

Troy University –Southeast Region
Facilitation Skills and Counseling Techniques
Course Syllabus
Term 2
Wednesdays 5:00-10:00PM

Instructor: **Dr. Sharon Thompson**

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OFFICE HOURS

Wednesdays and Thursdays 12 - 5

INSTRUCTOR EDUCATION

PhD, Educational Psychology, University of Alabama
MAMFC, Marital and Family Counseling, Southwestern Baptist Theological Seminary
BS, Belmont University, Psychology
Nationally Board Certified Counselor
LMHC, Florida
LPC, MS
Licensed School Psychologist. MS, LA and GA

Course Number CP 6610

Course Title Facilitation Skills and Counseling Techniques

Semester Hours: 3

Pre-requisites *CP 6600 or advisor's approval*

Approved Delivery Models: Methods of delivery may include traditional classroom, week-end, web-enhanced, online format. Method of delivery will vary by campus term and instructor.

Catalog Course Description - A focus on the development and application of basic facilitation skills necessary for becoming an effective helping professional. Skills are developed through a combination of didactic, experiential, and demonstrated learning activities to train the beginning counselor in the establishment and maintenance of therapeutic relationships.

Goals and Objectives -

Demonstrates an understanding of the counseling process in a multicultural society, including all of the following (CACREP Section II, G 5):

1. Demonstrates and accurately evaluates counselor characteristics and behaviors that influence the helping processes (CACREP Section II, G 5 b.);
2. Demonstrates and accurately evaluates the essential interviewing and counseling skills (CACREP Section II, G 5 c.);

3. Demonstrates a general framework for understanding and practicing consultation; and(CACREP Section II, G 5 f.)
4. Demonstrates an understanding of crisis intervention and suicide prevention models, including the use of psychological first aid strategies(CACREP Section II, G 5 g.).

Required Text:

Ivey, A.E, Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing and counseling: Facilitating a client development in a multicultural society.*(7th ed.) Belmont, CA: Wadsworth.

Other Materials: Students are required to purchase LiveText for this course.

Methods of Instruction: May include lecture, group work, discussion, field trips, videos, guest speakers, modeling, and computerized/internet instruction.

IF YOU E-MAIL OR TEXT THE PROFESSOR PLEASE PUT YOUR NAME AND CLASS YOU ARE ATTENDING IN THE E-MAIL OR TEXT.

AMERICANS WITH DISABILITIES ACT:

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

ATTENDANCE POLICY:

We will be meeting for 9 days of class. It is critical for the student to attend all classes. You must be on time and prepared to work in class with all necessary materials. You are expected to actively participate and remain for the duration of each class.

Points will be deducted if a student consistently leaves early or arrives late.

-Participation is essential to this course The factors used to assess your grade include participation in all discussions and staying current with assigned readings. **15 minutes late arrival** will count as an **absence**. **Leaving** the class **early** will count as an **absence**. Make sure you arrive on time and stay till the end of class period. **ALL CELLULAR PHONES MUST BE TURNED ON VIBRATE DURING CLASS PERIOD.** **No text messaging is allowed during class time.**

In registering for classes at the university, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

Computer Resources Usage Policy: Policy can be read at:

https://it.troy.edu/Policies/tech_policies.htm

Troy University Southeast Region-Florida Library

Internet: You will be expected to use the Internet as part of your course work, as determined by your instructor.

Standards of Conduct:

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University – Florida Student Handbook, and may be disciplined up to and including suspension and expulsion.

Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement.

Questions about plagiarism? Go to <http://uclibrary.troy.edu/help/helps-plagiarism.htm>

Allegations of Plagiarism:

Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

Incomplete Grade Policy:

An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade (s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of F for the course.

Library Support:

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which serves all Global Campus students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as links to all Campus libraries and online or telephone assistance by Troy Library staff. Additionally, the Library can be accessed by choosing the "Library" link from the University's home page, www.troy.edu.

CELL PHONES AND OTHER ELECTRONIC DEVICES USED IN THE INSTRUCTIONAL ENVIRONMENT

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the *Oracle*).

In order to receive emergency messages from the University or family members, the call receipt indicator of devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

Comments & Questions:

At Troy University, students are our most valuable commodity. If you have any comments or questions about this course, please do not hesitate to contact me.

Course Requirements including Livetext:

Livetext Assignments:

1. **Taping and Transcript. (Worth 25 points)**
2. **Suicide Prevention Consultation Paper (Worth 15 points)**
3. **Models of Crisis Intervention Paper (Worth 25 points)**
4. **Turn in summary form at the end of the term. See Livetext Assignment #4.**

Other Assignments:

5. **Midterm – Worth 50 points**
6. **Final – Worth 50 points**
7. **Interview Activity: Worth 25 points.** Students will complete one 5 minute interview role-play session with another student for a grade. Students will have 2 chances to do the interview. If the student is happy with their grade after the first interview then that is the grade that will be kept. If the student would like to do the interview again they may do so but the grade that is received on the second interview will be the final grade used,, not the first grade and not a mean of both grades.
8. **Activities and participation** are assigned a total of **25 points**. There will be in-class assignments & out-of-class assignments. The student must be present in order to get full credit for the assignment on the day it is due or have a valid excuse (this will be done on a case by case basis).

Assignment Grades:

Taping and Transcript	25
Suicide Prevention Consultation Paper	15
Models of Crisis Intervention Paper	25
Midterm	50
Final	50
Interview Activity In-Class	25
Activities and Participation	<u>25</u>
	215

A.....215-194
 B.....193-172
 C.....171-151

D.....150-129
 F.....128 and below

Common Assignments/Assessments Required by All Students enrolled in course:

LIVETEXT Common Assignments: All students taking course must complete the following assignments.

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form CP 6610 located in the Forms Section of LiveText.

**LIVETEXT ASSIGNMENT 1
Taping and Transcript
Student Assignment
CACREP 2009 Standards Section II. G. 5 b. & c.**

Student Directions – Prepare the transcript following the guidelines provided below. The **transcript form** is attached at the end of the syllabus. After completing the transcript, submit the document to the instructor via LiveText.

Verbatim Transcript & Taping: Students will submit verbatim transcripts and recordings to the instructor via LiveText. The transcript is a verbatim record of a counseling interview. The transcript will use the transcript form and will include in the skills section an identification of the essential interviewing and counseling skills. The student will evaluate in the comments section the counselor characteristics and behaviors that influenced the helping process.

Verbatim Transcript LiveText Rubric
Instructor Grades LiveText Assignment 1 Verbatim Transcript
After Student Submits Paper

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Demonstrates an understanding of the counseling process in a multicultural society (CACREP Section II, G 5)	Unable to demonstrate an understanding of the counseling process in a multicultural society	Below average demonstration of an understanding of the counseling process in a multicultural society	Average demonstration of an understanding of the counseling process in a multicultural society	Mastery of an understanding of the counseling process in a multicultural society	Exceptional demonstration of an understanding of the counseling process in a multicultural society
Demonstration and evaluation of counselor characteristics and behaviors that influence the helping processes(CACREP Section II, G 5 b.)	Unable to demonstrate evaluation of counselor characteristics and behaviors that influenced the helping process.	Below average demonstration of evaluation of counselor characteristics and behaviors that influenced the helping process.	Average demonstration of evaluation of counselor characteristics and behaviors that influenced the helping process.	Mastery of evaluation of counselor characteristics and behaviors that influenced the helping process	Exceptional demonstration of evaluation of counselor characteristics and behaviors that influenced the helping process.
Demonstration and evaluation essential interviewing and counseling skills(CACREP Section II, G 5 c.);	Unable to demonstrate essential interviewing and counseling	Below average demonstration of essential interviewing	Average demonstration of essential interviewing and	Mastery of essential interviewing and counseling skills,	Exceptional demonstration of essential interviewing

	skills, including invitational skills, reflecting skills, advanced reflecting skills, challenging skills, solution skills, and the nonjudgmental listening cycle.	g and counseling skills, including invitational skills, reflecting skills, advanced reflecting skills, challenging skills, solution skills, and the nonjudgmental listening cycle.	counseling skills, including invitational skills, reflecting skills, advanced reflecting skills, challenging skills, solution skills, and the nonjudgmental listening cycle.	including invitational skills, reflecting advanced skills, challenging solution skills, and the nonjudgmental listening cycle.	g and counseling skills, including invitational skills, reflecting advanced skills, advanced reflecting skills, challenging solution skills, and the nonjudgmental listening cycle.
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LIVETEXT ASSIGNMENT 2
Suicide Prevention Consultation
Student Assignment
CACREP 2009 Standards Section II. G. 5 f. & g.

Student Directions – Prepare the assigned paper following the guidelines provided below. After completing the paper, submit the document to the instructor via LiveText.

Suicide Prevention Consultation – Students will design a suicide prevention consultation. The student will describe the consultation model and level of intervention.

The student will identify a suicide prevention model based on current research. The paper will be in APA style and follow the suicide prevention consultation rubric.

Guidelines for Assignment 2 Suicide Prevention Consultation (handout – attached at end of syllabus)

**Suicide Prevention Consultation Paper LiveText Rubric
Instructor Grades LiveText Assignment 2 Suicide Prevention
Consultation After Student Submits Paper**

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Demonstrates a general framework for understanding and practicing consultation. (CACREP Section II, G 5 f.)	Not able to demonstrate a general framework for understanding and practicing consultation.	Below average understanding of a general framework for understanding and practicing consultation.	Average understanding of a general framework for understanding and practicing consultation.	Mastered understanding of a general framework for understanding and practicing consultation.	Exceptional understanding of a general framework for understanding and practicing consultation.
Demonstrates an understanding of suicide prevention models. (CACREP Section II, G 5 g.).	Demonstrates no understanding of suicide prevention models	Demonstrates below average understanding of suicide prevention models	Demonstrates average understanding of suicide prevention models	Mastered understanding of suicide prevention models	Exceptional understanding of suicide prevention models
Paper follows APA style with correct grammar and referencing, current research is utilized in the paper	Demonstrates no understanding of APA, grammar and utilization of current research	Demonstrates below average understanding of APA, grammar and utilization of current	Demonstrates average understanding of APA, grammar and utilization of current research	Demonstrates mastery in understanding of APA, grammar and utilization of current	Demonstrates exceptional understanding of APA, grammar and utilization of current

		research		research	research
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**LIVETEXT ASSIGNMENT 3
Models of Crisis Intervention
Student Assignment
CACREP 2009 Standards Section II. G. 5 g.**

Student Directions – Prepare the assigned paper following the guidelines provided below. After completing the paper, submit the document to the instructor via LiveText.

Models of Crisis Intervention Paper – Students will choose a specific crisis issue and compare and contrast the applicable crisis intervention models, including psychological first aid strategies. The student will complete a literature review of the models and make recommendations for further research. The paper will be in APA style and follow the crisis intervention paper rubric.

Models of Crisis Intervention Paper

1. Students demonstrate an understanding of two or more crisis intervention models.(You will use Psychological First Aid as one model and then choose from the following for the other model: Equilibrium Model, Cognitive Model, Developmental-Ecological Model, Contextual-Ecological Model, or if you find another model please discuss this model with the professor.)
2. Students demonstrate the ability to apply critical thinking to compare and contrast crisis intervention models.
3. Students understand psychological first aid.
4. Students are able to use peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.
5. Students demonstrate APA style.

**Crisis Intervention Paper LiveText Rubric
Instructor Grades LiveText Assignment 3 Crisis Intervention Paper
After Student Submits Paper**

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
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Students demonstrate an understanding of two or more crisis intervention models. CACREP Section II G.5.g	Students demonstrate no understanding of two or more crisis intervention models	Students demonstrate a below average understanding of two or more crisis intervention models	Students demonstrate an average understanding of two or more crisis intervention models	Students demonstrate an above average understanding of two or more crisis intervention models	Students demonstrate an exceptional understanding of two or more crisis intervention models
Students demonstrate the ability to apply critical thinking to compare and contrast crisis intervention models. CACREP Section II G.5.g	Students demonstrate no ability to apply critical thinking to compare and contrast crisis intervention models.	Students demonstrate a below average ability to apply critical thinking to compare and contrast crisis intervention models.	Students demonstrate an average ability to apply critical thinking to compare and contrast crisis intervention models.	Students demonstrate an above average ability to apply critical thinking to compare and contrast crisis intervention models.	Students demonstrate an exceptional ability to apply critical thinking to compare and contrast crisis intervention models.
Students demonstrate an understanding of psychological first aid. CACREP Section II G.5.g	Students demonstrate no understanding of psychological first aid.	Students demonstrate a below average understanding of psychological first aid.	Students demonstrate an average understanding of psychological first aid.	Students demonstrate an above average understanding of psychological first aid.	Students demonstrate an exceptional understanding of psychological first aid.
Students are able to use peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations. CACREP Section II G.5.g	Students demonstrate no understanding of use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.	Students demonstrate a below average understanding of the use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.	Students demonstrate average understanding of use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.	Students demonstrate above average use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.	Students demonstrate exceptional use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.

Students demonstrate APA style.	Students demonstrate no understanding in use of APA style	Students demonstrates a below average understanding use of APA style	Students demonstrate an average understanding in use of APA style	Students demonstrate an above average use of APA style	Students demonstrate exceptional use of APA style
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**CP 6610 Facilitation Skills and Counseling Techniques (Instructor)
LiveText Instructor’s Standards Summary Form
CACREP 2009 Standards – Section G. 5. b. c. f. & g.**

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

Student Directions – The student will submit the assignment named CP 6610 Facilitation Skills and Techniques of Counseling Instructor’s Summary Form Student Document to the instructor in LiveText.

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
<u>Assignment 1</u> <u>Taping and Transcript Evaluation</u> CACREP Section II. G. 5 b. and c.	No understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills	Below average understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills	Average understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills	Mastery in understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills	Exceptional understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills
<u>Assignment 2</u> <u>Suicide Prevention Consultation</u>	No understanding of	Below average understand	Average understand	Mastery in understand	Exceptional understand

<p>Paper CACREP Section II. G. 5 f. and g.</p>	<p>framework for consultation and suicide prevention models</p>	<p>ing of framework for consultation and suicide prevention models</p>	<p>framework for consultation and suicide prevention models</p>	<p>framework for consultation and suicide prevention models</p>	<p>ing of framework for consultation and suicide prevention models</p>
<p>Assignment 3 Models of Crisis Intervention Paper CACREP Section II. G. 5 g</p>	<p>No understanding of crisis intervention models and psychological first aid strategies</p>	<p>Below average understanding of crisis intervention models and psychological first aid strategies</p>	<p>Average understanding of crisis intervention models and psychological first aid strategies</p>	<p>Mastery in understanding of crisis intervention models and psychological first aid strategies</p>	<p>Exceptional understanding of crisis intervention models and psychological first aid strategies</p>

Evaluation

To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

Tentative Schedule
***Please read chapters before class!**

10/17 Introduction & Chapters 1-2

10/24 Chapters 2-4

10/31 Chapters 4-6

11/7 Chapters 6-8

11/14 Chapters 9-11 & **Midterm**

11/21 NO CLASS MEETING

Suicide Prevention paper due to Live Text by 5:00 PM

11/28 Chapters 12-14 & **Tape and Transcript due**

12/5 Chapters 14-15 & **Crisis Theory paper due & Interview in class with partner**

12/12 **Final & Interview in class with partner**

CP 6610 LiveText Assignment 1 Transcript Form
You will need to make multiple copies of this form.

Client & Helper Responses	Interviewing and Counseling Skills	Evaluation of Counselor Characteristics and Behavior
H1:		
C1:		
H2:		
C2:		
H3:		
C3:		
H4:		
C4:		
H5:		
C5:		
H6:		
C6:		
H7:		
C7:		
H8:		
C8:		
H9:		
C9:		
H10:		
C10:		
H11:		
C11:		
H12:		
C12:		
H13:		
C13:		
H14:		
C14:		
H15:		
C15:		

CP 6610 Guidelines for Assignment 2 – Suicide Prevention Consultation (Handout)

1. Identify consultation model

(Student will identify the model and how it is appropriate to the consultation scenario)
Instructors will assess whether students accurately identified one of the following models.

Expert- handle problems so consultee is free to manage other business

Prescription- consultants say what is wrong and what needs to be done about it

Mediation- coordinate services of variety of people who are trying to solve a problem

Collaboration- function as facilitators of problem-solving process

2. Identify the level of consultation:

(Student will identify the level and focus of consultation)

Instructors will assess whether the student accurately identified the following levels:

- *Case consultation (refers to client issue or therapist issue)*
 - *Client-centered-goal is to enable the consultee to deal more effectively with current situation and similar situations in the future.*
 - *Consultee-centered- goal is to collaboratively id. Consultee difficulties in working w/ certain types of clients and to help dev skills to deal more effectively with current situation and similar situations in the future*
- *Ad-hoc Consultation (refers to issue after problem occurred)*
 - *Community-centered-goal is to enable an ad hoc consultee to deal more effectively w/community problems encountered while developing a temporary program of mental health services.*
 - *Consultee-centered-goal is to identify collaboratively the ad hoc consultee's problems generated in providing temporary mental health services and to take steps to help the consultee develop skills in dealing with these problems.*
- *Administrative consultation (refers to programmatic issue)*
 - *Program-centered-goal is enable the consultee to deal more effectively with specific parts of a mental health program and to improve the consultee's abilities to function with similar program problems in the future.*
 - *Consultee-centered- goal is to identify consultee problems generated by implementing a mental health program and to develop collaboratively the consultee's skills in dealing with similar problems.*
 -

3. The student demonstrated an understanding of a suicide prevention model.