The College of Education Conceptual Framework

Vision and Mission of the College of Education

- The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).

The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the College’s mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change.

Consistent with the institution’s role of public, urban, multicultural research university, the unit’s mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).

Student Learning Outcomes

- The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College of Education.
  - Unit Content Outcome: Stewards of the Discipline (Knowledge)
  - Unit Process Outcome: Reflective Inquirer (Skills)
  - Unit Dispositions Outcome: Mindful Educator (Dispositions)
Course Description: Skills and techniques in counseling focusing on competencies in relationship-building, interviewing, role-playing, simulation, and micro-counseling.

Course Goals/Purpose: This is an experiential course that provides the opportunity for students to learn, experience, and practice the techniques and skills used in a multicultural, developmental, intentional counseling approach. The emphasis is on conducting intentional counseling interviews/sessions and on the analysis and evaluation (self, peer, and instructor) of these. Students will also explore the nature of the counseling process, factors affecting client change and growth, counseling interventions, and personal and professional issues related to counseling.

Course Objectives

1. To learn the basic facilitative, micro-counseling skills enabling students to conduct an intentional counseling interview.
3. To expose students to various counseling theories and approaches thus enabling them to begin to develop their own natural styles of helping others.
4. To expose students to various counseling interventions that can be used when working with clients.
5. To expose students to the importance of research in counseling.
6. To provide opportunities for dialogue and reflection of personal values and beliefs as they relate to students' future roles as professional counselors/therapists.

Knowledge, Skills, and Dispositions

1. Students will have basic knowledge of, and be able to identify and engage in, the basic skills of the counseling interview: listening, influencing, and structuring an effective counseling session.

2. Students will be able to conduct full counseling interviews demonstrating the listening and influencing skills. Students advancing to higher mastery levels may be able to teach the skills to others.

3. Students will be able to analyze their videotaped counseling interviews and be disposed to reflect on their personal, natural style of helping.

4. Students will have basic knowledge of the nature of the counseling process and the factors that affect it.
5. Students will be disposed to apply the ACA and their specialization discipline’s Code of Ethics to their counseling interviews.

6. Students will be able to access current research information on issues of importance in counseling and the counseling profession.

7. Students will be disposed to apply current research practices in their work with clients.

**CACREP Standards**: This course meets CACREP Standards #K1 Professional Identity; K5 Helping Relationships, K8a Importance of Research and Conducting Research in the Counseling Profession

**Florida Educators Accomplished Practices (FEAPS)**: Resulting from their participation in this course students will demonstrate FEAPS # 2 Communication and #3 Continuous Improvement on their required task assignment (i.e., The Counseling Interview Self Assessment and Reflection Form Part B of the Final Videotape Counseling Interview) that will be uploaded onto the Student’s Efolio when authorized by the Professor. Students will be authorized to upload their artifact when they have attained a rating of Target or Acceptable on the assignment task.

Secondary FEAPS that will be covered in this course include: FEAPS 5, Diversity, 6 Ethics, 7 Human Development and Learning, and 10 Planning.

**Methods of Delivery**

The purpose and goals of this course will be delivered using the following methods: Class lectures and discussions, assigned readings, role-playing, case analyzes, videotaping, audiovisual presentations, writing assignments and papers, experiential activities, reading relevant research in the counseling literature, and multiple-choice, short-answer and essay testing.

**Assessment of Competencies, Skills, and Dispositions**

Students' achievement of fundamental knowledge, competencies, skills, and dispositions will be assessed based on the completion of the following course requirements.

1. **Journal Readings/Synopses**: Students will (a) access 5 journal articles in any of the American Counseling Association (ACA) journals (see www.counseling.org, for a list of ACA journals) and on-line counseling and psychological journals on any of the topics below or a topic of interest to the student:
MHS 5400: SYLLABUS

Topics
Counselor Vulnerability and Risk
Hardships of Counseling Practice
Therapy for Therapists
Managing Stress
Counselor Burnout and How to Avoid It
Dealing With Difficult Clients
Counselor Liability and How to Avoid Lawsuits
Professional Development and Counseling
The Counselor as Client Advocate
The Counselor as Community Change Agent
Professionalism and Counseling
Counselor Characteristics
Counseling Specializations
 Legal and Ethical Issues
Difficulties in conducting research in counseling
Implications of conducting research in counseling
Counselor Reform
Counseling theories and applications
Counseling Health and Wellness
Counseling and spirituality

and (b) submit a one-page, double-spaced synopsis of the article in APA (5th Ed) style, and (c) a one page double-spaced reflection of how they can apply the material presented in the article to their future jobs as professional counselors. Be sure to provide a reference of the article in APA style on the first page. Check the latest revision of the APA Manual or the APA Library Guidelines for APA writing style information. These sources must not be older than 10 years (i.e., 1996-present). Each journal synopsis is worth 2 points. This assignment is worth 10% of the final grade.

2. Counseling Interviews and Assessments: Students will partner with each other to complete these assignments. Each student will assume the role of the “counselor” and the “client” in the interviews. The assignment entails the following:

a. Completion of two videotaped counseling interviews wherein the counselor demonstrates the facilitative, microskills and the intentional interview approach to counseling.

b. Completion of the Counseling Interview Self Assessment and Reflections that will include a double-space, typed transcription of 15 minutes of what the student would consider to be the “best” demonstration of the skills required in each interview. The transcription must contain verbatim the words spoken by
both the client and the counselor with the facilitative, microskills responses made by counselor identified. Students must also identify the focus of the responses each time it changes (e.g., focus on client, counselor, others, contextual information etc.). The first videotape and assessment is worth 15% and the final one will be worth 25% for a total of 40% of the final grade.

In the two (2) videotaped counseling interviews, students will be expected to demonstrate the intentional interviewing approach and the counseling microskills. The interviews must be spontaneous, non-rehearsed, and not scripted. They must be conducted with another class member. Students are responsible for purchasing and obtaining necessary materials and equipment. Only standard VHS videotapes, VHS-C convertible cassettes, or DVDs will be accepted.

The first videotaped interview should be 20-25 minutes in duration and in it, the counselor will demonstrate the use of the facilitative model of communication and the intentional counseling skills of the Basic Listening Sequence (e.g., attending behavior, open and closed questions, encouragers, paraphrases, clarification statements, reflections of feeling and content, and summarizations). The qualitative conditions of counseling should be evident throughout the interview, and the counselor should demonstrate cultural sensitivity and intentionality.

The second videotaped interview should be 30-35 minutes in duration and in it, the counselor will demonstrate the facilitative model, the Basic Listening Sequence, the qualitative conditions of counseling, and the influencing skills as appropriate (e.g., feedback, disclosure, confrontation, reflection of meaning, logical consequences, directives). This final interview must have a brief-solution and action-oriented focus (i.e., guide the client to action based on the nature of the problem or decision that the client needs to make to bring about change in his/her life or situation).

Informed Consent Form

Students will develop a consent form that will be signed by the client student-partner and submitted along with the typescript, self-assessment form, and the videotape. See Ivey (2007) for a Sample Practice Contract on p. 37.

Self-Assessment and Reflection of Counseling Interviews

Students will complete a Self-assessment and Reflection of their counseling interviews by using the "The Counseling Interview Self Assessment and Reflection Forms (A & B)" (see attached). Students should be descriptive, thoughtful, and comprehensive in their assessments and reflections.
The Professor will review the tapes, self-assessments, and reflections and provide feedback using these same forms as well as written comments on the skills, process, and nature of the client problem demonstrated. Students will be assessed based on the following rubric scale:

**Scoring Rubric: (See attached for specific criteria related to this rubric)**

Skills and Self Assessment

(3) Target  
(2) Acceptable  
(1) Not Acceptable

Students whose interviews are rated as Not acceptable must request a ½ hour conference with the Professor to review the videotape and the skills demonstrated. The student may resubmit another videotaped interview for further feedback from the Professor.

Students who obtain Target and Acceptable Competencies will receive the total number of points (15 for the first interview, and 25 for the second interview) for the assignment if all parts of the assignment have been completed accurately. Points may be deducted for incomplete assignments. Students with assignments that are Not Acceptable will be deducted a minimum of 5 points and will be able to earn only a maximum of 10 or 20 points upon reaching acceptable competency. Students will have one opportunity to redo the assignment and to reach acceptable competency.

**Uploading the Efolio Artifact**

When students complete the Efolio task assignment that has been graded by the Professor, they will receive authorization to upload the task as an artifact onto their Efolio. Students will be authorized to upload their artifact when they have achieved Target or Acceptable Competency on the task.

The artifact that students will upload onto their Efolios will be the Final Tape Self Assessment and Reflection Form Part B (FEAPS Artifact).

Students whose tasks are deemed Not Acceptable by the Professor will not be authorized to upload and will receive an “I” (Incomplete) for the course if they fail to complete the task to acceptable competency by the day of the final exam. Students will have two semesters to remediate their assignments to acceptable competency and thus be authorized to upload their artifacts. Students who fail to upload target and acceptable assignments will also
receive an “I” in the course and will have two semesters to upload their artifacts. All incompletes will revert to an “F” after two semesters and students will no longer have the option of remediating their tasks or uploading their artifacts.

Confidentiality and Ethics Information

Students are bound by the ACA 2005 Code of ethical standards to abide by confidentiality with respect to any material or issues brought forth by any members of the class during any role-playing or practice interview sessions conducted throughout any portions of this class. Students should seek verbal as well as written permission of the student client before conducting the videotaped interviews.

Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the interview a student feels discomfort or is unable to continue, he or she can request the right to stop the videotape or not engage in the role-played session. However, if a student finds him or her self very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, he or she may prefer to drop this course. When selecting a partner with whom to conduct the interviews, it is best to choose someone you do not know.

3. Progress Tests: Completion of 2 Progress Tests that will consist of multiple choice, short answer and essay questions. Each exam is worth 25% of the final grade for a total of 50% of the final grade.

4. Experiential Class Activities and Attendance:

Practice Sessions – A substantial portion of many classes will be devoted to simulated or “practice” counseling sessions in which students will rotate among the following three roles: counselor, client, and observer. These sessions may be audio-taped and/or observed by the professor. Some of the ideal characteristics of each role include:

- **Counselor:** This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy and congruence; engagement with the process, person and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.
- **Client:** A student in this role should exhibit genuineness, openness and a present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is totally within the student’s discretion. Students should take responsibility for determining and
monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of “client”, with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the ”counselor” role.

- **Observer:** This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for a development of the ability to give constructive feedback. The person in this role will take notes and complete an observation form to be used as feedback for the Counselor. *(CACREP Standards – 2b, 2c, 3c, 3d, 5a, & 5b; FEAPs – 2, 3, 7, & 10)*

Students are expected to attend class and participate in these practice activities. Excused absences must be valid and approved by the Professor prior to the absence. In the case of an emergency absence, the student should notify the Professor as soon as possible following the absence. The Professor reserves the right to ask for written documentation of the reason for the absence.

**Standards of Academic Conduct**

Graduate counseling students should observe high standards of academic conduct, ethics, and integrity as stated in the Student Handbook. No student shall engage in any form of fraudulent, deceitful, dishonest, or unfair conduct with respect to examinations, papers, presentations, or other academic endeavor. The consequences of this conduct will result in academic sanctions against the student in violation. Any questions or issues concerning the honor code should be brought to the professor’s attention immediately. Please review the Student Handbook for the full Code of Academic Integrity and/or refer to the website http://www.fiu.edu/~dwyere/academicintegrity.html

**Code of Decorum**

The Department of Educational and Psychological Studies has developed a Professional Code of Decorum. It can be found on the department's web site, http://www.fiu.edu/~edpsy/code.htm. All students taking courses in this department are expected to meet the expectations outlined in this Code.

**Final Grades**

Grades will be assigned based on the following distribution:

- 100 - 95 = A  (4.00 gradepoints) Excellent; superior
- 94 - 90 = A- (3.67 gradepoints) Very Good
- 89 - 85 = B+ (3.33 gradepoints) With merit; good
- 84 - 80 = B  (3.00 gradepoints) Good
Required Textbooks


Recommended Textbooks and Materials


National Rehabilitation Counseling Association (NRCA) (January 1, 2002). *Code of Professional Ethics for Rehabilitation Counselors.* Rowling Meadows: IL.


**ASSIGNMENT & EXAMINATION DUE DATES**

- Journal Synopsis: **Due 1/23, 2/13, 3/12, 4/2, 4/9**
- Counseling Interview I: Tape, Typescript, Consent, & Assessment & Reflections: **Due 2/27**
- Counseling Interview II: Tape, Typescript, Consent & Assessment & Reflections: **Due 4/2**
- Progress Tests: **2/20 and 3/26**
Late Penalty: Half a grade **may be** deducted for each week an assignment is submitted past the due date. **Assignments that are not typed will not be accepted.**

** Students with physical or other impairments that necessitate special circumstances or devices in the classroom or when taking examinations, should consult with the Professor regarding their special needs and accommodations. The Office of Disability Services for Students offers a variety of services to assist students needing such accommodations. For assistance, contact GC 225, UP (348-3532) or UC 260, NM (940-5813).
Course Schedule and Reading Assignments

1/9  Course Introduction and Getting Acquainted
Review of Syllabus; What is Counseling? How Did Counseling Evolve? Research in Counseling; the Microskills Approach
(CACREP Standard K1a, b; K5g, K8a; FEAPS 2, 3, 10) Ivey, Before You Start & Chap. 1; Kottler, Chap. 1

1/16  Ethics, Multicultural Competence and Wellness
Ivey, Chap. 2; Kottler Chap 2 (CACREP Standard K1b, d, e, f, g, h; K5a, b; Standards for School Counseling Programs A; FEAPS 2, 5, 6).

1/23  Attending Behavior & Skills; Multicultural Issues in Attending Questions: Opening Communication; Multicultural Issues in Questioning; Ivey: Chap 3 & 4; Kottler: Chap.3
(CACREP Standard K1b, d, e, f, g, h; K5b, FEAPS 2, 3, 5, 7, 10).
Journal Synopsis Due

1/30  Client Observation Skills; Ivey: Chap 5 (CACREP Standard K5b)
Encouraging, Paraphrasing and Summarizing: Ivey, Chap 6
Focusing the Narrative, Ivey, Chap. 9

2/6  Reflection of Feeling, Ivey Chap. 7 (CACREP Standard K5b; FEAPS 2, 7, 10); Kottler Chap. 4

2/13  Empathy and Reflection of Feeling continued, Ivey: Chap.7; Kottler, Chap.5; Journal Synopsis Due

2/20  Progress Test I (Ivey, Chapters 1 – 6, Lecture Notes, Kottler, Chapters 1 – 4)
Conducting An Interview Using the Basic Listening Sequence
Ivey: Chap. 8; Kottler, Chap. 6 (CACREP Standard K5b; FEAPS 2, 3, 7, & 10)

2/27  The Influencing Skills/Confrontation/Focusing the Interview
Ivey, Chap.9. 10; Kottler, Chap.7; (CACREP Standard 2d, 5a, 5b, 5c & 5g; FEAPS 2, 3, 7, 10)
Counseling Interview I: Tape, Consent, Typescript, Self Assessment and Reflections Due
MHS 5400: SYLLABUS

3/5  The Influencing Skills of Reflection of Meaning, Positive Reframing Self-Disclosure, Interpretation, Feedback & Directives, Ivey, Chap. 11 & 12; Kottler, Chap. 8 (CACREP Standard K 5b, c; FEAPS 2, 7, 10)

3/12  The Influencing Skills Continued; A Brief Introduction to Counseling Theories—Person-Centered, Behavioral, Cognitive, Brief Solution Focused Counseling; Kottler Review Class Exercise Handouts; Kottler, Chap. 9 (CACREP Standard K5b; FEAPS 2, 3, 7, 10) Journal Synopsis Due

3/19  Spring Break No Class

3/26  Progress Test II (Professor attending ACA International Conference, test will be proctored by GA) Ivey: Chapters 7-12; Kottler, Chapters 5-9; All Class Lecture Notes from Ivey, Videos and any Handouts distributed in class.

4/2  Theories continued with Skill Integration; Conducting an Interview Using the Listening and Influencing Skills Ivey: Chap. 13; (CACREP Standard K5b; FEAPS 2, 3, 7, & 10) Journal Synopsis Due; (CACREP Standard K5b, c; FEAPS 2, 3, 7, & 10); Counseling Interview II: Tape, Consent, Typescript, & Self Assessment and Reflections Due

4/9  Developing an Individual Counseling Style; Ivey: Chap. 14 Teaching the Microskills (CACREP 2dm 5am 5b, 5c, 5g; FEAPS 2, 7, & 10) Course Evaluations Journal Synopsis Due

4/16  Catching and Wrapping it up! Review of Videotapes and Final Reflections

Students with Target and Acceptable Artifacts must complete all uploading of artifacts onto Efolio. Last date to upload authorized artifacts without receiving a grade of Incomplete is April 24.
TARGET

FEAPS 2: Communication

Counseling becomes additive in their communication in that the counselor is adding something beyond an interchangeable response. Attending and influencing skills are used in combination with the many qualities of empathy (concreteness, immediacy, genuineness, positive regard) to provide a more effective and facilitative level of counseling. The Counselor is communicating with intentionally and demonstrates a repertoire of accurate paraphrase and/or reflection of feeling statements. Patterns of movement synchrony and movement complementarity often are manifested. The counselor adds a mild interpretation or a probing question or interpretation that not only catches the major meanings of the client but also adds something new to facilitate growth and exploration.

FEAPS 3: Continuous Improvement

The Counselor is able to reflect in depth on their individual counseling style, counseling problem and process, and the skills and interventions used to bring about client change and action. The Counselor is able to assess their counseling style and performance with depth, clarity, and accuracy and make recommendations for improvements in future counseling sessions and interviews. The Counselor can cite several examples of responses made in the interview that need improvement and suggest alternative responses that would have been more helpful and facilitative to the client. The Counselor is able to reflect on the impact of the knowledge, skills, and dispositions learned in this assignment on their future work as counselors and on ways these can be applied in their work with future clients.

ACCEPTABLE

Considered by experts the minimal level for counseling and facilitative communication. Responses are interchangeable with what the client is saying. An interchangeable response is best exemplified by an accurate reflection of feeling, paraphrase, or summary that catches the essence of what the client has said. Open and closed questions are used to obtain information and the client’s perspective on the issue or problem being addressed. A self-disclosure or feedback responses that aid client responding are other examples of acceptable competency.

FEAPS 3: Continuous Improvement

The Counselor is able to adequately reflect on their individual counseling style, the counseling problem and process, and the skills and interventions used to bring about client change and action. The Counselor is able to assess their counseling style and performance with with clarity, thoughtfulness, and accuracy and make recommendations for improvements in future counseling sessions and interviews. The counselor can cite one or two examples of responses made in the interview that need improvement and suggest alternative responses that would have been more helpful and facilitative to the client.
At first glance, the session appears to be moving normally. However, on deeper analysis, one sees that the counselor/therapist is detracting slightly from what the client has been communicating. The paraphrase is close, but still misses the client's meaning. Much of our daily conversation fits this pattern. As a result of the interaction, the client is not damaged and has been listened to minimally, but counselor responses take away from what the client says or minimizes statements.

The counselor/therapist may be implicitly and subtly destructive, even though overtly trying to be helpful. At its worst point, the counselor/therapist is overtly destructive to the interviewing process. He/she fails to attend (sharp body shifts, major topic jumps) in a way that sharply disrupts client flow or attacks the client or discounts information.

**FEAPS 3: Continuous Improvement**

The Counselor failed to adequately communicate their reflections and reactions to their individual counseling style, the counseling problem and process, and the skills and interventions used to bring about client change. The Counselor failed to adequately assess their counseling style and performance with clarity, thoughtfulness, and accuracy and make recommendations for improvements in future counseling sessions and interviews. The counselor cited no examples of responses made in the interview that needed improvement and/or failed to suggest alternative responses that would have been more helpful and facilitative to the client.

Some pieces on the communication criteria have been adapted from Carkhuff (1969) in Ivey, (1993, pp. 27 - 28) and the Empathy Rating Scale (EPS)
Student’s Name: ________________________________________________________________

Session #: ___________  Date: ___________

Directions: Please place a “1” (Evident), “0” (Not Evident), or “NA” before each evaluative item. “1” indicates the behavior or skill is evident; “0” indicates that it is not evident; “NA” indicates the behavior or skill was not applicable or the rater is not able to evaluate the item.

____ 1. The client chosen for this counseling interview is currently enrolled in the counseling course.

____ 2. The counselor secured the client’s permission to tape the counseling interview.

____ 3. Both the client and counselor can be seen and/or heard on the tape.

____ 4. The counseling interview lasted the required amount of time.

____ 5. The counselor sounded genuinely interested and concerned in the client’s issues/concerns/problems.

____ 6. The counselor appeared to be able to establish rapport effectively with the client.

____ 7. The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.

____ 8. The client appeared to be relatively relaxed with the counselor as the counseling interview progressed.

____ 9. The counselor appeared to maintain a composed, steady, demeanor during the counseling interview.

____ 10. The client appeared comfortable to express thoughts and feelings with the counselor.

____ 11. The counselor kept the counseling interview flowing and moving effectively.

____ 12. The counselor kept effective focus on the client’s issues and concerns.

____ 13. Appropriate attending behavior (eye contact, forward body position, etc.) was demonstrated by the counselor.

____ 14. The counselor attempted to move the client toward active behavior.

____ 15. It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.
MHS 5400
COUNSELING INTERVIEW
SELF ASSESSMENT AND REFLECTIONS FORM
PART B

Name: ____________________________Session Date: ________________________

Client's Initials: _____________   Session Length: _____________

Session Number with Client: _________

1. Background Information (client description, demographics, presenting issue or concern):

2. Session Notes (What was your goal for the session? How were you attempting to accomplish this goal? What happened in the session? Any behavioral observations?):

3. Communication Microskills (What microskills were predominantly used in this session? Were these appropriate to the timing and issues being discussed?)

4. Conceptualization (Counselor's interpretation of what was happening with the client, hypotheses concerning possible treatment approaches):
5. Counselor's reaction to session (YOUR thoughts and feelings about what happened in the session, what went well (or didn’t go well) in the session, and why):

6. What counselor would have done differently and why: (What are some different counseling skills, responses, and interventions that you might have used instead and why.

7. How does this assignment relate to your future work as a counselor? In other words, how (cite examples) will you be able to use and apply the knowledge, skills, and dispositions learned in this assignment in your future work as a counselor (school, mental health, or rehabilitation)?

8. Rate your overall performance in this session based on the criteria delineated in the attached scoring rubric:

   On Target_______   Acceptable___________

   Not Acceptable, needs considerable improvement___________
Why did you choose to rate your performance at this level?

9. What additional supervision and feedback do you feel you need from the Professor on this assignment?