I. TITLE: Foundational Counseling Skills

II. COURSE DESCRIPTION AND PREREQUISITES:
A comprehensive study and acquisition of foundational counseling skills will be the central focus of the course. Course is recommended within 1st 9 hours of program.
Prerequisite(s): None

III. COURSE OBJECTIVES:
As a result of participating in this course, students will be able to gain both knowledge and skill specific to counseling as prescribed by national CACREP standards.
A. Students will gain knowledge of:
   1. Counselor characteristics and behaviors that influence helping processes including verbal and nonverbal behaviors, and personal characteristics, orientations, and skills (Section II: G5b)
   2. Client characteristics and behaviors that influence the counseling processes including verbal and nonverbal behaviors and personal traits, characteristics, capabilities, and developmental life circumstances (Section II: G2b, G5b).
   3. Factors, other than participants, that influence helping processes including environmental and social factors, relationship external to the helping process, and commitment to change. (Section II: G3a, G3f, G5b, G5c)
   4. Basic and advanced counseling skills including philosophic and theoretical bases, proponents, advantages and limitations, factors considered in applications, and behavioral manifestations. (Section II: G5b, G5c, G5d)
   5. The components and implementation of effective counseling. (Section II: G2a, G5b)
   6. Professional roles and functions including similarities and differences with other types of professionals (Section II: G1b).
   7. Ethical standards ACA 2005 Edition and applications to various professional activities. (Section II: G1b, G1j)
B. Students will develop skills to: (CACREP Section II: G1b, G1h, G1j, G2e, G5b, G5c, G5d)
   1. Explain and discuss informed consent
   2. Conduct effective intake interviews
   3. Develop a therapeutic relationship with clients
   4. Recognize and reflect client affect
   5. Emotionally and psychologically attend to client
   6. Conceptualize client’s underlying issues
   7. Recognize and reflect client’s patterns of behaviors and blind spots
   8. Recognize and reflect patterns of inconsistent behavior and thought
   9. Recognize and effectively use verbal and nonverbal behaviors in the counseling process
10. Recognize and self-evaluate levels of effective counseling skills
11. Recognize internal and external factors affecting the counseling relationship
12. Apply professional ethical standards in practical situations

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
A. Counseling Profession
   1. Roles
   2. Functions
   3. Ethics
   4. Personal Development
B. Common Basic Communication Skills
   1. Attending (Verbal & Nonverbal)
   2. Reflecting Feelings
   3. Summarizing
   4. Paraphrasing
C. Relationship Building
   1. Initiation
   2. Clarification
   3. Definition
   4. Exploration
   5. Goal identifying

V. INSTRUCTIONAL ACTIVITIES:
A. Experiential Skill Practice & Ethical Behavior
   Students will practice and evaluate skills through in-class practice by video taping their efforts for feedback critique by instructor as well as peers. Due to the naturalistic environment of these practice sessions, students may become aware of personal and sensitive material. Strict confidentiality will be expected based on the 2005 ACA Code of Ethics. Breaches of confidentiality will result in grade reduction and possible program dismissal.
B. Video Tape Review
   Students will be required to videotape their sessions each time they fulfill the counselor role and review tapes after receiving instructor and peer feedback. Digital cameras will be provided for use during the semester. It is the responsibility of the students to take care of the camera and to return them at the end of the semester in good condition. For each practice session, a 2-3 page critique of the skills the student employed, the session, and personalization issues the student encountered will be completed.
C. Live Supervision:
   Students will be observed by the supervisor during the practice portion of class. Instructors’ observations will be factored into video critique grades.
VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will practice and evaluate skills through an in-class laboratory experience allowing students to participate as both counselor and client.

VII. TEXT AND RESOURCES:
B. Handouts
C. Peer Feedback
D. Instructor Feedback
E. Library Resources

VIII. EVALUATION AND GRADING PROCEDURES:
Grades: Total of 100 points possible
A = 91-100  91%
B = 81-90  81%
C = 71-80  71%

Due to the experiential nature of this course, students will be evaluated based on their demonstration of the basic Stage I and Stage II skills.
1. Critique #1  6 points
2. Critique #2  6 points
3. Critique #3  6 points
4. Midterm Tape  20 points
5. Critique #4  8 points
6. Critique #5  6 points
7. Critique #6  6 points
8. Critique #7  6 points
9. Critique #8  6 points
10. Final Video  30 points
    Total: 100 points

Midterm and Final videos will be evaluated by the faculty supervisor; and other counseling faculty. Students who receive a grade other than an A or B will not be allowed to take additional counseling courses. Students who receive a C or below will be allowed to retake GUI 619 once and continue in the program if a satisfactory grade is obtained.

Assignment Description
1. Video Critiques #1-3 (6 points each). The first five video critiques will focus on self-evaluation of your relationship building skills. Please list each skill, give an example of how you used demonstrated the skill including quotations from the session (if a verbal skill) and comment on your level of proficiency demonstrated during that session. Conclude the critique with your general feelings about the session, what went well and what you plan to do to continue to progress (Section II,
2. **Midterm Video** (20 points). Each student will be required to submit a 10 minute video recorded practice session demonstrating Stage I skills. The midterm video will be transcribed by the student.

Submit the transcription along with the digital camera for grading. Your camera will be returned the next week in time for Stage II practice.

3. **Critique # 4/Stage II Reflection** (8 points)
   For this critique, write a 2 page paper describing your thoughts and reactions to the Stage II skills. Specifically address the following:
   - At this point, how comfortable are you with the Stage I skill?
   - What do you need to continue to work on?
   - What are your personal reactions to the Stage II skills? Concerns?
   - Which Stage II skills seem the most challenging to you at this time? Why?
   - Identify any personalization issues you will need to be aware of and how you plan to address them.
   - What do you need to do to successfully acquire these skills?

4. **Video -Critique 5 -8** (6 points each). The last five video critiques will focus on self-evaluation of the working skills. Please list each skill, give an example of how you demonstrated the skill including quotations from the session (if a verbal skill) and comment on your level of proficiency demonstrated during that session. If a skill was not used, give an example from the session of how you could have used the skill. Conclude the critique with your general feelings about the session, what went well and what you plan to do to continue to progress (Section II, G, 5b & c).

5. **Final Video** (30 points). Each student will be required to turn in a 25 minute video recorded practice session demonstrating both Stage I and Stage II skills. The final tape will be transcribed by the student. The video should demonstrate your very best Stage I and Stage II Skills. As you transcribe, please label each skill (Section II, G, 5b & c).

Late assignments will be subject to point reduction.

**Video Transcription**
Midterm and Final Videos will be transcribed. Students will select a video recorded session they feel best demonstrates their ability to accurately and affectively use appropriate Stage I and Stage II skills as dictated by the client’s needs. Once a tape has been selected, the student will transcribe (type word for word) the dialogue between the client and counselor. Be sure to clearly mark between the counselor and the client’s dialogue in order to easily identify who is saying what. In addition to writing the client and the counselor’s comments, a third component should be included in the transcription. A “wish list” of things you wish you would have said should be included in the context of
the transcript. Include a wish list statement within the content of the transcript, not at the end of the transcript. Be sure to label each skill.

Submit transcription with the digital camera.

IX. ATTENDANCE POLICY:
This course adheres to the academic honesty policy stated in the current Murray State University *Graduate Bulletin*.

Professional Behavior: Students will be graded on their participation in practice sessions both as the counselor and the peer-observer. Each peer-observer will be required to complete an evaluation form for each practice session. Come to each practice session with a supply of blank Peer Observation Forms. Professional behavior will be based on the ACA 2005 Ethical Code of Standards.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision or services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact, Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

CACREP Counseling Program Specifics for CNS 619

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Foundations A2</td>
<td>Experiential demonstration, Presentation, Mid-term and Final</td>
</tr>
<tr>
<td>Understands the history, philosophy, and trends in clinical mental health counseling</td>
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<tr>
<td>Foundations A7</td>
<td>Presentation, Mid-term and Final</td>
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<tr>
<td>Is aware of professional issues that affect clinical mental health counselors</td>
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<tr>
<td>Foundations B1</td>
<td>Experiential demonstration, Presentation, Mid-term and Final</td>
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<tr>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</td>
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</tr>
<tr>
<td>Foundations B2</td>
<td>Experiential demonstration, Presentation, Mid-term and Final</td>
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<tr>
<td>Demonstrates the ability to apply and adhere to ethical policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health.</td>
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<tr>
<td>Prevention &amp; Intervention C7</td>
<td>Experiential demonstration, Presentation, Mid</td>
</tr>
<tr>
<td>Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.</td>
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<tr>
<td>Prevention &amp; Intervention D1</td>
<td>Experiential demonstration, Presentation, Mid</td>
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<tr>
<td>Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.</td>
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<tr>
<td>Prevention &amp; Intervention D3</td>
<td>Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.</td>
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<tr>
<td>Prevention &amp; Intervention D4</td>
<td>Applies effective strategies to promote client understanding of and access to a variety of community resources.</td>
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<tr>
<td>Prevention &amp; Intervention D9</td>
<td>Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.</td>
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<tr>
<td>Diversity &amp; Advocacy E1</td>
<td>Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.</td>
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**School Counseling Objectives**

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<tr>
<th>Prevention &amp; Intervention C1</th>
<th>Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.</th>
<th>Experiential demonstration, Presentation, Mid</th>
</tr>
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<tbody>
<tr>
<td>Prevention &amp; Intervention C3</td>
<td>Knows strategies for helping students identify strengths and cope with environmental and developmental problems.</td>
<td>Experiential demonstration, Presentation, Mid</td>
</tr>
<tr>
<td>Prevention &amp; Intervention D1</td>
<td>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</td>
<td>Experiential demonstration, Presentation, Mid</td>
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