

## SERP 546 – 001 Counseling Skills & Techniques



Semester/Term: Fall 2021  
Credit Hours: 3  
Meeting Days/Time/Location:

### Instructor Information

Instructor:  
Office Building & Room Number:  
Email:  
Office Phone:  
Office Hours:  
Preferred Method of Communication:

### Course Description

This course offers knowledge and application of basic counseling skills in response to individuals/families in a variety of settings; crisis intervention strategies and ethical issues for the counselor.

### Course Content

This pre-practicum course is designed to teach basic counseling skills to Masters level students in the Counseling Program. Pre-practicum workshops will emphasize small group practice sessions to develop mastery of micro-counseling techniques applicable to clients in mental health, rehabilitation, and school settings. Students will discuss theoretical concepts, as well as ethical and cultural challenges arising from practice sessions. Students will also have opportunities to learn and apply peer-evaluation, self-evaluation, crisis management, and self-care skills.

### Course Textbooks

Ivey, A., Ivey, M., & Zalaquett, C. (2013). *Intentional interviewing & counseling: Facilitating client development in a multicultural society* (8<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole

### Methods of Instruction

Lectures  
Demonstrations & Discussion  
Practice of skills  
Videos/Recordings  
Out of Class Activities

### CACREP Standards 2016

- 2.F.5.d ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 2.F.5.e the impact of technology on the counseling process
- 2.F.5.f counselor characteristics and behaviors that influence the counseling process
- 2.F.5.g essential interviewing, counseling, and case conceptualization skills
- 2.F.5.h developmentally relevant counseling treatment or intervention plans

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- 2.F.5.i development of measurable outcomes for clients
- 2.F.5.j evidence-based counseling strategies and techniques for prevention and intervention
- 2.F.5.k strategies to promote client understanding of and access to a variety of community-based resources
- 2.F.5.l suicide prevention models and strategies
- 2.F.5.m crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 2.F.5.n processes for aiding students in developing a personal model of counseling

### Knowledge & Skills Outcomes - Learning Objectives

Upon completion of this course, students will be able to:

1. Describe ethical and culturally relevant strategies for establishing and maintaining therapeutic rapport for in-person and technology assisted counseling and explain the impact of technology on the counseling process (CACREP 2.F.5.d, 2.F.5.e; CMHC 5.C.2.j; CMHC 5.C.2.l; REHB 5.D.2.w; SC 5.G.2.n)
2. Demonstrate essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g CMHC 5.C.1.c; REHB 5.D.1.d; SC 5.G.3.f)
3. Understand counselor characteristics and behaviors that influence the counseling process and identify strategies that will promote client's understanding of an access to a variety of community based resources (CACREP 2.F.5.f; 2.F.5.k)
4. Demonstrate effective goals and SMART objectives setting and developing relevant treatment plans relevant to client cultural background (CACREP 2.F.5.h; 2.F.5.i)
5. Demonstrate evidence-based counseling strategies and techniques for prevention and Intervention with cultural sensitivity (CACREP 2.F.5.j; CMHC 5.C.3.a & b)
6. Demonstrate skills for crisis intervention, suicide assessment and prevention, and finally trauma-informed care (CACREP 2.F.5.l; 2.F.5.m; CMHC 5.C.1.e; CMHC 5.C.3.e; REBH 5.D.1.g; REHB 5.D.3.a; )
7. Formulate a prospectus about personal model of counseling (CACREP 2.F.5.n)

### Key Performance Indicator - KPI

#### KPI #5

Identify and explain basic counseling skills, theories and models of counseling with evidenced-based strategies and individualized conceptualizations as demonstrated by effective application of such in diverse counseling setting.

### Student Performance Evaluation Criteria and Procedure

Counseling Skills	CACREP Standards	Assignments	Evaluation Outcome
KPI # 5	2.F.5.d; 2. 2.F.5.e; 2.F.5.f; 2.F. 5.g; 2.F.5.h; 2.F.5.i; 2.F.5.j; 2.F.5.k, 2.F.5.l; 2.F. 5.m; 2.F.5.n; REHB 5.D.1.d; SC 5.G.3.f; CMHC 5.C.1.e; CMHC 5.C.3.e; REBH 5.D.1.g; REHB 5.D.3.a	Practice Recording, Reflective Journals, Dyad Role Play, Self- Critique, Transcript	Minimum of 80% or better

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### Course Requirements

Listed is the key assignment for this course. While the assignment CAN NOT be removed or modified, you may add any additional assignments you see fit.

### Key Course Assignments

Assignment	Relevant CACREP Standards
Recorded Practice Sessions with self-evaluation.	.F.5.d; 2.F.5.f; 2.F. 5.g; 2.F.5.h; 2.F.5.j; 2.F. 5.j; 2.F.5.k, 2.F.5.l; 2.F. 5.m; 2.F.5.n REHB 5.D.1.d; SC 5.G.3.f; CMHC 5.C.1.e;

**1. Recorded Practice Sessions (20%).** Students will conduct and record three practice sessions during the semester to demonstrate competency in using the interview skills taught in the course. They will work with a partner and take turns role-playing counselor and client. Students may choose their partner for the baseline and first recording. The professor will select new partner pairings for Recordings 2.

The purpose of the recorded role-play is to demonstrate competency of the required, cumulative counseling skills below: All recordings are done via **GoReact**.

**Baseline:** Have a CONVERSATION with your partner about a problem for 10 minutes

**Recording 1:** Basic helping skills and problems identification (15 minutes)

**Recording 2:** Basic helping skills and problems identification, plus goals setting and working stage (20-25 minutes)

**Rubrics available at the end of the syllabus and on D2L**

### Additional Course Assignments – Required

**2. Class attendance and participation (20%).** This course is a face-to-face course. The instructional team expects students to actively participate in class discussions, utilize evidence from selected readings, and participate in numerous hands-on and experiential activities that include, but are not limited to, practice sessions, role-plays, proper utilization of feedback, group work, and self-reflective activities. *As the course remains critical to developing a foundational skill set and a collaborative learning environment, participation is a primal factor in the construction of the course grade.* If a student misses one class, they will lose the 5 participation points for that class. *If a student expects to miss more than one class due to personal or business reasons or a large portion of class time equating to multiple classes (e.g., showing late, leaving early on multiple classes), the student will need to take the course at another time.*

Regular promptness and professional behavior is expected. If unprofessional behavior occurs in the class (including using phones), the instructor will discuss feedback in personal meetings with students. If a student is going to be late or absent from a class, the student must notify the professor. Please send an email. It is the student's responsibility to obtain information regarding the missed class from their classmates and/or the teaching assistant(s).

**3. Reflective journals. (20%)** Self-awareness and self-evaluation are significant components to personal and professional development as a counselor. Each course in the counseling curriculum focuses heavily on these components, which highly relates to the development of counseling skills.

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Therefore, students will be required to submit reflective journal. The entries will be confidential between the student and the instructional team. Entries should include thoughts, feelings, reactions, and evaluations relating to development and skills in practice sessions, assigned reading, and material presented in class. The length should be 1-3 pages

**4. Client persona.** Each student will create a client persona for use in role-plays. The student should be able to identify with the persona and presenting issues—i.e., **the persona the same and/or very similar to the student demographically and be facing issues that the student is currently facing or has faced in the past.** The problem might be real and rather not clinically significant. Please, keep significant issues or challenges confidential.

The student will write a one-page narrative for each persona. The narrative will address the following attributes of the persona as applicable: (a) age, (b) gender identity, (c) ethnicity, (d) socioeconomic status, (e) level of completed education, (f) sexual orientation if disclosed, (g) family orientation (who the client identifies as his or her family), (h) relationship status (single, married, partnered, divorced), (i) geographic region (urban, suburban, rural), (j) any existing disabilities and/or health/ability status, (k) job or profession, (l) spiritual identity, and (m) three “presenting issues” (why the client is seeking counseling) that are appropriate for beginning counselors. **Do not include suicide, significant traumatic events, domestic violence, abuse/neglect, substance abuse or dependence, disordered eating, or any other presenting issue that would be beyond the scope of a beginning counselor.** The last point is a concern of ensuring that students are given the opportunity to develop, refine, and demonstrate the full range of skills. Examples of presenting issues that work well include but are not limited to: relationship issues (non-violent); making a difficult decision (e.g., whether to move, whether to return to graduate school); issues of emerging adulthood (i.e., the “quarter-life crisis”, “what should I do with my life?”); general stress and anxiety (e.g., feeling overwhelmed); role changes, challenges, or conflicts (e.g., a stay-at-home mother returning to work or school, finding “balance” as a single, working parent); and issues of confidence, self-esteem, or perfectionism.

**5. Transcript (15%)** Students will transcribe at least 8-10 min of their last session recording. Please make sure that you evaluate your own transcript before you submit it – identify skills you used and comment on their appropriateness – effective use or not. Provide suggestions for other skills that could have been more effective.

**6. Self-critiques (15%)** Students will critique their own Sessions 1, 2, and baseline. Self-critique has two (2) components: 1<sup>st</sup> Evaluative Form found on D2L that has to be filled out and 2<sup>nd</sup> Written narrative reflecting the areas of strengths and improvements. Each narrative will address the three topic headings of: (a) strengths, (b) areas for improvement, and (c) suggestions for future sessions. All information regarding the critique will be kept confidential. Each self-critique should be 2-3 pages long.

**7. Psychological First Aid online training (10%).** You will further your learning by completing a free certificate in Psychological First Aid [online](#) through the National Child Traumatic Stress Network. This training is approximately six hours, so plan accordingly. You need access to a computer with Adobe Flash in order to complete this training. Be sure to add this training to your resume and LinkedIn.

### Course Grading

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Grades	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	Below 60%

Because no +/- are earned, grades will not be rounded. For example, 89.5% is a B.

### University Policies

Please go to the following link to become familiar with University of Arizona policies pertaining to on-going courses: <https://academicaffairs.arizona.edu/syllabus-policies>

The link covers policies in the areas of:

- Class Attendance
- Participation
- Administrative Drops
- Absences
- Threatening Behavior
- Accessibility and Accommodations
- Code of Academic Integrity
- Nondiscrimination and Anti-Harassment
- Subject to Change Notice

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

### Diversity

In addition to course activities and assignments, this course aims to be welcoming of students from all diverse backgrounds and perspectives. This means that our individual experiences and perspectives are a resource, strength, and benefit to our collective learning as a part of this course. As such, it is my intent and goal to present materials and activities that are respectful of identity (gender identity, sexuality, disability, age, socioeconomic status, religion, ethnicity, race, culture, etc.). I always welcome your feedback to improve the effectiveness of the course for all students. Let's make kindness the norm and work together on becoming socially just and antiracist counselors.

### Subject to Change Notice

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor of this course.

### COVID-19

- **Life challenges:** If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may

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be helpful. The [Dean of Students Office](#) can be reached at 520-621-2057 or [DOS-deanofstudents@email.arizona.edu](mailto:deanofstudents@email.arizona.edu).

- **Physical and mental-health challenges:** If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.
- **Equipment and software requirements:** For this class you will need daily access to the following hardware: laptop or web-enabled device with webcam and microphone, regular access to reliable internet signal; ability to download and run additional software: pdf, adobe acrobat, web browser.
- **Recordings:** Recordings are done via GoReact. For lecture recordings, which are used at the discretion of the instructor, students must access content in D2L only. Students may not modify content or re-use content for any purpose other than personal educational reasons. All recordings are subject to government and university regulations. Therefore, students accessing unauthorized recordings or using them in a manner inconsistent with UArizona values and educational policies are subject to suspension or civil action.

### Tentative Course Schedule

Topics and schedule subject to change with appropriate notice. PLEASE – FOLLOW D2L for DUE DATES and ACTIVITIES. This syllabus serves as your ORIENTATION. You will be required the follow weekly schedule including activities and due dates in D2L. **NOT ALL assignments are listed here.**

Date	Class Content	Readings	Activities & Assignmen Due
Week 1 8/25/21	Syllabus Review Introduction to intentional interviewing Wellness and self-care	IIZ 1	
Week 2 9/1/21	Counseling Ethics Informed Consent Cultural Competence	IIZ CH 2	<b>Persona</b>
Week 3 9/8/21	Attending and Listening Questioning	IIZ CH 3&5	<b>Baseline Recording</b>
Week 4	Encouraging & Paraphrasing & Reflecting	IIZ CH 6	<b>Baseline Critique</b>

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9/15/21			
Week 5 9/22/21	Reflecting Feelings & Summarizing	IIZ CH 7	
Week 6 9/29/21	Five stage session Structuring & Focusing	IIZ CH 8&9	<b>Journal 1</b>
Week 7 10/6/21	Empathic Confrontation Challenging Skills	IIZ CH 10	<b>Recording 1</b>
Week 8 10/13/21	Self-Care Week NO CLASS		
Week 9 10/20/21	Goal Setting Concrete Action Strategies for Change	IIZ CH 13	<b>Self-Critique 1</b>
Week 10 10/27/20	Reflecting of Meaning Interpreting and Reframing	IIZ CH 11	
Week 11 11/3/21	Self-Disclosure, Feedback and Immediacy	IIZ CH 12	<b>Journal 2</b>
Week 12 11/10/21	Case Conceptualization Treatment Planning Termination	IIZ CH 14	<b>Psychological First Aid</b>
Week 13 11/17/21	Microskills and the Five stages with Theories	IIZ CH 15	<b>Recording 2 &amp; Transcript</b>
Week 14 11/24/20	<b>NO CLASS - Thanksgiving</b>		
Week 15 12/1/21	Stages of Change Challenges in Counseling Resistance Personal style and theoretical integration	Article IIZ CH 16	<b>Self-critique 2</b>
Week 16 12/8/20	Personal style and theoretical integration		<b>Final Journal</b>

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