

# Basic Counseling Skills

## COUN-5318

22/SR Section Temporary 01/18/2022 to 05/11/2022 Modified 06/13/2024

### Meeting Times

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### Contact Information

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### Course Description

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This course will provide the experiential foundation for all practicum and internship experiences. Students learn communication and interpersonal skills and counseling techniques of counseling under faculty supervision. Students will also examine their intrapersonal issues and relational styles. Open only to students in the Master of Arts in Professional Counseling program. Terms Offered: Fall, Spring, Summer.

#### Requisites

None.

### Learner-Centered Outcomes

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Student Learning Outcomes: By the end of this course (COUN 5318) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Display an understanding of the basics practical skills and techniques required in professional counseling	In-class role-play, mid-term, final exam, and self-evaluations
2.	Demonstrate essential interviewing, counseling, and case conceptualization skills (II.F.5.g)	Video 1 & 2, in-class role-play, and self-evaluations
3.	Synthesize feedback from both the instructor and class members concerning the student's use of counseling skills and techniques	In-class role-play, Video 1 & 2, and self-evaluations

4.	Analyze intrapersonal issues that may have an impact on the student's counseling effectiveness	In-class role-play, discussion boards, final self-reflection/self-evaluations
5.	Evaluate student's counseling skills and techniques and intrapersonal issues in the context of biblical values and principles	In-class participation, quizzes, and self-evaluation

## Materials

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### Intentional Interviewing and Counseling

**Author:** Allen Ivey

**Publisher:** Brooks Cole

**Edition:** 9th Edition

### Additional Optional Books

#### (OPTIONAL) Note Designer: A Simple Step-by-Step Guide to Writing Your Psychotherapy Progress Notes

- **Author:** Patricia C. Baldwin
- **Publisher:** Mindhabits Inc. (March 23, 2016)
- **ISBN:** 0995063400
- **Optional**
- **Availability:** Amazon
- **Price:** \$13

This book is not necessary for this class, but it will be of great use for you in your counselor education and career.

#### (OPTIONAL) The Complete Adult Psychotherapy Treatment Planner (PracticePlanners)

- **Author:** Arthur E. Jongsma Jr. (Author), L. Mark Peterson (Author), Timothy J. Bruce (Author)
- **Publisher:** Wiley; (May 11, 2021)
- **Edition:** 6th
- **ISBN:** 1119629934
- **Optional**
- **Availability:** Amazon
- **Price:** \$45

This book is not necessary for this class, but it will be of great use for you in your counselor education and career.

# (OPTIONAL) Diagnostic and Statistical Manual of Mental Disorders, Text Revision Dsm-5-tr

- **Author:** American Psychiatric Association (Author)
- **Publisher:** Amer Psychiatric Pub Inc; 5th edition (March 16, 2022)
- **Edition:** 5th (TR)
- **ISBN:** ISBN-10 : 0890425760
- **Optional**
- **Availability:** Amazon
- **Price:** \$150

This book is not necessary for this class, but it will be of great use for you in your counselor education and career.

## ✓ Assignments

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### Class Participation

Active participation involves attending all class sessions, completing assignments beforehand, engaging in peer observation and feedback, and practicing skill development exercises. Failure to attend or participate will lead to grade reduction. This entails respectful interactions with both the professor and peers. Full attendance and participation are necessary for credit, with attendance taken at the start of class; if late, students should ensure they are marked present during the break. Physical presence is obligatory, as online alternatives are unavailable. The course emphasizes classroom engagement, encompassing discussions, role-play interviews, counseling activities, and process observation. Weekly progress in skill application and peer feedback will be supervised by the instructor. Students are advised to complete Ivey & Ivey text exercises and will need a video recorder for skill practice and evaluation, involving simulated counseling and actual sessions with community clients.

### Role Plays

Role-plays in the classroom setting are essential to simulate the counseling experience and represent counseling sessions. Role-plays will be performed in dyads, in front of the class or in skills groups. In role-plays, it is necessary for students to function as both the client and the counselor. To simulate accurately the content, verbal, and nonverbal behaviors of the client in a counseling session, students may use but are not required to use scenarios based on personal experiences. The types of issues appropriate for role-plays will be discussed in detail in class. These types of experiential learning afford students the opportunity to self-observe skill development as well as receive feedback from both the instructor and peers. Please note the following:

- Information shared during role-plays is considered strictly confidential. Students are not to discuss role-plays outside of class with members of the class or with anyone not in class. Breach of role-play confidentiality is regarded very seriously and may result in an administrative withdrawal from the class.
- As a counselor-trainee, students are not providing personal counseling or therapy.

- In order to keep classroom exercises within the boundaries of an academic experience and not move into the realm of personal counseling, students are strongly encouraged not to use current personal issues that disclosure to the group may cause embarrassment or unnecessary emotional distress to themselves or others.

### Reading & Quizzes -

The student is expected to master the Ivey textbook. The readings will form the basis for the lectures, quizzes and activities.

### Video Recording #1 - Instructions

Video Recording #1 Demonstrating:

1. **Informed-Consent**
2. **Limits of Confidentiality**
3. **Therapy Metaphor**
4. **Brief Intake Review**
5. **Facilitation of a Therapeutic Environment** (See, Appendix I & page 13)

- Students of this class must gain Informed Consent (create this form) of any "client" before conducting a videotaped interview.
- 30 minutes long but be prepared to present 3-10 minute sections and receive feedback.

Video Recording #2 Demonstrating:

1. **Opening**
2. **Encouragers**
3. **Paraphrase**
4. **Reflection of Feeling**
5. **Reflection of Meaning**
6. **Summarization**
7. **Closing** (See, Appendix I & page 13)
8. **Nonverbal Skills Including:**
  1. Body Position
  2. Eye Contact
  3. Posture
  4. Distance from Client
  5. Voice Tone
  6. Rate of Speech
9. **Goal Setting**
10. **Reflecting basic reflection of content and feelings:**
  1. Paraphrasing
  2. Summarizing, etc.
  3. Open and close-ended questions

**Confidentiality:**

This course will involve a high level of role playing and practice interviewing. You will be conducting mock counseling sessions with peers, thereby developing interviewing skills through experiential practice that you will use later in the program and in your career in counseling. Students are bound by the ACA and Texas codes of ethics, and therefore, must abide by confidentiality with respect to any material or issues brought forth by any members of this class during any role-playing or practice interview sessions conducted throughout any part of this class.

### Content & Activation Warning

During this course, we will be discussing content and themes that may be disturbing, even traumatizing, to some students. If you ever feel the need to step out during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. (You will, however, be responsible for any material you miss. If you leave the room for a significant time, arrange to get notes from another student or watch the class recording). In addition, if you ever wish to discuss your personal reactions to this material, either with the class or with me afterward, I welcome such discussion as an appropriate part of our coursework and personal growth.

As a reminder, we will be discussing many graphic, contentious, and personal concepts during class. The course's potential topics & conversations include graphic references relating to sexual abuse, suicide, self-harm, addictions, death, eating disorders, historical and imaginary psychopathology narratives, violence, and more that may cause psychological trauma, especially for students diagnosed with anxiety or post-traumatic stress disorder. Please practice self-care and be mindful of your distress tolerance. Let the professor or Student Disability Services (SDS) know of needed accommodations and seek professional help when necessary. Because this material could be disturbing, please come to class emotionally and mentally prepared to engage in this content. If you have any concerns, please do not hesitate to contact me before or after class. Your voice and story matter.

## Requirements for Credit

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Assignment	Weight / Points	Week Due	Details
Attendance and Participation	20%		
Mid Term Exam	10%		
Video Presentation 1	20%		
Video Presentation 2	20%		
Personal Document	20%		
Final Exam	10%		

# Breakdown

1. Class Attendance and active participation in the class is of utmost importance. Active participation consists of attending each class session, completing assignments prior to class, participating in peer observation and feedback (especially during video reviews), and skill development exercises. Absence from class or non-participation will result in grade reduction. Active participation includes the ability of the student to interact with the professor and peers in a professional and respectful way. You must attend (on time) and participate in all class sessions in order to receive credit for this class. Roll is taken at the beginning of the class period, if you arrive after the roll is taken it is your responsibility to see me during the break and make sure you are counted present.

2. Mid-term & Final Exams will be administered during the semester.

3. Video presentations: Each student will prepare and present at least two practice interview/counseling sessions. You are expected to demonstrate your ability to integrate the skills you will be learning in the class. The two interviews (same person if possible) should be conducted with someone you do not know well. (NO family members, fiancée, husband etc. . .) The interview is to be videotaped and should last about 30 minutes. You will present your interview to the class at a scheduled time. You will also complete a critique of your 2 videos by evaluating yourself with the form given in class.

NOTE: You must be sure that the audio is intelligible and picture image of your video is clear prior to your presentation in class. You may present your video on a flash drive, cloud (google drive, dropbox, etc. Failure of your video to work during your presentation will result in grade reduction. Students will be evaluated on the following Primary Counseling Skills:

Primary Counseling Skill(s)	Specific Counseling Descriptors
Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.
Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)
Reflecting <sub>a</sub>	Basic Reflection of Content – Paraphrasing, Summarizing, etc.
Reflecting <sub>b</sub>	Reflection of Feelings
Confrontation (if appropriate)	Counselor challenges client to recognize & evaluate inconsistencies.

Goal Setting (if appropriate)	Counselor collaborates with client to establish realistic, appropriate, & attainable therapy goals.
Facilitate Therapeutic Environment	Counselor expresses appropriate empathy, is "present" and open to client, expresses appropriate respect and care, and maintains appropriate professional boundaries.
Multicultural Competencies	Student demonstrated awareness, appreciation, & respect of cultural difference (e.g., race, spirituality, etc.).

4. Personal Document: The objective of writing a paper dealing with your personal life and relationships is to further your understanding of yourself, your personality and your faith. It should represent a critical analysis and personal understanding of those factors that have brought you to this point in your life and have made you what you are; it should also include your plans for the future. No one but your instructor and you will read your personal document, unless of course you choose to share it with someone else. If there are issues that need to be dealt with regarding your personal document those issues will be addressed confidentially. As a guide for your personal document the following outline is given, ensure you cover all topics.

The person I am. Include the influential factors that have contributed to making you who you are.

1. Influence of Family background: (As an appendix - include a family genogram back to your grandparents)

- i. Relationship with parents.
- ii. Relationships with siblings.
- iii. Socioeconomic setting.
- iv. Family's expectations. Role you played in your family system.

2. Adolescence:

- i. School experience
- ii. Peer group: left out, included, why?
- iii. Success and failures and their impact on your personality.
- iv. Influential adults other than parents.
- v. Other.

3. Personal Sexuality:

- i. Dating experience and their effect on you.
- ii. "facts of life" information and misinformation.
- iii. Roles as a man or woman.
- iv. Attitudes towards the opposite sex.
- v. Impact of sexuality on your personality development.
- vi. Other.

4. Goals for the future:

- i. How have you arrived at your goals/

- ii. Occupational choice, why?
  - iii. Thoughts feelings regarding personal adequacy and inadequacy.
  - iv. Degree of flexibility.
  - v. People who influenced your goals.
  - vi. Other,
5. Religious Experiences:
- i. Early religious instruction, conversion, and baptism.
  - ii. Times of spiritual renewal.
  - iii. Times of turning away from God
  - iv. God's leadership in your life.

Where you go from here;

1. Summary of this present point in life.
  - i. How do I see myself? How do others see me?
  - ii. How well do I communicate?
  - iii. Value system: Strengths and weaknesses.
  - iv. Relationships with others.
  - v. My view of meaningful life work.
2. What I expect.
3. What's expected of me.
4. Religious life present and future:
  - i. Describe your present religious experience.
  - ii. Describe your present religious practices and areas for growth.
  - iii. How do you cope with discouragement and/or depression.
  - iv. Looking to the future do you have feelings of confidence or doubt, certainty or uncertainty.
5. Other comments or observations

This personal document will be graded on the basis of thoroughness (covering all the areas above) and openness. Each students paper must be 13 to 15 pages, APA style. The paper must have the corresponding headings according to the outline provided.

## 5. Final Group Presentations

The most commonly used forms of psychotherapy today are CBT, DBT, and ACT. As you build your theoretical framework and proceed to align yourself with a theory, I want to give you a foundation to build upon in this class. The class will be divided into 3 groups, each group presenting a presentation on CBT, DBT and ACT to the class.

Presentations should be 30 minutes long and include the origins and basics on of their assigned theory, multicultural considerations, evidence based research, and tangible skills the class can use that align with your assigned theory.



#### LATE ASSIGNMENT POLICY:

Grades will correspond to the percentages stated in the "Grades for the Course" section of syllabus. All assignments should be submitted on the date it is due according to the schedule. NO assignments will be accepted more than 2 days after the original due date without written approval from the professor. Approval must be sought prior to assignment due date. If no approval has been granted, the student will receive a zero and the assignment will not be accepted.

## Institutional Policies

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### Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

### Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

### GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

\*\* No grades of D are awarded for graduate courses

## Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

## Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

## Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

## University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

## Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

## Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

## Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

## Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

## Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

## Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations

for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

## Schedule

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All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
Introduction to Basic Counseling Skills, Chapter 1 - Intentional Interviewing Session 1	Chapter 1	Welcome to COUN 5318!  Overview of Syllabus & Assignments  Microskills Pyramid  Stages of change
Session 2	Chapter 2, 3	Ethics & Informed Consent  Multicultural Competencies  Coping & Breathing Techniques
Session 3	Chapter 4, 5	Video Presentations  Listening, Attending, Empathy  Observation Skills  Questions
Session 4	Chapter 6, 7, 8	Video Presentations  Encouraging, Paraphrasing, Summarizing  Reflecting Feelings  Emotions
Session 5	Chapter 9	Video Presentations

When	Topic	Notes
Session 6	Chapter 10	Video Presentations Note Taking Note Designer Treatment Plans
<b>Spring Break - No Class</b> Session 7		
Session 8	Video 1 and Personal Paper Due	Community Genogram <b>Personal Document Due</b> by class time.
Session 9	Chapter 2 and Video 1 and Mid-Term Due	<b>Discussion Board due</b>
<b>Video 1</b> Session 10		Video Presentations Family Genograms
Session 11	Chapter 11 and Video 1	Video Presentations Window of Tolerance Coping Skills
Session 12	Video 2	Video Presentations Toxic Shame Cycling
Session 13	Video 2	Video Presentations Confronting resistance in clients behaviors Defense mechanisms
Session 14	Video 2	Video Presentations Attachment Styles Meier's Psalm 103 Experiment <b>All Personal Evaluations and Response Papers Due at midnight.</b>

When	Topic	Notes
Session 15	Video 2 or Review or Final Exam	<b>Final Group Presentations</b>
Session 16	Video 2 or Final Exam (if not given in the previous week)	<b>Final Group Presentations</b>