

**DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
FLORIDA ATLANTIC UNIVERSITY**

**MHS 5005
PROCESSES IN COUNSELING**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

An introduction to the principles and procedures utilized in providing human services through the helping relationship. Experiential components will focus on facilitative skill building.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

1. Mozdierz, G, Peluso, P.R. & Lisiecki, J. (2009). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge.
2. Sperry, L., (2010). *Highly Effective Therapy*. New York: Routledge.
3. Supplemental Handouts
4. VHS videotape or DVD

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: K.1.a, K.1.h, K.2.b, K.2.c, K.2.f, K.3.c, K.3.e, K.5.a-c, K.5.g.

CACREP: School: C.2.a, C.2.b

CACREP: Mental Health: A1, A2, A6, C1, C3, C5, C7

2010 FEAPs: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2, 6.1, 8.1, 8.2; **FEAP Competency Assessments:** 2.1, 2.2

2010 Subject Area Competencies and Skills (SAC&S): 1.7

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

COURSE OBJECTIVES

1. To provide students with a conceptual framework from which to understand client behavior and affect.
2. To provide an understanding of the counseling process from intake through termination stages.
3. To develop student's basic knowledge and skills in the techniques of counseling.
4. To develop student's ability to understand a client's presenting concerns, set treatment goals, and utilize strategies and techniques appropriate to both the stage of counseling and the particular needs of the client from an *integrative-multicultural-accountability* perspective.
5. To orient the student towards a professional mental health counseling identity.

COURSE REQUIREMENTS

1. Complete all assigned readings. Each reading is to be done in advance of the classroom experience.

2. Attend ALL class sessions. Since this course will provide students time in class to practice counseling skills and to demonstrate progress in the acquisition of them, class attendance is fundamental to the successful completion of this course. Attendance at all classes is mandatory. Only one class absence is allowed. Each absence beyond the first will result in a 5-point reduction.

3. Complete assigned exercises in coordination with the material being discussed in class. These exercises are for the personal growth and development of the student so that she/he can individually react to the material. These exercises will be processed in class.

4. Each week, students will videotape simulations with one another showing the student's counseling abilities. Students will be randomly assigned into teams for a duration, and then re-assigned. Each week, there will be class time set aside for viewing student videotapes for feedback. ALL STUDENTS ARE EXPECTED TO BE PREPARED TO SHOW A PORTION OF THEIR TAPE AT ANY TIME WHEN REQUESTED. This is crucial to the learning process.

5. Students are required to turn in 3 written taped exercises.

Tape I should focus on the basic counseling skills: attending, linear and non-linear listening and responding. The tape's function is for the STUDENT COUNSELOR to demonstrate the ability to connect and respond as well as make a basic assessment of the "client" (symptoms as well as Skills should included understanding, empathy, probing and summarizing. **THIS TAPE MUST BE TRANSCRIBED AND BE 20 MINUTES IN LENGTH.** (see guide handout)

Tape II will show a formal-diagnostic evaluation, as outlined in Sperry et al. Chapter 4 & 5, as well as Mozzierz et al. chapters 4 & 5. Students will have approximately 20-30 minutes to get the information to complete the assessment from their "helpee." Students will complete a summary assessment, in accordance with the formal-diagnostic format. In addition, the student will be required to discuss all three of the Level 1 domains (connecting and engaging, assessment, building and maintaining the therapeutic relationship) to determine: a. the extend to which the student was able to work in all 3 doamins, b. the linear and non-linear aspects of these, and c. the areas that may have been missed or addressed more effectively.

Tape III will show a longer format discussion of a person's schema dynamics, emotional system, and any areas of ambivalence that need to be addressed and resolved (approximately 30-40 minutes). Students will be given information regarding how to perform this task in class, as well as see an example of such an analysis. Students will be expected to submit a write-up of their analysis.

Note: Late tapes will result in a 5-point reduction.

6. Two examinations will be given: one "mid term" and one final. These will consist of short answer questions. This will require the synthesis of text material, classroom experiences, and lecture material.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	FEAP indicator	Points
Attendance		20
Exams		20
Tapes and Transcripts	2.1, 2.2	60
TOTAL		100

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 100 – 94	B+ = 89 – 87	C+ = 79 – 77	D = 69 – 60	F = 59 – 0
A - = 93 – 90	B = 86 – 84	C = 76 – 74		
	B- = 83 – 80	C- = 73 – 70		

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The

Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including readings, lecture, live/video demonstrations and in-class discussions. Students will have an opportunity to synthesize and apply what they are learning through in class and online discussions and skills practice. Students will receive peer and instructor feedback regarding ideas and skills.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **the due date** and fulfill their discussion board responsibilities by **10 pm on the following Sunday**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

REFERENCES

- Mozdzierz, G, Peluso, P.R. & Lisiecki, J. (2009). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge.
- Sperry, L., Carlson, J., & Kjos, D. (2003). *Becoming and effective therapist*. Boston, MA: Pearson Education, Inc.
- Sperry, L., (2010). *Highly effective therapy*. New York: Routledge.

COURSE CONTENT & OUTLINE

Please note, a detailed Agenda will be handed out at each class meeting.

MEETING	SESSION	Class Content and Activities	Student Preparation	CACREP Standards	Evaluation
1	1	1. Overview of Course 2. Course Requirements	Introduction Mozdzierz et al, Intro, Chs. 1-5	K1a; K5a MH: A1, C1 SCH: C.2.a-b	
	2	3. Overview of the Helping Process			
	3	4. Level 1 Domains			
2	4	1. Lecture	Mozdzierz et al, Chs 6-9 Sperry Ch 2, 3, 5, 6	K2b; K5a MH: C5; C7 SCH: C.2.a	EXAM 1
	5	2. Skills Practice			
	6	Demonstration of Formal Diagnostic Evaluation			
3	7	1. Lecture	Mozdzierz et al, Chs. 10-13 Sperry Ch.7, 8	K2b; K5a MH: C5; C7 SCH: C.2.a	TAPE I DUE View Videos Formal-Diagnostic
	8	2. View Videos			
	9	3. Skills Practice			
4	10	1. Lecture	Mozdzierz et al, Chs 14-16 Sperry Ch.4, 11	K2c; K5a MH: A6; SCH: C.2.b	View Videos TAPE II DUE
	11	2. View Videos 3. Skills Practice			
	12	Demonstration of Interview			
5	13	Review Skills Practice	Mozdzierz et al, Chs 17 & 18 Sperry Ch. 13, 14	K5a; K5b; MH: A2; C1; C3; C5; C7	EXAM 2 View Videos TAPE III Due Lifestyle Analysis
	14	Wrap-up			
	15	Final Exam			

BIBLIOGRAPHY

Carkhuff, R. R. (2000) *The art of helping in the 21st century*. Amherst, MA: Human Resource Development Press.

Cormier, S. & Cormier, B. (1998) *Interviewing strategies for helpers: Fundamental skills cognitive behavioral interventions (4th ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Egan, G. (1998). *The skilled helper: A systematic approach to effective helping (6th Ed.)*. Pacific Grove, CA: Brooks/Cole.

Ivey, A. E. (1994) *Intentional interviewing and counseling (3rd ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Skovholt, T. M. & Jennings, L (2004). *Master therapists: Exploring expertise in therapy and counseling*. Boston, MA: Pearson Education, Inc.

COMPETENCY ASSESSMENTS of FEAPS and SUBJECT AREA COMPETENCIES AND SKILLS

Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment rubric for evaluation criteria on each required assignment.

Standard	Indicator	Detailed description of assignment or activity	Instrument
FEAP 1. Assessment	1.1 Demonstrates ability to form diagnosis, conceptualize client issues, and assess client strengths	Processes Tape 2 Video Demonstration: The school counselor candidate will facilitate a formal diagnostic evaluation and complete a summary assessment in accordance with the formal diagnostic format. Tapes will be 20 – 30 minutes.	Observation Rubric
FEAP 2. Communication	2.1 Demonstrates ability to relate to client with warmth and attend with appropriate eye contact, posture, and expression.	Processes Video Tape 1 Demonstration: The school counselor candidate will demonstrate basic counseling skills: attending, responding, personalizing, understanding, empathy, probing and summarizing. The tape must be 20 minutes in length and transcribed.	Observation Rubric
	2.2 Demonstrates ability to respond appropriately to the feelings and behaviors of clients.	Processes Video Tape 1 Demonstration: The school counselor candidate will demonstrate basic counseling skills: attending, facilitative responding, personalizing, understanding, empathy, probing and summarizing. The tape must be 20 minutes in length and transcribed.	Observation Rubric
SAC&S 1. Knowledge of Counseling	1.7 Demonstrate knowledge of appropriate listening and responding skills.	Processes Video Tape 1 Demonstration: The school counselor candidate will demonstrate basic counseling skills: attending, responding, personalizing, understanding, empathy, probing and summarizing. The tape must be 20 minutes in length and transcribed.	Observation Rubric