### COLLEGE OF EDUCATION

**Seattle University 901 - 12th Avenue PO Box 222000**

**Seattle, WA 98122-1090**

**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.

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| **COURSE INFORMATION:**  **Winter 2022: First class 1/6/22**  COUN 5150, Section 3, Counseling Lab  On Campus Course  Room: Loyola Hall, Clinic 1st floor  Thursdays 4-7:40 pm | **INSTRUCTOR**  Name:  Office:  Office Hours:  Phone:  Email:  *Emails will be answered within 48 hours business hours. I do not respond to emails on the weekends. I encourage you to do the same for self-care.* |  |

**Required Text:**

Ivey, A.E., Bradford Ivey, M., & Zalaquett, C.P. (2018). Intentional interviewing and counseling: Facilitating client development in a multicultural society 9th ed. Cengage Learning Inc.

ISBN-13: 978-1305865785

**\*Supplementary Reading:**

Additional reading may be assigned throughout the quarter and provided by instructor on Canvas pages.

\*This Syllabus is a living document that may change according to student learning needs or to adjust course to optimize learning and our time together.

### COURSE DESCRIPTION

**Graduate Bulletin Description:** Supervised counseling experience with clients. Limited enrollment. Closed to non-matriculated students. Graded CR/F.

Pre-requisite: COUN 5100, COUN 5110 and graduate students only.

**Course Purpose(s)/Goal(s)** to provide the first clinical opportunity to begin integrating learning from COUN 5100 Fundamental Counseling Skills and COUN 5110 Counseling Theories via supervised counseling experience.

**Course Rationale:**

**CACREP Standards**

**Section 2: PROFESSIONAL COUNSELING IDENTITY**

**E.** Current counseling-related research is infused in the curriculum

### SOCIAL AND CULTURAL DIVERSITY

* + 1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

c. multicultural counseling competencies

f. help-seeking behaviors of diverse clients

### HUMAN GROWTH AND DEVELOPMENT

h. a general framework for understanding differing abilities and strategies for differentiated interventions

i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### F.5. COUNSELING AND HELPING RELATIONSHIPS

d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology- assisted relationships

1. counselor characteristics and behaviors that influence the counseling process
2. essential interviewing, counseling, and case conceptualization skills
3. developmentally relevant counseling treatment or intervention plans
4. development of measurable outcomes for clients
5. evidence-based counseling strategies and techniques for prevention and intervention

n. processes for aiding students in developing a personal model of counseling

### F.7. ASSESSMENT AND TESTING

b. methods of effectively preparing for and conducting initial assessment meetings

e. use of assessments for diagnostic and intervention planning purposes

### 5.C. CLINICAL MENTAL HEALTH COUNSELING

**3. PRACTICE**

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

d. strategies for interfacing with integrated behavioral health care professionals

### KNOWLEDGE AND SKILLS OUTCOMES COURSE OBJECTIVES:

* Students will demonstrate culturally appropriate counseling skills to work with diverse populations
* Students will learn about evidence-based counseling techniques
* Students will demonstrate culturally appropriate professional relationships with clients
* Students will demonstrate culturally appropriate procedural skills
* Students will demonstrate culturally appropriate attending behaviors
* Students will demonstrate culturally appropriate listening responses
* Students will demonstrate culturally appropriate influencing responses
* Students will demonstrate ethical awareness and conduct
* Students will be responsive to supervision and feedback
* Students will demonstrate appropriate interaction with their colleagues including providing and accepting feedback

### COURSE INSTRUCTIONAL METHODS:

There will be two major components to this course: didactic and experiential. The didactic component will focus on information regarding counseling skills, practical tips, ethics, working with specific populations, multicultural variables, and other related topics. The experiential component will focus on students practicing learned skills with others both in class and outside of class.

### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES COURSE REQUIREMENTS:

1. **Assignments and Activities**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **CACREP**  **Standard s** | **Points Possible** |
| **1. Class Attendance and Participation:** Attendance and participation are vital to success in this course. Students will be expected to participate in counseling sessions both in and outside of class times. Students will be expected to utilize their counseling skills including active listening and giving feedback. ***See course schedule for dates.*** | 2E, 2.F2,  2F3, 2F5,  2F7, 5C3 | **Complete/ Incomplete** |
| **2. RESPECTFUL and Soul Wound Reflective Exercises:** Students will consider the RESPECTFUL model offered in the Ivey et al. (2018) text (pp 32- 33) as well as the section entitled “The Soul Wound and Historical Trauma” and respond to the reflection prompt on p. 35. Min 2 pages. ***Rubric and assignment details posted on CANVAS. Due: class #2 1/13/22*** | 2.F5f | **50 points Total** |
| **3. In Class Sessions:** Students will engage in counseling skills practice in class. Students are assigned to triads or dyads for the quarter and will participate as a counselor, “client”, and observer. **Classes #2-#9: 8 Total Sessions** | 2E, 2.F2,  2F3, 2F5,  2F7, 5C3 | **Complete/ Incomplete** |
| **4. Session Reflections:** Students will use post session forms throughout the quarter to reflect on their experience as counselor. Post session reflection forms will be submitted each week.  ***Rubric and assignment details posted on CANVAS.***  ***Due Class #3,#4,#6, #7,#8, #9*** | 2E, 2.F2,  2F3, 2F5,  2F7, 5C3 | **10 pts each**  **6 reflection forms**  **60 Total** |
| **5. Videotaped Sessions:** Students will videotape a minimum of 2 counseling sessions as the counselor. The 2 videotaped sessions will be turned into the instructor for review. Additionally, the instructor will be viewing sessions real time in the campus lab. Students will meet with instructor 1:1 two times before the end of the quarter to go over progress/development towards the summative assignment rubric.  **Sessions will be rated using the Clinical Assessment II Summative Assignment. *Rubric and assignment details posted on CANVAS.***  ***Due Class #5 2/3/22, Class #9 3/3/22*** | 2E, 2.F2,  2F3, 2F5,  2F7, 5C3 | **Complete/ Incomplete**  **See summative Eval form Rubric/pts** |
| **6. Clinical Assessment II Self-Assessment Assignment:** Students will use the Clinical Assessment II to rate their own videotaped counseling sessions. The Clinical Assessment II Self-assessments will be turned in with the videotaped session. ***Rubric and assignment details posted on CANVAS.***  ***Due Class #5 2/3/22, Class #9 3/3/22*** | 2E, 2.F2,  2F3, 2F5,  2F7, 5C3 | **Complete/ Incomplete**  **See summative**  **Eval form Rubric/pts** |

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 |

A grade of B or better is required to pass a course. Students who earn less than a B will be required to repeat the course. Repeating a course may delay a student’s program of study.

**COUN 5510 – Counseling Lab Clinical Assessment II**

**Counseling Program College of Education Clinical Assessment II Summative Assignment**

**Student:**

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 acquisition 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.

**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 a inconsistent basis |
| Inadequate | 0 | Unable to perform with supervision |

**Clinical Competency Skills**

|  |  |  |
| --- | --- | --- |
| **Skill Areas** | | **Score (0-4)** |
| Procedural | Opens session smoothly |  |
| Provides informed consent |  |
| Identifies important concerns in the session |  |
| Identifies risk issues and reports to supervisor |  |
| Follows policy and procedures of an educational or agency setting |  |
| Ability to end session smoothly |  |
| Provides appropriate referrals when necessary |  |
| Appropriately integrates the client’s cultural background into the session |  |
| Attending Behavior | Counselor demonstrates interest in client |  |
| Ability to establish a rhythm and pace compatible with the client |  |
| Counselor is able to manage silence appropriately |  |
|  | Clarification |  |

|  |  |  |
| --- | --- | --- |
| Listening Responses | Paraphrase |  |
| Reflection of feeling (empathy) |  |
| Summarization |  |
| Influencing Responses | Open Question |  |
| Closed Question |  |
| Interpretation (Advanced Empathy) |  |
| Information Giving |  |
| Immediacy |  |
| Self-disclosure |  |
| Confrontation/ Perception Check/ Challenging Statement |  |
| Counselor and Client Relationship | Ability to mix and balance responses in session |  |
| Demonstrates patience with client |  |
| Establishes a collaborative working relationship with client |  |
| Ability to set goals with client and move toward action in problem solving |  |
| Ability to facilitate decision making |  |
| Ability to evaluate counselor-client relationship |  |
| Ethical Awareness and Conduct | Demonstrates knowledge of general ethical principles |  |
| Demonstrates awareness and sensitivity to ethical issues |  |
| Demonstrates consistent ethical personal behavior |  |
| Consults with supervisor about ethical issues if needed |  |
| Response to Supervision | Prepared for supervision meetings |  |
| Receptive to feedback from supervisor/colleagues |  |
| Understands information communicated in supervision |  |
| Successfully implements suggestions from supervisor |  |
| Aware of areas that need improvement |  |
| Willingness to explore personal strengths and weaknesses |  |
| Interaction with Colleagues | Appears comfortable interacting with colleagues |  |
| Communicates effectively with colleagues |  |
| Builds rapport and respect with colleagues |  |
| Is sensitive and responsive to colleagues needs |  |
| Communicates effectively with colleagues |  |
| Builds rapport and respect with colleagues |  |
| Is sensitive and responsive to colleagues needs |  |
| Is sensitive to cultural differences |  |
| Is sensitive to gender differences |  |

\*\*Depending on the quality of counseling skills demonstrated, professor may require the counseling intern to submit additional recordings.

*University Supervisor Signature and Date*

1. **Schedule of Course Activities:**

**Course Expectations:**

**APA Style 7th Edition**

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the ***7th edition*** of the Publication Manual of the American Psychological Association.

**Participation and Attendance:**

You are a graduate student training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program. As such, you will need to demonstrate to faculty your professionalism and your ability to attend to career responsibilities. These qualities are demonstrated, in part, through your attendance and participation in course assignments and sessions.

**Attendance Policy:**

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback, and consultation. In non- clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. **Students who miss two classes in a course will be required to repeat the course.**

Repeating a course may delay a student’s program of study.

Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session.

Participation means preparing for class by reading required texts/materials, entering class discussions with informed and relevant comments/questions, and participating in class activities. ***Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.***

**Professional Counselor Dispositions:**

Professional dispositions are used to determine a student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility
9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

**Device Usage Policy:**

To participate in this class students will need to use an electronic device. To demonstrate respect for classmates, the instructor, and the learning environment, any extra devices are expected to be silenced during class. No extracurricular device usage, including texting, is acceptable during class time. Using your devices for other

tasks (Facebook, email, etc.) during class is disrespectful and unprofessional. Please use devices only for appropriate class-related tasks.

**Instructor Response Times:**

I check my email regularly and aim to respond within 24-48 hours. However, if the email is sent after 3pm on Friday, I may not respond until the following Monday, as I don’t typically respond to email over the weekend.

**Late Work:** Students are expected to turn assignments in on time especially with group assignments. Turning assignments in late may impact overall evaluation and grade for the assignment.

**Course Schedule:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date**  **Thursdays**  **4-7:40pm** | **Topics** | **Readings and Assignments** | **CACREP STANDARD** | **Evaluation Method** |
| **1/6/22**  **Class #1**  **(Via**  **Zoom)** | Grounding &  getting to know each other! Introduction/Orientation Scheduling  Lab equipment | No reading due for Class #1 | 2E, 2.F2,  2F3, 2F5,  2F7, 5C3 |  |
| **1/13/22** | Skills Practice Sessions | Due for Class # 2: | 2E, 2.F2, | Rubric |
| **Class#2** | Round 1 Session 1 | Ivey et al. Ch 1, 2 | 2F3, 2F5, |  |
|  |  | **Role Play Client/Student** | 2F7, 5C3 |  |
|  |  | **Description #1** |  |  |
|  |  | **RESPECT/Soul Wound** |  |  |
|  |  | **Reflections Due** |  |  |
| **1/20/22** | Skills Practice Sessions | Due for Class # 3: | 2E, 2.F2, | Rubric |
| **Class #3** | Round 1 Session 2 | Ivey et al. Ch 3, 4 | 2F3, 2F5, |  |
|  |  | **Post session reflection form** | 2F7, 5C3 |  |
| **1/27/22** | Skills Practice Sessions | Due for Class # 4: | 2E, 2.F2, | Rubric |
| **Class #4** | Round 1 Session 3 | Ivey et al. Ch 5, 6 | 2F3, 2F5, |  |
|  |  | **Post session reflection form** | 2F7, 5C3 |  |
| **2/3/22** | Skills Practice Sessions | Due for Class # 5: | 2E, 2.F2, | Rubric |
| **Class #5** | Round 1 Session 4 | Ivey et al. Ch 7, 8 | 2F3, 2F5, |  |
|  |  |  | 2F7, 5C3 |  |
|  |  | **Tape #1 Due** |  |  |
|  |  | **Summative Assess Form #1** |  |  |
| **2/10/22**  **Class #6** | Skills Practice Sessions Round 2 Session 1 (15 min)  **Individual Feedback with Instructor** | Due for Class # 6: Ivey et al. Ch 9  **Role Play Client/Student Description #2** | 2E, 2.F2,  2F3, 2F5,  2F7, 5C3 | Summ Eval Rubric |
|  |  | **Post session reflection form** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date**  **Thursdays 4-7:40pm** | **Topics** | **Readings and Assignments** | **CACREP STANDARD** | **Evaluation Method** |
| **2/17/22** | Skills Practice Sessions | Due for Class # 7: | 2E, 2.F2, | Rubric |
| **Class #7** | Round 2 Session 2 | Ivey et al. Ch 10 | 2F3, 2F5, |  |
|  |  | **Post session reflection form** | 2F7, 5C3 |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **2/24/22** | Skills Practice Sessions | Due for Class # 8: | 2E, 2.F2, | Rubric |
| **Class #8** | Round 2 Session 3 | Ivey et al. Ch 11 | 2F3, 2F5, |  |
|  |  | **Post session reflection form** | 2F7, 5C3 |  |
| **3/3/22** | Skills Practice Sessions | Due for Class # 9: | 2E, 2.F2, | Rubric |
| **Class #9** | Round 2 Session 4 | Ivey et al. Ch 12 | 2F3, 2F5, |  |
|  |  | **Final Reflection Form**  **Tape #2 Due**  **Summative Assess Form** | 2F7, 5C3 |  |
| **3/10/22** | **Final Class ON ZOOM** | Due for Class #10: | 2E, 2.F2, | Summ |
| **Class #10** | **Wrap Up and Closure** | Ch 13, 14 | 2F3, 2F5, | Eval |
|  | **Individual Meetings with** |  | 2F7, 5C3 | Rubric |
|  | **Instructor** |  |  |  |

# Academic Policies

## Seattle University Academic Policies and Forms

Applicable academic policies can be found at the following link: [https://www.seattleu.edu/redhawk-](https://www.seattleu.edu/redhawk-service-center/academic-policies/) [service-center/academic-policies/.](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/.](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](https://www.seattleu.edu/disability-services/) located in Loyola 100, (206) 296-5740, [ds@seattleu.edu.](mailto: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](https://www.seattleu.edu/policies/) 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](https://www.seattleu.edu/redhawk-service-center/academic-policies/). The [Academic Integrity Tutorial](https://www.seattleu.edu/academic-integrity/resources-for-students/) 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](https://www.seattleu.edu/redhawk-service-center/academic-policies/) 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](https://www.seattleu.edu/redhawk-service-center/academic-policies/) 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.](https://www.counseling.org/resources/aca-code-of-ethics.pdf)

## Student Concerns & Complaints

The [Concerns & Complaints](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/). 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](https://www.seattleu.edu/library/) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](https://www.seattleu.edu/learningcommons/) includes a variety of learning assistance programs.
* [College of Education – Student Resources Webpage](https://www.seattleu.edu/education/student-resources-and-services/policies--forms/) includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.
* [Campus Ministry](http://www.seattleu.edu/campus-ministry) supports the religious and spiritual lives of students though daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.
* [Commuter Resources](https://www.seattleu.edu/pfe/student-transition/commuter-students/) The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program.](https://www.seattleu.edu/student-outreach/resource-spaces/collegia-program/?redirect=true)
* [Counseling & Psychological Services (CAPS)](http://www.seattleu.edu/CAPS/) CAPS offers a range of confidential therapeutic, educational, and consultation support services.
* [Office of Multicultural Affairs (OMA)](http://www.seattleu.edu/oma/) OMA provides resources to support students of color, queer students, and trans students.
* [Writing Center](https://www.seattleu.edu/writingcenter/) Writing Center consultants help students with organizing, revising, and editing drafts.

### SAFE START HEALTH SCREEN

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the [Safe](https://www.seattleu.edu/coronavirus/screening/) [Start Health Check](https://www.seattleu.edu/coronavirus/screening/) screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls

and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

### FACE COVERINGS

We will all wear face coverings consistent with SU’s [COVID-19 Face Covering Policy](https://www.seattleu.edu/media/coronavirus/face_covering_policy_amended_final.pdf) (or as amended).

### CHANGE IN DELIVERY OF INSTRUCTION

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.