Counseling Skills & Techniques  
Department of Human Services and Educational Leadership  
Stephen F. Austin State University

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Office Hours: Mondays from 3:00 PM to 6:30 PM  
Wednesday from 4:00 PM to 4:30 PM & 7:00 PM to 8:00 PM  
Available at additional times by appointment

Course Info  
Term: Spring 2023  
Course Name: PCOU 5333 Skills & Techniques  
Credits: 3.00

Course Description: This course is designed to provide the student counselor with systematic techniques which will facilitate the application of individual counseling skills to build client rapport and move clients toward change.

Time/Location Course Meets: Wednesday from 4:30 to 7:00 pm in HSTC Room 320

Course Format: This course will use a variety of teaching methods including readings, discussions, class activities, experiential role-plays, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Course Delivery: Face-to-Face, SFA Campus Instructional Method

Course Resources

Required Textbook:  
*Additional readings will be made available in class or online as they are assigned.

Recommended Texts:  
**Required Technology:** Students will need to set-up and regularly check their university email account and BrightSpace. In addition to announcements in class, the instructor will use university email accounts and BrightSpace to communicate information regarding the syllabus, scheduling changes, handouts etc. Students will need consistent internet and computer/laptop access for the duration of the course.

**QClassroom Statement:** (only add if you have QClassroom assignments or TimeLog Hours) This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**Course Outcomes**

Counselor Education Program Learning Outcomes: The following are outcomes for all students as they matriculate through the curriculum in the Professional Counseling Program:

**Professional Orientation and Ethical Practice (CACREP 2.F.1)**
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Social and Cultural Diversity (CACREP 2.F.2)**
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Human Growth and Development (CACREP 2.F.3)**
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

**Career Development (CACREP 2.F.4)**
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Counseling and Helping Relationships (CACREP 2.F.5)**
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

**Group Counseling and Group Work (CACREP 2.F.6)**
Students demonstrate competency in preparing and facilitation of group counseling.

**Assessment and Treatment Planning (CACREP 2.F.7)**
Students identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation (CACREP 2.F.8)**
Students evaluate research methods to inform evidence-based practice.
Course Objectives/Intended Learning Outcomes:
Through the activities and objectives in PCOU 5333 students will begin the process of becoming prepared, competent, successful, caring, and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional, and intellectual growth. Through regular class attendance, lectures, writing projects, exams, discussions, and demonstration and practice activities, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, PCOU 5333 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet CACREP, SBEC, and CAEP standards as described in the following matrix.

COMPETENCIES/STANDARDS/GOALS
Student will demonstrate understanding of the following:
- Use basic listening skills necessary to establish rapport and actively listen to clients.
- Critique sessions conducted by self and by others in the class.
- Apply micro skills learned throughout the semester, such as silence, summarizing, paraphrasing, and use of open-ended questions.
- Value the structure and flow of a counseling session: including having a working knowledge of data gathering, forming hypotheses, identifying key issues/dynamics, developing treatment goals and objectives, and the use of various forms to assist in record keeping.
- Investigate key ethical concepts counselors must address to provide effective client care.
- Author a basic client progress report.
- Apply specific counseling strategies and techniques in specific situations.
- Examine the licensure process and the professional side of maintaining a counseling practice.
- Value dual relationships, boundaries, transference, the limits of confidentiality, and the ACA ethical guidelines.

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<tr>
<th>Student Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Describes and applies counselor characteristics and behaviors that influence the counseling process</td>
<td>Textbook, lecture, class discussions, activities</td>
<td>Recorded Sessions</td>
<td>CACREP 2.F.5.f</td>
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</tbody>
</table>
| Demonstrates essential interviewing, counseling, and case conceptualization skills | Textbook, lecture, class discussions, activities | Recorded Sessions, Recorded Intake Session | CACREP 2.F.5.f  
TEA Title 19 §239.15b9  
TEA Title 19 §239.15b9 |
|---|---|---|---|
| Demonstrates ethical and culturally relevant strategies for promoting resilience and optimum development and wellness for individuals with mental illness.  
Demonstrates ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. | Completing Mock Sessions in class, Textbook, discussions | Recorded Sessions, Recorded Intake Session | CACREP CMHC C.2.j  
CACREP Sect 2.F.5.D |
| Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health/rehabilitation counseling/school counseling specializations | Class discussions, Mock sessions, textbook | Recorded Sessions, Class Participation | CACREP CMHC C.2.k  
CACREP CRC D.2.w  
CACREP SC G.2.n  
TEA Title 19 §239.15b14  
TEA Title 19 §239.15c9 |
**College of Education Outcomes:** The content of this course aligns with mission, vision and core values of the James I. Perkins College of Education.

**Vision:** The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

**Mission:** The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract/support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic & co-curricular innovations.
- Increase connections with stakeholders.

**Core Values:** In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

**Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**Course Requirements:**
Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.
Course Assessment, Evaluation, and Grading

Grading: All course requirements will be measured using either an examination, quiz, or a grading rubric designed for that specific area of the class. All rubrics will be distributed in class and/or posted in BrightSpace.

A=100-90  
B=89-80  
C=79-70  
D=69-60  
F=59 and below

Course Assignments: The course includes the following assignments and how they are weighted in the final course grade. Full descriptions of course assignments will be distributed in class and/or posted in BrightSpace.

Professionalism & Participation 10 points
Becoming a professional counselor means assuming responsibility for not only your clients' well-being but for the well-being of your place of work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes maintaining confidentiality and respect in your presentations and management of clinical material; professional dress while working with clients; respect for colleagues, clients, faculty, and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; adhere to professional codes of ethics and so forth.

As a result, the evaluation criteria for this assignment will be based on the above-mentioned areas of professionalism and participation. Additionally, students will be given the opportunity to self-evaluate towards the end of the semester, which will not determine their awarded points but will be taken under consideration in the evaluation process.

HIPAA Training (September 5th) 10 Points
During this semester, we will be observing real life counseling sessions that take place in our clinic. However, in order for you to be able to participate in these observations you are required to complete two online HIPAA training modules. When you complete the training modules, you will submit both training certificates. If you have completed these trainings previously, you do not need to retake these trainings. You may simply submit the certificate. Failure to complete this assignment will result in the loss of points for the assignments as well as points for observations that are missed.
Observations (3x) 15 points
Students will observe three sessions and complete a reflection/critique for each, 5 x 3 = 15 points. These observations will take place during class meeting time and may include observing live and/or recorded sessions from the clinic. A rubric will be posted on D2L.

Recorded Peer Counseling Sessions (5x) 50 points
Each student will conduct five recorded peer counseling sessions. For each of the five recorded sessions, students will submit appropriate clinical documentation and a brief self-evaluation paper. A rubric will be uploaded on D2L. Content focused on during each session will be as follows:
A. Recorded Session 1- Intake Process & Building Rapport
B. Recorded Session 2 - Attending, Active Listening, & Empathy
C. Recorded Session 3- All Session 2 Skills + Questions, and Confrontation
D. Recorded Session 4- All Session 3 Skills + Goal Setting
E. Recorded Session 5- All Session 3 Skills + Termination

Final Skills Demonstration 15 Points
During the last few weeks of the semester you will demonstrate your clinical skills for the class by conducting a 20 minute role-playing session. During this session, you will demonstrate core counseling skills. Following the session, you will be prompted to offer your theoretical conceptualization of the client, as well as a self-evaluation of your work. A rubric for this assignment will be uploaded to D2L.

Skills Development Plan (December 15th) 10 Points
As counselors, it is our responsibility to self-evaluate our work and provide steps for continued improvement. These steps might include, seeking supervision, continued education, self-care, and more. At the end of this semester, you will get the chance to reflect on your progress during the class and develop a plan for how you plan to continue your growth as a clinician. A rubric will be posted on D2L.

***RUBRICS will be uploaded to D2L

Professionalism & Participation 10 Points
HIPPA Training 10 Points
Observations (3 x 5 points) 15 Points
Recorded Session 1-5 (5x10 Points) 50 Points
Final Skills Demonstration 15 Points
Skills Development Plan 10 Points
Total 100 Points

Late Work Policy: All assignments are on the date/time indicated on the syllabus and/or in BrightSpace. Assignments cannot be submitted in person, hand delivered, dropped off, mailed, faxed, or emailed. Late submissions of assignments will be penalized at 5 points per day/partial day past the due date. Repeated late submissions will impact you professionalism grade.

Extra Credit: Students are afforded sufficient credit opportunities by fulfilling class requirements. There are no extra credit opportunities in the course.
**Dropping the Course:** Students that need/want to drop the course will need to consult the academic calendar and the registrar’s office for dates, deadlines, fees, and official arrangements to drop the course. Students should meet with their faculty advisor to discuss how dropping the course affects their degree plan.

**Candidacy:** Course instructors continually observe students and share these observations in a variety of ways during the current course as well as during candidacy. Informal and formal feedback from instructors is intended to facilitate student growth towards the attitude, knowledge, and skills to become an ethical and professional counselor.

**Course Evaluations:** Near the conclusion of each semester, students in the College of Education can electronically evaluate courses. Evaluation data is used for a variety of important purposes including course and program improvement, planning, and accreditation; instruction evaluation purposes; and making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

In the James I. Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Policy:** Important course related policies:
- Course Grades (Including WH), Policy 5.5
- Final Course Grade Appeals by Students, Policy 6.3
- Academic Accommodation for Students with Disabilities, Policy 6.1
- Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
- Class Attendance, Policy 6.7
- Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA Policy Information

**Student Counselor Ethical and Professional Behavior:** All students are expected to adhere to the ACA Code of Ethics and the Rules and Regulations outlined by the Texas State Board of Examiners of Licensed Professional Counselors throughout the program. Violations of the ethical code or professional rules or regulations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

**Student Mental Health Resources:** SFASU values students’ mental health and the role it Plays in academic and overall student success. SFA provides a variety of resources to Support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

<table>
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<tr>
<th>On-campus Resources</th>
<th>Crisis Resources</th>
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SFASU Counseling Services [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
Tucker Building (Southeast Corner of Raguet and East College Street)  
936-468-2401 SFASU  

Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services Room  
202 936-468-1041  

Burke 24-hour crisis line  
1(800) 392-8343  

Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741  

A complete list of mental health resources for students can be found at:  
[https://www.sfasu.edu/info-for/current-students/mental-health-resources](https://www.sfasu.edu/info-for/current-students/mental-health-resources)  

More information about student wellness and support options can be found on the Health and Wellness Hub ([https://www.sfasu.edu/thewebhub](https://www.sfasu.edu/thewebhub)) and the Lumberjacks Wellness Network ([https://www.sfasu.edu/lwn](https://www.sfasu.edu/lwn)).

**Course Schedule**

**Course Changes:** COVID-19 can necessitate the course shifting from a face-to-face format to remote instruction. In the event this shift occurs, the course instructor will consider what, if any, course changes are necessary given the shift in course delivery. If changes are made, the course instructor will share those changes in writing as a News Item in BrightSpace.

**Schedule of Course Activities:** The schedule of course activities are included in a calendar below. The topics and dates are tentative and subject to possible revision/change, should the need arise.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Topics</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Syllabus</strong></td>
<td>HIPAA Training Due</td>
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<tr>
<td>August 30, 2023</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>CDS Chapters 1 &amp; 2</strong></td>
<td><strong>Observation 1</strong></td>
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<td>September 6, 2023</td>
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<td>Week 3</td>
<td>September 13, 2023</td>
<td>CDS Chapters 3 &amp; 4</td>
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<td>Week 4</td>
<td>September 20, 2023</td>
<td>CDS Chapter 5</td>
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<td>MM Chapters 1 &amp; 2</td>
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<td>Week 5</td>
<td>September 27, 2023</td>
<td>CDS Chapters 6</td>
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<td>MM Chapter 3</td>
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<tr>
<td>Week 6</td>
<td>October 4, 2023</td>
<td>CDS Chapters 7 &amp; 8</td>
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<td>Week 7</td>
<td>October 11, 2023</td>
<td>CDS Chapter 9 &amp; 10</td>
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<td>MM Chapter 4</td>
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<td>Week 8</td>
<td>October 18, 2023</td>
<td>CDS Chapter 11</td>
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<td>MM Chapters 5 &amp; 6</td>
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<td>Week 9</td>
<td>October 25, 2023</td>
<td>CDS Chapter 12</td>
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<td>MM Chapter 7 &amp; 8</td>
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<td>Week 10</td>
<td>November 1, 2023</td>
<td>CDS Chapter 13</td>
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<td>MM Chapter 9 &amp; 10</td>
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<td>Week 11</td>
<td>November 8, 2023</td>
<td>CDS Chapter 14</td>
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<td>MM Chapter 11 &amp; 12</td>
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<td>Week 12</td>
<td>November 15, 2023</td>
<td>CDS Chapter 15</td>
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<td>MM Chapter 13 &amp; 14</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Week 13</td>
<td>November 22, 2023</td>
<td>Happy Thanksgiving! No Class</td>
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<td>Week 14</td>
<td>November 29, 2023</td>
<td>Final Recorded Sessions</td>
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<td>Final Skills Demonstration</td>
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<td>Week 15</td>
<td>December 6, 2023</td>
<td>Final Recorded Sessions</td>
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<td>Final Skills Demonstration</td>
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<td>Finals Week</td>
<td>December 13, 2023</td>
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<td>Skills Development Plan</td>
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