



SCHOOL OF COUNSELING

COUN 580 COUNSELING SKILLS AND HELPING RELATIONSHIPS

Term/Credits

Spring Term 1 2023

3 semester hours

Residency dates: Wed. to Sun. (March 1 – March 5th, 2023)

Instructor

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Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE #1: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

NOTE #2: 4TH WEEK RESIDENCY REQUIREMENT! Students must have a passing grade of 86% or higher in COUN 580 by the end of the 4th week of the term in order to be eligible to attend residency.

I. COURSE DESCRIPTION

COUN 580 Counseling Skills and Helping Relationships introduces foundational helping skills essential to conducting effective counseling. Students focus on developing clinical mental health counseling skills, establishing rapport and building therapeutic relationships while applying ethical and legal standards of professional counseling within the vision of the Catholic-Christian meta-model of the person. Emphasis is on how the person of the counselor impacts the therapeutic alliance with clients along with what the counselor does in the session to help facilitate client change. This course is taught from a relationship-centered, strengths-based model utilizing feedback. Students will participate in mock counseling sessions with peers in order to practice and demonstrate basic counseling skills and techniques. *The course ends with a 4-day residency to assess and deepen students counseling skills.* (3 credit hrs)

II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
1.	Develop attitudes of understanding and compassion for all individuals, couples, families, and groups, guided by the standards of the clinical mental health counseling profession.	<p>Mod#2 Discussion: Empathy and Cultural Awareness During the Exploration Stage</p> <p>Mod#4 Assignment: Reflective Essay: 100 Questions Asked by Jesus</p> <p>Mod#5 Discussion: Using Interpretation to Facilitate Insight</p> <p>Mod#6 Discussion: The Action Stage and Responsibility for Change</p> <p>Mod#7 Discussion: Integrating Skills to Achieve the Goals of Counseling and Challenges of Working with Difficult Situations</p> <p>Mod#8 Residency: PowerPoint Presentation: Changes as a Professional Helper</p>	<p>SOC: 1, 2, 5</p> <p>CACREP Section 2: F.2.d., f., g., h.; F.5.b., g.</p> <p>Section 5: C.1.b.</p>
2.	Evaluate one's own self-awareness of interpersonal characteristics and other variables that hinder or benefit the counseling process for the goals of the client.	<p>Mod#1 Discussion: Factors that Support or Inhibit Decisions to See Professional Help</p> <p>Mod#2 Assignment: Lab 1: Attending, Listening, and Exploring Thoughts</p> <p>Mod#3 Discussion: Exploring Feelings</p> <p>Mod#3 Assignment: Lab 2: Integration of Exploration Skills</p> <p>Mod#4 Discussion: Gaining and Avoiding Insight</p> <p>Mod#5 Discussion: Using Interpretation to Facilitate Insight</p> <p>Mod#6 Discussion: The Action Stage and Responsibility for Change</p> <p>Mod#7 Discussion: Integrating Skills to Achieve the Goals of Counseling and Challenges of Working with Difficult Situations</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP Section 2: F.1.k., l.; F.5.g.; F.2.c</p>

		Mod#8 Residency: PowerPoint Presentation: Changes as a Professional Helper	
3.	Develop action plans for personal and professional growth, informed by awareness of one's own cognitive, affective, interpersonal, and spiritual strengths and weaknesses.	<p>Mod#7 Discussion: Integrating Skills to Achieve the Goals of Counseling and Challenges of Working with Difficult Situations</p> <p>Mod#8 Residency: PowerPoint Presentation: Changes as a Professional Helper</p>	<p>SOC: 1, 5</p> <p>CACREP Section 2: F.1.k; F.5.g, j.</p> <p>Section 5: C.3.b.</p>
4.	Demonstrate a foundational knowledge of client dynamics and interpersonal factors in applying basic clinical skills such as: empathy, reflective listening, creating a therapeutic alliance, and affective attunement.	<p>Mod#2 Discussion: Empathy and Cultural Awareness During the Exploration Stage</p> <p>Mod#2 Assignment: Lab 1: Attending, Listening, and Exploring Thoughts</p> <p>Mod#3 Discussion: Exploring Feelings</p> <p>Mod#3 Assignment: Triad Practice Session: Skills for Exploring Feelings</p> <p>Mod#3 Assignment: Lab 2: Integration of Exploration Skills</p> <p>Mod#4 Assignment: Triad Practice Session: Challenge of Discrepancy</p> <p>Mod#4 Assignment: Lab 3: Facilitating Client Insight</p> <p>Mod#5 Discussion: Using Interpretation to Facilitate Insight</p> <p>Mod#5 Assignment: Lab 4: Immediacy</p> <p>Mod#6 Discussion: The Action Stage and Responsibility for Change</p> <p>Mod#6 Assignment: Lab 5: Steps of the Action Plan</p> <p>Mod#7 Final Exam Lab: Integrating the Skills</p> <p>Mod#8 Residency: Professional Behavior</p> <p>Mod#8 Residency: Juried Demonstration of Skills</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP Section 2: F.5.g., j.; F.2.c.</p> <p>Section 5: C.3.b.</p>

5.	Demonstrate counseling skills in the context of the three stages of counseling: exploration, insight, and action..	<p>Mod#2 Assignment: Lab 1: Attending, Listening, and Exploring Thoughts</p> <p>Mod#3 Assignment: Triad Practice Session: Skills for Exploring Feelings</p> <p>Mod#3 Assignment: Lab 2: Integration of Exploration Skills</p> <p>Mod#4 Discussion: Gaining and Avoiding Insight</p> <p>Mod#4 Assignment: Triad Practice Session: Challenge of Discrepancy</p> <p>Mod#4 Assignment: Lab 3: Facilitating Client Insight</p> <p>Mod#5 Assignment: Lab 4: Immediacy</p> <p>Mod#6 Assignment: Lab 5: Steps of the Action Plan</p> <p>Mod#7 Final Exam Lab: Integrating the Skills</p> <p>Mod#8 Residency: Juried Demonstration of Skills</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 2: F.5.g., j.; F.2.c</p> <p>Section 5: C.3.b.; C.1.b.</p>
6.	Demonstrate a synthesis of foundational skills of counseling practice with one's own interpersonal style.	<p>Mod#7 Final Exam Lab: Integrating the Skills</p> <p>Mod#8 Residency: Professional Behavior</p> <p>Mod#8 Residency: Juried Demonstration of Skills</p>	<p>SOC: 1, 4, 5</p> <p>CACREP Section 2: F.5.b., g., j.; F.2.c.</p> <p>Section 5: C.3.b.</p>
7.	Demonstrate multiculturally sensitive, evidence based clinical skills. .	<p>Mod#2 Assignment: Lab 1: Attending, Listening, and Exploring Thoughts</p> <p>Mod#3 Assignment: Triad Practice Session: Skills for Exploring Feelings</p> <p>Mod#3 Assignment: Lab 2: Integration of Exploration Skills</p> <p>Mod#4 Discussion: Gaining and Avoiding Insight</p> <p>Mod#4 Assignment: Triad Practice Session: Challenge of Discrepancy</p> <p>Mod#4 Assignment: Lab 3: Facilitating Client Insight</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 2: F.2.d., f., g., h.; F.5.g; F.8.a., b.</p> <p>Section 5: C.3.b.; C.1.b.</p>

		<p>Mod#5 Assignment: Lab 4: Immediacy</p> <p>Mod#6 Assignment: Lab 5: Steps of the Action Plan</p> <p>Mod#7 Final Exam Lab: Integrating the Skills</p> <p>Mod#8 Residency: Professional Behavior</p> <p>Mod#8 Residency: Juried Demonstration of Skills</p>	
8.	Demonstrate proficiency in applying ethical and legal standards of professional counseling informed by the vision of the Catholic-Christian meta-model of the person.	<p>Mod#1 Assignment: Reflective Essay: Ethical Awareness Cases</p> <p>Mod#8 Residency: Professional Behavior</p> <p>Mod#8 Residency: Juried Demonstration of Skills</p>	<p>SOC: 1, 5</p> <p>KPI: The student will be able to integrate aspects of ethical professional functioning to develop a professional counselor identity. Evidence: 80% of students will provide evidence of membership in ACA and/or AMHCA (Professional Identity) in COUN 580</p> <p>CACREP Section 2: F.2.g., h.; F.5.b., g.</p> <p>Section 5: C.2.i; C.1.b.</p>
KPI	<p>#3 Apply theories of human growth and development in all aspects of professional practice in diverse societies.</p> <p>12# Evaluate clients' personal, social, and spiritual resources for promoting resiliency, healing, and flourishing informed by the holistic vision of the Catholic Christian Metamodel of the Person (CCMMP) in all aspects of professional practice.</p>	80% of students will achieve a Proficient score or above on key items of the COUN 580 residency rubric in the areas of personal growth and development. [Disposition]	Section 2.F.3.i. Understand and apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

KPI	#5 Apply the historical, philosophical, and theoretical foundations of the counseling profession in all aspects of professional practice.	80% of students will achieve a Proficient or above score on the COUN 580 Residency Juried Demonstration Counseling Skills rubric [Skills]	Section 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
KPI	#10 Apply principles and models of assessment, case conceptualization, and treatment for working with diverse individuals, couples, families, and communities from a systems perspective.	80% of students will achieve a Proficient or above score on the COUN 580 Residency Juried Demonstration Counseling Skills rubric [Knowledge, Skills, Dispositions]	Section 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

*SOC = School of Counseling Program Objectives, listed below; KPI = Key Performance Indicators for the evaluation of the program; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the SOC Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

De Jong, P., & Berg, I. K. (2013). *Interviewing for solutions* (4th Ed.). Belmont, CA: Cengage Learning.

Hill, C. E. (2020) *Helping skills: Facilitating, exploration, insight and action* (5th Ed.). Washington, D.C.: American Psychological Association.

DMU SOC CMHC Program Handbook on COUN 500 Counseling Advisement

Additional readings as assigned on the class website.

B. Recommended

There are no recommended textbooks for this course.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be provided by email or announcements for a specific module.
3. Synchronous Instructor Meetings are required in each module (1-7) of the course. Students are required to attend a mandatory, synchronous meeting each week with the instructor and other students for 90 minutes of facilitation in the understanding and application of the skills presented. These meetings will be recorded for students to review and for students who have been given prior approval to miss a class meeting. These meetings are graded Pass / Fail. **These mandatory meetings will occur on Monday or Wednesday evenings from 6-9PM Eastern time.**

C. Discussions

1. Participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues' posting. Each discussion assignment is worth 30 points.
 - i. 12 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
 - ii. 9 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal response or reaction to the topic being discussed. Personal application is reflective and substantive.
 - iii. 6 points Responses to Colleagues' Posts (Mastery) – Responses show a strong understanding of colleagues' posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
 - iv. 3 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. Skill Video Reviews are assigned in each module of the course. Each skill has at least two (A, B), and sometimes three (A, B, C) ways of implementing the skill. There will be a video for each way, then students will fill out a brief review form for each. These assignments must be complete in sequential order throughout the week and are worth 2 points each.

E. Reflective Essays are assigned in Module 1 and Module 4. The Module 1 reflection focuses on gaining methods to increase counselor self-awareness. The Module 4 reflection essay focuses on how questions can be used to lead to insight for the client. These assignments are worth 40 and 45 points respectively.

- i. Main Idea (Mastery) - Provides a thoughtful and thorough response to the prompt. Clearly ties the reflection to the concepts presented in the module / week. Response demonstrates deep thinking from a personal perspective to the prompt.

- ii. Personal Application (Mastery) - Reflection demonstrates a superior introspection on the application of the concepts to the spiritual and personal self and the personhood of the counselor. Personal application is substantive.
- iii. Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

F. Verbatims will be created based on the practice sessions students complete in their triads. In Module 2 & 3, students will use Zoom to meet synchronously with their triad and complete practice counseling sessions that focus on a specific skill. These practice sessions will be recorded. Students will create a verbatim for each recording. A verbatim is word-for-word documentation of what has been said by the student and the “client”. Each verbatim will reflect 15 minutes of the recorded video. Each verbatim is worth 25 points and will address the following:

- i. 8 points Pertinent Information (Mastery) – Student includes sufficient information about the client, outlining the purpose of the session; includes sufficient information about appropriate handouts and pertinent observations about the client.
- ii. 9 points Verbatim Table (Mastery) – Table is representative of 15 minutes of the recorded session. Key elements from the conversation are included in the table. Clear identification of Helper intentions and helpfulness and Client reactions and helpfulness.
- iii. 8 points Reflection (Mastery) - Thoughtful and reflective analysis on session; appropriate and insightful consultative questions identified; questions, concerns, or issues for supervisor demonstrate critical thinking and professional counselor identity development.

G. Synchronous Skills Lab: Triad Video Recordings are assigned in Modules 2, 3, 4, 5, and 6. Students will complete a lab assignment in their triad. Each person in the triad will have the chance to play each role once: Helper, client, and observer. Students will submit their video recording created from the session in which they are the helper.

For Modules 2 & 3, these video labs are worth 50 points each.

- i. 15 points Criteria: Demonstrate characteristics of a counselor including body language, eye contact, voice tone, following the flow of clients narrative, etc. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- ii. 20 points Criteria: Demonstrate the skills of the week. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iii. 15 points Criteria: Demonstrate the ability to move the counseling process forward. (Mastery) – Student demonstrated the criteria appropriately and consistently.

For Modules 4, 5, & 6, these video labs are worth 75 points each.

- i. 25 points Criteria: Demonstrate characteristics of a counselor including body language, eye contact, voice tone, following the flow of clients narrative, etc. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- ii. 25 points Criteria: Demonstrate the skills of the week. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iii. 25 points Criteria: Demonstrate the ability to move the counseling process forward. (Mastery) – Student demonstrated the criteria appropriately and consistently.

H. Final Exam Skills Lab Recording is assigned in Module 7. For this final exam, students will video tape (using Zoom) a full-length session, minimum 40-minutes long. Triads may need to schedule a couple of meetings to complete the recordings for this assignment. In this full-length session, students will integrate the skills developed throughout the course. This assignment is

worth 100 points.

- I. Residency Professional Behavior Assessment** is assigned in Module 8. This assessment will evaluate the student's performance in the following areas: Ethical Relationships, Group Work, and Engagement (12), Professional Identity and Behavior (18), and Pass/Fail of Key Knowledge, Skills, and Dispositions (20). This assessment is worth 50 points.
- i. 3 points Criteria: The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/awareness of his or her effect on others. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - ii. 3 points Criteria: The student stayed on task without digressing or engaging in distracting or negative behaviors such as gossiping, texting, working on a laptop, or making derogatory remarks. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - iii. 3 points Criteria: The student demonstrated a basic understanding of group cohesion and effective group membership skills; effectively participated as group member; did not interrupt while others had the lead or otherwise engaged in distracting behaviors within the group. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - iv. 3 points Criteria: The student identified and resolve the important legal/ethical issues and ethical dilemmas and demonstrated higher order thinking skills (HOTS) in the process. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - v. 2 points Criteria: Student was open to personal growth, as evidence by openness to new ways of behaving, thinking, feeling, and appropriate self-assessment, and demonstrated professional alliance with the counseling field with references to self as counseling student, et cetera. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - vi. 2 points Criteria: Student was appropriately self-revealing, as evidenced by willingness to “open up” and reveal how he or she really thinking and feels when appropriate; not unduly closed, secretive, or defensive and not disposed to inappropriate or excessive self-disclosure. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - vii. 2 points Criteria: Student demonstrated sensitivity and flexibility, as evidence by being mindful of others' feelings; treats others with respect; non-demeaning while taking things in stride, not rigid or demanding. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - viii. 2 points Criteria: Student was self-directed, as evidenced by motivation, commitment to learning, and doing more than the minimum, et cetera. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - ix. 2 points Criteria: Student demonstrates a professional orientation, as evidenced by professional values including: preparedness, attire, personal boundaries, responsibility, motivation, and genuine positive regard for all. (Mastery) – Student demonstrated the criteria appropriately and consistently.
 - x. 2 points Criteria: Student demonstrates behavioral and emotional maturity: reactions are situationally appropriate; no evidence of inappropriate transference to situations or people by reacting with undue anger, frustration, hostility, hysteria, anxiety, panic, or dissociation. (Mastery) – Student demonstrated the criteria appropriately and consistently.

- xi. 2 points Criteria: Student demonstrates effective cognitive and verbal skills: demonstrates ability to express concepts clearly without rambling, distortion, or obfuscation; uses vocabulary correctly. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xii. 2 points Criteria: Student demonstrates effective skills for developing and understanding principles: ability to formulate principles and generalizations from his or her experiences and works to diminish personal biases. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xiii. 2 points Criteria: Student demonstrates application of new learning: ability to learn and integrate new information. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xiv. 6 points Criteria: The student was open and willing to apply feedback and critique by faculty and peers without being presumptuous, argumentative or combative throughout the Residency and/or during the final evaluation. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xv. 3.5 points Criteria: The student counselor was non-judgmental, as evidenced by genuine positive regard and other counselor qualities: empathic, warm, and genuine; avoids blaming, judging, analyzing, and interrogating. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xvi. 3.5 points Criteria: The student was open, considerate, and engaging with cohort and faculty in assignments and role plays and contributed to a positive climate during the residency. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xvii. 3.5 points Criteria: The student is knowledgeable regarding professional counseling code of ethics, demonstrates respect for religious and spiritual traditions, and has thoughtful consideration of all diversity issues/matters. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xviii. 3.5 points Criteria: The student attended all components of the residency in full, was attentive, punctual, and engaged in all segments of the residency (i.e., did not “check out”). (Mastery) – Student demonstrated the criteria appropriately and consistently.

B. PowerPoint Presentation is assigned in Module 8 and delivered during the residency. Students will reflect on the skills practiced throughout the course as they worked through the exploration, insight, and action stages. Students will also consider how they will use the information gained in their future work as a counselor and consider how they CCMMP has influence or informed their work as a professional counselor. This presentation is worth 50 points.

- ◆ Development of skills in the Exploration Stage: What differences have you noticed in your ability to apply these skills with others since beginning this course? Explain.
 - Self-evaluation on their mastery of these skills and a plan for furthering their development.
- ◆ Development of skills in the Insight Stage: What differences have you noticed in your ability to apply these skills with others since beginning this course? Explain.
 - Self-evaluation on their mastery of these skills and a plan for furthering their development.
- ◆ Development of skills in the Action Stage: What differences have you noticed in your ability to apply these skills with others since beginning this course? Explain.
 - Self-evaluation on their mastery of these skills and a plan for furthering their development.
- ◆ Further Development: Now that you have learned these three stages, what are the next skills you need to develop as a clinical helper?

- ◆ Professional Identity: What differences have you noticed in your professionalism from the beginning of this course until now? Describe these differences.
 - ◆ Parallel Process: What have you noticed about your ability to pay attention to your feelings, reactions, and thoughts while actively counseling other people?
- ii. 5 points: Criteria: The presenter was prepared for the presentation, uploaded the PPT in Canvas prior to residency, and had a workable USB copy at the residency. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - iii. 4.5 points Criteria: The presenter connected with the audience using eye contact and practices delivery (i.e., did not read directly from presenter notes for entire presentation). (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - iv. 4.5 points Criteria: The presenter was clear and understandable and use appropriate word choice, with a graduate-level vocabulary. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - v. 4.5 points Criteria: The presenter incorporated visual aids such as graphics, pictures, and includes presenter notes, et cetera. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - vi. 4.5 points Criteria: The presenter addressed how his or her perceptions of and interactions with him or herself and others have changed since the beginning of the program, including characteristic of forming client alliance. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - vii. 4.5 points Criteria: The presenter addressed how he or she has integrated the knowledge gained in this course, specifically regarding the exploration stage. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - viii. 4.4 points Criteria: The presenter addressed how he or she has integrated the knowledge gained in this course, specifically regarding the insight stage. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - ix. 4.5 points Criteria: The presenter addressed how he or she has integrated the knowledge gained in this course, specifically regarding the action stage. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - x. 4.5 points Criteria: The presenter identified the next skills he or she needs to develop as a clinical helper. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - xi. 4.5 points Criteria: The presenter identified personal changes in professionalism since the beginning of the course. (Mastery) – Student demonstrated the criteria appropriate and consistently.
 - xii. 4.5 points Criteria: The presenter identified personal changes in the ability to pay attention to his or her feelings, reactions, and thoughts while actively counseling other people. (Mastery) – Student demonstrated the criteria appropriate and consistently.

C. Juried Demonstration of Skills monitored by faculty. Students will be scored with a rubric that includes all of the skills presented throughout the course. This activity is worth 50 points.

V. GRADING POLICY

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A 940 to 1000	A- 920 to 939	B+ 900 to 919	B 860 to 899	B- 840 to 859	C+ 820 to 839	C 780 to 819
C- 760 to 779	D+ 740 to 759	D 700 to 739	D- 680 to 699	F 0 to 679	W Withdrawal	I Incomplete

Requirement	Items	Item Points	Total Points	Hours	
Assigned Readings			67.5		
1	Hill, C. E.			62	
2	De Jong, P., & Berg, I. K.			1	
3	Other assigned resources			4.5	
Written Assignments			425	58	
1	Discussions	7	30	210	29
2	Reflective Essays	2	40/45	85	8
3	Verbatims	2	25	50	8
4	Skill Video Reviews	40	2	80	13
Video Assessments			425	36	
1	Triad Video Recordings – Weeks 2 & 3	2	50	100	12
2	Triad Video Recordings – Weeks 4, 5, & 6	3	75	225	18
3	Final Exam Video Recording	1	100	100	6
Class Participation			150	24	
1	Synchronous Instructor Meetings	7	P/F		
Residency				24	
2	Professional Behavior		50	50	
3	PowerPoint Presentation	1	50	50	

Requirement	Items	Item Points	Total Points	Hours
4 Juried Demonstration of Skills	1	50	50	
		Totals	1000	185.5

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.

LATE ASSIGNMENT ACCEPTANCE POLICY

- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercury.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Abbreviations for readings:

De Jong: *Interviewing for solutions*

Hill: *Helping skills: Facilitating, exploration, insight and action*

Module / Week	Topic	Author	Resources	Graded Assignments
1	Am I Ready to Start Helping People? 'In the beginning ...'	SOC Hill	Syllabus	Discussion: Factors that Support or Inhibit

Module / Week	Topic	Author	Resources	Graded Assignments
		Pinckaers Stuber, Rocha, Christian, & Link Gulliver, Griffiths, & Christensen Payne Payne Keyes Hill Sommers-Flanagan, & Sommers-Flanagan SOC	CH 1. Introduction to Helping CH 2. A Model of the Helping Process CH 3. Self-Awareness The quality of mercy. Conceptions of mental illness: Attitudes of mental health professionals and the general public. Perceived barriers and facilitators to mental health help-seeking in young people: a systematic review. <i>BMC Psychiatry</i> , 10, 113. Skills video review form. Triadic labs: Zoom recordings <i>Welcome to the course</i> (video) <i>Interview</i> (video) <i>Introduction</i> (video) <i>First meeting – A</i> (video) <i>First meeting - B</i> (video) <i>First meeting – C</i> (video)	Decisions to Seek Professional Help Reflective Essay: Ethical Awareness Cases Skills Videos Reviews Looking Ahead: Synchronous Triad in Skills Labs meetings

Module / Week	Topic	Author	Resources	Graded Assignments
		Divine Mercy University	<p><i>Clip 7: Scaling Progress</i> (video)</p> <p><i>Clip 19: What Has Been Helpful?</i> (video)</p> <p><i>Heart and Soul of Counseling: The Therapeutic Alliance, Part 1 The Dodo Verdict</i> (video)</p> <p><i>Heart and Soul of Counseling: The Therapeutic Alliance, Part 2 The Alliance</i> (video)</p> <p><i>Heart and Soul of Counseling: The Therapeutic Alliance, Part 3 Hill's Three Stage Model of Building Alliance</i> (video)</p>	
		SOC	<p><i>Expressing Concern – A</i> (video)</p> <p><i>Expressing Concern – B</i> (video)</p> <p><i>Listening Skills – A</i> (video)</p> <p><i>Listening Skills – B</i> (video)</p> <p><i>Listening Skills – C</i> (video)</p> <p><i>Open Questions – A</i> (video)</p> <p><i>Open Questions – B</i> (video)</p>	

Module / Week	Topic	Author	Resources	Graded Assignments
3	Deepening Skill with the Exploration Stage	Hill	<p>Review CH 7. Skills for Exploring Nonaffective Content, Thoughts, Narratives, and Stories</p> <p>CH 8. Skills for Exploring Feelings</p>	<p>Discussion: Facilitating the Exploration of Feelings</p> <p>Assignment: Synchronous Skills Lab</p>

Module / Week	Topic	Author	Resources	Graded Assignments
		<p>Stein</p> <p>Adapted from Hill</p> <p>Sommers-Flanagan & Sommers-Flanagan</p> <p>SOC</p>	<p>CH 9. Integrating the Skills of the Exploration Stage</p> <p>The constitution of the person in emotional experiences.</p> <p>Individual Practice Exercise: Exploring Feelings</p> <p>Triadic Practice Session: Skills for Exploring Feelings</p> <p>Emotion Words Checklist</p> <p>Skills Lab 2: Integration of Exploration Skills</p> <p>Observation Form</p> <p>Verbatim Form</p> <p>Helper Intentions List</p> <p>Client Reactions List</p> <p><i>Basic Listening Skills</i> (video)</p> <p><i>Attentive Responding – A</i> (video)</p> <p><i>Attentive Responding – B</i> (video)</p> <p><i>My Issues, Your Issues – A</i> (video)</p> <p><i>My Issues, Your Issues – B</i> (video)</p>	<p>2: Integration of Exploration Skills</p> <p>Assignment: Skill Video Reviews</p> <p>Survey: Mandatory Feedback Survey</p>

Module / Week	Topic	Author	Resources	Graded Assignments
			<i>Mirroring – A</i> (video) <i>Mirroring – B</i> (video) <i>Understanding the Person – A</i> (video) <i>Understanding the Person – B</i> (video) <i>Challenging the Client – A</i> (video) <i>Challenging the Client – B</i> (video) <i>Challenging the Client – C</i> (video)	

Module / Week	Topic	Author	Resources	Graded Assignments
5	Understanding the Process in Front of You	Hill Adapted from Hill De Jong & Berg	Review CH 12. Interpretive Skills CH 13. Skills for Processing the Therapeutic Relationship CH 14. Integrating the Skills of the Insight Stage Skills Lab 4: Immediacy and the Integration of Insight Skills Observation Form Verbatim Form Helper Intentions List Client Reactions List	Discussion: Using Interpretation to Facilitate Insight Assignment: Synchronous Skills Lab 4: Immediacy and the Integration of Insight Skills Assignment: Skill Video Reviews

Module / Week	Topic	Author	Resources	Graded Assignments
		SOC	<i>Clip 3: Moving to a Solution</i> (Video) <i>Self-Disclosure – A</i> (video) <i>Self-Disclosure – B</i> (video) <i>Countertransference – A</i> (video) <i>Countertransference – B</i> (video) <i>Countertransference – C</i> (video)	

Module / Week	Topic	Author	Resources	Graded Assignments
6	Moving the Process of Change Forward	Hill De John & Berg Sirach Titus Wojtyla Adapted from Hill Hill	CH 15. Overview of the Action Stage CH 16. Steps for Working with Four Action Tasks CH 7. Formulating Feedback for Clients 15:14-20 Reasonable Acts Responsibility Skills Lab 5: Steps of the Action Stage Observation Form Verbatim Form Helper Intentions List Client Reactions List <i>Action Stage</i> (video)	Discussion: The Action Stage and Responsibility for Change Assignment: Synchronous Skills Lab 5: Steps of the Action Stage Assignment: Skill Video Reviews

Module / Week	Topic	Author	Resources	Graded Assignments
		Sommers-Flanagan & Sommers-Flanagan De Jong & Berg SOC	<i>Questions and Therapeutic Questions</i> (video) <i>Clip 4: Team Discussion</i> (video) <i>Review Clip 5: End-of-session Feedback</i> (video) <i>Projection – A</i> (video) <i>Projection – B</i> (video) <i>Interpretations – A</i> (video) <i>Interpretations – B</i> (video)	

Module / Week	Topic	Author	Resources	Graded Assignments
7	Making Therapy Work for the Client and Effecting Change	Hill Von Balthasar Adapted from Hill SOC	CH 17. Integrating the Skills of the Action Stage CH 18. Putting It All Together: Working with Clients in the Three-Stage Model Health between science and wisdom. Final Exam Skills Lab: Integrating the Skills Observation Form Verbatim Form Helper Intentions List Client Reactions List <i>Handling Counselor Mistakes – A</i> (video)	Discussion: Integrating Skills to Achieve Goals of Counseling and Meet the Challenges of Working with Difficult Situations Assignment: Final Exam Skills Lab: Integrating the Skills Assignment: Skill Video Reviews Looking Ahead: Presentation

			<i>Handling Counselor Mistakes – C (video)</i> <i>Handling Counselor Mistakes - Commentary 1 (video)</i> <i>Handling Counselor Mistakes – B (video)</i> <i>Handling Counselor Mistakes - Commentary 2 (video)</i>	
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Module / Week	Topic	Author	Resources	Graded Assignments
8	Putting it All Together: Being an Effective Agent for Change	DMU SOC CMHC SOC	<i>CMHC Counseling Handbook</i> <i>Spiritual Resources – A (video)</i> <i>Spiritual Resources – B (video)</i> <i>Spiritual Bypass – A (video)</i> <i>Spiritual Bypass – B (video)</i> <i>God in the Session – A (video)</i> <i>God in the Session – B (video)</i> <i>God in the Session – Commentary (video)</i>	Presentation: Changes as a Mental Health Professional Assignment: Residency Assessment Assignment: Skill Video Reviews Looking Ahead: Residency Workshop Survey: Course Evaluation Survey: Mandatory Residency Evaluation

VIII. REFERENCE LIST

Required Reading:

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