



Saint Cloud State University  
College of Health and Wellness Professions  
Department of Community Psychology,  
Counseling, and Family Therapy  
Master of Science in Rehabilitation Counseling

COURSE SYLLABUS  
COUN 668 Counseling Procedures

Instructor:  
Office:  
Phone:  
E-mail:  
Office Hours:  
Classroom:  
Class Dates:  
Class Times:  
Zoom Address:

Email: Checked daily. SCSU/Huskynet e-mail will be the official means of communication for this course. You should use your Husky e-mail account for all questions about this course.

**Required Textbook:**

*Required: Ivey, A.E., Bradford-Ivey, M. & Zalaquett, C.P. (2018). Intentional Interviewing and Counseling. (9<sup>rd</sup> edition).*

Additional Readings: Other readings, including web sites and journal articles, and inventories will be assigned later as appropriate to specific topics, and learning needs of the class.

**Course Description:**

In this course, students will receive training in a microskills model of counseling. Individual counseling skills will be discussed, demonstrated, and practiced by students. Students will practice skills with each other in role plays and will video record and evaluate their performances. Students will be required to demonstrate increased self-awareness as it applies to becoming a skillful counselor, show an understanding of the rationale and value of using microskills, and perform counseling sessions using the skills in an intentional, ethical, and multiculturally competent manner. Students will receive instruction about and practice how to open, conduct, and close a counseling session, as well as how to sequence counseling sessions from intake to termination. Upon completion, successful students will be prepared to integrate their skills with a theory gained from CEEP 651 into their work with clients in practicum.

## **Our Husky Compact**

“As our student, we make a bond with you in Our Husky Compact to prepare you to be a global citizen of the 21st Century. As a graduate of St. Cloud State, you will be prepared for a life of intellectual, professional, and personal fulfillment with the skills to discover and apply new solutions to challenges and opportunities through risk-taking, innovation and imagination. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the St. Cloud State community to reconsider the world around them.”

## **“Protect the Pack” Statement**

“St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota’s laws and guidelines to keep everyone safe. We have developed a list of ways all of us can participate to assure our campus is safe for living and learning. I expect all of us will honor and respect ourselves and each other by following our “Protect the Pack: Safety Protocols and Wellness” guidelines in our classroom. As a reminder:

1. You must wear a face mask/covering when the Stearns county transmission level is determined to be ‘substantial’ or ‘high’ for four consecutive days. Should this situation occur, a communication about the masking mandate will be communicated to campus using various media. During the mask/face-covering mandate, your mask should be on every time you enter an SCSU building, including entering our classroom. Keep your face covering on during class. Please note, while teaching classes, faculty may remove their face covering if they are able to maintain six-foot distancing.
2. If you are unable to wear a face mask or covering for medical reasons, please contact the Student Accessibility Services Office to discuss possible accommodations.
3. Wash your hands frequently and use the hand sanitizers available to you.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3191 or email [myhealthservices@stcloudstate.edu](mailto:myhealthservices@stcloudstate.edu) .”

## **Minnesota Board of Behavioral Health Course Requirements:**

1. Helping relationships, including counseling theory and practice
2. Human growth and development
3. Lifestyle and career development
4. Group dynamics, processes, counseling, and consulting
5. Assessment and appraisal
6. Social and cultural foundations, including multicultural issues
7. Principles of etiology, treatment planning, and prevention or mental and emotional disorders and dysfunctional behavior
8. Family counseling and therapy
9. Research and evaluation
10. Professional counseling orientation and ethics
11. Diagnostic assessment for child and adult mental disorders; and psychopathology, including developmental psychopathology
12. Clinical treatment planning, with measurable goals
13. Clinical intervention methods informed by research evidence and community standards of practice
14. Evaluation methodologies regarding the effectiveness of interventions

15. Professional ethics applied to clinical practice
16. Cultural diversity

**SCSU Husky Compact: Goals achieved upon graduation**

1. Think Creatively and Critically
  - a. Demonstrate intellectual inquiry and curiosity characterized by innovation, divergent thinking, and risk taking.
  - b. Reason analytically
  - c. Find, evaluate, and communicate quality information
  - d. Appreciate multiple perspectives
  - e. Synthesize existing ideas, images, or expertise in new combinations to achieve original solutions
2. Seek and Apply Knowledge
  - a. Develop broad knowledge and understanding of the human experience and physical and natural worlds
  - b. Pursue expertise in a discipline
  - c. Integrate and apply knowledge and experience across disciplines in both broad and specialized settings
  - d. Seek new knowledge through varied pathways of discovery
  - e. Develop ability to identify gaps in knowledge and seek out new information
3. Communicate Effectively
  - a. Use multiple channels and modes to effectively communicate information
  - b. Assess diverse contexts and understand personal, professional, and civic implications
  - c. Develop ability to communicate across systems and cultures and to adapt to diverse contexts and audiences
  - d. Recognize the ethical implications of our communication
  - e. Employ active listening techniques and be able to detect bias
4. Understand and Integrate Existing and Evolving Technologies
  - a. Effectively use and integrate general and discipline-appropriate technologies
  - b. Gain the confidence and skills to embrace and use technology now and in the future
  - c. Develop ability to critically evaluate technology and its impact on society
  - d. Recognize the ethical implications of technology
5. Act with Integrity and Responsibility
  - a. Cultivate self-awareness and personal identity
  - b. Exercise ethical action and recognize actions have consequence
  - c. Develop as a leader and collaborator
  - d. Develop a sense of empowerment through service, leadership, and participation in change
  - e. Care for community and environment
  - f. Continue to learn, grow and respond to an ever-changing world
6. Engage as a Member of a Diverse and Multi-Cultural World
  - a. Understand one's own culture and its influence on personal identity
  - b. Develop intercultural understanding and an appreciation for commonalities and differences
  - c. Acquire the ability to connect issues of power, systems, and difference in the U.S. with the world
  - d. Recognize and value diverse perspectives and the interdependence among cultures

- e. Demonstrate inclusivity in thought and action
- f. Develop discipline-specific cultural and global perspectives and competencies

**Rehabilitation Counseling Program Learning Outcomes**

1. Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.
2. Understanding of one’s own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.
3. Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.
4. Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.
5. Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.
6. Reinforce knowledge, understanding, and a professional attitude
7. Synthesize current evidence-based practices and participate in the research process.
8. Develop self-understanding and preparation for doctoral-level training or certification.

**Course Outcomes Aligned to CACREP standards**

<b>Course Objectives:</b> At the conclusion of this course students will be able to address and understand:	CACREP Standard	MBBHT Licensure Core Area	Husky Compact	Program Learning Outcome
Students will acquire basic & advanced counseling skills	2b, 2c, 5a, 5b, 5c, 5g, RC-2n, RC-3c	1, 10, 13	1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e	6
Students will understand MI concepts	2b, 2c, 2e, 5a, 5b, 5f, 5g, 5hRC-3c	1, 10	1a, 1b, 1c, 1c, 2a, 2b, 2c	6
Students will identify multicultural counseling competencies	2b, 2c, 2e, 5c, 5h, 5j, RC-3c	16, 6	5a, 5b, 5c, 5d, 5e, 6d	1,2,3
Students will be able to demonstrate basic & advanced counseling skills, intake process	2c, 2e, 5b, 5c, 5g, 5h, RC-2n	5, 7, 11, 12	1a, 1b, 1c, 2b, 2c, 2d, 2e, 4b	6
Analyze counseling skills from a social justice framework	2b, 2c, 2e, 5h, 5k, RC-2n	6, 15, 16	6a, 6b, 6c, 6d, 6e, 6f, 6g	6,7
Students will examine their values, various social statuses, & how that influences counseling	2b, 2c, 2e, 5a, 5g, 5h, RC-3c	1, 2, 3, 6,	3a, 5a, 6a, 6b, 6c, 6d, 6e, 6f, 6g	2,3
Students use reflection & team feedback to identify areas they have strengths & areas that need improvement	5a, 5f, 5g, RC-2n	3, 15	2a, 2b, 2c, 2e	6,8

Students will be able to connect theoretical trends to counseling skills	2b, 2c, 2e, 5b, 5g, 5h, RC-2n	1, 4, 14, 15	1a, 1b, 1c, 1e, 2a, 2b, 2c, 2d, 2e	6,7
Integrate basic & advanced counseling skills in applied settings	5a, 5g, 5f, 5h, 5j	1, 4, 6,	1a, 1b, 1c, 1d, 2a, 2b, 2d, 2e	6
Students will get excited about being a MH counseling professional	2b, 2c, 5a, 5c, 5g,RC-3c	3	2a, 2b, 2c, 2d, 2e	8
Students will value awareness of self & others in the context of the counseling relationship	2b, 2c, 2e, 5a, 5f, 5k	1, 4, 6, 8	5a, 5c, 5d, 5e, 6a, 6c, 6e	2,8
Students will become self-directed learners in identifying best clinical practices.	2b, 5a, 5b, 5f, 5g, 5h,	1, 7, 11, 12, 13	1a, 1b, 1c, 1d, 4b, 4d,	6,7,8

### **SCSU Resources and Policies**

The following are resources and policies of the university:

#### **Counseling and Psychological Services**

“College can be stressful, and it is normal for some students to struggle emotionally while balancing the demands of college and personal lives. If you are struggling, please stop by and see me during my office hours. Know that our Counseling & Psychological Services (CAPS) Department is available Monday through Friday 8-4:30 to assist students who need help. Don’t hesitate to reach out for help. We care about you and want you to be successful both personally and professionally here at St. Cloud State University (SCSU).”

How to get an appointment or make a referral to CAPS:

1. Call 320-308-3171 or Request an Appointment link on the website <https://www.stcloudstate.edu/counseling/>
2. Walk hours at the CAPS clinic Monday – Friday, any time between 8am and 4:30pm
3. Faculty/staff can call CAPS or walk over to CAPS in-person with a student for a warm hand-off (Located in Eastman Hall, 3rd floor)
  - Faculty/staff should call ahead when possible so we can be prepared for an immediate visit with the student

After hours use any of these crisis resources:

- Local crisis line at 320-253-5555 or 800-635-8008
- National Suicide Prevention Lifeline or call 1-800-273-8255
- Crisis Text Line: Text “MN” to 741-741

#### **Classroom Conduct**

“All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by not presenting your question in a hostile manner. Open dialogue on course content is encouraged, but attacks on classmates or myself are not. Please set up a time to talk with me if you have questions about this policy or if you believe this policy is being violated. You may also report hostile, biased or threatening behavior to [www.stcloudstate.edu/oea/](http://www.stcloudstate.edu/oea/) .”

There are many offices on campus that provide additional support and/or information outside of class including:

- American Indian Center: [www.stcloudstate.edu/aic](http://www.stcloudstate.edu/aic)
- Multicultural Student Services: [www.stcloudstate.edu/mss](http://www.stcloudstate.edu/mss)
- Center for International Studies: [www.stcloudstate.edu/internationalstudies](http://www.stcloudstate.edu/internationalstudies)
- Additional Student Services Offices: <https://www.stcloudstate.edu/campuslife/student-services.aspx>

### **LGBTQIA**

“The LGBT Resource Center at St. Cloud State University promotes full inclusion of LGBT+ folk and allies and works to dismantle prejudice, discrimination, and oppression toward and within the LGBT+ community. Visit the LGBT Resource Center for more information regarding the offered support services at St. Cloud State University.”

### **Student Accessibility Services**

“St. Cloud State University is an affirmative action, equal opportunity employer and educator. St. Cloud State University is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services or 320-308-4080, office Centennial Hall (CH) 202 to meet and discuss reasonable and appropriate accommodations for your plan. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.”

### **Academic Dishonesty**

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructor’s permission.

**Note: Plagiarized assignments and/or cheating will receive an F, and students also run the risk of receiving an F for the entire course. If in doubt about citing a source or assignments, ASK!**

### **Diversity**

My position is that this course should be equally accessible to all students, independent of race, color, religion, national origin, sex, age, disability, gender identity/expression, and sexual orientation. Beyond accessibility to the course, I respect all students equally and strive to create an inclusive learning space where diverse perspectives are recognized, respected, and seen as a source of strength. This classroom is meant to be a safe space for all individuals, and I reserve the right to intervene when it comes to my attention that students do not feel safe. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In

addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Course Content**

Readings and Class Preparation

**After the first day of class, please be sure to have read each chapter in advance of class discussion.** On the due date for assignments, the dropbox closing time is marked in D2L.

Grade Denominator

The final course grade will be calculated from the following totals:

<b><u>Item name:</u></b>	<b><u>Points:</u></b>
Mid-term Exam	50pts
Presentation	50pts
Baseline Assessment	10pts
Mid-point Assessment	50pts
Intake Interview	50pts
Attendance and Participation	50pts
Motivational Interviewing Paper	50pts
Total Points	310pts

### **Grade scale**

Grades will be posted and maintained in D2L. If you are not familiar with D2L and need help accessing the site, please let me know sooner rather than later!

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 or below

### **Participation**

Participation is required in all aspects of the course regardless of modality the student is attending. Some of the participation activities included:

### **Project or Paper**

#### **Midpoint assessment – 50 points**

During a midpoint class meeting, students will each take a turn conducting a recorded role play as the counselor with a classmate as the client (20 minutes). Students will then take home, watch, self-assess, and write a brief reflection paper (1-2 pages) evaluating their own performance during the session. Goals will then be set for the end of the course.

#### **Midterm exam – 50 points**

Students will be tested on all materials assigned and discussed to date.

**Intake Interview – 50 points**

Students are required to conduct a 45 – 55 minute intake interview with a fellow classmate. In this session, students will need to apply the skills in an informed and competent manner. This will be completed by the end of the course and shows competence of being able to proceed towards practicum. Students will be evaluated by the instructor and class.

**Motivational Interviewing Paper in Rehabilitation Counseling – 50 points**

This paper will include a 5-page analysis on applying Motivational Interviewing within the rehabilitation field. APA format will be required. A rubric will be provided. .

**Weekly Discussion Participation****Baseline assessment – 10 points**

During the second class meeting, students will each take a turn conducting a recorded role play as the counselor with a classmate as the client (8-10 minutes). Students will then take home, watch, self-assess, and write a brief reflection paper (1-2 pages) evaluating their own performance during the session. Students will then set goals regarding their performance for the midpoint of the class.

**Attendance and Class Participation- 50 points**

Due to the experiential nature of this course, attendance is required as your classmates depend on your participation. If you must miss, please contact myself and the group members in advance of class.

**Final Presentations****Skills Presentation – 50 points**

Each student will develop a presentation of skills and present their use of skills as part of a final examination. Excerpts from tapes will be used to present skills.

**Tentative Course Schedule**

The tentative course timeline is attached to this syllabus. Any necessary modifications will be announced via Huskynet e-mail. The official course timeline is kept on the instructor's Outlook calendar. In the event of a conflict between the tentative course timeline and the official timeline, the latter will prevail. Students are strongly encouraged to request sharing access to the instructor's Outlook calendar, to be notified of any changes.



Date	TOPIC	READINGS/ASSIGNMENTS DUE*	CACREP STANDARD**
Week 1:	Introduction & Foundations Brief Overview of Motivational Interviewing	1. Introduction 2. Students Expectations	5a, 5b, 5f, 5g
Week 2:	Foundational Skills-Basics of Motivational Interviewing	1. Baseline assessment	2b,2c, 2a, 5c,5g, Rc-3c
Week 3:	Foundational Skills Open ended questions	1. One on one counseling practice 2. Reflection	2b, 5c, 2c, 5g, 5a, Rc-3c
Week 4:	Foundational Skills Paraphrasing and Reflection	1. One on one counseling practice 2. Reflection	2b, 2c,3e, 5a, 5c, 5f, 5h, 5j,5k, RC Rc-2n, RC-3c
Week 5:	Foundational Skills Clarification Probing	1. One on one counseling practice 2. Reflection	2b, 2c,3e, 5a, 5c, 5f, 5h, 5j,5k, RC Rc-2n, RC-3c
Week 6:	Foundational Skills Immediacy Self-disclosure	1. One on one counseling practice 2. Reflection	2b, 2c,3e, 5a, 5c, 5f, 5h, 5j,5k, RC Rc-2n, RC-3c
Week 7:	Foundational Skills Confrontation	1. One on one counseling practice 2. Reflection 3. Midpoint assessment 4. Client Consent	2b, 2c, 3e, 5a, 5c, 5f, 5h, 5j, 5k, RC-2n, RC-3c
Week 8:	Foundational Skills Oppositional Clients	1. One on one counseling practice 2. Reflection	2b, 2c, 3e,5a, 5c, 5f, 5h, 5j, RC-2n, RC-3c, 5k
Week 9:	Advanced Skills Interpretation Termination	1. One on one counseling practice 2. Reflection	2b, 2c, 3e, 5a, 5c, 5f, 5h, 5j, RC-2n, RC-3c, 5k
Week 10:	Advanced Skills Crisis Intervention	1. One on one counseling practice 2. Reflection	2b, 2c, 3e, 5a, 5c, 5f, 5h, 5k, 5j, RC-2n, RC-3c
Week 11:	Advanced Skills	1. Midterm Test	
Week 12:	Advanced Skills Difficult Clients	1. One on one counseling practice 2. Reflection	2b, 2c, 3e, 5a, 5c, 5f, 5h, 5j, 5k, RC-2n, Rc-3c
Week 13:	Advanced Skills Termination	1. One on one counseling practice 2. Reflection	2b, 2c, 3e, 5a, 5c, 5f, 5h, 5k, 5j, RC-2n, RC-3c
Week 14:	No Class: Thanksgiving Break		
Week 15:	Project	1. Final paper	2b, 2c, 3e, 5a, 5c, 5f, 5h, 5k, 5j, RC-2n, RC- 3c
Final Exam Week:	Presentations	1. Skills Presentation	

\*In addition to the readings herein, please refer to D2L /Huskynet for additional and supplementary readings and content.

\*\*Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.