

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number: COE 4013

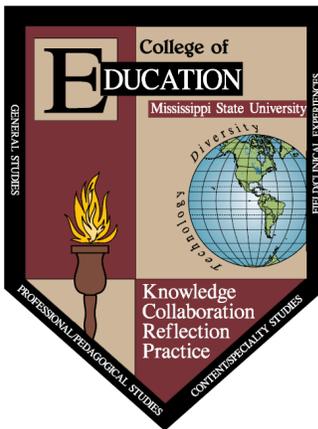
Course Title: Facilitative Skills Development

Credit Hours: 3 hours

Type of Course: Lecture

Catalog Description: Three hours lecture. Introduction to the theory and practice of helping with emphasis on the development of basic communication skills. Applicable to a variety of settings.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Description:

This course, three hours of lecture and experiential exercises, is an introduction to the theory and practice of helping individuals, with an emphasis on the development of basic communication skills. This course is applicable to a variety of settings.

Course Objective:

To acquaint students with a model of helping and to acquire the skills required for its implementation.

Topics to be Covered:

The Counseling Process	Meier, Chapter 1
Assumptions	Meier, Chapter 3 Evans, Chapter 2
Self-Exploration	Meier, Chapter 2
Questioning	Evans, Chapter 3
Reflecting Content	Evans, Chapters 4-5
Reflecting Feelings	Evans, Chapters 4-5
Know Thyself	Meier, Chapter 5
Integrating skills Confronting	Evans, Chapter 6 Evans, Chapter 7
Immediacy	Evans, Chapter 8
Intervention Case Conceptualization	Meier, Chapter 6 Meier, Chapter 7
Case Conceptualization	Meier, Chapter 7
Interpreting	Evans, Chapter 10
Self-Disclosure	Evans, Chapter 9 Meier, Chapter 5
Important Topics	Meier, Chapter 4

Required Texts:

Evans, D. R., Hearn, M., Uhlemann, M. R., & Ivey, A. (2008). *Essential interviewing: A programmed approach to effective communication*, 8th edition. Pacific Grove, CA: Brooks/Cole.

Meier, S. T., & Davis, S. R. (2008). *Elements of counseling*, 7th edition. Pacific Grove, CA: Brooks/Cole.

Methods of Instruction:

For the purpose of this course, helping skills will be regarded as social skills and will follow a stepwise approach to social skills training.

1. Conceptual understanding. Lectures and text reading are aimed at helping students gain a cognitive understanding of the skill to be learned and its place in a model of helping.
2. Rehearsal with feedback. Students will practice newly acquired counseling skills via role-plays and videotapes. Students will be expected to role-play both as a counselor and as a client.
3. Observation of models. Video and live models demonstrating the skill to be learned will be presented.
4. Continued practice. The social skills of helping are regarded as progressive and range from basic to more advanced skills. Consequently, role-plays will be a central feature of class participation.

Student Responsibilities:

1. Class participation.

Counseling is an interactive profession. Student participation in class is a beginning step in learning to listen and to articulate and communicate ideas. Attendance is mandatory for participation. Student attendance and active participation in the class are important for the learning experience of the student as well as that of class peers. Each unexcused absence will be addressed according to university policy and procedure. As punctuality is important to the counseling professional, it will be equally important to the student in this class.

2. Written assignments.

All written assignments must be completed in APA format with a title page, page numbers, 1" margins, and citations, if applicable.

3. Completion of assignments.

Read assignments prior to class. It is the sole responsibility of each student to make up any class work or assignments missed as a result of an absence, excused or unexcused, from class. All late assignments will be penalized at the rate of one letter grade per class period.

4. Class norms.

Students should be committed to personal growth and professional development. This includes understanding how their personal characteristics influence their professional performance. Students are expected to use this class as a means to facilitate personal self-awareness and use of personal communication skills. All personal issues discussed in class involving students or interviewees should remain confidential. These issues must not be discussed outside of class!

5. Constructive criticism.

Constructive criticism of student work is an integral part of this class. Being open to instructional and peer feedback is an invaluable part of student learning. Each student is expected to accept feedback from classmates and to give feedback to classmates after observing role-plays. Feedback should be given in a manner respectful of the person.

6. Electronic devices.

In order to show respect to the instructor, classmates, and the class itself, all electronic devices should be turned off during class counseling activities. It may be used during lectures.

7. Plagiarism policy.

Plagiarism is defined as the presentation of a written work as if it was original, or for an original purpose, when in fact it is not. Engaging in the act of plagiarism is both unprofessional and a violation of the Mississippi State University Honor Code which may be accessed via Mississippi State University's website, searching for "Honor Code."

Academic Misconduct:

Students are expected to be honest in all academic activities. Any act of academic dishonesty will be reported to the university and will result in a grade of zero for the relevant assignment. More than one act of dishonesty will be grounds for failure in the course. Each student is required to familiarize himself/herself with the university's policies on academic dishonesty which may be accessed via Mississippi State University's website, searching for "Honor Code."

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

Academic Accommodations:

Qualified students who choose to use academic accommodations are required by law to initiate the request process. If the student has not already made arrangements and wishes to discuss accommodations, the instructor's office hours and telephone number are included in this syllabus. The student may also contact the Office of Disabled Students Services at 325-3335 or 325-6295.

Technology:

Technology is not an integral part of this course.

Diversity:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms to Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Assignments:

1. Exams. The student will complete both a midterm and a comprehensive final exam.
2. Quizzes. Reading quizzes may be given during any class period.
3. Videotapes. The students will complete one 20 – 25 minute DVD, each a role-play with a partner from class, recorded in the counseling lab on campus. The DVD is to be accompanied by a two page paper that includes, but is not limited to, personal thoughts, emotions and behaviors, as well as a self-assessment of counseling skills observed during the recorded interview, acknowledging both positive skills and skills that need more practice.
4. Counseling experience. Each student will experience counseling by completing six sessions at the Counseling and School Psychology Laboratory on campus, located in the Box Building. These sessions will include an intake plus five sessions. After completion of these sessions, the student will write a 4 page summary paper. This paper will not include personal, confidential information disclosed in sessions. This paper will focus on the experience of being a client, concerns of trust, confidentiality, vulnerability, etc., discussing such questions as:
 - What was it like for you to be a client? Include thoughts, emotions, and behaviors.
 - What techniques and approaches to counseling did you see your counselor using? Did these work for you?
 - What did you learn about yourself from this experience?

What did you learn about counseling from this experience?

Full credit for this assignment requires completion of the intake, five sessions, and the paper.

5. Journal. The student will complete one journal entry per week exploring reactions to class experiences. This journal should be done in a progressive format, each entry added to the previous entries, each labeled by date. The weekly entry is to be emailed to the instructor by 11 a.m. each Thursday, a total of 14 entries for the semester. Credit will be given for personal exploration of reactions, not critiqued for personal opinion. No more than one or two paragraphs are required per entry.
6. Case conceptualization. The student will write a case conceptualization paper, 1 page, identifying client characteristics and the nature of the problem being addressed. A handout will be given in class that demonstrates the proper format, headings, and topics to be covered in the case conceptualization. This handout will serve only as a guide for this project.
7. Class participation. During class sessions, students will practice use of facilitative skills. Credit will be given for the student attempting to employ skills currently being discussed in class.

Field Experience:

None

Evaluation of Student Progress:

Grades:

Participation		60 points
Midterm Exam	1	100 points
Final Exam	1	100 points
Reading quizzes	10	100 points
Videotape with paper	1	100 points
Counseling experience with paper	1	150 points
Journal	14	140 points
Case conceptualization	1	<u>100 points</u>
Total points		850 points

Grading scale:

- A 769 – 850 points
- B 689 – 759 points
- C 599 – 679 points
- D 510 – 589 points

Rubrics

The following rubrics will be used for the appropriate assignments. Changes may be made in these rubrics, but the changes will be addressed in class prior to the assignment's due date.

Rubric for Journal

Name _____	Total points earned _____
Exploration of personal ideas	5 points _____
Clarification of ideas	<u>5 points</u> _____
Total points	10 points _____

Rubric for Counseling Experience

Name _____	Total points earned _____
Style	10 points _____
Spelling and grammar	10 points _____
Syntax	10 points _____
Appropriate sentence structure	10 points _____
Adherence to subject	15 points _____
Exploration of personal ideas	20 points _____
Clarification of ideas	20 points _____
Development of overall theme	25 points _____
Participation in six sessions	<u>30 points</u> _____
Total points	150 points _____

Rubric for Videotape

Name _____	Total points earned _____
Style	10 points _____
Spelling and grammar	10 points _____
Syntax	10 points _____
Appropriate sentence structure	10 points _____
Demonstration of Skills	30 points _____
Self-assessment	<u>30 points</u> _____
Total points	100 points _____

Rubric for Case Conceptualization Paper

Name _____	Total points earned	_____
Style	5 points	_____
Spelling and grammar	5 points	_____
Syntax	5 points	_____
Appropriate sentence structure	5 points	_____
Exploration of client issues	20 points	_____
Clarification of ideas	20 points	_____
Exploration of skills to be used	20 points	_____
Development of overall case	<u>20 points</u>	_____
Total points	100 points	_____