

**SOUTHEAST MISSOURI STATE UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**  
*COURSE SYLLABUS*

Title of Course: **Counseling Skills (3 cr)**

Course No. **CP 614**

*Revised Spring 2012*

Semester:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Room:

Class Dates:

Class Times:

Website:

*Note: The Instructor will add the above information each semester.*

**I. Catalog Description and Credit Hours of Course:**

Knowledge and application of counseling techniques and helping skills with an emphasis on experiential learning and preparation for practicum. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements**

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required	Required Prereq.	

**IV. Student Learning Outcomes**

A. Student will demonstrate understanding of counselor characteristics and behaviors that influence helping processes.

B. Student will demonstrated an understanding of essential interviewing and counseling skills.

C. The Student will be able to demonstrate through video recorded session the application of counseling skills.

**V. Course as Relates to External Requirements**

<b>CACREP Requirements (2009)</b>	<b>DESE Requirements (2008)</b>	<b>LPC Requirements</b>	<b>NBCC Requirements</b>
5. Helping Relationships	3) Theories and Techniques of Elementary and Secondary School Counseling; Comp. 2) Theories of learning; Comp. 3) Theories of personality;	Helping Relationship	Helping Relationships (Techniques)

**VI. Course as Relates to External Standards**

<b>CACREP Standards (2009)</b>
Section II.G.5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:  <ul style="list-style-type: none"> <li>b. counselor characteristics and behaviors that influence helping processes,</li> <li>c. an understanding of essential interviewing and counseling skills.</li> </ul>
<b>DESE Standards (2008)</b>
(MoSTEP 1.4.1.5.a; CACREP CC5c) essential interviewing and counseling skills.  (MoSTEP 1.4.1.5.b; CACREP CC5d) counseling theories to conceptualize student issues and concerns and select appropriate counseling interventions to respond to these issues and concerns.  (MoSTEP 1.4.1.5.c; CACREP CC5e) strategies for applying a school, family and community systems perspective to the counseling process.  (MoSTEP 1.4.1.5.d; CACREP CC5b, f) a framework for understanding and practicing professional consultation, including counselor characteristics and behaviors that influence helping processes.

**VII. Purposes or Objectives of the Course:**

- A. The student will become aware of the counselor or consultant characteristics, behaviors and philosophies that influence the helping process.
- B. The student will become aware of the client or consultee characteristics, behaviors and philosophies that influence the helping process.
- C. The student will become knowledgeable of the factors such as cultural diversity, which influence the helping process.
- D. The student will demonstrate the application of strategies based on a theoretical foundation in the helping process.
- E. The student will be able to demonstrate basic helping skills utilizing micro-counseling and small group experiences.

**VIII. Course Content or Outline:**

**Class Hours**

A.	Effective Counselor or Consultant Behaviors and Characteristics	3
	1. Gender and Ethnicity and Cultural Differences	
	2. Personal Characteristics	
	3. Influencing Skills	
B.	Client or consultee Behaviors and characteristics	3
	1. Gender and Ethnicity and Cultural Differences	
	2. Personal Characteristics	
	3. Traits, Capabilities, and Life Circumstances	
	4. Special Populations	
C.	Factors Influencing the helping Process	3
	1. Philosophic bases of the helping process	
	2. Environment	
	3. Social Factors	
	4. Commitment to Change	
D.	Application of theories	9
	1. Theories of Human Behavior	
	2. Strategies	
	3. Applying Strategies	
	4. Crisis Theory and Crisis intervention	
E.	Development of Helping Relationship	18
	1. Stages of the Helping Relationship	
	2. Beginning Skills	
	3. Advanced Skills and Concepts	
	4. Skill Integration	
	5. Micro-counseling	
F.	Counseling Skills with Special Populations	9
	1. Substance Abusers	
	2. Women	
	3. Ethnic Groups and Cross-Cultural Counseling	
	4. Older Adults	
	5. Business and Industry	
	6. Aids	
	7. Abuse Victims	

**IX. Textbook(s):**

Readings as assigned.

**X. Expectations of Students:**

- A. The student is expected to actively participate in class.
- B. The student will be expected to complete the required readings and assignments.
- C. Satisfactory performance on examinations.
- D. The student will be expected to respond to a variety of skill assessment techniques.
- E. The student will be expected to know about and use a variety of technological strategies to enhance learning
- F. The student will be expected to know about legal issues and ethical standards in counseling.

**XI. Basis for Student Evaluation**

- A. Written examinations (15%)
- B. Written critiques of counseling sessions (15%)
- C. Active participation in practice counseling sessions and supervision (20%)
- D. Video recording and write ups. (50%)

***Final letter grade:***

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

*Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.*

**XII. Methods of instruction**

A combination of:

- Classroom lectures and discussions
- Video recording of practice counseling sessions and supervision
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

**XIII. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

*Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.*

#### **XIV. Students with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

#### **XV. Civility, Respect and Classroom Etiquette:**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

#### **XVI. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

#### **XVII. Knowledge Base References:**

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

#### **XVIII. Course Schedule**

*Note: Course Schedule will be added each semester by the instructor.*

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.