

Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy

SCHC 7900
Counseling Skills and Techniques
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

COURSE DESCRIPTION

Prerequisite: PSYC 7400. This is an advanced course in counseling and psychotherapeutic approaches designed to teach specific skills used in the counseling process. This study will provide an understanding of the counseling process in a multicultural society. Extensive individual practice, role playing in dyads and small groups, and the critique of audio tapes will be used in to develop and evaluate the beginning counselors' basic skills. Students will demonstrate how to organize a client session from goal determination to resolution, and to evaluate effectiveness. Use of basic listening skills, theoretical integration skills, and process-of-change skills will be demonstrated by students incorporating elements of diversity into all activities.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Comier (2015). Counseling Strategies and Interventions for Professional Helpers. (9th ed). Pearson.

COURSE OBJECTIVES

M.ED SCHOOL COUNSELING OUTCOMES –Knowledge and Skills:

Students will understand:

1. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. CACREP 2.F.1.b.
2. Ethical and culturally relevant strategies for establishing and maintaining in – person and technology-assisted relationships. CACREP 2.F.5.d.
3. The impact of technology on the counseling process. CACREP 2.F.5.e.
4. Counselor characteristic and behaviors that influence the counseling process, CACREP 2.F.5.f.
5. Essential interviewing, counseling and case conceptualization skills. CACREP 2.F.5.g. (Key Performance Indicator)
6. Development of measurable outcomes for clients. CACREP 2.F.5.i. (Key Performance Indicator)
7. Evidence-based counseling strategies and techniques for preventing and intervention. CACREP 2.F.5.j.
8. Identification of evidence-based counseling strategies. CACREP 2.F.8.b.
9. Techniques of personal/social counseling in school settings. CACREP 5.G.3.f.

COURSE TOPICS

1. Interviewing and counseling strategies
2. Ethics and multicultural competence
3. Attending behavior and empathy
4. Observation skills
5. Questions
6. Encouraging, paraphrasing and summarizing
7. Reflecting feelings
8. Five stage interviews
9. Focusing the counseling session
10. Empathic confrontation
11. Reflection of meaning/interpretation/reframe
12. Self-disclosure and feedback
13. Concrete Actions for Client Change
14. Skill integration/decisional counseling/treatment planning/relapse prevention
15. Personal Style
16. Case conceptualization

METHODS OF INSTRUCTION

1. Online Blazeview (30%)
2. Face to face (70%)

COURSE ACTIVITIS/ASSIGNMENTS/REQUIREMENTS

Activities

1. Lecture/Discussion
2. Individual practice with class members
3. Role playing/simulations
4. Audio/video tape transcription, feedback, and written evaluation
5. Dyads and triad groups for in-class practice
6. Give and receive feedback

Requirements

1. **Audiotapes/Transcriptions.** Students will record three video/audiotapes. Each tape will be transcribed and the tape and transcript submitted through Blazeview. See end of the syllabus for complete instructions.
2. **Personal Style Paper.** Students will write a paper that describes their personal style of counseling and how they will incorporate the use of their preferred theory. See end of the syllabus for complete instructions.
3. **Special Topics Presentations.** Students will review current literature about special issues (evidence based practices and interventions or trending issues) related to counseling and develop a ten minute PowerPoint presentation for each issue that will be presented to the class. See end of the syllabus for complete instructions.
4. **Case Conceptualization.** Students will review a case study and develop a conceptualization of the client based on the instructions at the end of the syllabus.
5. **Informed Consent.** Students will develop an informed consent for individual counseling with students/clients and a referral form. See end of the syllabus for complete instructions.
6. **Exams.** Students will complete three examinations over assigned reading materials and other information discussed in class.
7. **Field Experience.** Students will complete a 30 hour field experience focusing on the development of micro-skills. All hours must be logged on the Internet Logging System. Students will submit a two page summary describing their experiences and specifics of what they learned during their field experience. **Proof of insurance must be provided before beginning the field experience.**

COURSE EVALUATION:

Assignments	Points
Tape 1	10
Tape 2	15
Tape 3	20
Exam 1	15
Exam 2	15
Exam 3	15
Informed consent	10
Personal theory/style paper	10
Case Conceptualization	15
Special topics presentations	20
Field Experience	S or U
Class Participation	5
Total	150

Grading Scale

135-150	A
120-134	B
105-119	C
90-104	D
<90	F

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, turn papers in on time, be responsible, participate in class and in your groups, dress

appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are interacting with.

ATTENDANCE POLICY

Valdosta State University policy requires class attendance. Beginning with the second missed class, the student will lose 10 percent of the possible points in the course for each missed class.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Outcomes

Students will understand	How outcome was met
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. CACREP 2.F.1.b.	This outcome is met through assigned readings, lecture, and class discussion.
Ethical and culturally relevant strategies for establishing and maintaining in – person and technology-assisted relationships. CACREP 2.F.5.d.	This outcome is met through class discussion and special topics presentation.
The impact of technology on the counseling process. CACREP 2.F.5.e.	This outcome is met through class discussion and special topics presentation.
Counselor characteristic and behaviors that influence the counseling process. CACREP 2.F.5.f.	This outcome is met through assigned readings, lecture, class discussion, personal theory/style paper, and the special topics presentation.
Essential interviewing, counseling and case conceptualization skills. CACREP 2.F.5.g. (Key Performance Indicator)	This outcome is met through assigned readings, lecture, class discussion, practice sessions, audio/videotape recordings, and the case conceptualization.
Development of measurable outcomes for clients. CACREP 2.F.5.i. (Key Performance Indicator)	This outcome is met through assigned readings, lecture, class discussion, and audio/videotapes (tape 2 will be used to assess the performance indicator).
Evidence-based counseling strategies and techniques for preventing and intervention. CACREP 2.F.5.j.	This outcome is addressed through assigned readings, lecture, class discussion, and special topics presentations.
Identification of evidence-based counseling strategies. CACREP 2.F.8.b. (Key Performance Indicator)	This outcome is met through assigned readings, lecture, class, and the special topics presentation. Rubric.
Techniques of personal/social counseling in school settings. CACREP 5.G.3.f.	This outcome is met through assigned readings, lecture, class discussion, practice sessions, and field experience.

Assignment Instructions

Taped Counseling Sessions

CACREP Standards

CACREP 2.F.5.g. Essential interviewing, counseling and case conceptualization skills. (Key Performance Indicator)

CACREP 2.F.5.i. Development of measurable outcomes for clients.

Instructions. Students need to ask an individual to be their client for three counseling sessions. It will be easier if you conduct the counseling sessions with someone that you do not know or do not know well. Students will record counseling sessions for the specified length of time for each tape. The tape will then be transcribed indicating what counseling skills are being used for each statement. An example can be found on Blazevue in the Resource file. It is expected that students will progressively use more advanced microskills with each recording. Follow the specific instructions for each recording as indicated below.

1. Tape 1
 - a. Record for 20 minutes
 - b. Transcribe for 10 minutes
 - c. Cue the tape where you begin the transcription before turning the tape into the instructor
 - d. The focus of the tape should be as follows
 - i. Opening/establishing rapport
 - ii. Gathering data including using microskills that draw out the client's story, concerns, problems or issues
 - iii. Define the problem
 - iv. Close the session
 - e. Evaluate the session based on the following criteria
2. Tape 2
 - a. Record 30 minutes
 - b. Transcribe 20 minutes
 - c. Open session, gather data, define the problem
 - d. Review previous session
 - e. Define goals for counseling – how will the client be different at the end of counseling? What needs to happen for the client to make the needed changes?
 - f. Begin to generate alternative solutions
 - g. Close the session with homework (if appropriate)
 - h. Evaluate the session based on the following criteria
3. Tape 3
 - a. Record for 35 minutes
 - b. Transcribe 25 minutes
 - c. Open/establish rapport
 - d. Review previous session
 - e. Discuss progress toward goals – What the client has actually done to move toward goals; How does the client feel about his/her progress? What else needs to be done to reach goals? What barriers will prevent client from reaching/maintaining change? How will he/she eliminate barriers?
 - f. Close/terminate counseling relationship
 - g. Evaluate the session based on the following criteria

Personal Theory/Style Paper

CACREP Standards

CACREP 2I.F.5.f. Counselor characteristic and behaviors that influence the counseling process.

Instructions. The purpose of this paper is to help the student to gain a deeper understanding of their preferred personal theory and style. Please address each item below citing relevant information about the theory. The paper should be a maximum of five pages plus the title page and reference page and written in APA style with appropriate headings.

1. Personal Theory

- a. Provide a brief description of the theory that best fits your personal counseling style indicating why this theory is the best fit for you in terms of your personal values and philosophy of the human condition.
- b. What counselor characteristics and behaviors are most relevant to this theory?
- c. How does this theory fit with your ideas about personal change?
- d. Indicate specifically how this theory fits with your beliefs about the counseling relationship.
- e. When using this theory with a client, how would you compensate for the theory's limitations?
- f. Discuss how this theory explains the connection(s) between social, familial, emotional, and behavior problems and academic achievement.
- g. What alternate theory are you comfortable implementing, why?

2. Personal Style

- a. Explain your personal counseling style. Be sure to indicate how your beliefs about multicultural diversity and social justice impacts your counseling style.
- b. What counselor characteristics and behaviors, based on the theory in 1, are you most and least comfortable with, why?
- c. What are your strengths as a counselor? Weaknesses?
- d. Develop a plan that addresses how you will strengthen each of your weaknesses and the counselor characteristics and behaviors that you are not comfortable with.

Special Topics Presentation

CACREP Standards

CACREP 2.F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in – person and technology-assisted relationships.

CACREP 2.F.5.e. The impact of technology on the counseling process.

CACREP 2I.F.5.f. Counselor characteristic and behaviors that influence the counseling process.

CACREP 2.F.5.j. Evidence-based counseling strategies and techniques for preventing and

intervention.

CACREP 2.F.8.b. Evidence-based counseling strategies and techniques for prevention and intervention. (Key Performance Indicator)

Instructions. Each student will be pick a topic on special issues (evidence based practices and interventions or trending issues) related to counseling that they will develop into a 25-30 minute PowerPoint presentation that will be presented to the class. For each topic, the student will review a minimum of 12 articles/chapters/websites.

Each PowerPoint will include the following:

1. Overview of the topic/issue including relevant outcome research
2. Importance of the information to the counseling profession.
3. Specifically indicate how a counselor (school or clinical) would use the information in their work environment.
4. Evidenced based strategies that are culturally and ethically relevant
5. Conclusion
6. References

Case Conceptualization

CACREP Standards

CACREP 2.F.5.g, Essential interviewing, counseling and case conceptualization skills. (Key Performance Indicator)

Instructions: Students will review the assigned case study and develop a case conceptualization based on the information provided in the case. The case conceptualization will be written in APA style and include the following information:

1. Identifying Data
 - a. age
 - b. sex
 - c. race
 - d. grade
 - e. living situation
 - f. manner of dress
 - g. physical appearance
 - h. general self-presentation
2. Relevant History
 - a. previous counseling
 - b. relationship with family and friends
 - c. strengths
 - d. academic history
3. Interpersonal Style – What is the student’s orientation towards others in his or her environment?
 - a. Is there an overall posture he/she takes towards others? What is the nature of his/her typical relationships? Does he or she:
 - 1) mover toward others (dependent, submissive)

- 2) move against others (aggressive, dominant)
 - 3) move away from others (withdrawn)
 - b. How does the student function in the relationship with the school counselor?
What is the student's interpersonal orientation toward the school counselor?
4. Environmental Factors - This section includes:
- a. Elements in the environment which function as stressors to the student. Both those that are centrally related to the problem and more peripheral stressors
 - b. Elements in the environment which function as support for the client: friends, family, teachers, counselor, living arrangements, school activities, etc.
5. Personality Dynamics
- a. Cognitive Factors
 - 1) intelligence
 - 2) mental alertness
 - 3) persistence of negative cognitions
 - 4) positive cognitions
 - 5) level of insight – ability to be aware and observant of changes in thoughts, feelings, and behaviors and the ability to give meaning and understand behavior
 - 6) capacity for judgment – ability to make decisions and function on a daily basis
 - b. Emotional Factors
 - 1) typical or most common emotional states
 - 2) mood during counseling sessions
 - 3) appropriateness of affect
 - 4) range of emotions displayed
 - 5) ability to appropriately express emotions
 - c. Behavioral Factors
 - 1) psychosomatic symptoms
 - 2) physical manifestations – headaches, stomach aches, etc.
 - 3) persistent habits or mannerism
 - 4) eating patterns
 - 5) sleeping patterns
 - 6) inappropriate behavior displayed
 - 7) triggers to inappropriate behavior
 - 8) situations where the student is able to control behavior
6. Presenting Problem - What do you see as the problem? Needs to be supported by the data in the previous sections and based in theory.
7. Theory Application
- a. What is the most appropriate theory to conceptualize the presenting problem(s)? Why?
 - b. With the problems that this student is experiencing how would you proceed with the student with this specific theory?
 - c. Include the therapeutic process including goals and objectives, evaluation where appropriate, techniques, potential barriers, and counselor's role.
 - d. What interviewing and counseling skills would be most effective with this client? Why?

Informed Consent Form

Instructions. This document must be written in language appropriate for your work setting (school or clinical). The informed consent document will include the following:

This document will cover the same topics as a regular Informed Consent for a client with a few exceptions: (ACA Code of Ethics 2014, Section A.2: Informed Consent in the counseling relationship)

Header with name, method of contact (telephone number and email), and address (use the information from your site school).

1. Introduction, statement describing status of supervisee - student under the supervision of (name of site supervisor and faculty supervisor, qualifications, educational background, professional experience.
2. Risks and benefits of counseling
3. Nature of all services provided
4. Purposes and goals for counseling
5. Approach to counseling, techniques and procedures practiced by the supervisee (theory, activities, homework, etc.)
6. Continuation of services when supervisee has finished time at the site
7. The role of technology
8. Intended use of tests and reports
9. Fees and billing arrangements – not applicable to students
10. Right to confidentiality
 - a. Exceptions to confidentiality including the role of the supervisor and/or treatment teams
 - b. Privilege information if applicable in the state
 - c. Counselor consultation with other professionals
11. Access to records and release of information
12. Statement that includes the following
 - a. Client has the freedom to choose to enter into a counseling relationship
 - b. Clients have the right to participate in the ongoing plans of therapy
 - c. Right to refuse counseling services and the consequences of such refusal
13. Emergency contact procedure, contact information, after-hours procedure
14. Referral procedures, and/or end of counseling what is to be expected
15. Signature line for Supervisor, Supervisee, and Client (School Counseling signature line for parent)

Paper Rubric: Paper Components

Doc section Review

Paper Rubric: Paper Components

Paper Rubric: APA Style

	Target (4 pts)	Acceptable (2 pts)	Unacceptable (0 pt)
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic Focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.
Depth of Discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.

Doc section Review

	Target (4 pts)	Acceptable (2 pts)	Unacceptable (0 pt)
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.
Sources	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.
References	References are formatted using APA style.	At least 80% of the references are formatted using APA style.	Less than 50% of the references are formatted using APA style.
Spelling and Grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.

Paper Rubric: APA Style

Rubrics

Counselor Education Program Audio/Video Tape Evaluation Counselor Interview Rating Form

Student Name: _____

Course: _____

Evaluator: _____

Semester/Year: _____

Please rate the student on a scale of 1 to 5 in the following areas using this rating system:

- 1-Student does not meet expectations
- 2-Student is slightly below expectations
- 3-Student meets expectations
- 4-Student slightly exceeds expectations
- 5-Student exceeds expectations

One number will be given for skills to be addressed in the tape.

Skill	Rating/Comments
Opening/Developing Rapport	
Greeting	
Role definition/expectation	
Administrative tasks	
Beginning	
Exploration/Problem Definition	
Empathy/rapport	
Respect	
Nonverbal matching	
Minimal encouragers	
Paraphrasing	
Pacing/leading	
Verbal tracking	
Reflect feeling	
Reflect meaning	
Clarifications	
Open-ended questions	
Summarization	
Behavioral description	
Appropriate closed questions	
Perception check	
Silence	
Focusing	
Feedback	
Problem-Solving/Defining Skills	
Definition of goals	
Exploration/understanding of concerns	
Development/evaluation of alternatives	
Implementation of alternatives	
Special techniques	
Process counseling	

Action Phase/Confrontation Techniques	
Immediacy	
Self-disclosure	
Confrontation	
Directives	
Logical consequences	
Interpretation	
Closing/Generalization	
Summarization of content	
Summarization of feeling	
Review of plan	
Rescheduling	
Session termination	
Session evaluation	
Follow-up	
Professional Dispositions	
Developmental level match	
Ethics	
Attire	
Punctuality	
Integrity	
Respect	

Additional Comments:

Informed Consent Checklist

Student Name: _____

Semester/Year: _____

Class: _____

Please rate the student on a scale of 1 to 5 in the following areas using this rating system:

- 1-Student does not meet expectations
- 2-Student is slightly below expectations
- 3-Student meets expectations
- 4-Student slightly exceeds expectations
- 5-Student exceeds expectation

Component	Rating/comment
Header	
Introductory Statement	
Risks and Benefits +	
Services Provided	
Purpose/Goals	
Approach to Counseling	
Continuation of Service	
Role of Technology	
Intended Use of Tests/Reports	
Fees and Billing	
Confidentiality	
Exceptions	
Privilege	
Consultation	
Access to Records/Release of Information	
Client Rights Statements	
To enter counseling relationship	
To participate in plans	
To refuse services and consequences	
Emergency Contact Procedure	
Referral Procedures and Termination	
Signatures	

Total Score: _____

Additional Comments: