

SYLLABUS
COUN 516: Basic Skills, Spring 2019
(1/14/19 through 5/10/19)
Thursday 7:20 – 10:00 pm CHEC

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Office Hours: Thursday 7:20 - 10:00 by appointment only

Textbooks

Required:

- Young, M. E. (2017). *Learning the art of helping: Building blocks and techniques. (6th ed.)*. Upper Saddle River, NJ: Pearson.
- Additional readings as assigned.

Recommended:

- American Psychological Association. (2011). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D. C.: American Psychological Association.

CATALOG DESCRIPTION OF COURSE

516. Basic Skills. Three semester hours.

Provides the foundation for all practicum and internship experiences. Students learn communication and interpersonal skills under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in practicum (Coun 551). Students will examine their intrapersonal issues and interpersonal styles and will follow ACA Ethical Standards. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates), Coun 501, 510, and completion of or current enrollment in Coun 528.

GENERAL COURSE INFORMATION

The purpose of Pre-Practicum is to provide continued acquisition of counseling skills. Supervised application of a number of interviewing skills is the primary focus. Students can expect to examine their intrapersonal issues and concerns. They should be able to demonstrate the ability to express and understand their own personal dynamics and development, including strengths, sensitivities, defenses and limitations. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only). Completion of these requirements is mandatory before enrollment in practicum (COUN 551).

CACREP CORE STANDARDS

1. Understands essential interviewing and counseling skills (5C).

STUDENT LEARNING OUTCOMES

1. Students will understand interviewing and counseling skills by participating in role- plays during class and completing videoed role-plays (5C).

COURSE OBJECTIVES include, but are not limited to, the following.

Students will demonstrate understanding and appropriate application of:

1. Essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship.
2. Essential interviewing and counseling skills so that the student is able to establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.
3. Self-awareness to promote therapeutic relationships and appropriate professional boundaries.

4. Ethical standards of ACA and related entities, and application of ethical and legal considerations in professional counseling, and
5. Process/communications skills; conceptualization skills; personalization skills; and professional skills.

CONTENT AREAS include, but are not limited to, the following:

- I. ACA ethical standards and the counseling relationship
- II. Process and communications skills
 - a. Attending behavior
 - b. Open-ended and closed-ended questions
 - c. Reflecting, paraphrasing, summarizing
 - d. Differentiation between cognitive and affective messages
 - e. Immediacy, self-disclosure, confrontation
- III. Relationship Skills
 - a. Additive empathy
 - b. Positive regard
 - c. Genuineness
 - d. Concreteness
- IV. Personalization Skills
 - a. Self awareness
 - b. Boundary issues
- V. Interpersonal skills
 - a. Developing a collaborative relationship
 - b. Identifying and responding to resistance
 - c. Developing an internal focus with the client
 - d. Identifying and responding to conflicted emotions
 - e. Conceptualizing client dynamics

METHOD OF INSTRUCTION

Lecture, discussion, experiential activities, guided practice, and workshop formatting.

COURSE REQUIREMENTS

Attendance, participation, assignments, and classroom activities.

All students are required to attend and actively participate in class. University guidelines regarding attendance policy will be followed. You should attend ALL classes but I do understand that unforeseeable circumstances may happen. Due to the nature of this course, more than one absence will result in a letter grade reduction. EMERGENCIES are the only absences excused during taping days. Being excessively late to class and/or leaving early counts as an absence and will result in a possibility of a letter grade reduction as well. Students are expected to arrive to class on time and contribute to all discussions, activities, presentations, etc. Participation is a critical component to your learning outcome. Participation includes actively and respectfully interacting with the professor and your peers. This includes reading all course material before the class date in order to contribute to class discussions. Any student that noticeably does not participate in class will lose significant participation points.

Activities outside of the classroom

In addition to participation in classroom discussions and activities, students are required to complete any homework assignments or preparations. All assignments must be completed by class time on the due date. Failure to do so will result in a 10% deduction per day late. In addition to this, students should become familiar with APA guidelines. Students must adhere to APA guidelines on all assignments. Videos should be handed to the professor only.

Other requirements

Students need to have access to and be proficient in navigating the internet. Furthermore, students should check their Leo email often, and ensure that they have access to their e-college account. This is crucial, as myself and other members of the department periodically update these platforms on any changes or issues. Also, please frequent the department website as updates are posted here as well.

Communication with Professor

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please reach out to me if you have any concerns or questions. I will be available to meet face to face but can also meet via skype or other platforms. Because I teach in different locations, calls will be returned at my earliest convenience. Therefore, email is the best way to reach me. Depending on the nature and/or urgency of your email, I will attempt to answer all emails within 24 hours Monday-Friday.

Confidentiality and Ethics

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. This is training for your practicum work with clients. When videoing a session with a role-playing or real client, be sure you have permission for that interview to proceed. All sessions you record for a grade must be unrehearsed, without notes. Cheating or plagiarism will result in a grade of 0 for the assignment. Breach of confidentiality is considered cheating and will result in a grade of F for the class.

Client Role

You have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are considered role play (and therefore not “real” content and optional; you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself wishing not to engage in these exercises, you may prefer to drop the course.

Overview of Assignments and Rubrics

1. Videoing role-plays and transcript (3 total; 70 total points). During this course, you will submit a total of 3 video recording role-plays, along with a transcript of these role-plays. Each role-play will include 30 minutes of counseling. Separate instructions will be provided.
2. Course Reflection Paper (20 points). Write a 1- to 2-page reflection paper on the course. Summarize your experiences in this course. Discuss what you learned in the course as well as what you learned about yourself. Think about your personal and professional growth during this semester. Examine where you were at the beginning of the semester versus where you are at the end of the semester. Think about your strengths and growth areas and discuss what those are in regards to basic counseling skills and counselor characteristics.
3. Attendance and Participation (10 points). Attendance and participation in this course is essential in your growth as a counselor. This includes the ability to receive feedback from others including peers and professors. To receive all of the participation points, students are expected to attend every class on time, refrain from any use of nonessential technology (texting, surfing the web, social media, etc.), act respectfully towards the instructor, teaching assistant, and classmates, actively participate in class activities and discussion, and respond professionally and appropriately to feedback.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Video One:	20 points
Video Two:	20 points
Video Three:	30 points
Course Reflection Paper:	20 points
Participation:	10 points

Total points possible = 100

90%-100%	A
80%-89%	B
70%-79%	C (scores 79 or below is considered a non passing grade)
60%-69%	D
< 59%	F

Assignments are due on the day noted in the syllabus. All assignments are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library Room 132
Phone (903) 886-5150 or (903) 886-5835 or Fax (903) 468-8148
StudentDisabilityServices@tamuc.com

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

DIGITAL DEVICES: It is inappropriate to text, email, check email or texts, use a laptop or go online during this course. Confine your use of digital devices to breaks. **Other distracting behaviors** are not permitted, such as smoking e-cigarettes.

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

It is YOUR responsibility to keep track of assignments due.

Plan ahead... these assignments are time consuming and typically take students longer than they initially realize.

TENTATIVE CLASS SCHEDULE

Class 1: 01/17/19	Helping as a Personal Journey Introductions, course overview, expectations discussed. Read Chapter 1 Before Class
Class 2: 01/24/19	The Therapeutic Relationship Read Chapters 2 & 3 Before Class
Class 3: 01/31/19	Reflecting Skills Read Chapter 4 Before Class
Class 4: 02/7/19	Reflecting Skills: Reflecting Feelings Chapter 5 Before Class
Class 5: 02/14/19	Advanced Reflecting Skills Chapter 6 Before Class
Class 6: 02/21/19	Challenging Skills Read Chapter 7 Before Class Review of Skills
Class 7: 02/28/19	Assessment and Goal Setting Read Chapter 8 Before Class Video 1 and transcript due
Class 8: 03/07/19	Change Techniques, Part 1 Read Chapter 9 Before Class
Class 9: 03/14/19	Change Techniques, Part II Read Chapter 10 Before Class
No Class: 03/21/19	Spring Break
Class 10: 03/28/19	Evaluation, Reflection, and Termination Read Chapter 11 Before Class
Class 11: 04/04/19	Review of all Skills
Class 12: 04/11/19	Skills for Helping Someone Who is Different [than you] Video 2 and transcript due
Class 13: 04/18/19	Class topic and additional assignments TBD to meet class needs.
Class 14: 04/25/19	Class topic and additional assignments TBD to meet class needs.
Class 15: 05/02/19	Review Course Reflection Paper Due Final video and transcripts due
Class 16: 05/09/19	Class topic and additional assignments TBD to meet class needs.