



Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES **COUN 501: Introduction to Counseling Practice**

5 Credits
Effective: Fall 2020/2021

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This graduate-level course introduces fundamental counseling skills needed to facilitate therapeutic change. The objective of this course is to train students to conduct a client interview using the foundational practices of the field. Topics explored include essential interviewing and counseling skills, establishing a therapeutic alliance, counselor characteristics and behaviors that influence helping processes, and professional documentation. Students will also learn a general framework for understanding and practicing consultation and an orientation to wellness and prevention as desired counseling goals.

Methods of instruction involve a mixture of in-class face-to-face learning and online asynchronous learning.

COURSE RESOURCES

American Counseling Association, (2014). *2014 ACA code of ethics: As approved by the ACA Governing Council*. American Counseling Association. (counseling.org – [Section H](#)).

Ivey, A., Ivey, M. B., & Zalaquett, C. P. (2016). *Essentials of intentional interviewing: Counseling in a multicultural world (3rd Ed.)*. Cengage Learning.

Mallen, M. J., Vogel, D. L., & Rochlen, A. B. (2005). The practical aspects of online counseling: Ethics, training, technology, and competency. *The Counseling Psychologist* 33(11). 776-818.

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th Ed.)*. American Psychological Association.

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

COURSE OUTCOMES (COs)

This course will prepare students to:

- a) Conduct a client interview using essential interviewing and counseling skills, to establish and maintain effective counseling relationships

- b) Revise attending behavior in response to self-appraisal, in addition to instructor and peer feedback.
- c) Conceptualize a client from a generalist perspective in consideration of biopsychosocial factors
- d) Summarize a counseling session in formal clinical documentation formats to produce written communication that meets professional standards
- e) Develop intrapersonal awareness regarding counseling skill development and self-care practice

PROGRAM LEARNING OUTCOMES (PLOs)

1. Professional Counseling Orientation and Ethical Practice

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development

Demonstrates knowledge and working application of career development in counseling practice.

5. Counseling and Helping Relationships

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

6. Group Counseling and Group Work

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment and Testing

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

8. Research and Program Evaluation

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

9. Social Justice

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

10. Addiction Counseling

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

11. Clinical Mental Health Counseling

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

12. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses.

13. Professional School Counseling

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.

- 1.j. technology's impact on the counseling profession
- 1.k. strategies for personal and professional self-evaluation and implications for practice
- 1.l. self-care strategies appropriate to the counselor role
- 2.a. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2.b. the effects of power and privilege for counselors and clients
- 5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 5.f. Counselor characteristics and behaviors that influence the counseling process
- 5.g. Essential interviewing, counseling, and case conceptualization skills

CMHC Specialty

- None

MCFC Specialty

- None

AC Specialty

- None

PSC Specialty

- None

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Skills Practice	a), b)	1, 2, 5	1.j, 2.a, 2.b 5.f, 5.g				
2. Assign 2 – Treatment Notes	C), d)		5.g				
3. Assign 3 – Self-care plan	e)		1.k, 1.l, 5.f				
4. Required Readings – Ivey (2016)			2.a, 2.b, 5.d, 5.g				
5. Class Activities –	a), b), e)		1.j., 1.k, 5.g				

Course Schedule

(Subject to change according to the pace of the class)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1	Course introduction Syllabus review Self-care Counseling and Technology Introduction to counseling skills	Ivey, Ivey, Zalaquett Ch. 1; ACA Code of Ethics (2014); Mallen, et. al. (2005)	Video	
Week 2	MCC Ethics Resiliency Attending Empathy, observation skills	Ivey, Ivey, Zalaquett Ch. 2 & 3	Triad practice/discussion	
Week 3	Questions Encouraging, Paraphrasing, Summarizing Reflection of feelings	Ivey, Ivey, Zalaquett Ch. 4, 5, 6	Triad practice/discussion	
Week 4	5 Stage Counseling Session	Ivey, Ivey, Zalaquett Ch. 7	Triad practice/discussion	
Week 5	Focusing Confrontation	Ivey, Ivey, Zalaquett Ch. 8 & 9	Triad practice/discussion	
Week 6	Reflection of Meaning Interpretation/reframing Self-disclosure Influencing	Ivey, Ivey, Zalaquett Ch. 10, 11, 12	<u>Triad practice/discussion</u>	
Week 7	Skill integration Crisis counseling	Ivey, Ivey, Zalaquett Ch. 13 & 14	<u>Triad practice/discussion</u>	
Week 8	Course wrap-up	Ivey, Ivey, Zalaquett Ch. 15		

	Self-care plan review/discussion			
Week 9				
Week 10				

Standards met with required course readings, in-class discussions, and class activities:

CO: n/a

PLO: n/a

CACREP Core: 1.j, 1.k, 1.l, 2.a, 2.b, 5.d, 5.f, 5.g

CMHC: n/a

MCFC: n/a

PSC: n/a

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Skills Practice Triads	400
Assign 2: Treatment Notes	100
(Additional Assignments – TBD)	(500)
TOTAL	1000

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Assign 1 – Skills Practice Reflections (250 points)

CO: a, b

PLO: 1, 2, 5

CACREP Core: 1.j, 5.g, 2.a, 2.b, 5.f

CMHC: n/a

MCFC: n/a

PSC: n/a

Students will participate in counseling triads or quads (counselor, client, and observer) with fellow classmates. These triads represent the student's first opportunity to begin using counseling skills. Students practice employing active listening and attending skills to engage clients, interviewing skills such as probing and clarifying to address client issues, basic empathic attunement, and demonstrating an understanding of confidentiality and its limits. Students submit a video/audio recording of their counseling role with another student in their triad, representing the skills presented to date. A 4-6 page reflection paper will accompany the video, adhering to APA Style formatting.

The reflection paper will include the following:

- 1) Conceptualization of the recorded session, including an understanding of the skills demonstrated and any self-observations;
- 2) Goals of the session, addressing the counseling orientation toward wellness and prevention;
- 3) Reflection on counselor characteristics and behaviors that influence helping processes;
- 4) A reflection on any transference and countertransference reactions; and
- 5) Incorporation of feedback received throughout the quarter, including experiences as the consultant and consultee.

There are several important ethical principles for students to be aware of as they complete this assignment:

- 1) Because the student is a trainee, all the work in the triads is subject to supervision. Please do not hold any practice sessions outside the supervision or direction of the instructor;
- 2) If one member of the triad is absent from class, the other two members must either combine with another triad or use the instructor or teaching assistant as an observer. No practice should take place with only two students, unless explicitly directed by the instructor;

- 3) If anything occurs within a practice session that makes one or more participants uncomfortable, students are encouraged to discuss this immediately with the instructor;
- 4) A student role-playing a client is free to make up topics of discussion. If student decides to discuss genuine issues or concerns, consider carefully what to disclose in this context. Serious issues, such as traumatic events, are generally not appropriate for this assignment. If student has any questions, please consult the instructor;
- 5) The instructor may ask that student process the triad experience within the class to facilitate learning for everyone. Please practice a professional approach to confidentiality by not discussing personal disclosures other than in the context of the learning experience within the class;
- 6) Remember that any disclosures of abuse of a minor child or dependent adult, or threat of harm to self or others, must be reported to the instructor and/or to senior faculty. The instructor and/or senior faculty may be required to report these disclosures to the proper authorities;
- 7) If, in the completion of this assignment, student becomes aware of any issues or concerns for likely additional assistance or support, consult with the instructor or senior faculty for the program regarding referrals to community resources.

Students will be formed into groups of three or four in order to rotate through the roles of client, counselor and observer, practicing a specific counseling skill each week. This assignment will be graded on counseling skills, awareness of transference and counter-transference, organization and coherence, style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Organization and Coherence	15%
Style and Mechanics	15%
Awareness of Transference and Counter-Transference	35%
Counseling Skills	35%
TOTAL	100%

Assign 2 – DAP Notes (250 points)

CO: c, d

PLO: n/a

CACREP Core: 5.g

CMHC: n/a

MCFC: n/a0

PSC: n/a

For five of the weekly skill practice triad sessions, students write a DAP Treatment Note detailing the experience.

Progress Notes should follow the DAP format:

Description:

- First, indicate the location of the session, the date, and the time. Describe the client next. Include age, race, ethnicity, occupation, a general description of their appearance, and any significant other elements (such as a disability, unusual characteristics, etc.)
- Second, describe the presenting problem. This is the client's reason for seeking counseling.
- Third, provide a clinical summary of what occurred in the session: what topics were addressed, what progress was being made, any worsening or decline. Make this summary as general as

possible and avoid including intimate details; you are primarily writing for third parties, and therefore you must carefully consider the confidentiality of the client when writing these notes.

Assessment:

- This is your assessment of the presenting problem. You may simply be repeating what the client stated (such as with a client who tells you verbatim he is depressed). Or, you may be taking the content of what the client has stated and distilling it into a hypothesis. An example of this is indicating, “Client may be depressed and/or anxious” for someone reporting feeling sad, stressed out, having troubling sleeping, and who seems very nervous. Be careful with your wording. Because assessment is usually not an exact science, use wording such as “it appears,” “the client may,” “the client likely,” “possibly,” “probably,” etc. If you cannot comfortably make an assessment based on lack of information, indicate this.

Plan:

- This is your plan for future sessions. This can be a very simple statement reflecting future plans and should not replace the formal Treatment Plan. For example, you could write “Need to further assess alcohol use” for someone appearing to have alcohol use issues. If the client is working towards a goal, summarize your plan for helping them achieve the next step. For example, you could write “Client will try out assertiveness skills learned from today’s roleplaying exercises in his work situation this coming week.”

Components

Clinical Documentation

TOTAL

% of Grade

100%

100%

(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)

Course Activities

Class participation through online discussion board (DB) activities is an integral part of this course. The focus of these discussion boards will be on the development of your counselor identity as it relates to successes and challenges regarding your skills and self-awareness. For five weeks of the course, students will be required to: 1) post responses to discussion questions in the first three days of the school week (the instructor will clarify when your initial response should be posted). 2) Post two or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week. 3) Respond to any questions that the instructor has regarding the student's original post by the end of the week.

This assignment will be graded on quality of student posts and follow-up responses.

<i>Components</i>	<i>% of Grade</i>
Quality of responses	70%
Timeliness of Responses	15%
Quantity of Responses	15%
TOTAL	100%

Attendance and Participation

Because the focus of this class is the Skills Practice Triads, attendance at each session is extremely important both for your learning and for that of your fellow triad members. Consequently, 20% of your overall course grade is based on attendance alone and any missed classes will result in the loss of points for that portion of your grade. Students may petition the instructor to miss class without penalty in event of unavoidable absence. The instructor will provide an outline for how attendance points will be allocated during the first class session.

<i>Components</i>	<i>% of Grade</i>
Attendance and Participation	100%
TOTAL	100%

Self-care plan

As counselors-in-training, it is important to develop a self-care plan at the onset of your clinical practice. As a result, you will be developing an individualized self-care plan you desire to practice this quarter. You will be provided a template to use in class. In addition to self-care activities, consideration of obstacles/challenges will also be defined.

<i>Components</i>	<i>% of Grade</i>
Quality of self-reflection	100%
TOTAL	100%

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request a user name and password.