

The College of Education's Conceptual Framework

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION

COUN 5100 Section 2 (4 credits)

Title: Fundamental Counseling Skills

Room: Zoom

Tuesdays 4:00-7:40pm

Term: Winter 2022

INSTRUCTOR

E-mail:

Office Hours:

Email:

TEACHING ASSISTANTS:

All course concerns will be directed to Dr. O. However, the teaching assistants have an equal voice in this course regarding formal evaluation and professional evaluation. Their qualifications and professional experiences render them more as co instructors.

Required Texts and/or Readings:

Young (2021) Learning the Art of Helping; Building Blocks and Techniques 7th Edition
ISBN 0-13-5680-12-3

ASCA Code of Ethics

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

Code of Ethics and Standards of Practice, American Counseling Association
<http://www.counseling.org/knowledge-center/ethics>

Articles may be assigned

CONTENT AREAS

COURSE DESCRIPTION

Graduate Bulletin Description

Focus on basic counseling skills training and counseling ethics through intensive small group practice. Includes practice and development of chemical dependency counseling techniques focused on motivation to change.

Course Purposes/Goals

This course provides both a cognitive and an experiential introduction to fundamental, generic counseling responses used within a developmental model of the counseling process

Course Rationale:

1. CACREP Standards
 2. SOCIAL AND CULTURAL DIVERSITY
 - a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
 - c. multicultural counseling competencies
 - f. help-seeking behaviors of diverse clients
 5. COUNSELING AND HELPING RELATIONSHIPS
 - f. counselor characteristics and behaviors that influence the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
2. Washington Administrative Code WAC 246-811-030
Chemical Dependency Professional
 - 2 (k) Individual Counseling
3. Washington Administrative Code [WAC 180-78A-165 (4)]
 - Washington Administrative Code WAC 180-78-295
 - *1. Knowledge of the field.*
 - *(a) Individual and group counseling theories, principles, and techniques. (p)*
 - *(j) Legal and ethical issues related to the practice of school counseling. (S)*
 - *2. Individual and group counseling.*
 - *(a) Plan and use individual and group strategies for remedial, preventive, and developmental needs of students. (P)*
4. American School Counseling Association Competencies:
 - *Knowledge competencies: Ethical and legal issues related to counseling, Skill competencies, Individual counseling*
 - *Professional Competencies: Conduct a self-evaluation to determine their strengths and areas needing improvement.*

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES

- Students will be introduced to culturally appropriate counseling skills to work with diverse populations.
- Students understand and demonstrate Basic Counseling Responses as identified in the syllabus

- Students will be able to use a variety of Basic Counseling Responses throughout the course.
- Students will respond to supervision and specific feedback from instructor and supervisors aimed at improving their clinical competency.
- Students will be able to identify essential, passive, active and interpretive responses.
- Students will be able to identify the difference between professional counselor skills and general helping skills.
- Students will adhere to the American Counseling Association’s (ACA) Ethical Codes/ASCA Code of Ethics
- Students will understand basic concepts around substance use disorder

Performance-Based Student Outcomes

- Student’s clinical skills will be evaluated with the Clinical Competencies listed below. A more detailed Rubric is attached to the end of this syllabus:

	1 Beginning NC	2 Developing C+/B-	3 Proficient B/B+	4 Mastery A-/A
Procedural Behaviors				
Attending Responses				
Listening Responses				
Influencing Responses				
Counselor and Client Relationship				
Ethical Awareness and Conduct				
Response to Supervision				
Interactions with Colleagues				

Summative assignments (clinical assessment) rated using a 4-point Likert Scale. The Clinical Rubric summative assignment is used to determine student knowledge and skills. Students who fail a summative assignment (receive a rating of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program. **Students must receive a B or above in order to pass the course.**

COURSE INSTRUCTIONAL METHODS

- Short lectures and discussion on counseling responses, counseling ethics, and working with diverse populations
- In-class demonstrations of counseling responses
- Small group (triad) sessions to practice counseling responses.
- Individual reading assignments and exercises on Canvas
- Students will be given ideas and suggestions about what they should continue to do; what they might stop doing; what they might change, and what they might consider doing in addition. Students will receive feedback from the supervisors either during class or through Canvas.

- Nightly Schedule: *Schedule may vary*
 - 4:00 - 5:00- Classroom Zoom: Lecture, response explanations and demonstration
 - 5:00-6:30 Practice and Feedback
 - 6:30-7:30 Debrief

COURSE REQUIREMENTS

A. Assignments and Activities

- Weekly
 - Outside of Class:
 - Practice SKILLS always (not counsel but the basic skills of a good counselor)
 - Read suggested material from the texts and handouts.
 - Review session from current week.
 - In class: Participate in triad.
- Quarterly
 - Complete mid-term and final tape
 - Complete all online modules
 - Complete on-line course evaluation form
- Triad responsibilities
 - As counselor, come prepared to focus on the client using counseling skills that are discussed in class and the text.
 - As client, discuss a “personal” role play concern that could be developed over a period of weeks or discussed in one session. Instructor will help with ideas. Please be mindful of the role play concern you choose when playing the client. This is role play NOT real counseling. If you are in need of counseling services, please contact the course instructor or Seattle University Counseling and Psychological Services for assistance.
 - As Observer,
 - Tell the counselor what counseling skills you observed.
 - Give other objective observations (what did you see and what did you hear). Two areas of strength and two areas of growth. These must be specific.
 - In the triads, move from counselor to client and finally, to observer.
- THE GOAL OF THE TRIAD EXERCISES IS SKILL DEVELOPMENT. ALL MATTERS DISCUSSED, AND SKILLS DEMONSTRATED IN THE TRIADS ARE **ROLE PLAYS**, **CONFIDENTIAL**, AND ARE NOT TO BE DISCUSSED OUTSIDE THE CLASSROOM.
- Other:

- Due to the experiential nature of this course, attendance is required. Missing more than one class can result in failing the course.
- All written work should be acceptable graduate school form, i.e., clearly written, typed, neat, and free from errors in grammar and spelling.

Assignment	CACREP Standard	Grading
Mid-Term Tape	1 (2) a, c, f, (5) f, g	100
Final Tape	1 (2) a, c, f	100
Online Modules and Summary	1 (2) a, c, f, (5) f, g	10
Attendance	1 (2) a, c, f, (5) f, g	25

1. Grading Scale:

94-100 %	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

- For both the clinical part (triad) of the course and the final grade, an “A” grade is considered exceptional. “A-“ and “B+” grades are considered by the faculty of the counseling programs to be VERY acceptable; A “B” grade is satisfactory. For counseling students, a grade lower than “B” (3.00) is not satisfactory and the course must be repeated.

2. Course Expectations:

- All exercises are required.
- All triad sessions must be completed.
- All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association
- School counseling students are also expected to read, understand, and follow the code of ethics ASCA
- Any breach of confidentiality or other ethical guidelines as stated in the *code of ethics and standards of practice*, American Counseling Association or codes listed below, could result in immediate dismissal from the course and/ or failure of the course.
- Attendance is required

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Subject to adjustment given student growth

Date	Topics □	CACREP Standard (Topics)	Readings and Assignments □	Evaluation Method
Class #1 1/4	Introduction; course requirements; ethical requirements; giving feedback as observers; triad walk-through. Informed consent.		Please complete all readings before the next class	Observation Process
Class #2 1/11	Therapeutic Relationship, Cultural Climate and Invitational Skills Triads and Practice	1 (2) a, c, f, (5) f, g	Chapters 1-4	Observation Process
Class #3 1/18	Paraphrasing and Reflection of Feeling Practice	1 (2) a, c, f, (5) f, g	Chapters 5-6 Online Module	Observation Process
Class #4 1/25	Reflecting Meaning and Summarizing Practice	1 (2) a, c, f, (5) f, g	Chapters 7	Observation Process
Class #5 2/1	Challenging Skills Practice	1 (2) a, c, f, (5) f, g .	Chapter 8 Mid-term taping due	Examination Taping Process Written
Class #6 2/8	Assessment and Goal Setting Multicultural Counseling	1 (2) a, c, f, (5) f, g	Chapter 9 Articles on Canvas	Observation Process
Class #7 2/15	Change Techniques Practice	1 (2) a, c, f, (5) f, g WAC Chemical Depend. Professional	Chapter 10 & 11 Online Module	Observation Process

		2 (k)		
Class #8 2/22	Termination and Outcome Evaluation	1 (2) a, c, f, (5) f, g	Chapter 12	Observation Process
Class #9 3/1	Blocking Utilizing skills in group, couple, and family therapy Final tape Preparation Counseling in Practice	1 (2) a, c, f, (5) f, g WAC Chemical Depend. Professional 2 (k)	TBA	Observation Process Written
Class #10 3/8	Putting it All Together Taping Time Final Practice and Feedback	1 (2) a, c, f	Final Tape Due	Observation Process
Class#1 1 3/15	No class. Finals Week (3-15-3-19)			

Academic Policies

Seattle University Academic Policies and Forms

Applicable academic policies can be found at the following link:

<https://www.seattleu.edu/redhawk-service-center/academic-policies/>. Relevant forms can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/forms/>.

Support for Students with Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through [Disability Services](#) located in Loyola 100, (206) 296-5740, ds@seattleu.edu. The Associate Dean for Academic and Student Services, serves as the college’s Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](#) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious

holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](#). The [Academic Integrity Tutorial](#) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](#) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](#) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are the [American Counseling Association’s Code of Ethics](#).

Student Concerns & Complaints

The [Concerns & Complaints](#) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](#). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

Student Resources

Library, Research, & McGoldrick Learning Commons Resources

- [Lemieux Library](#) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](#) includes a variety of learning assistance programs.
- [College of Education – Student Resources Webpage](#) includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.
- [Campus Ministry](#) supports the religious and spiritual lives of students through daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.
- [Commuter Resources](#) The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](#).
- [Counseling & Psychological Services \(CAPS\)](#) CAPS offers a range of confidential therapeutic, educational, and consultation support services.

- [Office of Multicultural Affairs \(OMA\)](#) OMA provides resources to support students of color, queer students, and trans students.
- [Writing Center](#) Writing Center consultants help students with organizing, revising, and editing drafts.

COUN 5100 – Fundamental Counseling Skills
Clinical Assessment I
Counseling Program | College of Education
SEATTLEU

Student: _____

Clinical Assessment I Summative Assignment

The Clinical Assessment Summative assignment is used to determine student clinical knowledge and skills in the Counseling and Helping Relationships CACREP core and specialty areas. Student attainment of clinical knowledge and skills are evaluated in the following clinical courses: COUN 5100 (Fundamental Counseling Skills), COUN 5510 (Counseling Lab), COUN 5540/5640 (SC and CMHC Practicum), and COUN 5550/5650 (SC and CMHC Internship) Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

Counseling Tape Instructions

Students will record a 20 to 30-minute mock session implementing the counseling skills learned in class. Students will choose 10 consecutive minutes of the mock session to transcribe verbatim. It is important to select a 10 minute segment that best demonstrates skills learned in class. Please note that attending responses (e.g., yes, hmm, I see, etc.) do not count as a counselor response. A counted counselor response should be more substantial and indicate student's counseling skills. Students will complete the responses as follows:

Client Response-

Counselor Response-

Skill Identified-

Alternative Response-This is a response that the student may have given after reflecting on the completed tape. The goal is for the student to reflect areas of improvement.

Reflection-The student will write a brief reflection on areas of strength and growth at the conclusion of each tape.

The skills exhibited during the 10 minutes will be evaluated via the video recording and written transcription uploaded to Canvas. Video and written section will be uploaded to Canvas. To upload a video:

Upload the assignment (link to YouTube) to Canvas on a Word Doc by midnight the day the assignment is due.

(The size of the video file is too large to upload directly into Canvas. We suggest publishing the video on YouTube and then copy-pasting the link onto a Word doc and then uploading the Word doc. There are privacy settings on YouTube so that only those authorized can view the video. If you are having trouble uploading a video to Canvas, please reach out to the CDLI for support. It is your responsibility to make sure that we are authorized to view the video, and that you are able to upload it.

Evaluation Process

The professor will complete the following rubric to assess student counseling and helping knowledge and skills. Points correspond to the rating scale. Students must receive all 3s or 4s to pass the summative assignment. A student's total rating scale score (e.g., 3 or 4) for the class will be based on the majority earned. This process does not include students who score a 2 or below. Students who earn 2s or below on any skill category will be placed on a developmental plan or dismissed from the program.

Overall Rating	Rating Scale	Description
Mastery	4	Able to perform at a high level without supervision on a consistent basis
Proficient	3	Able to perform without supervision on a consistent basis
Developing	2	Able to perform with supervision on a consistent basis
Beginning	1	Able to perform with supervision on an inconsistent basis
Inadequate	0	Unable to perform with supervision

COLLEGE OF EDUCATION
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Clinical Competency Skills

Skill Areas		Score (0-4)
Procedural	Opens session smoothly	4
	Provides informed consent	4
	Identifies important concerns in the session	4
	Identifies risk issues and reports to supervisor	NA
	Follows policy and procedures of an educational or agency setting	NA
	Ability to end session smoothly	4
	Provides appropriate referrals when necessary	NA
	Appropriately integrates the client's cultural background into the session	4
Attending Behavior	Counselor demonstrates interest in client	4
	Ability to establish a rhythm and pace compatible with the client	4
	Counselor is able to manage silence appropriately	4
Listening Responses	Clarification	4
	Paraphrase	4
	Reflection of feeling (empathy)	4
	Summarization	4
Influencing Responses	Open Question	4
	Closed Question	4
	Interpretation (Advanced Empathy)	NA
	Information Giving	NA
	Immediacy	NA
	Self-disclosure	NA
	Confrontation/ Perception Check/ Challenging Statement	NA
Counselor and Client Relationship	Ability to mix and balance responses in session	4
	Demonstrates patience with client	4
	Establishes a collaborative working relationship with client	4
	Ability to set goals with client and move toward action in problem solving	4
	Ability to facilitate decision making	4
	Ability to evaluate counselor-client relationship	4
	Demonstrates knowledge of general ethical principles	4
	Demonstrates awareness and sensitivity to ethical issues	4

Ethical Awareness and Conduct	Demonstrates consistent ethical personal behavior	4
	Consults with supervisor about ethical issues if needed	NA
Response to Supervision	Prepared for supervision meetings	NA
	Receptive to feedback from supervisor/colleagues	4
	Understands information communicated in supervision	NA
	Successfully implements suggestions from supervisor	NA
	Aware of areas that need improvement	NA
	Willingness to explore personal strengths and weaknesses	4
Interaction with Colleagues	Appears comfortable interacting with colleagues	NA
	Communicates effectively with colleagues	NA
	Builds rapport and respect with colleagues	NA
	Is sensitive and responsive to colleagues needs	NA
	Communicates effectively with colleagues	NA
	Builds rapport and respect with colleagues	NA
	Is sensitive and responsive to colleagues needs	NA
	Is sensitive to cultural differences	NA
	Is sensitive to gender differences	NA