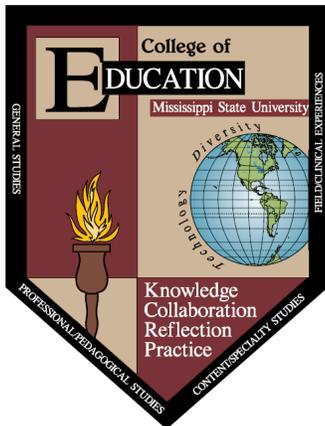


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

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

Course Prefix & Number:	COE 8013
Course Title:	Counseling Skills
Credit Hours:	3 hours
Type of Course:	Lecture
Catalog Description:	(Prerequisite: COE 6013 and COE 8023). Three hours lecture. Theory and practice of counseling with emphasis on development of advanced skills required for assisting clients.

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.

Counseling Programs Mission Statement: The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings.

The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Learner Outcomes:

Learner outcomes are derived from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards for graduate counselor training programs. At the conclusion of this course the student will:

- have an understanding of the history and philosophy of the counseling profession (CACREP Core II.G.1.a.)
- be familiar with the professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP Core II.G.1.b.)
- understand and be aware of counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event (CACREP Core II.G.1.c.)
- know and demonstrate elements of self-care strategies appropriate to the counselor role (CACREP Core II.G.1.d.)
- be aware of and engage in the application and practice of various counseling supervision models, practices, and processes (CACREP Core 1.e.)
- have received information about and contacted professional organizations, including membership benefits, activities, services to members, and current issues (CACREP Core II.G.1.f.)
- have an understanding of professional credentialing bodies, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Core 1.g.)
- have an understanding of the role and process of the professional counselor advocating on behalf of the profession and in addressing institutional and social barriers (CACREP Core 1.h-i.)
- have read, discussed, and applied ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP Core II.G.1.j.)
- understand and illustrate an orientation to wellness and prevention as desired counseling goals (CACREP Core II.G.5.a.)
- demonstrate counselor characteristics and behaviors that influence helping processes (CACREP Core II.G.5.b.)
- learn, illustrate and practice essential interviewing and counseling skills (CACREP Core II.G.5.c.)
- integrate counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP Core II.G.5.d.)
- acknowledge a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Core II.G.5.e.)
- utilize a general framework for understanding and practicing consultation (CACREP Core II.G.5.f.)

- have an understanding of the process of crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP Core II.G.5.g.)

Topics to be Covered:

TOPICS	READINGS
Introduction/Welcome/Overview Tour of the Clinic	
Intentional Interviewing Introduction to Ethics	Ivey 1&2 CACREP LO II.G.1.a;b.
Attending Behavior Questions	Ivey 3&4 CACREP LO II.G.5.b.;c.
Observation Skills Encouraging, Paraphrasing, and Summarizing	Ivey 5&6 CACREP LO II.G.5.b.;c.
Reflecting Feelings Integration	Ivey 7&8 CACREP LO II.G.5.b.;c.
Skills of Confrontation Focusing the Interview	Ivey 9&10 CACREP LO II.G.5.b.;c.
Reflecting Meaning Influencing Skills	Ivey 11&12 CACREP LO II.G.d.
Skill Integration	Ivey 13 CACREP LO II.G.5.b.;c.;e.
Managing Boundaries and Multiple Relationships Professional Competence and Training	CACREP LO II.G. 1.f.,g.,h.
Issues in Supervision and Consultation	CACREP LO II.G.1.e; 5.f.
Crisis Intervention and Suicide Assessment Issues in Theory, Practice and Research	CACREP LO II.G.1.c; 5.d.;g.

* Schedule is tentative and may be changed by instructor with prior notice.

Required Text:

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (7th ed.). Pacific Grove, CA: Brooks/Cole

Method of Instruction:

Classes will consist of traditional forms of lecture, review of reading assignments, in class and out of class activities, movie clips, and small group encounters and discussion. Students' questions and comments are encouraged. Role-play, professional practice, assessment, supervision and evaluation are also methods used. Students will also gain the opportunity and experience of using appropriate technology.

Student Activities/Course Assignments:

**ALL assignments and presentations should be of professional quality. All assignments are due by the dates indicated on the schedule –
NO LATE ASSIGNMENTS WILL BE ACCEPTED!**

Student Responsibilities

Attendance and Class Participation: Students are responsible for regular class attendance and active participation in class activities. Attendance and participation are critical to student and peer learning, and also to overall success of this course. Students are expected to be on time for class, counseling sessions and supervision sessions. Attendance is required for class. Missing more than one excused absence will result in the reduction of a student's final grade in this course by one letter grade. Missed counseling sessions and supervision sessions without prior arrangement with clients and supervisors are considered unprofessional behavior and participation points will be deducted.

- **Wellness Activities** – Compassion fatigue and burnout are possible risks for counselors. As a result, we will take time (about 15 minutes) at the end of every class to foster wellness. All students are required to sign up for a class period to lead a wellness activity. Consider bringing in a relaxation technique, or something that helps you encourage your own wellness. You will share this with your classmates, with the hopes of increasing their repertoires of wellness skills. You will sign up for a time slot during class.

Professional Liability Insurance: Students must provide proof of professional liability insurance to the instructor by the fourth class period and prior to meeting clients (no later than mid-semester). Students can purchase liability insurance through several of the professional counseling organizations. Information will be provided in class. (CACREP Learning Outcome II.G.1.f.)

In-Class and Homework Assignments: Students are expected to complete all reading and other assignments by the assigned deadline. Incomplete or late written assignments will not be accepted.

Clinical Practice Preparation: Students are expected to follow rules and regulations for the Box Counseling and Psychology Clinic as stated in the Clinic's Manual (see departmental webpage). These expectations include: preparing for sessions, reviewing DVD's, completing client files, scheduling appointments, re-scheduling appointments in a timely manner if necessary, dressing appropriately, and exhibiting professional and ethical behaviors at all time when working with clients, supervisors, other counselors, and Clinic staff. Students are expected to read the Box Clinic Manual and sign and turned in the appropriate form stating completion of this activity to the instructor by the 6th week of class. Students are also expected to read the ACA Professional Code of Ethics and Standards of Practice by the 3rd week of class. (CACREP Learning Outcomes II.G.1.b.,e.,i.,j.;5.a.,b.,c.,d.,e.,f.)

Supervision: A critical component of this learning experience is engaging in supervision with an assigned counseling supervisor while in the process of meeting with clients. Students are responsible for not only meeting with the supervisor, but also for listening to and accepting feedback from, and participating in reflective dialogue with the assigned supervisor, as well as, adjusting skills and behaviors as necessary. (CACREP Learning Outcomes II.G.1.e.,f.)

Student Activities (100% of student grade will be based on these activities)

Participation in class activities and homework assignments: (10%)

Throughout the semester, students will be asked to participate in activities and assignments designed to facilitate students' practice of counseling skills and their application to counseling practice. These activities may include participating in role play, completing homework assignments, collecting information and resources, engaging in class discussions, wellness activities, and various other weekly assignments. (CACREP Learning Outcomes II.G.1.b.,e.,i.;5.a.,b.,c.,d.,e.,f.)

Mid-term Recording (Role Play): (10%)

The first part of the semester, students participate in role-play learning experiences. Students will be assigned a fellow student as their "client". The client will fill out all of the forms that are required by any client in the Clinic. Student "counselors" will have experience of various lengths of time (5-7 minutes, 12-15 minutes, 18-20 minutes) in which to practice their counseling skills with their clients. Students will submit their 20 minute session role play experience to the instructor. The instructor will evaluate the counselor's skills and give them verbal and written constructive feedback and their Mid-term grade as they prepare to see their volunteer clients. The Counseling Skills Feedback Form will be used as a part of the evaluation. (CACREP Learning Outcomes II.G.1.b.,e.,i.;5.a.,b.,c.,d.,e.,f.)

Case Staffing/Class Presentation: (10%)

Each student will present to the class a formal case presentation of his/her client. Case presentation will be discussed in class. The case staffing rubric is provided on MyCourses. (CACREP Learning Outcomes II.G.1.b.,e.,i.;5.a.,b.,c.,d.,e.,f.)

Reflective Analysis Assignments: (10%)

During the first half of the semester, students will write reflective responses to a specific set of questions given to them by the instructor (see course schedule for questions and dates). Students are expected to honestly and genuinely reflect on and answer these questions designed to facilitate student awareness and professional growth and development. Papers must be written in APA style, and can be written in first person. (CACREP Learning Outcomes II.G.1.d.;5.a.,d.,f.)

SIGNATURE ASSIGNMENT (Portfolio-Counseling Practice and Supervision): (40%)

After mid-term, students will be assigned a volunteer client with whom he/she will meet in the Box Clinic once per week for 5 weeks (for a total of 5 sessions). Counseling sessions will be recorded for use for self, supervisor, and instructor review. Students are required to meet weekly with his/her assigned supervisor to review counseling sessions. Students must review recorded sessions and be prepared prior to individual supervision. Group supervision will be provided in class each week. (CACREP Learning Outcomes II.G.1.e.;5.b.,c.,d.,e.,f.)

Student will be graded based on a final "portfolio" submitted to the instructor the last week of class. The portfolio materials should be updated regularly and placed in the Skills student's supervision file or the Skills student's clinical (client) file (as appropriate) at the Box Clinic. Portfolio files should contain:

Skills Student Clinical File:

Client –Skills Student DVD
Informed Consent signed by client
Client Life History Questionnaire
Intake Summary
Brief Symptoms Inventory (Initial and Final)
Case Notes
Client Contact Record

Skills Student Supervision File:

Session 1: Self – Evaluation
Supervisor Evaluation
Session 2: Self- Evaluation
Typescript for Instructor’s Review
Session 3 Self - Evaluation
Supervisor Evaluation
Session 4 Self- Evaluation
Typescript for Instructor’s Review
Session 5 Termination and or Referral Summary
Final Evaluation (Instructor and Supervisor)

Self-assessment for Practicum: (10%)

Students will submit a final paper assessing their own development in and understanding of the use of counseling skills. This paper is comprehensive and should reflect the student’s perception of progress he/she has made over the course of the semester. This analysis is based on feedback from the instructor, supervisor, classmates, and self observation. Information will include strengths, improvement, challenges, and goals for continued development in Practicum and throughout the remainder of the student’s program. The instructor will provide additional details at a later date. (CACREP Learning Outcomes II.G.1.b.,e.,i.;5.a.,b.,c.,d.,e.,f.)

Final Exam: (10%)

The final exam will assess student’s knowledge of material from lectures and readings, including, but not limited to, skills definitions and examples, and ethics/law. (CACREP Learning Outcomes II.G.1.a.,b.,f.,g.,j.;G.5.b.,c.,d.)

Academic Integrity/Honor Code Policy:

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/>

Cell Phone and Technology Policy:

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.

Nondiscrimination Policy:

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 with 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.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

STUDENT EVALUATION:

ASSIGNMENT	GRADE PERCENTAGE	POINTS VALUE
Attendance/Participation	10%	50 points
Reflective Analyses	10%	50 points
Midterm Recording (Role Play)	10%	50 points
Portfolio/Counseling Practice & Supervision	40%	200 points
Case Staffing/Presentation	10%	50 points
Self-Assessment for Practicum	10%	50 points
Final Exam	10%	50 points

COURSE GRADING

POINTS VALUES	GRADE PERCENTAGE	LETTER GRADE
450 – 500	90 – 100%	A

400 – 449	80 – 89%	B
350 – 399	70 – 79%	C
300 – 349	60 – 69%	D
299 and below	0 – 59%	F

Incomplete Grades

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of "F". Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President. “

Department of Counseling and Educational Psychology Policies

Department Retention Policy

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made.

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students’ fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in clinical situations, and their adherence to their discipline’s codes of ethics. A series of formal evaluations are conducted at key stages of the student’s education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students’ academic performance, students’ personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Missed Exams

There will be no makeup exams without instructor permission.

Missed Assignments

All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

Email Policy

Each student at MSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course. The E-mail and MyCourses systems are also very helpful for maintaining communication between the instructor and students.

Confidentiality: As with any counseling course, there may be discussion of personal nature. The topics and contents of the discussions in this course should be regarded as confidential and must not be discussed with anyone outside of the members of this class or Dr. Goldberg.

Consultation: If you need assistance outside of class in order to more successfully complete any of the course requirements, I encourage you to arrange a mutually convenient individual consultation time with me.

Accommodation: Students needing accommodation for any specific disability are required by law to initiate the request process. If you have not already made arrangements, and wish to discuss any accommodation needs, please contact me in person, or via telephone or email. You may also contact the Office of Student Support Services and Disability Support Services at 662.325.3335.

Caveat: Dr. Goldberg reserves the right to change the syllabus and schedule as necessary, and will notify students of such changes at her earliest convenience via MyCourses.