



# DOANE UNIVERSITY

## SYLLABUS

COU 601 Counseling Skills and Techniques

### Course Content

<i>Course Number:</i>	COU 601
<i>Course Title:</i>	Counseling skills and Techniques
<i>Course Dates:</i>	March 13-May 13
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Dr. Blake Sandusky, LIMHP, LMFT, LPC
<i>Office Phone:</i>	402-467-9035
<i>Office Email:</i>	blake.sandusky@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Thursdays 6:00 pm-10:30 pm

### Course Description

This course provides an orientation to counseling as a helping profession and addresses the importance of establishing and maintaining a therapeutic relationship. Focus is placed on developing the essential listening and interviewing skills necessary for effective counseling. The course emphasizes counselor self-awareness and counselor development, and includes the use of recorded counseling interviews and role-plays. Students are exposed to culturally responsive helper skills.

#### **Course Objectives:**

- Student will identify ethically appropriate counseling skills in relation to foundational philosophical counseling beliefs in various counseling settings. (CACREP 2.F.1.a; CACREP 2.F.1.c; CACREP 2.F.1.i; CACREP 2.F.1.j;

- CACREP 2.F.2.h; CACREP 2.F.5.e; CACREP 2.F.2.g; CACREP 5.C.1.a; CACREP 5.C.2.1; CACREP 2.C.3.a; CACREP 5.C.3.b)
- Students will understand the importance of state and national professional organizations and the role of government in professional bodies. (CACREP 2.F.1.f; CACREP 2.F.1.g; CACREP 5.C.2.k)
  - Students will recognize their personal role in developing therapeutic relationships and utilize techniques and skills to develop these specific relationships. (CACREP 2.F.1.k; CACREP 2.F.1.l; CACREP 2.F.2.F)
  - Student will adapt skills and strategies learned for application in a multicultural society and with a diverse client population. (CACREP 2.F.2.a; CACREP 2.F.2.f; CACREP 2.F.5.d)
  - Students will apply written and verbal feedback effectively to shape counseling development and the implementation of counseling skills. (CACREP 2.F.1.m)

**REQUIRED TEXT:**

Cochran, J. L., & Cochran, N. H. (2015). *The heart of counseling: Counseling skills through therapeutic relationships* (2nd ed.). New York: Routledge, Taylor & Francis Group. ISBN: 978-0-415-71243-9

Kottler, J. A. (2003). *On being a therapist* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass. ISBN: 9780190641542.

CACREP Standards Addressed in this Course

Standard Identifier	Standard	Assessment
2.F.1.a	history and philosophy of the counseling profession and its specialty areas	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
2.F.1.f	professional counseling organizations, including membership benefits, activities, services to members, and current	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> <li>• Poster Presentation</li> </ul>

	issues	Development
2.F.1.g	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
2.F.1.j	technology's impact on the counseling profession	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	<ul style="list-style-type: none"> <li>• Weekly Practice Reflection Journal</li> </ul>
2.F.1.l	self-care strategies appropriate to the counselor role	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
2.F.1.m	the role of counseling supervision in the profession	<ul style="list-style-type: none"> <li>• Practice Agreement</li> </ul>
2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
2.F.2.f	help-seeking behaviors of diverse clients	<ul style="list-style-type: none"> <li>• Weekly Practice Reflection</li> </ul>

		<p>Journal</p> <ul style="list-style-type: none"> <li>• Session Evaluation</li> </ul>
2.F.2.h	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection Journal</li> </ul>
2.F.5.d	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection Journal</li> </ul>
2.F.5.e	the impact of technology on the counseling process	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
2.F.2.f	counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection Journal</li> </ul>
2.F.2.g	essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection Journal</li> </ul>
5.C.1.a	history and development of clinical mental health counseling	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
5.C.2.k	professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>

5.C.2.1	legal and ethical considerations specific to clinical mental health counseling	<ul style="list-style-type: none"> <li>• Weekly Reading Assignment</li> </ul>
5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection Journal</li> </ul>
5.C.3.b	techniques and interventions for prevention and treatment of a broad range of mental health issues	<ul style="list-style-type: none"> <li>• Session Evaluation</li> <li>• Weekly Practice Reflection Journal</li> </ul>

### Measurement of Outcomes

Assignments (Direct): Poster Presentation, Weekly Reading Assignments

Instructor Evaluations (Indirect): Session Evaluation, Weekly Session Reflection Journal

### Instructional Methods

This class will include: Direct Lecture, Experiential Activities, Group Activities, Direct Application of Knowledge, and Discussion

### Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.

2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Reading questions are included as part of your final grade for this course. Be reflective and apply the content to the best of your ability. The more you try to incorporate the new knowledge and skills now the better prepared you will be for future application of this content.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion and role-plays of skills. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.
5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now!

<b>Course Requirements</b>
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**1. Weekly Reading Assignment Questions: LiveText (20 points each; 180 points total)**

You are given a reading assignment to complete prior to each class meeting including discussion-based questions. This means that you are asked to thoroughly answer each question based on your understanding of the reading assignment for the week. Your answers to these questions should be uploaded as a word document to the corresponding assignment in Livetext. These questions are in-depth questions designed to ensure you have some grasp on the content. Any issues/questions about the assignments should be addressed via email to the instructor at least one day prior to class meeting times.

**2. Poster Presentation Development: In Class (80 points)**

You are asked to work in a group to develop a poster presentation applying the skills and knowledge you have gained in this class to a specific population. Your group may choose any population of clients you would like. These may include: Adults, Adolescents, Children, Elderly, Couples, Families, Same-Sex Couples, Foster Children, Adopted Children, Incarcerated Individuals, etc. Your group will develop a content driven poster that will apply a skill(s) to the population you choose. Content should be gathered from academic and peer reviewed sources. These posters will be presented to the class on the last day of the regular term. Additionally, your group may decide to present the poster at the Nebraska

Counseling Association Conference during the graduate student poster session. See the instructor for more information.

**3. Weekly Practice Reflection Journal: LiveText (20 Points each; 140 points total)**

You are asked to meet with your student partner once a week to practice applying the skills learned in this class. During this time you will each practice being the counselor, applying skills learned in class, and giving each other feedback on your application of skills and content. You should also keep a weekly journal of these practice sessions reflecting on your professional development and also your application of skills. These journals should be uploaded to LiveText prior to each weekly class meeting. The instructor will give you feedback on your personal reflection and development.

**It is up to student discretion what topic you discuss in your weekly meeting with your peer.** As the client it is your job to make sure that you have some topic to discuss with your partner. You may choose to develop a persona for this activity but your persona must be consistent across all practice sessions. A topic you choose should have a minimum of emotional content (i.e., frustration, excitement, embarrassment, anger, happiness, etc.) for your partner to practice applying counseling skills. Students may discuss personal issues/experiences if they choose but the issues/experiences should be surface level not a major issue/experience that is something you would seek professional counseling for (i.e., marriage/relationship breakdown/divorce, psychosis issues, personal traumatic experiences, etc.).

**4. Taped Practice Sessions for Evaluation: Google Drive (pass/fail)**

You will record three of your weekly practice sessions and submit them for review through Google drive. The dates for submission of these recordings are on the class tentative schedule. Upon submission of each recording the instructor will use the Practice Session Rubric that corresponds with each session, the rubric is attached and available on blackboard, to assess each recorded session. Additionally, students will be given feedback on each assessed session. Each recorded session, turned in for an assessment, must meet the criteria for the following length: Session 1: 30 minutes; Session 2: 50 Minutes; Session 3: 50 Minutes

Students must get a 3 or 4 on each area of the Practice Session Rubric to move on to the next required taped session. **All assessment sections of each submitted recorded session must be passed with a 3 or 4 for the student to successfully earn a grade for the class.** Should a student get a 1 or 2 on any section, they will be asked to submit an additional tape for assessment applying written feedback given on the previous submitted tape. Should the student get a 1 or 2 on the additional tape they will meet with the instructor and be given verbal feedback on

their recorded session and asked to submit an additional recording. Verbal feedback may include role-playing with the instructor. Should the student not gain a 3 or 4 in all areas in the third submitted tape then a remediation plan will be implemented.

Evaluation Criteria
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**Final Grade**

The final grade will be based on the following criteria as well as successful completion of ALL taped practice sessions:

Weekly Reading Assignments	45%
Poster Presentation	20%
Weekly Session Reflection Journals	35%

**Grading Scale:**

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		
<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	62.9-60		

Expectations
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- Attendance and Participation:** It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and reading questions. Additionally, prepared means that you have any assignments due that day completed prior to attending class. Should you miss **MORE THAN TWO CLASSES** you will not receive a passing grade for this class.
- Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students



should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.

3. **Late Assignments:** Students will receive a **5 point deduction** for all late assignments. This includes all reading questions, which should be completed prior to class meeting time. The instructor will not be available to help with technological issues the day of class, you are encouraged to complete reading assignments and questions any day prior to class day, however you are open to complete them before class if you choose.

Recorded sessions are due in the Google drive folder the day specified on the class schedule. These tapes must be assessed and feedback given in a timely manner because should you need to redo a tape each student will need time to make up that session prior to the next tape being due. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

4. **Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.
5. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work and do not give ownership of others work will at minimum be given a zero for that assignment.
6. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).

Tentative Schedule
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Date	Topic	Reading Assignment	Assignment Due
Week 1 3/16	-What is a counselor  -The therapeutic relationship	Kottler; Chapter 1 pg 1-24  Cochran & Cochran Chapter 1 pg 6-22	• Reading Assignment

Week 2 3/23	<ul style="list-style-type: none"> <li>- Professional Listening</li> <li>- Therapeutic Reflecting</li> </ul>	Cochran & Cochran; Chapter 2 pg 23-47	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> </ul> </li> </ul>
Week 3 3/30	-Empathy	Cochran & Cochran; Chapters 3,4 pg 48-88	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> <li>• <b>Recorded Session 1</b></li> </ul> </li> </ul>
Week 4 4/6	-Unconditional Positive Regard	Cochran & Cochran; Chapters 5,6 pg 89-138	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> </ul> </li> </ul>
Week 5 4/13	<ul style="list-style-type: none"> <li>-Gathering information, assessment, and confidentiality</li> <li>-Creating client goals</li> <li>-Getting and keeping a session on track</li> </ul>	Cochran & Cochran; Chapters 7,8,9 pg 139-198	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> </ul> </li> </ul>
Week 6 4/20	<ul style="list-style-type: none"> <li>-Unique professional aspects of being a counselor</li> <li>-Self-Disclosure</li> <li>-Consultation</li> <li>-Boundaries</li> </ul>	Kottler; Chapters 3,4 pg 43-117	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> <li>• <b>Recorded Session 2</b></li> </ul> </li> </ul>
Week 7 4/27	<ul style="list-style-type: none"> <li>-Clients in crisis</li> <li>-Termination</li> </ul>	Cochran & Cochran; Chapters 10,11 pg 199-263	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> </ul> </li> </ul>
Week 8 5/4	<ul style="list-style-type: none"> <li>-Issues with frustration</li> <li>-Burnout</li> </ul>	Kotter; Chapters 5,6 pg 119-181	<ul style="list-style-type: none"> <li>• Weekly Session Reflection Journal <ul style="list-style-type: none"> <li>• Reading Assignment</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Recorded Session 3</b></li> </ul>
Week 9 5/11	-Importance of Professional Organizations	See: necounseling.org counseling.org	<ul style="list-style-type: none"> <li>• <b>Poster Presentations</b></li> <li>• Reading Assignment</li> </ul>

## Course Declarations

**LiveText/Blackboard Usage:** LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

### **Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

### **Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

### **Academic Integrity**

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice

President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

**Changes in Syllabus:** Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.