



SYLLABUS
COUN 5680
Basic Counseling Skills
3 Credit Hours
FALL 2015

Department of Counseling
Division of Education and Human Services

Instructor Name: Dr. S. Dean Aslinia
Office Location: Building 1, Room 301J
Office Phone: 972-900-1397
Email Address: Dean.Aslinia@UNTDallas.edu
Office Hours: Monday 4-5 p.m. Wednesday 4-5 p.m. Thursday 4-5 p.m. or by appointment
Virtual Office Hours: By appointment

Classroom Location: TBD
Class Meeting Days & Times: TBD

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.

Prerequisites: N/A
Co-requisites: COUN 5710. 3 hours

Required Texts:	<p>1. Young, M.E. (2013). <i>The art of helping (5th ed.)</i>. Upper Saddle River, NJ: Pearson</p> <p>2. Guindon, M. (2010). <i>A counseling primer</i>. New York, NY: Routledge.</p> <p style="text-align: center;">----OR----</p> <p>Granello, D., & Young, M. (2012). <i>Counseling today</i>. Saddle River, NJ: Pearson.</p>
Access to Learning Resources:	<p>UNT Dallas Library: phone: 972-338-1616 web: https://www.untdallas.edu/library e-mail: untdlibrary@unt.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.bkstr.com/northtexasatdallasstore/home e-mail: 1012mgr@fhcg.follett.com</p>

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.

Learning Objectives/Outcomes: At the end of this course,

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

At the end of this course, the student will:

<u>Knowledge & Skills Outcome</u>	<u>Standards:</u> •CACREP (2009) •TEA Competency	<u>Evaluation</u>
1. Students will demonstrate an orientation to wellness and prevention as desired counseling goals; including self-care strategies appropriate to the counseling role.	•CACREP II.G.5.a •UNT-D: K1 (Content Knowledge) •TEA TAC§239.15 Domain III: Competency 008-010: Standard VI: 1	•Discussion Board Question 1 Week 2 •Self-Care Assessments and critical write-up •Self-Reflection Journal Articles
2. Students will demonstrate effective counselor characteristics and behaviors through oral, written, and nonverbal communication and expressions.	•CACREP II.G.5.b •TEA TAC§239.15 Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008- 010:Standard V: 1, 3, 5	•Role Play Assignments •PCPE •Video Skills Assignment Midterm and Final
3. Students will be familiar with essential interviewing and counseling skills	•CACREP II.G.5.c •TEA TAC§239.15 Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010:Standard V: 1, 2	•Role Play Assignments •PCPE •Video Skills Assignment Midterm and Final
4. Students will learn and analyze counseling theories and models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	•CACREP II.G.5.d •TEA TAC§239.15 Domain 008-010: Standard VI: 3	•Role Play Situations •TK20 Assignments – Analyze 2 counseling vignettes Week

5. Students will demonstrate and learn a general framework for understanding and practicing consultation;	<ul style="list-style-type: none"> •CACREP II.G.5.e •TEA TAC§239.15 Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010:Standard V: 3 	•Discussion Board Question 2
6. Students will learn crisis intervention and suicide prevention models, including the use of psychological first aid strategies	<ul style="list-style-type: none"> •CACREP II.G.5.f •TEA TAC§239.15 Domain III: Competency 008-010: Standard VI: 2 	<ul style="list-style-type: none"> •Key Assessment (Psychological First Aid Assignment) Week •Video Skills Assignment Midterm and Final
7. 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"> •CACREP II.G.1.f •TEA TAC§239.15 Domain III: Competency 008-010: Standard VI: 3, 5 	•Quiz Week 2 Guindon chapters 1-3

Students demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

CMHC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Understands the principles of psychological first aid for people during crisis, disaster, and other trauma causing events.	G.5.f	PFA vignette response
SC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for psychological first aid.	G.5.f	PFA vignette response
SACC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Understands the principles of psychological first aid for people in the learning community during times of crises and disasters in postsecondary education.	G.5.f	PFA vignette response
2. Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises.	G.5.f	PFA vignette response

Course Outline

This schedule is subject to change by the instructor. The instructor via “Announcements” on Blackboard will communicate any changes to this schedule (please ensure these go directly to your e-mail).

Topics, Readings Due, & Assignments	TIMELINE
<p>Week 1: Welcome (SLOs 1 & 7)</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> • Introduction to the Counseling Profession • Relationship Building & Student Disclosures • Introduction to ACA Counseling Ethics 2014 	August 26, 2015
<p>Week 2: Beginning the Counselor Journey (SLO 7)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Guindon Textbook (“Counseling Primer”) Chapter 1-3 • Young Textbook (“Art of Helping”) Chapter 1-3; 6 	September 1, 2015
<p>Week 3: Invitation Skills (SLOs 2, 3, 4)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Young, Chapter 4 • Guindon, Chapter 9-10 	September 9, 2015
<p>Week 4: Paraphrasing (SLOs 2, 3, 4)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Young, Chapter 5 • Key Concepts: Paraphrasing (Hand Out) (BB Learn) 	September 16, 2015
<p>Week 5: Reflecting Feelings (SLOs 2, 3, 4)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Young, Chapter 6 • Guindon, Chapter 12 	September 23, 2014
<p>Week 6: Reflecting Meaning (SLOs 2, 3, 4, 6)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Young, Chapter 7 • Guindon, Chapter 13 	September 30, 2014
<p>Week 7: Summarizing (SLOs 2, 3, 4, 6)</p>	October 7, 2014

<p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapter 8 • Key Concept: Reflecting meaning and summarizing content <p>Assignment:</p> <ul style="list-style-type: none"> • Video Tape 1 Skills Session 1 DUE by end of week online 	October 14, 2014
<p>Week 8: Goal-Setting skills (SLOs 2, 3, 4)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapter 10 • Key Concepts: Goal Setting Skills 	October 21, 2014
<p>Week 9: Change Techniques (SLOs 2, 3, 4)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapters 11, 13, 14 • Key Concepts: Change Techniques 	October 28, 2014
<p>Week 10: Cultural Diversity; Psychological First Aid (SLO 6)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Psychological first aid resources • 2nd Edition of Psychological First Aid 	November 4, 2014 TCA Conference
<p>Week 11: Initial Interview (SLOs 2, 3, 4, 6)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapter 9 • Guindon, Chapter 11 <p>Assignments:</p> <ul style="list-style-type: none"> • Psych First Aid Key Assessment Due by end of week online 	November 11, 2014 Psych First Aid Key Assessment Due Submit through Blackboard "Assignments" AND TK-20's!
<p>Week 12: Curative Factors: Advanced Skills</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapter 10-11 	November 18, 2014
<p>Week 14: Thanksgiving!!</p> <p>Enjoy a week off with friends and family – or at least enjoy sleeping and taking time for yourself!!</p>	November 25, 2014 No class this week – enjoy your week off!!
<p>Week 15: Counselor Practitioner Self Care, Consultation (SLO 1, 5)</p>	December 2, 2014

<p>Readings Due:</p> <ul style="list-style-type: none">• Self Care Articles on Blackboard• Self Care Assessments <p>Assignments:</p> <ul style="list-style-type: none">• Discussion Board Post #2 Due	<p>Discussion Board Post Due</p>
--	---

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix

Instrument	Value (points)	Total
Subjective Evaluation of Professional Attitudes and Characteristics (Instructor completes this on each student after semester concludes)	10	10
Key Assessment: PFA	10	10
Skills Sessions 1 & 2 with accompanying self-completed PCPE form	20 / session	40
Quality of Class Participation/ Mandatory Attendance (except for officially excused absence)/Professionalism/Did Assigned Readings throughout Semester (came prepared every week)	10	10
Final: Project Skills Session 3	15	15
Journal	10	10
Discussion Board Post	5	5
Total		100

- 100 to 92 = A
- 91 to 80 = B
- 79 to 70 = C*
- 69 to 60 = D
- 59 and below = 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.

Professional Liability Insurance

Professional liability insurance is required for this course and proof of insurance must be submitted prior to any clinic experiences. Affordable insurance plans are available through American Counseling Association (insurance comes free with your ACA student membership!) and Texas Counseling Association. Please submit your proof of insurance within the first few weeks of class to your instructor, and he/she will file it for you. Or you can visit <http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp> (press control and the hyperlink to navigate to the Webpage)

If student wants to withdraw from the class, they must submit a withdrawal form for professor to sign. If a student does NOT show up in class and the professor has NOT signed a withdrawal form, then the student has not withdrawn. If the student misses more than two classes, the professor may email and/or call them and have a discussion with them about the impact on their learning and grade.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being 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

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

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.

Assignment Policy:

In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason sanctioned by the university (immediate family member death, student hospitalization, military deployment, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead. Assignments that are more than 3 days late will not be accepted, and the student will be assigned a 0 for the assignment (unless student has a documented and approved medical emergency or one that is official excused by UNT Dallas). All assignments should be submitted in APA format unless otherwise noted by instructor and through Blackboard's assignment portal.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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 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. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Weekly Class Attendance, Timeliness, and Constructive Participation:

Class attendance and participation is mandatory because the class is designed as a shared learning experience and because essential information (not always in the textbook(s)) will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Excused absences are of an urgent, serious medical condition; death of immediate family member; and military deployment. Excused absences that meet the specific criteria must be accompanied with written documentation. Students are also responsible to make up any work covered from unexcused absence by consulting with a classmate and not the professor.

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.

Incompletes:

Incompletes are only given if the student is passing in the last ¼ of the semester and there is documented reason.

Additional Class Policies:

- Blackboard: check Blackboard weekly for assigned readings and retrieve PowerPoint.
- Remember to turn your mobile phone on silent with vibrate off before class begins.
- Food & Drink in the Classroom: You may eat small snacks and drink non-alcoholic beverages during class, provided they are respectful of their classmates by eating food with little to no odor and placing all trash in the trash bin. If there are any complaints regarding this food privilege, the instructor reserves the right to cancel this policy.
- Use of Laptops: Students are highly encouraged to bring their laptops or I pads to take notes and access documents on Blackboard during the class period.

UNT Dallas Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

Facts

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.
4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
 - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
 - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
 - c. "Error" means a decision that is based on a mistake in fact.

Protocol for Grade Appeal

1. Consult your syllabus, course webpage, and course grading rubrics to identify what was required of you in the class. Ask yourself, "Did I do what was required by the deadline that was indicated on the syllabus, course webpage, and grading rubric"? Also, ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error"? If it was the later, then proceed with the next step.
2. Contact your instructor via email. In a professional and respectful manner, state
 - a. Your specific concern (i.e. "My concern is regarding the grade of "D" on my term paper in class XYZ and my subsequent class grade of D.")
 - b. The reason you disagree (i.e. "I believe my grade does not represent the quality of my paper because I thoroughly fulfilled each item on the grading rubric.").
 - c. Your responsibility of what you did "right" and what you did NOT do "right" (i.e. "I followed the grading rubric. However, I turned in the paper a week late.")
 - d. What you are requesting (i.e. "I am requesting that we meet to discuss my paper and help me understand the reason for the grade on my paper.")
 - e. Your contact information including email and phone numbers.

3. Wait patiently for at least two business days (48 hours during a business week) for the instructor's response to your email. Consider the instructor's response. For example, "On page 4 of the syllabus, it says if papers are turned in late, then they will receive a lower letter grade. According to the rubric, the quality of your paper was rated as a C. Since you turned it in late, you earned a D." Ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error?" If it was the later, then proceed with the next step.
4. If your concern remains unresolved after the informal consultation with the faculty member, submit a written petition for appeal to the chair of the faculty member's department within three (3) days of learning the result of the informal conversation with the faculty member.
5. The chair will follow the procedures stated in the UNT Dallas Grade Appeal Policy available at http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf