

**Arizona State University
Counseling and Psychology Program
CED 576 Skills 1: Foundations of Counseling**

Instructor: Dr. Jenn Pereira, LPCs, RPT-S

Office Hours: By Appt

Contact: jkpereira@asu.edu

Teaching Assistants:

TBD

Class Schedule/Location:

Mondays 9:00am-11:45am, Payne Hall Rm 430

Note Regarding Course TA's: TA's chosen for this course are knowledgeable and skilled Doctoral students who display excellent skills and awareness of the counseling process. TA's support the learning process in the course, provide some feedback and supervision under the direction of Dr. Pereira, and provide lectures and discussions of content in conjunction with the instructor.

Should you have a question or concern about your performance in the class, your grade, feedback from Dr. Pereira, or concern regarding something class related you are to contact Dr. Pereira, not the course TA. All questions and concerns directed to TA's will be redirected to Dr. Pereira to ensure you receive the most appropriate support.

TEXTBOOKS

Required:

Teyber, E., & McClure, F. H. (2017). *Interpersonal process in therapy: An integrative model* (7th ed.). Belmont, CA: Brooks-Cole. ISBN: 9781305271531

****You may be able to download this from the library**

- Research Articles: there are required readings in the "Articles" folder on Canvas. See Syllabus Schedule for required reading dates.

*Please note: some articles can be found in our folder, others listed in the syllabus that include the DOI number and full citation will need to be looked up by students using the ASU online library.

Recommended:

- *Love's executioner & other tales of psychotherapy*, Irvin D. Yalom (can be found on Amazon)
- *On being a Therapist*, Jeffrey A. Kottler (can be found on Amazon)
- *The Gift of Therapy: An open letter to a new generation of therapists*, Irvin D. Yalom (can be found on Amazon)

COURSE DESCRIPTION:

This course is designed to provide students with an introduction to the field of professional counseling and introduce students to basic counseling skills and practices. The course reviews knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, knowledge and understanding of the helping relationship, ethical and legal standards, introduction to various trends in counseling, professional organizations, and memberships, as well as issues related to cultural diversity and social justice. Through readings, class discussions, and experiential exercises, students will learn foundational concepts such as active listening, empathy, the therapeutic alliance, and basic counseling skills.

COURSE LEARNING OBJECTIVES

1. Develop a working knowledge of what it means to be a counselor, including the historical, philosophical, theoretical, and professional foundations of counseling.
2. Develop a greater understanding of oneself in the counseling role through self-exploration and self-appraisal.
3. Gain knowledge about the definition of helping in terms of counseling and recognize basic counseling skills such as active listening and attending skills.
4. understand the application of theory in the practice of counseling, (B.1)
5. understand self-care strategies appropriate to the counselor role, (A.2.a; K.2.c)
6. understand the counselor-client relationship (e.g., appropriate boundaries) and counselor characteristics, values, and behaviors that influence the helping processes, (A.1.c)
7. demonstrate an understanding and application of essential interviewing and counseling skills, (A.2.b; B.2.d; B.3.b)
8. become knowledgeable about and sensitive to the needs of clients on the basis of their culture, nationality, race, ethnicity, gender, sexual orientation, education, SES, disability, and spiritual or religious affiliation, (A.2.e; B.3.b; C.2; G.1; J.1)
9. demonstrate self-awareness, sensitivity to others, and skillfulness in relating to diverse individuals, groups, and classrooms, (B.2.a; B.3.b; C.1.b; C.2; H.1)

Student Learning Objectives:

1. Students will demonstrate an understanding of the history of the profession of counseling through reading of foundational source materials
2. Students will develop an understanding of the values held by the profession through review of the ACA ethical code
3. Students will develop an understanding of the multicultural values held by the profession through review of the ACA code of multicultural competencies
4. Students will develop an understanding of the application of beginning listening skills to client care

ATTENDANCE

Attendance for this course is mandatory for each course meeting. Each course meeting missed beyond one absence, will result in a lowering of your grade by 5pts which is non-redeemable. I do understand that life can impact our ability to be present throughout the entire semester, which is why there is one non-penalized absence. Should you have an emergency please speak with your instructor immediately.

USE OF TECHNOLOGY

As a faculty, our appraisal of your professionalism is continuous throughout your time in the program. Classroom behavior and interactions are regarded by your faculty as an indication of your professionalism and readiness to engage in fieldwork and your career. Due to this, it is important to be fully and appropriately engaged with material, peers, and professor, while in the classroom setting.

No Generative AI Use Permitted

In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating of text, images, computer code, audio, or other media, are not permitted for use in any work in this class. Use of these generative AI tools will be considered a violation of the ASU Academic Integrity Policy

(<https://provost.asu.edu/academic-integrity/policy>), and students may be sanctioned for confirmed, non-allowable use in this course.

INSTRUCTIONAL METHODS AND COURSE ACCESS

Students are expected to attend class in-person, unless they have formal approval from SAILS (documentation required) to participate in the course in an alternative format, and have spoken with the instructor prior. If you are connected with SAILS and plan to use accommodations for the course, please email to meet with the instructor within the first two weeks of class. Due to the content and clinical focus of the course, no recording of the course will be allowed or distributed. The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited; if this is an accommodation approved by the SAILS Office please discuss this with the instructor in the first week of class due to the confidential nature of the course.

Modes of Instruction

Lecture, case studies, simulations, discussion posts, experiential activities, project preparation and presentation, and research review.

TRAINING VALUES STATEMENT

An essential part of training is understanding and appreciating all aspects of human diversity, including race, ethnicity, national origin, citizenship status, language, gender identity, sexual orientation, religion, age, ability status, socioeconomic status, and veteran status. Students are expected to use their training to free themselves, as much as possible, from prejudice related to any of these aspects of diversity. The program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution and (b) promotes the understanding and affirmation of all aspects of human diversity.

COURSE ENVIRONMENT

To build a collegial course climate, it is important that students: 1) display respect for all members of the class – including the instructor and students, and 2) pay attention to and participate in all interactive student partner/instructor sessions and activities. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Students will show curiosity, openness, and respect for the beliefs and values held by the instructor and other students. Failure to do so may result in a failing grade and will result in a referral to the remedial process.

Students and the instructor share the responsibility to provide a “safe” environment where everyone can feel free to openly express their thoughts, feelings, and reactions. However, students are expected to be cognizant of the space they take and how their interactions may impact their colleagues. Therefore, all students in this course are expected to respect one another and work to understand each person’s lived context.. All students are accountable for adhering to these expectations:

- Use of appropriate language and behavior that does not demean, ostracize, or dehumanize any individual or group, whether or not such individuals are present in the classroom

- Refrain from imposing your values and beliefs on colleagues. Everyone is at a different place developmentally, spiritually, and culturally. Your colleagues do not need to believe what you believe - differing opinions have value.
- Respect one another's diverse experiences, beliefs, and perspectives
- Respect one another by listening and responding with thoughtfulness and sensitivity
- Refrain from conducting private conversations (written or verbal) during class
- Refrain from engaging in discussions about classmates outside the course
- Turn off cell phones and electronics and put away outside work and reading materials
- Engage in professional communication as it relates to any concerns, conflicts, questions, or requests for accommodations in a timely manner
- Complete all course assignments by the due dates
- Abide by the ACA and/or APA code of professional ethics
- Engage in critical self-reflection as a means to understand oneself in relation to engaging in the course content as a clinician in training

Please note that this is not an exhaustive list; rather, it represents examples of the types of things that can have a dramatic impact on the course environment.

COURSE POLICIES

***Course Community:**

A note on the term “professionalism” when I use it:

No matter how you define professionalism, any overarching concept that goes largely unchallenged is worth reconsidering. Many people have personal stories in which they feel judged, marginalized, and discriminated against by standards of professionalism; it's helpful to assess those standards.

Reconsidering our underlying presumptions could help make someone feel more respected and valued in the space.

Therefore, In this class, a working definition is:

Professionalism means that you treat others with respect, value people's time, keep your commitments, and act with integrity. The primary rationale for professionalism and collaboration is to promote client safety and wellness. Mental health care is delivered by professionals who need to communicate well, respecting the principles of honesty, respect for others, confidentiality and responsibility for their actions. Period. As an instructor I value authenticity and the ability of each of us to show up in ways that are meaningful to us, and to engage in our own journey without negatively impacting the journey of a colleague.

This course is an opportunity to reframe your thinking on coursework: this should not be approached as a class but as an integral component of your clinical training. This is an indication of your actual understanding of your role as a helper, and the kindness, compassion, and curiosity you extend to others. This is part of your professional disposition evaluation, and as such:

- Awareness of Diversity/Courageous Conversations/Professionalism:
 - Be aware that you and your colleagues are all at different developmental levels academically, clinically, and regarding awareness of multicultural issues. Your professors are also always developing and furthering their awareness. Be aware of your personal expectations for and of others - just manage yourself and respond to others with compassionate curiosity.

- o Your colleagues (and professors) may use language, terms, wording that you feel could be expressed differently. Understand that this is not intentional engagement in microaggression and could be an excellent growth opportunity.
- o You will hear opinions that you do not agree with, opinions that run counter to your beliefs. Understand that people believe different things, were raised differently, come from different environments than you, and are working on their own life spaces. Differing opinions are not only growth opportunities but a chance to better understand yourself and other people. Embrace these.
- o Refrain from imposing your beliefs on others; your colleagues' opinions and beliefs will be different and are valuable. Use of appropriate language and behavior that does not demean, ostracize, or dehumanize any individual or group, whether or not such individuals are present in the classroom
- o You may engage in microaggressions yourself, give yourself compassion and be open to this as a learning opportunity. Note your error, apologize as appropriate, and discuss what you can do to engage in your own development and learning.
- o This means having courageous conversations. You have chosen a career that requires open and empathetic connections and conversations – you should be using these skills in your life space. This is not something we do closed in a room with a client – this is a lifestyle commitment. If something comes up in the course that impacts you personally, 1. develop a personal space where you can regulate yourself, 2. Understand that people are at different developmental levels, 3. Engage in a courageous and gentle conversation about what you heard, how it impacted you, and check in with your peer. Your management of these conversations in this program, professionally and with care, will provide valuable practice for your upcoming professional career.
- o Emotional Regulation: Courses such as this can often bring emotions and personal situations to the surface. Therefore, as a community, it is imperative that we create a space of respect and care. I expect students to always engage appropriately (respecting differing opinions, allowing colleagues their share of talk time, engaging in thoughtful respectful dialogue when in disagreement, and respecting and integrating all personal and professional feedback provided by instructor) and engage in positive and connective communication skills as befitting students in a Master of Counseling program. Students will be graded accordingly. Incidents of disrespectful behavior toward peers or instructor may result in course failure and a programmatic professional remediation plan.

*A note on the above: If you can strive to provide “Grace”, empathy, genuineness, and unconditional positive regard to clients, we should see you providing this to each other in and out of class as well. This is a life skill.

If we leave people behind in this space of learning and developing, we all lose.

****Professional Disposition Evaluations: Students who are unable to engage peers and faculty in professional, constructive ways, and who are unable to receive and respond to feedback in professional ways, will be referred for a professional Remediation Plan.**

- 1) Attendance: Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Students are granted 1 excused

absence; after 1 absence 5 points will be deducted per absence. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here [<https://eoss.asu.edu/cora/holidays>]]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness as documented by a health professional.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor by email at least 3 days before the expected absence.

- a. Absences related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email.
 - b. Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, and make-up work.
 - c. If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.
- 2) Participation: The effort that we put into our awareness, self-reflection, and personal growth is a choice each one of us must make. All of us are responsible for establishing an optimal learning environment by coming to class prepared, participating in activities and discussions, listening, and learning from others, working collaboratively with others, and being present and on time for class. Course presentation dates must be adhered to, you are expected to be prepared to present on the date you/your group has chosen. *What you get out of this class is predominantly dependent on what you are willing to put into it!*
 - 3) Professionalism: You are expected to conduct your work in an ethical, legal, and professional manner, adhering to the ACA Code of Ethics and Standards of Practice (American Counseling Association) and to the NBCC Code of Ethics (National Board for Certified Counselors) and/or APA Code of Ethics.
 - 4) Readings: Readings will be assigned each week. Students are expected to attend each class session prepared to discuss the assigned readings for the week. The aim is to enhance your understanding and skills related to these materials and enable you to share your understanding with class members.
 - 5) Writing: Assignments must be typewritten following the **APA style** manual 7th edition, using 12-point font, and double-spaced.
 - 6) Cell Phones/Computers: Our class is a cell phone/text free zone. As courtesy to your classmates and instructor, please excuse yourself from class for urgent communication needs. Phones should be off and stored in your belongings. Inappropriate use of cell phone will result in a written notice of the issue, followed by a drop in letter grade of one letter for each incident. Similarly, inappropriate use of computers (Online activity not related to class, checking email,

messaging peers, Facebook, etc) will result in a written notice of the issue, followed by a drop in letter grade of one letter for each incident.

- 7) Academic Integrity: Academic dishonesty is taken seriously. Please consult the Academic Integrity Code for policies.
- 8) Course Topic Dates: A class schedule and topic guideline is provided for this course. Any adjustments will be announced during class, and it is each student's responsibility to note changes.
- 9) Assignment Due Dates: Due dates are listed in the course schedule. Due dates for this course are firm. Should you have an issue with the timing of an assignment please speak with your instructor prior to the due date to allow for the potential to extend the deadline. Late assignments are not accepted without prior discussion and permission of the instructor.
 - a) Submitting Assignments: For your own protection, you should keep a copy of everything you submit, and you should keep your graded assignments at least until grades are finalized. All assignments, unless otherwise announced by the instructor, will be submitted to the course Google Drive created. Do not submit assignments via email.
 - b) Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.
- 10) Incompletes: A grade of Incomplete will be available only under extraordinary circumstances, with completion of over 50% of the course requirements, and only with prior approval of the instructor.

COMMUNICATION WITH INSTRUCTOR

ASU email is an official means of communication among students, faculty, and staff. You will be contacted via the email address that is registered with the University. Students are expected to read and act upon email in a timely fashion (within 48 hours, business days). Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All correspondence by me will be sent to your ASU email account. If you foresee conflicts with class or due dates in the syllabus, please contact Dr. Pereira in advance via email to ensure a timely solution. Please understand that the instructor may not be able to respond immediately but will get back to you within a reasonable time frame. Dr. Pereira will also be in touch via email regarding class cancellations, meeting times, or room changes.

Please do not expect to receive communications about specific assignments beginning 5:00PM the night before they are due. In general, Dr. Pereira will try to respond to your emails within 48 hours on business days (M-F) during business hours (8:00AM-5:00PM).

STUDENT EVALUATION/GRADING

The course assignments are intended to facilitate your involvement in this course, your clinical

development, and to satisfy the course objectives listed above. Any grade questions should be directed to the Professor. Your performance will be evaluated and your course grade determined by considering each of the following areas:

NOTE: group assignments: *all members are expected to participate fully and in a timely manner.*

Group members will receive a grade appropriate to their level of investment if it is brought to instructor attention that a member has not participated fully.

Group members are expected to discuss and work to resolve any issues prior to reaching out to consult with the instructor. This is an opportunity to use supportive communication skills.

Engagement in the Course

Your engagement in this course will be evaluated by your attendance, participation in group discussion and role plays, professionalism, and preparedness.

Note: Courses such as this can often bring emotions and personal situations to the surface.

Therefore, as a community, it is imperative that we create a space of respect and care. I expect students to always engage appropriately (respecting differing opinions, allowing colleagues their share of talk time, engaging in thoughtful respectful dialogue when in disagreement, and respecting and integrating all personal and professional feedback provided by instructor) and engage in positive and connective communication skills as befitting students in a Master of Counseling program. Students will be graded accordingly. Incidents of disrespectful behavior toward peers or the instructor may result in course failure and a programmatic professional remediation plan.

Confidentiality

Confidentiality regarding student “client” stories is required and expected-no exceptions! Students may not “share stories” outside class with other students, nor may your small groups discuss others’ personal information outside our class. Any breach of confidentiality should be reported immediately to Dr. Pereira. Breach of confidentiality and the resultant consequences are taken extremely seriously in the field and therefore will be treated with the same seriousness in our course. Should a breach of confidentiality occur, the student in question will immediately be required to schedule a meeting with Dr. Pereira to review ethical standards and consequences of confidentiality breach.

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

Grading for Course

Discussion Questions	40pts
2 Mock Counseling Sessions (20 pts each)	40pts
Alternate Response Exercise: 2 mock sessions	20pts (Partner Share/Self Graded)
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TOTAL	100 pts

Course Assignments:

1. **Discussion Questions** (8 @ 5 pts each; 40 points total): Students are expected to respond to the discussion questions listed in the syllabus calendar. You will independently locate, review, and take notes on 1-2 sources/citations that speak to the discussion question prompts, in addition to the readings for that day. You will upload your notes (and resources) into your Google folder (**Uploads should be titled as: DQ#1Notes, DQ#2Notes, etc.**), including the citation (APA formatting) of the additional source(s) you selected. Students will be ready each class period to meet with a small group to discuss their thoughts and the literature they found on the topic. During discussions, simply reading from the resources you found is not acceptable; students are expected to have read, reflected on, and developed talking points about the material.

*You will be graded on: your level of engagement during the in-class discussions, and timely submission of your notes onto your Google folder. Failure to upload your notes prior to class will result in a reduction of ½ the credits for the assignment. Late uploads are not accepted.

2. **2 Mock Counseling Sessions** (20 pts each: 40 pts total)

Mock Counseling Sessions: In the mock counseling sessions, you will counsel a classmate client for a 20-minute session using the skills covered in class up to that point. The sessions are to be scheduled with your partner outside class time. You may reserve a CTC counseling room for your session by reserving one on the Room Reservation link provided.

I will assign your counseling partners and groups, which will remain consistent throughout the semester.

Counselor role: Your tasks in session as a counselor are to (a) use the skills we discuss in class as also outlined on the rubric (b) maintain a stable counseling structure (e.g., start/end the session on time, play the counselor role in a professional and consistent manner), and (c) incorporate all feedback provided by instructor regarding skill application. Your goals are to establish a therapeutic counseling relationship, accurately understand what your client is saying and feeling (i.e., empathy/conceptualization), and provide a safe environment for your client to discuss issues.

You are NOT: “solving” your client’s problem, implementing specific techniques/modalities, suggesting activities, goals, or changes for the client to try, or assigning them homework or activities.. You are ONLY demonstrating your listening and therapeutic conversation skills.

After your session, review your recording and note for yourself specific examples of what went well and what you will do differently, and how specifically you will work on those areas in the upcoming weeks. Keep this as it will be reviewed at the end of the semester.

Client Role: During the mock counseling sessions, you will also serve as a “client” for a colleague. You will choose an appropriate issue to discuss. Examples of topics will be reviewed in class. Do not role play a child, teen, or older person - you will role play someone your age or discuss yourself.

Important Points to Note:

- All mock sessions are to be completed in person, not on Zoom.

- Sessions must be a minimum of 18 minutes and a maximum of 22 minutes (it is critical to manage time as a clinician). Sessions shorter than 18 minutes will need to be redone.
- All mock sessions are to be recorded by the student and uploaded to a Google drive folder created for the recording group.
- The mock sessions are unscripted exercises. If the session is scripted in any way [crib notes for story line/responses, discussion ahead of time to decide issues or conversational flow, etc.] both people in the dyad will earn zero points for the session. These points cannot be made up which will result in failure of the course.
- All sessions will be graded according to the rubric (attached to this syllabus).

A WORD OF CAUTION: I am restating this to underscore its importance. You must come into your client role with a comprehensive story. You should develop a story or issue that you can discuss for two 30 minute sessions. Do not just discuss superficial things you can not expand or that have no emotional connection. I recommend discussing relationship issues, work relationship issues, or family relationship issues. When students just discuss topics like class or school stress there is a lack of engagement and detail.

3. Mock Session Alternate Response & Discussion Exercise: (10 pts each: 20 points total)

Upload to your Google Drive folder. Please see the schedule for the due date.

This assignment is a self graded assignment. The purpose of this is to develop your self assessment skills which are critical to successful clinical work. You will receive extensive feedback from your instructor, however you also need to learn the process of critically evaluating your own clinical work.

Points will be earned based on your assessment of recognizing the limitations of your initial clinical response (what didn't work well, or where you could have gone deeper, where you may have needed a response but did not provide one, timing of skill application) to your client and your ability to then develop more accurate or appropriate responses. Completeness, and thoughtful reflective responses are a given in receiving credit for this assignment. There is a template available for you on Google Drive: follow the prompts below.

You will upload your Alternate Response Template and provide the grade you give yourself at the bottom with a brief explanation. You will then have this available for discussion with a partner during class time. These discussions will take place on the due date listed in the syllabus.

Session 1: This Alternate Response Exercise should cover a continuous 10-minute segment of your session. You will choose 5 responses in the 10 minute section to transcribe – working to focus on the skills we have discussed in class (i.e., encouragers, paraphrases, reflections, etc.). You should work to have several examples of each rather than focusing on 1 skill. You will transcribe the client comment and your response to the client. You will then note:

(using timestamps):

1. Identify the type of response you used (i.e., encourager, paraphrase, reflection,, etc.); was it an appropriate response at this time (Y or N), Why (what did it accomplish? I.e., often we are able to judge effectiveness based on the client's next response);
2. Write 2-3 alternate responses you could have used (specifically what you could have said and why)

Session 2: This Alternate Response Exercise should cover a continuous 10-minute segment of your session. You will choose 5 responses in the section to transcribe – working to focus on the skills we have discussed in class (i.e., encouragers, paraphrases, reflections, etc.). You should work to have

several examples of each rather than focusing on 1 skill. You will transcribe the client comment and your response to the client. You will then note:

(using timestamps):

1. Identify the type of response you used (i.e., encourager, paraphrase, reflection,, etc.); was it an appropriate response at this time (Y or N), Why (what did it accomplish? I.e., often we are able to judge effectiveness based on the client's next response);

2. Write 2-3 alternate responses you could have used (specifically what you could have said and why)

3. **Could you have gone deeper** (timestamp, write how you responded or failed to respond); You should also note how a different comment might have changed what the client would express next (i.e., would they have expanded, gone deeper...).

CLASS SCHEDULE

WEEK- DATES	TOPICS	READINGS AND ASSIGNMENTS DUE
8/25 Week 1	Review: Syllabus/Assignments/Process for the course ❖ Conceptualizing Counseling: What is Counseling; Who is a Counselor	<u>Readings:</u> • Syllabus <u>Discussion Question #1:</u> What are some of the key counselor characteristics and behaviors that influence the counseling process? These are often referred to as 'common factors'.
9/1 2	Holiday - Enjoy!	
9/8 3	MEET VIA ZOOM: https://asu.zoom.us/j/5650068483 <i>**Camera and working audio required for the duration of course time</i> History of and Introduction to the Profession of Counseling Values & the Helping Profession; Ethical & Legal Issues in Counseling	<u>Readings:</u> • Review ACA Code of Ethics (for MC students) and APA Code of Ethics (for PhD students) <u>Discussion Question #2:</u> Address several key aspects of the field that impacted the growth and development of the role of counselors. <u>Discussion Question #3:</u> What are some of the applications of ethical and legal considerations we need to be aware of in professional counseling?
9/15 4	Topic: Counselor Development Identity Development, Counselor Wellness and Self-care, Imposter Syndrome	<u>Readings:</u> • Yu, C. (2024, January). <i>The fraud factor</i> . American Counseling Association. https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/january-2024/the-fraud-factor

		<ul style="list-style-type: none"> • Plath, A. M., & Fickling, M. J. (2022). Task-oriented self-care: An innovative approach to wellness for counselors. <i>Journal of Creativity in Mental Health</i>, 17(1), 55–66. https://doi.org/10.1080/15401383.2020.1842274 <p><u>Discussion Question #4:</u> Address counselor characteristics and behavior that influence the counseling process as they relate to counselor identity development</p> <p><u>Discussion Question #5:</u> Discuss components of burnout and vicarious trauma, how this impacts counselors, and aspects of self-care.</p>
9/22 5	<p>Building a Working Relationship</p> <p>Building Rapport and Establishing Trust</p> <p>The Language of Counseling</p> <p>Communication - Nonverbal/Verbal; Encouraging & Paraphrasing</p> <p>Lets begin practicing skills!</p>	<p><u>Readings:</u> Common factors</p> <p><u>Discussion Question#6:</u> Discuss how the therapeutic alliance relationship impacts the counseling process and considerations to keep in mind when establishing rapport.</p> <p><u>Discussion Question #7:</u> Review literature on common factors in therapy and discuss how a clinician would integrate common factors into the therapeutic process. (How are common factors positioned with theory, technique, skills, interventions...)</p>
9/29 6	<p>Finish The Language of Counseling</p> <p>Communication - Nonverbal/Verbal; Encouraging & Paraphrasing</p> <p>Communicating Empathy: Reflection of Feeling</p>	
10/6 7	<p>Continue:</p> <p>Communicating Empathy: Reflection of Feeling</p>	<p>Mock session 1 due Friday 10/10 9:00am</p> <p>Alternate Response 1 due in the class Monday 10/20</p>
10/13 8	Fall Break - Enjoy	
10/20	Interpersonal Neurobiology	

9	<p>Polyvagal Theory</p> <p>Discuss how we integrate this with our listening skills</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Read Copy of <i>Beginners Guide to Polyvagal Theory</i> (located in Articles folder in Google Drive) https://doi.org/10.3928/00485713-20060401-06 <p><u>Discussion Question #8:</u> Discuss how the brain and interpersonal neurobiology may influence the therapeutic relationship and what we need to be aware of as clinicians.</p>
10/27 10	<p>Skills: Interrupting, Silence, Therapeutic Questions</p> <p>Skills: use of Challenging</p>	<p><u>Readings:</u></p>
11/3 11	<p>Skills Practice and Skill Building</p>	<p><u>Readings: Review your mock session 1 feedback again</u></p>
11/10 12	<p>Advocacy and Social Justice</p> <p>Role of Advocacy and Social Justice in the Profession</p> <p>Intro to Multicultural Counseling Multicultural competencies and multicultural orientation framework (cultural humility, cultural opportunities, cultural comfort)</p>	<p><u>Readings:</u></p> <p>Review the ACA Multicultural Competencies (for MC students) and APA Multicultural Guidelines (for PhD students)</p> <p>https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling</p> <ul style="list-style-type: none"> • Trevino, A. Y., Tao, K. W., & Van Epps, J. J. (2021). Windows of cultural opportunity: A thematic analysis of how cultural conversations occur in psychotherapy. <i>Psychotherapy</i>, 58(2), 263-274. https://doi-org.ezproxy1.lib.asu.edu/10.1037/pst0000360 King, K., & Summers, L. (2020). Predictors of broaching: Multicultural competence, racial colorblindness, and interpersonal communication. <i>Counselor Education and Supervision</i>, 59(3), 216-203. https://doi.org/10.1002/ceas.12185 • <u>Optional Reading:</u> • Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., & Gubara, S. (2021). Strategies for broaching the subjects of race, ethnicity, and culture. <i>Journal of Counseling and Development</i>, 99(3), 348-357. https://doi.org/10.1002/jcad.12380

		<p>Davis, D. E., DeBlaere, C., Owen, J., Hook, J. N., Rivera, D. P., Choe, E., Van Tongeren, D. R., Worthington, E. L., & Placeres, V. (2018). The Multicultural orientation framework: A narrative review. <i>Psychotherapy (Chicago, Ill.)</i>, 55(1), 89–100. https://doi.org/10.1037/pst0000160</p> <p><u>Discussion Question #9:</u> Address the role and process of the professional counselor advocating on behalf of the profession.</p> <p><u>Discussion Question #10:</u> Discuss the role of multicultural competence in counseling sessions, important components of multicultural competence training, and strengths and challenges of implementing this into clinical practice.</p>
11/17 13	Skills Practice and integration of multicultural counseling processes	<p>Readings: Mock session 2 and Alternate Response 2 due 11/24 Monday, 9:00am</p>
11/24 14	<p>Skills: Meaning Making in Client Stories: How do we conceptualize client stories?</p> <p>Sm group discussions: what did you hear in your “client” stories</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Sperry, J. & Sperry, L. (2020, December). <i>Case conceptualization: Key to highly effective counseling</i>. American Counseling Association. https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/case-conceptualization-key-to-highly-effective-counseling
12/1 15	Integrating Conceptualization into the skills and processes we have discussed over the semester	<p>Readings:</p> <ul style="list-style-type: none"> • Review your session 1 and 2 feedback, come prepared to discuss your skills and moving forward to Foundations 2 <p><u>Discussion Question:</u> What considerations do clinicians need to be aware of in using diagnostic criteria in conceptualizing clients? How do clinicians utilize theoretical orientation in their work?</p>

Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Accommodation for Religious Practices or Military Service

Class attendance (either in-person or remotely) is required in the course, and attendance is taken every class session. If you are unable to attend class for any reason, please contact me as soon as possible.

Follow the appropriate University policies to request accommodation for religious practices, or to request accommodation for missed assignments due to University-sanctioned activities or active military service.

Missed Classes Due to University-Sanctioned Activities

Follow the appropriate University policies to request accommodation for religious practices, or to request accommodation for missed assignments due to University-sanctioned activities or active military service.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](http://asu.edu/studentresourcesforacademicintegrity) or provost.asu.edu/academicintegrity for more information.

Academic Grievance and Grade Appeal:

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the CISA Grade Appeals policy: https://cisa.asu.edu/sites/default/files/grade_appeal_procedure.pdf.

Disruptive, Threatening, or Violent Behavior

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Student Accessibility and Inclusive Learning Services (SAILS)

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services facilitate a comprehensive range of academic support services and accommodations for qualified students. Eligibility is based on qualifying documentation and assessment of individual need. Students who believe they have a current and essential need for accommodations are responsible for requesting accommodations and providing qualifying documentation to the Student Accessibility and Inclusive Learning Services.

Every effort is made to provide reasonable accommodations for qualified students with disabilities. It is the student's responsibility to inform the instructor at the beginning of the semester either during office hours or by appointment regarding disability accommodations. It is also the student's responsibility to provide written documentation from the Student Accessibility and Inclusive Learning Services indicating appropriate accommodations. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

Student Accessibility and Inclusive Learning Services (<https://eoss.asu.edu/accessibility>)

Email: Student.Accessibility@asu.edu

SAILS Phone: 480-965-1234

SAILS FAX: 480-965-0441

Tutoring

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. For more information, see the Computer, Internet, & Electronic Communications Policy at <http://www.asu.edu/aad/manuals/acd/acd125.html>

Instructor's Copyrighted Materials

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Campus Resources:

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <https://students.asu.edu/academic-success>
- Counseling Services: <https://eoss.asu.edu/counseling>
- Financial Aid: <https://students.asu.edu/financial-aid>
- Student Accessibility and Inclusive Learning Services: <https://eoss.asu.edu/accessibility>
- Major/Career Exploration: <https://universitycollege.asu.edu/major-and-career-exploration>
- Career Services: <https://career.asu.edu/>
- Student Organizations: <https://eoss.asu.edu/clubs>
- ASU Writing Centers: <https://tutoring.asu.edu/student-services/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources:
<https://issc.asu.edu/student/resources/academic-support-services>

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.