technique and theory.

Skills demonstrated during video will be 50% of total points and Conceptualization and Self Evaluation will make up the remaining 50% (Video 1 is 100% skills)