<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>Counseling Skills and Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #/Level:</strong></td>
<td>MHS-5400 / P80 - Graduate</td>
</tr>
<tr>
<td><strong>Semester:</strong></td>
<td>SPRING 2016</td>
</tr>
<tr>
<td><strong>Meeting Time:</strong></td>
<td>Fridays 3:30-6:10 pm</td>
</tr>
</tbody>
</table>
| **Instructor:** | Dr. Michelle Channing  
 Cell (954) 309-1853 |
| **Contact Information:** | Michelle.Channing@fiu.edu  
 DrMChanning@aol.com  
 Office hours: Please schedule an appointment via email if time before and or after class is not convenient. |
<table>
<thead>
<tr>
<th><strong>Conceptual Framework:</strong></th>
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<td><em>The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).</em></td>
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<tr>
<th><strong>Mission Statement:</strong></th>
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<tr>
<td>The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the...</td>
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</table>
College’s mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change.

Consistent with the institution’s role of public, urban, multicultural research university, the unit’s mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).

**Learning Objectives:**

The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College of Education.

- **Unit Content Outcome:** Stewards of the Discipline (Knowledge)
- **Unit Process Outcome:** Reflective Inquirer (Skills)
- **Unit Dispositions Outcome:** Mindful Educator (Dispositions)

**Course Description:**

This graduate level course meets CACREP and FEAPS standards and is designed to provide an overview of the psychological theory, research, and application as it applies to basic and intermediate interviewing techniques and counseling skills for beginning counselors-in-training. Emphasis of this course will focus on helping students improve their basic interviewing and counseling skills. Skills and techniques in counseling focusing on competencies in relationship-building, interviewing, role-playing, simulation, and micro-counseling. Particular attention will be paid to the development of effective listening skills, techniques and competencies in relationship building, interviewing, and micro-counseling.

Students will analyze communication skills in terms of variables such as age, cultural background, problems, and personality characteristics. Students will also explore the
### Course Goals/Purpose:

This is an experiential course that provides the opportunity for students to learn, experience, and practice the techniques and skills used in a multicultural, developmental, intentional counseling approach. The emphasis is on conducting intentional counseling interviews/sessions and on the analysis and evaluation (self, peer, and instructor) of these. Students will also explore the nature of the counseling process, factors affecting client change and growth, counseling interventions, and personal and professional issues related to counseling.

### Course Objectives and Dispositions:

1. To learn the history and philosophy of the counseling profession, including significant factors and events (CACREP Standard 1.a)
2. To learn about the professional roles, functions, and responsibilities of the professional counselor and the relationships of counselors with other human service providers (CACREP Standard 1.b)
3. To learn about the counseling professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases (CACREP Standard 1.f, SC A4)
4. To become familiar with counseling professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard 1.g)
5. To learn about public and private policy processes, including the roles of the professional counselor in advocating on behalf of the profession (CACREP Standard 1.h)
6. To learn about advocacy and the processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP Standard 1.i)
7. To begin to become familiar with ACA’s ethical standards and related entities, and applications of ethical and legal considerations in professional counseling (CACREP Standard 1.j, MH B1; CORE: C.5.3.a.)
8. To learn and apply counselor characteristics and behaviors that influence the helping processes including...
age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills (CACREP Standard 5.b)

9. To help students gain an understanding and application of essential interviewing and counseling skills so that they are able to develop therapeutic relationships, establish appropriate counseling goals, promote healthy lifestyle choices, design intervention strategies, evaluate client outcomes and successfully terminate the counselor-client relationship in a culturally responsive manner (CACREP Standard 5.c, MH D5, H2; CORE: C.5.3.b., C.5.3.c., C.10.9.a.)

10. To facilitate counselor self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries (CACREP Standard 5.b)

11. To provide an orientation to client and counselor wellness and self-care as desired counseling goals (CACREP Standard 1d, 3h, 5a, MH D3)

12. To expose students to various counseling theories and approaches thus enabling them to begin to develop their own natural styles and models of helping others and specific interventions for clients (CACREP Standard 5.d, SC C1; CORE: C.5.1., C.5.1.a.)

13. To use technological strategies and applications within counseling processes by using video-taping and uploading artifacts onto their Efolio, Taskstream

13. To provide opportunities for dialogue and reflection of personal values and beliefs as they relate to students' future roles as professional counselors/therapists and recognize one’s own limitations (CACREP Standard 5b, 5d, MH D9)

14. To become familiar with evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP Standard MH I3).

The course is also designed to meet CORE 2013 standards curricular area C5 & 10:
C.5 Counseling Approaches and Principles – Outcomes as demonstrated by the ability to understand and apply individual counseling and personality theory.

C.10 Rehabilitation Services, Case Management, and Related Services – Outcomes demonstrated by the ability to demonstrate knowledge about wellness and illness prevention concepts.
Florida Department of Education 16th Edition Subject Area Competencies, and Skills Covered in this Course:

1. Demonstrate knowledge of counseling and major counseling theories. CACREP 5.d, SC C1
2. Recognize the relationships of cultural identity, personality, learning, and human development theories to counseling theories. CACREP 2.c; 3.a, b
3. Apply relevant counseling theories and techniques appropriate to specific situations and populations. CACREP 2.c, 5.d,
4. Recognize criteria for selecting appropriate modes of counseling interventions in individual, small group, and large group settings. CACREP 6c.d
5. Demonstrate knowledge of interpersonal processes in small and large group settings. CACREP 6a
6. Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups. CACREP 6.b
7. Demonstrate knowledge of appropriate listening and responding skills with all stakeholders. CACREP 5c,
8. Identify appropriate evidence-based counseling approaches for specific populations. CACREP 2. d, 5.d, SC D1; SCD2
9. Demonstrate knowledge of human development and behavior to promote positive change. CACREP 3.c, 3.f. 3.h

Course Format/Methods of Delivery:

Classes will consist of traditional forms of lecture, small and group discussions, assigned readings, writing assignments, and tests. However, this is an experiential course that provides the opportunity for students to learn, experience and practice the interviewing and counseling skills and techniques. The classroom time will heavily emphasize practice exercises, role-playing simulation, and systematic feedback. Students will role play selected scenarios until some mastery with basic attending behaviors and communicative techniques is achieved. Students will conduct some pseudo interviewing and counseling with peers in and outside of class some of which will be videotaped and some audiovisual presentations will follow. Taping of these and other sessions followed by transcripts, critiques of the tapes with the student themselves, peers, and professor will help orient and prepare the students for their future practicum and internship experiences.

Disclaimer:

You will be working with practical material while you develop para-professional and professional skills. However, completion of this course will not qualify students to
practice as interviewers, evaluators, or counselors without additional training and supervision.

**Responsibilities:**

Students will be expected to have completed the readings PRIOR to coming to class and be prepared to discuss the readings in class.

Computer access is required. If you do not have a computer, you may use the library and or computer lab to complete your work. This course requires you to use a TaskStream account and check your email regularly.

You are responsible for any missed material. A make up exam may be scheduled in the case of a documented medical or family emergency (i.e. hospitalization) if you notify me prior to the exam by speaking to me directly. A student’s final grade may be lowered for excessive absences.

**Instructional Support and Accommodations:**

Students whose religious observances conflict with class activities should let me know at the beginning of the semester so that accommodations can be made. Students experiencing difficulty with the course requirements should arrange to see me as soon as possible. There are a number of things I can suggest that may be helpful. Additionally, any student who, because of special needs of any sort, requires some special arrangements in order to meet course requirements should contact me the first week of class so we can make necessary accommodations. Students with physical or other impairments that necessitate special circumstances or classroom accommodations should visit the University Disability Resource Center for assistance. The Center offers a variety of services to assist students needing such accommodations. For assistance, contact GC 225, UP (305-348-3532) or UC 260, NM (940-5813) or visit [http://drc.fiu.edu/](http://drc.fiu.edu/).

**Participation and Attendance:**

Participation and attendance in class is REQUIRED. Students are expected to be on time and attend class on a consistent basis. Entering late to class is distracting to your fellow peers and your professor. Students are expected to participate in these practice activities. Excused absences must be valid and approved by the Professor prior to the
absence. In the case of an emergency absence, the student should notify the Professor as soon as possible following the absence. The Professor reserves the right to ask for written documentation of the reason for the absence.

Please read your chapters in advance of class to optimize your learning experience. You will actively engage in group learning activities and discussions; listen attentively and take appropriate notes. Students will be solely responsible for all missed materials. All materials in class have the potential to be on the midterm and final. You are responsible to obtain all data from your peers for any missed material.

Practice Sessions – A substantial portion of many classes will be devoted to simulated or “practice” counseling sessions in which students will rotate among the following three roles: counselor, client, and observer. These sessions may be audio-taped by students and/or observed by the professor.

Confidentiality and Ethics Information:

In this course, you are entering an experience which 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 and trust. These same principles hold when talking to your clients. Papers which do not disguise the identity/nature of the individual with whom you are talking will not be accepted. Students must also consider the legal limits of confidentiality. Students are bound by the ACA 2014 Code of Ethical Standards to abide by confidentiality with respect to any material or issues brought forth by any members of the class during any role-playing or practice interview sessions conducted throughout any portions of this class. Students should seek verbal as well as written permission of the student client before conducting the videotaped interviews and this consent should be heard and reinforced at the beginning of each videotaped session.

Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the interview a student feels discomfort or is unable to continue, he or she can request the right to stop the videotape or not engage in the role-played session. However, if a student finds him or
herself very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, he or she may prefer to drop this course.

When selecting a partner with whom to conduct the interviews, it is best to choose someone you do not know who is not a close friend. Students should seek verbal as well as written permission of the student client before conducting the videotaped interviews. Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the interview a student feels discomfort or is unable to continue, he or she can request the right to stop the videotape or not engage in the role-played session. It is common for students to become aware personal of issues that might benefit from therapy. Consultation with staff at the Counseling and Psychological Services Center is encouraged; see. http://counselingservices.fiu.edu/ In addition, if a student finds him or herself very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, he or she may prefer to drop this course.

**Code of Decorum and Standards of Academic Conduct:**

The Department of Educational and Psychological Studies has developed a Professional Code of Decorum. All students taking courses in this department are expected to meet the expectations outlined in this Code, including:

- Be respectful of the learning environment: Be punctual: Arrive to class and return from breaks on-time. Keep cellular phones off during class; no emailing or browsing. Avoid disruptive conduct (such as leaving while the class is in session)

- Be respectful of all individuals in class: Appropriately participate in classroom discussions and activities. Allow equal opportunity for all class members to participate. Have respect for the opinions of others by voicing disagreements in a professional manner

- Have a professional commitment to learning: Complete and turn in assignments on time. Strive for perfect class attendance.
Have professional integrity: Engage in academic honesty. If absent, take personal responsibility for missed content.

Graduate counseling students should observe high standards of academic conduct, ethics, and integrity as stated in the Student Handbook. No student shall engage in any form of fraudulent, deceitful, dishonest, or unfair conduct with respect to examinations, papers, presentations, or other academic endeavor. The consequences of this conduct will result in academic sanctions against the student in violation. Any questions or issues concerning the honor code should be brought to the professor’s attention immediately. Please review the FIU Student Handbook for the full Code of Academic Integrity and/or refer to the website http://www.fiu.edu/~dwyere/academicintegrity.html

**Taskstream eFolio:**

The College of Education and this course require you to use a *TaskStream* account for uploading assignments for Florida Teacher Certification and College of Education accreditation purposes. Your *TaskStream* account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use. To find the self-enrollment code for the course go to education.fiu.edu and click on *Taskstream* at the bottom of the left hand navigation bar and you will then see on the left navigation bar enrollment codes, click on that to get the code.

The College of Education website http://education.fiu.edu/taskstream provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Self-enrollment codes
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a *TaskStream* account, you will need to self-enroll in an assessment program that houses this course.
Please sign up for an account in the first week of the class. For help, go to:

<table>
<thead>
<tr>
<th>TaskStream</th>
<th>COE IT Department</th>
<th>COE Computer Lab</th>
</tr>
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<tbody>
<tr>
<td>800-311-5656</td>
<td>ZEB 269</td>
<td>ZEB 165</td>
</tr>
<tr>
<td><a href="mailto:help@taskstream.com">help@taskstream.com</a></td>
<td>305-348-6305</td>
<td>305-348-6134</td>
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</table>

(Monday – Friday, 8:00 am – 7:00 pm ET)

Students who fail to upload the assignments onto Taskstream will receive an “I” Incomplete in the course until the assignments are uploaded and scored by the Professor. An “I” reverts to an “F” in the course after two semesters.

Grades will be assigned based on the following distribution:

100 - 95 = A (4.00 grade points) Excellent; superior
94 - 90 = A- (3.67 grade points) Very Good
90 - 85 = B+ (3.33 grade points) With merit; good
84 - 80 = B (3.00 grade points) Good
79 - 75 = B- (2.67 grade points) Above-satisfactory
74 - 70 = C+ (2.33 grade points) Above-satisfactory
69 - 65 = C (2.00 grade points) Satisfactory; minimum
64 - 60 = C- (1.67 grade points) graduate competency
59 - 55 = D+ (1.33 grade points) Unsatisfactory
54 - 50 = D (1.00 grade points) Unsatisfactory
49 - 45 = D- (.67 grade points) Unsatisfactory
44 Below = F (0.00 grade points) Failure

Late Penalty: Half a grade may be deducted for each week an assignment is submitted past the due date. Assignments that are not typed will not be accepted.

* Course requirements are subject to change by instructor as deemed appropriate to meet the needs of the program and the students
Course Evaluation Strategies (Methodologies)
Student Performance will be evaluated through the following:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>10%</td>
<td>Journal Synopses: 10% of final grade; Due January 29th &amp; February 12th</td>
</tr>
<tr>
<td>15%</td>
<td>Counseling Interview I: 15% of final grade; Tape, Transcript, Consent, &amp; Assessment &amp; Reflections: Due March 11th (Friday).</td>
</tr>
<tr>
<td>25%</td>
<td>Counseling Interview II: Tape, Transcript, Consent &amp; Assessment &amp; Reflections: Due and Uploaded onto Taskstream by Friday, April 8th.</td>
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<tr>
<td>25%</td>
<td>Progress Test I: (Friday, February 26th)</td>
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<tr>
<td>25%</td>
<td>Progress Test II: (Friday, April 29th)</td>
</tr>
<tr>
<td>100%</td>
<td>Final Grade</td>
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Course Requirements:
Students' achievement of fundamental knowledge, competencies, skills, and dispositions will be assessed based on the completion of the following course requirements.

1. Journal Readings/Synopses: Students will (a) access 2 journal articles from any of the American Counseling Association (ACA) journals (see www.counseling.org, for a list of ACA journals) or on-line counseling and psychological journals on any of the topics below or a topic of interest to the student:

   Topics History and philosophy of the counseling profession
      Counselor Vulnerability and Risk
      Hardships of Counseling Practice
      Therapy for Therapists
      Managing Stress
      Counselor Burnout and How to Avoid It
      Dealing with Difficult Clients
      Counselor Liability and How to Avoid Lawsuits
      Professional Development and Counseling
      The Counselor as Client Advocate
      The Counselor as Community Change Agent
      Professionalism and Counseling
      Client access to counseling with diverse populations
      Counselor Characteristics
      Counseling Specializations
      Legal and Ethical Issues
and (b) submit a **two page, double-spaced synopsis** of the article in APA (5th ed) style, and (c) a **one page double-spaced reflection of how they can apply the material presented in the article to their future jobs as professional counselors**. A correct reference citation of the article in APA style must be provided on the first page. Check the latest revision of the APA Manual or the APA Library Guidelines for APA writing style information. In APA, the entire manuscript is double-spaced with one inch margins all around. If you use a direct quotation from the article, be sure to enclose it in quotation marks, and provide the name of the author(s), publication date, and the page number where the quote is found. The article and any additional reference sources you cite must not be older than 10 years (i.e., 2006-present). Each journal synopsis is worth 5 points. This assignment is worth **10% of the final grade**. (CACREP Standard MH I3).

**No papers will be accepted via email under any circumstances.** All papers must be printed and handed in on Friday, January 29th and Friday, February 12th. Five points **PER DAY** (including weekend days) will be deducted for handing in the assignment late.

If you need assistance to improve your writing, the College of Education offers assistance to graduate students in the Writing Center. Visit [http://education.fiu.edu/writingcenter/](http://education.fiu.edu/writingcenter/) to obtain information and to schedule a consultation.

2. **Counseling Interviews and Assessments:** (a) Students will partner with each other to complete **two videotaped counseling sessions**. Each student will assume the role of the “counselor” and the “client” in the sessions. During the counseling sessions, the “counselor” will demonstrate the facilitative, microskills and the intentional interview approach to counseling. The “client” will disclose a real life situation that is of concern or problematic. The interviews must be **spontaneous, non-rehearsed, and not scripted.**

(b) **Completion of an Informed Consent Form:** Students will develop a consent form that will be signed by the client student-partner and submitted along with the typescript, self-assessment form, and the videotape. See Ivey et al. (2014) for a Sample Practice Contract on p. 36.(CORE: C.5.3.a.) and sample at the end of the syllabus on p.29.

(c) **Completion of a double-space, typed transcript of 10 - 15 minutes** of what the student-counselor would consider to be the “best” demonstration of the skills required in each interview session. The transcription must contain verbatim the words spoken by both the client and the counselor with the facilitative, microskills responses made
by counselor identified. Students must also identify the focus of the responses each
time it changes (e.g., focus on client, counselor, others, contextual information etc.).

(d) Completion of the Counseling Interview Self-Assessment and Reflections:
Students will complete a Self-assessment and Reflection of their counseling
interviews by using the "The Counseling Interview Self-Assessment and Reflection
Forms (A & B)” (see attached). Students should conceptualize the nature of the
problem/case and be descriptive, thoughtful, and comprehensive in their assessments
and reflections.

Videotape Session I: The first videotaped interview should be 20-25 minutes in
duration and in it, the counselor will demonstrate the use of the facilitative model of
communication and the intentional counseling skills of the Basic Listening Sequence
(e.g., attending behavior, open and closed questions, encouragers, paraphrases,
clarification statements, reflections of feeling and content, and summarizations). The
qualitative conditions of counseling should be evident throughout the interview, and
the counselor should demonstrate cultural sensitivity and intentionality. Students
must adhere to the time limits on their videotaped session.

Videotape Session II: The second videotaped interview should be 30-35 minutes in
duration, and in it, the counselor will demonstrate the facilitative model, the Basic
Listening Sequence, the qualitative conditions of counseling, and the influencing
skills as appropriate to the content the client is presenting (e.g., feedback, disclosure,
confrontation, reflection of meaning, logical consequences, directives). This final
interview must have a brief-solution and action-oriented focus (i.e., guide the client to
action based on the nature of the problem or decision that the client needs to make to
bring about change in his/her life or situation). Students must adhere to the time
limits on their videotaped session.

Self-Assessment and Reflection of Counseling Session Interviews: Students must
submit their videotapes on a flash drive or CD with their names clearly visible on
the device. The 15 minute transcripts, self-assessments and reflections A & B must
be included with the video on the flash drive or CD along with the consent form.
Please insert your flash drive or CD in an envelope with your name and Panther
ID clearly visible. Students must upload Session II Self-assessment and
Reflection onto Taskstream as the second videotape and reflection is the critical
task assignment for this course. Please be sure there is no identifying information
of the client partner on the uploaded forms.

The Professor will review the videotape, consent form, transcripts, self-assessments,
and reflections and provide feedback on the microskills demonstrated, counseling
process, and nature of the client problem. Students will be assessed based on the
rubric scale found below.
The videotaped interviews and the self-assessment and reflections will be scored using the rubric below:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mastery (15-14 pts. for 1st interview; 25-24 pts. for 2nd interview) (A, A-)</th>
<th>Proficient (13-10 pts. for 1st interview; 23-20 pts. for 2nd interview. (B+, B, B-)</th>
<th>Limited (9 pts. and below for 1st interview; 19 pts. and below for 2nd interview (C+, C, C-, D+, D and below)</th>
</tr>
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<tbody>
<tr>
<td>CACREP Standard 5.b,</td>
<td>Counseling becomes additive in their communication in that the counselor is adding something beyond an interchangeable response. Attending and influencing skills are used in combination with the many qualities of empathy (concreteness, immediacy, genuineness, positive regard) to provide a more effective and facilitative level of counseling. The Counselor is communicating with intentionally and sensitivity (i.e., demonstrates a repertoire of accurate paraphrase and/or reflection of Considered by experts the minimal level for counseling and facilitative communication. Responses are interchangeable with what the client is saying. An interchangeable response is best exemplified by an accurate reflection of feeling, paraphrase, or summary that catches the essence of what the client has said. Open and closed questions are used to obtain information and the client's perspective on the issue or problem being addressed. A self-disclosure or feedback responses that aid</td>
<td>At first glance, the session appears to be moving normally. However, on deeper analysis, one sees that the counselor/therapist is detracting slightly from what the client has been communicating. The paraphrase is close, but still misses the client's meaning. Much of our daily conversation fits this pattern. As a result of the interaction, the client is not damaged and has been listened to minimally, but counselor responses take away from what the client says or minimizes statements. The counselor/therapist may be implicitly and</td>
<td></td>
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<tr>
<td>CACREP Standard 5.c, MH D5, H2,</td>
<td>To learn and apply counselor characteristics and behaviors that influence the helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills</td>
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Counseling becomes additive in their communication in that the counselor is adding something beyond an interchangeable response. Attending and influencing skills are used in combination with the many qualities of empathy (concreteness, immediacy, genuineness, positive regard) to provide a more effective and facilitative level of counseling. The Counselor is communicating with intentionally and sensitivity (i.e., demonstrates a repertoire of accurate paraphrase and/or reflection of Considered by experts the minimal level for counseling and facilitative communication. Responses are interchangeable with what the client is saying. An interchangeable response is best exemplified by an accurate reflection of feeling, paraphrase, or summary that catches the essence of what the client has said. Open and closed questions are used to obtain information and the client’s perspective on the issue or problem being addressed. A self-disclosure or feedback responses that aid. At first glance, the session appears to be moving normally. However, on deeper analysis, one sees that the counselor/therapist is detracting slightly from what the client has been communicating. The paraphrase is close, but still misses the client’s meaning. Much of our daily conversation fits this pattern. As a result of the interaction, the client is not damaged and has been listened to minimally, but counselor responses take away from what the client says or minimizes statements. The counselor/therapist may be implicitly and
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<tr>
<th>Counseling goals, design intervention strategies, evaluate client outcomes, and successfully terminate the counselor-client relationship in a culturally responsive manner.</th>
<th>feeling statements. Patterns of movement synchrony and movement complementarily often are manifested. The counselor adds a mild interpretation or a probing question or interpretation that not only catches the major meanings of the client but also adds something new to facilitate growth and exploration.</th>
<th>client responding are other examples of acceptable competency subtly destructive, even though overtly trying to be helpful. At its worst point, the counselor/therapist is overtly destructive to the interviewing process. He/she fails to attend (sharp body shifts, major topic jumps) in a way that sharply disrupts client flow or attacks the client or discounts information</th>
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**CORE**  
C.5 Counseling Approaches and Principles – Outcomes as demonstrated by the ability to understand and apply individual counseling and personality theory.  

| CACREP Standard 5.b d | The Counselor is able to reflect in depth on their individual counseling style, counseling problem and process, and the skills and interventions used to bring about client change and action. The Counselor is able to assess their counseling style and performance with depth, clarity, and accuracy and make recommendations for improvements. | The Counselor is able to adequately reflect on their individual counseling style, the counseling problem and process, and the skills and interventions used to bring about client change and action. The Counselor is able to assess their counseling style and performance with clarity, thoughtfulness, and accuracy and make recommendations for improvements.  
The Counselor failed to adequately communicate their reflections and reactions to their individual counseling style, the counseling problem and process, and the skills and interventions used to bring about client change. The Counselor failed to adequately assess their counseling style and performance with clarity, thoughtfulness, and accuracy and make recommendations. |
| To facilitate counselor self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries | To provide opportunities for dialogue and reflection of personal values and beliefs as they relate to students' future roles as professional counselors/Therapists. |  
| The Counselor is able to reflect in depth on their individual counseling style, counseling problem and process, and the skills and interventions used to bring about client change and action. The Counselor is able to assess their counseling style and performance with depth, clarity, and accuracy and make recommendations for improvements. | The Counselor is able to adequately reflect on their individual counseling style, the counseling problem and process, and the skills and interventions used to bring about client change and action. The Counselor is able to assess their counseling style and performance with clarity, thoughtfulness, and accuracy and make recommendations for improvements.  
The Counselor failed to adequately communicate their reflections and reactions to their individual counseling style, the counseling problem and process, and the skills and interventions used to bring about client change. The Counselor failed to adequately assess their counseling style and performance with clarity, thoughtfulness, and accuracy and make recommendations. |
<table>
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<tr>
<th>CORE</th>
<th>in future counseling sessions and interviews. The Counselor can cite several examples of responses made in the interview that need improvement and suggest alternative responses that would have been more helpful and facilitative to the client. The Counselor is able to reflect on the impact of the knowledge, skills, and dispositions learned in this assignment on their future work as counselors and on ways these can be applied in their work with future clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Both the client and counselor can be seen and/or heard on the tape and the assignment has been successfully uploaded onto Taskstream. For the majority of the session, both the client and counselor can be seen and/or heard on the tape but there are times when both are not visible and/or audio quality is obscured. The assignment was uploaded onto Taskstream.</td>
</tr>
<tr>
<td>FEAP 3. Instructional Delivery and Facilitation</td>
<td>Neither the client or counselor could be seen on the videotape; audio quality is poor or totally lacking. Assignment was not uploaded onto Taskstream correctly.</td>
</tr>
</tbody>
</table>
### 3.g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;  

| FEAP 5.2 Professional Responsibility & Ethical Conduct 1. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations. | To begin to become familiar with ACA’s ethical standards and related entities, and applications of ethical and legal considerations in professional counseling. | Skills and Self-Assessment: **(3) Mastery; (2) Proficient; (1) Limited**

Students whose interviews are rated as Limited **must** request a ½ hour conference with the Professor to review the videotape and the skills demonstrated. The student may resubmit another videotaped interview for further feedback from the Professor to reach Proficient and earn a score of 13-10 for the 1st interview or 23-20 for the 2nd interview. Students will have only one opportunity to redo a “Limited” assignment to reach proficient competency. | The counselor sought the client’s permission to videotape; legal and ethical issues were completely discussed at the beginning of the counseling session and client comprehension of such was assessed; legal and ethical standards were adhered throughout the session. | The counselor did not seek the client’s permission to videotape; legal and ethical issues were not discussed at the beginning of the counseling session and client comprehension of such was not assessed; legal and ethical standards were minimally adhered throughout the session. | The counselor sought the client’s permission to videotape; legal and ethical issues were adequately discussed at the beginning of the counseling session and client comprehension of such was assessed; legal and ethical standards were adhered throughout the session. |
These assignments address CACREP Standards 5, 5.b, 5.c, 5.d, MH D5, H2, 1.g, MH B1; CORE Standards C.5.3.b., C.5.3.c; and FLDOE Subject Area Competencies and Skills, 16th edition: 1, Knowledge of Counseling, Indicators 1-9, and use of Technology.

Students are responsible for the purchase of their equipment. The Library Media Center can be used to videotape as well as the College of Education Counseling Lab. The Professor has to be able to clearly see and hear both the client and counselor on the video. If the video is inaudible and/or both the counselor and client are not clearly visible, it will be returned to the student to redo.

**Uploading the TaskStream Artifact**

When students complete the task assignment and it has been graded by the Professor as Target or Acceptable, they will receive authorization to upload the task as an artifact into TaskStream.

The artifact that students will upload into TaskStream will be the Self Assessment and Reflection Form only (FEAPS Artifact). Students may upload this assignment from either their first or their second session. All uploading must be done by the date of the PROGRESS TEST. See [http://education.fiu.edu/taskstream/](http://education.fiu.edu/taskstream/).

Students whose tasks are graded Not Acceptable will not be authorized to upload and will receive an “F” for the course if they fail to complete the task to acceptable competency and upload it by the day of the final exam.

**3. Progress Tests:** Completion of two progress tests that will consist of multiple choice, short answer, and essay questions. Each test will be 100 points and worth 25% of the final grade for a total of 50% of the final grade. Progress Test I will cover material presented during the first half of the course and Progress Test II will cover material presented during the second half.

**4. Experiential Class Activities and Attendance:**

Practice Sessions – A substantial portion of many classes will be devoted to simulated or “practice” counseling sessions in which students will rotate among the following three roles: counselor, client, and observer. These sessions may be audio-taped and/or observed by the professor and other students in the class. Some of the ideal characteristics of each role include:

- **Counselor:** This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit
genuineness, openness, empathy and congruence; engagement with the process, person and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.

- **Client:** A student in this role should exhibit genuineness, openness and a present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is totally within the student’s discretion. Students should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of “client”, with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the “counselor” role.

- **Observer:** This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for a development of the ability to give constructive feedback. The person in this role will take notes and complete an observation form to be used as feedback for the Counselor.

- (CACREP Standards – 2b, 2c, 3c, 3d, 5a, & 5b; FEAPs – 2, 3, 7, & 10).

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 15th</td>
<td>Introduction and Getting Acquainted, Syllabus Review, What is Counseling? Role of Professional Counselors, Introduction to helping, Ethical principals. Introduction to the Microskills Approach (CACREP Standard 1.a, 1.b, 1.h, 5c)</td>
<td>Ivey, Before You Start &amp; Chap. 1; Kottler, Chap. 1</td>
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<tr>
<td>2</td>
<td>Jan. 22nd</td>
<td>Being a Professional Counselor (ACA and divisions, licensure, accreditation, &amp; certification). Introduction to Legal and Ethical Issues, Multicultural Competence, and Wellness;</td>
<td>Ivey, Chap. 2; Kottler Chap 2</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Journal Synopsis Due</td>
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<td>3 Jan. 29th</td>
<td>Counselor Advocacy: For clients and the profession, Client access and equity (CACREP Standard 1.h, 2.e) Ethical Use of Technology and Instructions for Taping and Taskstream Uploading (CACREP Standard 1.b, 1.c, 1.f, 1.g, 1.j, 2.a, 2.e, 3.h, 5.a, 7g) MH D3, D9; CORE: C.5.3.a.)</td>
<td>Ivey, Chap.8 &amp; 9</td>
<td>Journal Synopsis Due</td>
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<tr>
<td>4 Feb. 5th</td>
<td>Introduction to helping, Behavioral Observations (MSE), Paperwork, Setting the frame. Conducting an Intake Interview Using the Basic Listening Sequence; Focusing the Counseling Session. Three stage model of helping: Exploration, insight, and action stage.</td>
<td>Kottler, Chap. 7 &amp; 8</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Notes</td>
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<td>6</td>
<td>Feb. 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Skills practice: Empathy and Reflection of Feeling, Kottler Review (CACREP Standard 5.a, 5.b, 5.c)</td>
<td>Ivey Chap. 7</td>
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<td>Kottler Chaps. 5 &amp; 6</td>
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<tr>
<td>7</td>
<td>Feb. 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>PROGRESS TEST 1</td>
<td>Ivey, Chapters 1 – 7, Lecture Notes, Kottler, Chapters 1 – 6</td>
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<tr>
<td>8</td>
<td>March 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Influencing Skills: Empathic Confrontation, Reflection of Meaning &amp; Interpretation, Positive Reframing, Self-Disclosure, Feedback (CACREP Standard 5.a, 5.b, 5.c; MH H2; CORE: C.5.3.b.), (CACREP Standard 5.a, 5.b, 5.c; CORE: C.10.9.a.) The insight stage: Immediacy, timing and integration, the timing of questions, probing, interventions will be explored</td>
<td>Ivey, Chap. 10, 11 &amp; 12</td>
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<td>Kottler, Chap. 9 &amp; 10</td>
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<td>9</td>
<td>March 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Influencing Skills: Directives, Logical Consequences &amp; Moving Client to Change and Action; Conducting an Interview Using the Listening and Influencing Skills (CACREP Standard 5.a, 5.b, 5.c, 5.d; CORE:C.5.1, C.5.1.a.)</td>
<td>Ivey, Chap. 13;</td>
<td>Counseling Interview I Tape, Consent, Transcript, Self Assessment and Reflections Due</td>
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<td>Kottler, Chap. 10</td>
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<td>10</td>
<td>March 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Skill Integration, Case Conceptualization, &amp; Treatment Planning (CACREP Standard 5.a, 5.b, 5.c, MH H2; CORE: C.5.1.a.)</td>
<td>Ivey: Chap. 14</td>
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<td></td>
<td>Date</td>
<td>Topic</td>
<td>readings</td>
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<td>11</td>
<td>March 25th</td>
<td>A Brief Introduction to Counseling Theories—Person-Centered, Behavioral, Cognitive, Psychodynamic, Brief Solution Focused Counseling (CACREP Standard 5.a, 5.b, 5.c; CORE: C.5.1).</td>
<td>Ivey: Chap. 15</td>
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<td>Kottler, Chap. 12</td>
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<td>12</td>
<td>April 1st</td>
<td>The action stage: Overview, skills to implement action goals, and direct guidance. Steps and Integration. Pulling it all together.</td>
<td></td>
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<tr>
<td>13</td>
<td>April 8th</td>
<td>Developing an Individual Counseling Style &amp; Future Theoretical Style Integration</td>
<td>Ivey: Chap. 16</td>
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<td>Counseling Interview II: Tape, Consent Transcript, &amp; Self-Assessment, and Reflections; Self-assessments and Reflections Uploaded onto Taskstream</td>
<td></td>
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<tr>
<td>14</td>
<td>April 15th</td>
<td>Termination, Skills practice and Review Wrapping it up! Review of Videotapes, Final Reflections</td>
<td></td>
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<tr>
<td>15</td>
<td>April 22nd</td>
<td>No Class – Passover Observance</td>
<td>No Class</td>
<td></td>
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<tr>
<td>Date</td>
<td>April 29th</td>
<td><strong>PROGRESS TEST II</strong></td>
<td>Ivey: Ch 10-16; Kottler Chapters 7-12, All Class Lecture Notes from Ivey, Videos and any Handouts distributed in class</td>
<td></td>
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</tbody>
</table>

*Course requirements are subject to change by instructor as deemed appropriate to meet the needs of the program and the students. If class is canceled due to an emergency, you will be emailed. Check FIU webpage for information about emergency campus closures.
MHS 5400

COUNSELING INTERVIEW
SELF ASSESSMENT AND REFLECTION FORM
PART A

Student’s Name: _____________________________

Session #: __________ Date: __________

Directions: Please place a “1” (Evident), “0” (Not Evident), or “NA” before each evaluative item. “1” indicates the behavior or skill is evident; “0” indicates that it is not evident. “NA” indicates the behavior or skill was not applicable or the rater is not able to evaluate the item.

____1. The client chosen for this counseling interview is currently enrolled in the counseling course.
____2. The counselor secured the client’s permission to tape the counseling interview.
____3. Both the client and counselor can be seen and/or heard on the tape.
____4. The counseling interview lasted the required amount of time.
____5. The counselor sounded genuinely interested and concerned in the client’s issues/concerns/problems.
____6. The counselor appeared to be able to establish rapport effectively with the client.
____7. The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.
____8. The client appeared to be relatively relaxed with the counselor as the counseling interview progressed.
____9. The counselor appeared to maintain a composed, steady, demeanor during the counseling interview.
____10. The client appeared comfortable to express thoughts and feelings with the counselor.
____11. The counselor kept the counseling interview flowing and moving effectively.
____12. The counselor kept effective focus on the client's issues and concerns.
____13. Appropriate attending behavior (eye contact, forward body position, etc.) was demonstrated by the counselor.
____14. The counselor attempted to move the client toward active behavior.
____15. It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.
MHS 5400

COUNSELING INTERVIEW
SELF ASSESSMENT AND REFLECTIONS FORM
PART B

Name: ____________________________Session Date: ________________________
Client’s Initials: _____________ Session Length: _____________

Session Number with Client: __________

1. **Background Information** (client description, demographics, presenting issue or concern):

2. **Session Notes** (What was your goal for the session? How were you attempting to accomplish this goal? What happened in the session? Any behavioral observations?):

3. **Communication Microskills** (What microskills were predominantly used in this session? Were these appropriate to the timing and issues being discussed?)

4. **Conceptualization** (Counselor’s interpretation of what was happening with the client, hypotheses concerning possible treatment approaches):
5. **Counselor's reaction to session** (YOUR thoughts and feelings about what happened in the session, what went well (or didn't go well) in the session, and why):

6. **What counselor would have done differently and why**: (What are some different counseling skills, responses, and interventions that you might have used instead and why.

7. **How does this assignment relate to your future work as a counselor?** In other words, how (cite examples) will you be able to use and apply the knowledge, skills, and dispositions learned in this assignment in your future work as a counselor (school, mental health, or rehabilitation)?

8. Rate your overall performance in this session based on the criteria delineated in the attached scoring rubric:

   Mastery_______ Proficient________

   Limited, needs considerable improvement_______
Why did you choose to rate your performance at this level?

9. What additional supervision and feedback do you feel you need from the Professor on this assignment?
INFORMED CONSENT

I, the undersigned, understand completely and fully the practice interview I will be receiving will be from a graduate student in a psychology course at Florida International University. The individual is not qualified to be my helper or therapist. It is also understood that the information I provide to the student cannot be considered “privileged communication”. As such, I will choose to disclose the information at my own risk.

________________________________________  ________________
Signature of Participant                      Date

______________________________________________  ________________
Signature of Witness/Interviewer              Date

I am also consenting to the use of audio and/or visual equipment by the student in order to help expedite the interviewing session. I have the right to request a copy of the interview and/or transcript. I also understand that only the student and professor will be viewing the audio or visual material. He/She will then submit a paper to the graduate class with my name disguised.

______________________________________________  ________________
Signature of Participant                      Date

______________________________________________  ________________
Signature of Witness/Interviewer              Date