



**SYLLABUS**  
**COUN 5680**  
**Basic Counseling Skills**  
**FALL 2016**  
**3 Credit Hours**

**Department of Counseling**  
**Division of Education and Human Services**

**Instructor Name:** Dr. S. Dean Aslinia  
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**Office Hours:** M-W 4-5 p.m. or by appointment  
**Virtual Office Hours:** By appointment/Email

**Classroom Location:** Building 2 Room 339  
**Class Meeting Days & Times:** 7-9:50 / Hybrid

**Course Catalog Description:** A study of selected basic techniques of counseling and of the application of ethical standards in counseling. Course should be taken concurrently with COUN 5710. 3 hours.

**Co-requisites:** COUN 5710. 3 hours

**Access to Learning Resources:** UNT Dallas Library:  
phone: 972-338-1616  
web: <https://www.untDallas.edu/library>  
e-mail: [untlibrary@unt.edu](mailto:untlibrary@unt.edu)

**Required Text** Young, M. (2013). *Learning the art of helping: Building blocks and techniques (5th ed.)*. Upper Saddle River, NJ: Pearson Education.

**Course Goals or Overview**

The goal of this course is to provide an understanding of helping relationships and the counseling process in a multicultural society, as well as facilitate personal student development.

**Student Learning Objectives/Outcomes Counseling 5680 (SLOs):**

<b>CACREP (2009) Standards</b>	<b>Student Learning Outcome</b>	<b>Evaluation</b>
CACREP II.G.5.a	Students will demonstrate an orientation to wellness and prevention as desired counseling goals; including self-care strategies appropriate to the counseling role.	<ul style="list-style-type: none"> <li>• Discussion Board #1</li> <li>• Self-Care Assessments</li> </ul>
CACREP II.G.5.b	Students will demonstrate effective counselor characteristics and behaviors through oral, written, and nonverbal communication and expressions	<ul style="list-style-type: none"> <li>• Video Skill Assessment #2</li> <li>• PCPE</li> <li>• Personal Characteristics Checklist</li> </ul>
CACREP II.G.5.c	Students will demonstrate essential interviewing and counseling skills	<ul style="list-style-type: none"> <li>• Video Skill Assessment #3</li> <li>• PCPE</li> </ul>
CACREP II.G.5.e	Students will demonstrate and learn a general framework for understanding and practicing consultation	<ul style="list-style-type: none"> <li>• Video Skill Assessment #4</li> <li>• PCPE</li> </ul>
CACREP II.G.5.f	Students will learn crisis intervention and suicide prevention models, including the use of psychological first aid strategies	<ul style="list-style-type: none"> <li>• Key Assessment: Psychological First Aid</li> </ul>
CACREP II.G.1.f	Students will specify the importance of maintaining professional liability insurance, professional organizations and credentialing bodies including membership benefits, activities, services to members, and current issues	<ul style="list-style-type: none"> <li>• Discussion Board #2</li> </ul>
<b>CACREP (2009) School Counseling Standards</b>	<b>Student Learning Outcome (SLO)</b>	<b>Evaluation</b>
School Counseling M.4	Demonstrates knowledge of systems theories, models, and processes of consultation in school system settings	<ul style="list-style-type: none"> <li>• Video Skills Assessment #4</li> <li>• PCPE</li> </ul>
School Counseling M.7	Demonstrates school and community collaboration models for crisis/disaster preparedness and	<ul style="list-style-type: none"> <li>• Key Assessment: Psychological First Aid</li> </ul>

	response.	
<b>CACREP (2009) CMHC Standards</b>	<b>Student Learning Outcome (SLO)</b>	<b>Evaluation</b>
CMHC A.9	Understands the impact of crises, disasters, and other trauma-causing events on people.	• Key Assessment: Psychological First Aid
CMHC C.6	Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	• Key Assessment: Psychological First Aid

## **Requirements:**

### **ASSIGNMENTS, EXPECTATIONS, & GRADING:**

#### **1. Professional Disposition, Attitude, and Participation Assessment**

The counseling profession is made up of a multi-layer system which involves the utilization of empirical standards and protocols, interpersonal relationship skills, as well as a strong ethical compass to navigate the delicate but sometimes rough waters of human emotions.

In any credible graduate program of counseling students are challenged by learning the professional standards and procedures for the ethical diagnosis and treatment of behavioral and emotional health concerns. Additionally, students are coached through a series of self-awareness exercises which may ultimately create a more insightful, aware, and congruent individual who presents as the most authentic self to their clients in their therapeutic journey.

The profession of psychology and counseling though rooted in many theoretical orientations, and view points of the human psyche, is ultimately summarized in the powerful and therapeutic impact of the relationship between the counselor and client. It has in fact been empirically presented that the biggest agent of change in the therapeutic process is the strength of that relationship.

As such, though this course is built on the standards of the profession, the state's higher education standards, and the University's standards of rigor; our department further evaluates and holds of utmost importance the interpersonal and psychological readiness of each graduate counseling student before they enter the profession. This is an ethical obligation each professor has to our profession and our society in ensuring that students who are not emotionally, behaviorally, professionally, and or psychologically ready to serve, do not inflict more harm on members of our community.

Therefore, please note, that 10% of this courses' requirements are based on the consistent and stable demonstration of your emotional, behavioral, psychological, and professional disposition, attitude, and participation. Meaning, though you might master the content and assignment requirements of the course, you may still fall short of an exemplary grade assignment for the course, if the professor determines your participation and attitude in the course requires further evaluation, awareness, and development.

Please realize this practice is not meant to be punitive in anyway, and is simply for your benefit of

further analysis of your own interpersonal processes on your path to become the best counselor practitioners or educators that you can become.

It is my personal hope that by the time you complete this course you will be one step closer to practicing and being fully aware of the core conditions of counseling as laid out by Carl Rogers; Unconditional Positive Regard for your clients, Empathy and Genuineness and to fully master the principles of our counseling profession. The American Counseling Association, has identified the principles of counseling in its 2015 version of the code of ethics' preamble as, Autonomy, Beneficence, Non-Maleficence, Veracity, Fidelity, Justice all of which can only be achieved with a stable and aware psyche.

Should you have any further questions, concerns, or comments in regards to the standards set forth, please do not hesitate to inquire for further clarity either in class, via email, or phone call.

% Points	<b>Professional Disposition, Attitude, and Participation Assessment Rubric</b>
0-3%	Participates rarely and/or reluctantly, makes unprofessional statements, or gestures, and is more often than not insensitive to the emotional needs or beliefs of other students. (Missed or was late for more than 1 class)
3-5 %	Participates inconsistently (abstains from participation or must be persuaded to participate) and exhibits inconsistent emotional regulation as exhibited by their attitude.
6-10 %	Participates consistently (participates with little or no coaxing), is often but not always engaged in course discussions, and more often than not has significant contributions to course discussions.
11-15 %	Participates consistently & exercises leadership/initiative (always participates without coaxing; takes initiative in volunteering for activities; actively contributes their own thoughts and ideas and/or encourages the engagement of peers). Their presence enhances the learning environment in the course.

*Class attendance, participation, clinic, and supervision expectations*

Below are some of the specific guidelines that will be used to assess your progress in the course:

- Attendance at each class meeting is considered a professional obligation. Attendance is required and class participation is expected. If for some reason you cannot attend a class meeting, please let the professor know, so that the counseling sessions can be made-up.
- Use of basic counseling techniques in applied peer counseling with application to various adult populations in family, agency, college counseling and student services; students are expected to actively participate in all class discussions and activities.
- Active participation in supervision and openness to supervision.
- Discussion of issues related to multicultural counseling, ethics in counseling, and how each technique can be applied in a developmental context. Students are expected to maintain professional standards expected of all counselors consistent with the ACA Code of Ethics.
- Engage with student-client only in your professional role before, during, and after class. Do not discuss your client with any person other than your supervisor and/or assigned observer.
- On counseling session days, students will dress in appropriate professional-type attire; “business casual” is the rule of thumb for dress. Inappropriate clothing includes, but is not

limited to: revealing clothing, jeans, ball caps, sunglasses, shorts, or inappropriate open-toed shoes or other footwear (especially flip-flops).

- Confidentiality applies to protecting all of your student-client's information. Both written and verbal.
- Students should use discretion in sitting in on the professor-counselor feedback session. This portion is not required for student client to attend. If you choose to attend this portion of the feedback, please be aware if you attend this feedback session, you may hear things that are for the purposes of the student counselor's therapeutic growth and may not necessarily be sensitive to your emotional needs. Furthermore, if you choose to attend this session, be advised, based on my ethical obligations to all of my students, I might advise you on some therapeutic approaches that might be useful for you to utilize to address your emotional and psychological needs as you disclosed in your mock counseling session. counselor's feedback time with their own observers following each session.
- Students that choose to skip this session, should spend this time preparing themselves to enter the next hour of the counseling sessions, as observers or counselors.
- You are required to respect your counselor's need for privacy in processing his or her own experiences of the counseling session, in order to enhance his or her own professional growth. Counselors are expected to behave professionally during feedback time and to focus on their own use of interventions/session management/use of feedback/and growth as counselors.
- Supervisee requirements: Supervisees must inform their supervisor immediately in the event of any of the following:
  1. the supervisee becomes aware that he or she possesses personal growth or impairment issues that may harm the client
  2. the student-client is in danger of harm to self or others
  3. the supervisee becomes aware of transference or counter-transference toward the client and/or the supervisor
  4. he or she expects to miss a class, or to be tardy to class or to counseling sessions
  5. he or she intends to discontinue the class

## 2. Completion of Written Assignments and Tasks

1. Weekly Reflection Journal - Critical analysis of session performance (weekly)
2. 15-minute transcription of one of your counseling sessions with at least 2 paragraphs of reflection of counseling skills/work performed.
3. Obtain **Professional Liability Insurance** Students must secure student liability insurance (See TCA, ACA, etc. membership benefits).
4. **Student Self-Disclosure/Confidentiality Agreement** - For this class, students are advised to complete and sign a disclaimer form relevant to maintaining the confidentiality of self-disclosures made in class by the student and the student's peers in any live, audio/video, or written formats.

## 3. Completion of Four Practice Counseling Sessions in the Roles of Counselor and Client.

**Micro-practicum Videos and Self-Evaluation** - Students will be paired with peer(s) throughout the term to gain structured and supervised practice in basic counseling skills. These practice sessions will be videotaped.

4. **Psychological First Aid Online Certification and Training**
5. **Personal Characteristics Checklist (on TK20)**
6. **Professional Character Performance and Evaluation (on TK20)**

### **TK20 Account:**

Tk20 is the UNT-Dallas' School of Education and the Counseling Program's reporting and assessment system. The system allows School of Education and Counseling Program faculty to seamlessly monitor and report on the critical program-based assessments aligned with accreditation standards. The system also serves as a storehouse for student artifacts including their filed experience and clinical work which is accessible for students long after they graduate from UNT Dallas, and can serve as a wonderful backup when a student goes up for licensure or certification.

Visit <http://www.untdallas.edu/soe/tk20> or with a digital copy of the syllabus ([click here](#)) to purchase a TK20 Account. Activation can take up to 3 days, though the most frequent duration is 1 hour. Once your account is active, you can login with your regular UNT Dallas account information. Please give yourself enough time for the activation to take place, if you wait until the last day of the semester and your account is not active, you will be held responsible for the incomplete grade in your class.

Total Cost: \$122.35 (Base Price: \$110.00, Order Processing Fee: \$3.00, Sales Tax: \$9.35). The TK20 Account will be valid for 7 Years of access to the system upon purchase.

Please note: This is a required purchase not just for this class, but rather for your entire counseling program. Each course that you complete at UNT-Dallas will have a key assessment that will be on TK20 and that you will be required to submit that key assessment to TK20 before you will receive a grade for that assignment. Students that do not upload required documents to TK20 will receive a zero for the assignment.

For questions regarding this system, please contact the UNTD Tk20 system administrator:  
Ms. Genell McClendon at [genell.mcclendon@untdallas.edu](mailto:genell.mcclendon@untdallas.edu) or 972-338-1364

### **Evaluation**

90-100 Points	A
80-89 Points	B
70-79 Points	C*
60-69 Points	D*
0-59 Points	F*

\* You must have a final grade of an "A" or "B" in this class to proceed to COUN 5660 Advanced Skills.

\* Your grade in this course is NOT calculated by an average. It is competency-based. Even if you have an "A" average throughout the course, if you do not meet the criterion of competence in your subjective evaluation, you may receive a "B" or "C" for the course.

\* This statement appears here to clarify how this course differs from others: it is a clinical course that ensures you are appropriate to the counseling profession and will first do no harm to the general public.

\*Please refer to the Master's Handbook for the competency-based criteria used for grading in this course.

## **Teaching Method and Philosophy**

### **Informed Consent**

I have been teaching in higher education for the past 8 years. During this time, I have taught at 4 different universities, including our local Universities of Texas A&M University-Commerce, and SMU. I have taught in the departments of Psychology and Counseling at Undergraduate, Masters, and PhD levels. During this time, I have developed a student-centered teaching approach that is based on the The Standards for Effective Pedagogy and Learning that were established through the Center for Research on Education, Diversity, and Excellence (CREDE).

CREDE cites “The Standards represent recommendations on which the literature is in agreement, across all cultural, racial, and linguistic groups in the United States, all age levels, and all subject matters. Thus, they express the principles of effective pedagogy for all students.”

The research consensus can be expressed as five standards.

- Joint Productive Activity: Teacher and Students Producing Together (discussions, course planning, etc..)
- Language Development: Developing Language and Literacy Across the Curriculum (writings, presentations, etc...)
- Contextualization: Making Meaning: Connecting Education to Students' Lives (clinical case studies, class discussion on cases, and examples)
- Challenging Activities: Teaching Complex Thinking (discussions, critical thinking, journal article reviews)
- Instructional Conversations: Teaching Through Conversation (Open conversation/discussion forums, seating arrangement if possible)

Therefore, my teaching style utilizes a series of practices which may include, but is not limited to Lecture, PowerPoint presentations, Media (video, internet) and classroom discussions. I allow my students to take the lead in their learning, meaning, though there is a scheduled topic for the class session, we might embark on several parallel discussions on related topics which I found to be just as important for your clinical skill set and knowledge. As an experienced clinician who has owned, managed, and directed two private practice offices, and two mental health clinics; I believe in relating the classroom teaching to practical implications in our field. These topics often include, ethical dilemmas, legal statutes, board rules, best practices for treatment, and research findings.

Students, that require or prefer to have a course structured prior to the beginning of the semester and one that follows that structure rigidly are recommended to take other sections of this class taught by other faculty.

By not dropping this class and remaining passed the 3<sup>rd</sup> class session, you hereby acknowledge that you were notified of the teaching style and course layout and indicate your wish to follow this methodology.

**Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

**Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive language and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

**Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, [studentlife@unt.edu](mailto:studentlife@unt.edu).



## Course Outline

This schedule is subject to change by the instructor based on developmental and other needs of students and delivery of course content.

### COUN 5680 Class Schedule

Week	Topic(s)	Reading	Experiential Lab(s)	Assignments Due
2	Course Intro; Intro to the Counseling Profession; Beginning the Counseling Relationship	Young Ch. 1	Collaborative Reflection - Who are We Becoming?	Write Reflection Journal Entry after class
3	The Art of Helping	Young Ch. 1-3	Self-Awareness; Starting the Helping Relationship	Reflection Journal
4	Invitational Skills	Young Ch. 4	Attending to Nonverbal Communication; Minimal Encouraging	Video 1: Getting to Know Client and Self-Evaluation
5	Paraphrasing & Reflecting Content	Young Ch. 5	Listening for Content Themes and Patterns	Reflection Journal
6	Reflecting Feelings	Young Ch. 6	Attending and Responding Therapeutically to Affective Themes and Patterns	Reflection Journal
7	Extended Micropracticum/ Group Debrief	N/A	Extended Micropracticum/ Group Debrief	Video 2: Reflecting Skills and Self-Evaluation
8	Spring Break	No Class		
9	Attending to Meaning & Summarizing	Young Ch. 7	Attending to Deeper-level emotional and self-others-world life themes	Reflection Journal
10	Mid-Point Application: Managing the Initial Interview	Young Ch. 9	From Start-to-Finish - For Practice!	Reflection Journal
11	Crisis Intervention & Psychological First Aid	Instructor-provided Materials	Group Role-Plays and Transcribed CI Sessions	Reflection Journal
12	Challenging Skills	Young Ch. 8; IPM (Teyber, 2008)	Basics of Interpersonal Process in Therapy	Personal Characteristics Checklist – from Professor
13	Goal-Setting & other Change Techniques	Young Ch. 10 & 11; IPM (Constructivist Use of Language/ Dialogue)	Returning Responsibility; Focusing on Choice & Self-Direction, Dialogue for Change	Video 3: Conversational Change Techniques and Self-Evaluation
14	Beyond the Basics: Client Care and Session Management	Young Ch. 12-14	Maintaining the Flow of Sessions; Facilitating Continuity of Care	Reflection Journal Psychological First Aid Key Assessment Due By Email or
15	Beyond the Basics: Counselor Self-care	IPM	Oral self-reflections and group feedback	Video 4: Complete Interview
16	Final Reflections			Synthesis paper on Reflection Journals

