

# ANTIOCH UNIVERSITY

SEATTLE

COUN-5060

Communication & Counseling Skills

**Credits:** 3

**Quarter:**

**Prerequisites:** Program Enrollment

**Location:** AUS Main Campus

**Meeting Times:**

**Competency Domain:** Counseling Skills

**Primary Document Demonstrating Competency:** Final Synthesis Paper

**Instructor:**

**Office hours/instructor availability:**

**(ZOOM Drop-in Hours and link)**

## **Course Owner and Course Liaison Information**

Primary Course Owner/Liaison:

- Tanya Johnson, PhD, LMHC: [tjohnson17@antioch.edu](mailto:tjohnson17@antioch.edu)

Secondary Course Owner/Liaison:

- Katherine Fort, PhD, LMHC: [kfort@antioch.edu](mailto:kfort@antioch.edu)

Course Consultant:

- Leah Batty-Hibbs, MA, LMHC: [lbattyhibbs@antioch.edu](mailto:lbattyhibbs@antioch.edu)

## **Course Description:**

This course consists of laboratory training in counseling skills and application of theory to practice. Development of a personal theory of counseling is an expected learning outcome grounded in a professional understanding of therapeutic intentionality. The course includes recorded counseling interviews under clinical supervision. The mandate for the course is student mastery in the art of helping and building engaging counseling relationships. Proficiency in these skills is necessary for a positive practicum experience and designed to meet in part the CACREP standards for training professional mental health counselors.

## **Program Competencies and Outcomes**

This course will be structured primarily as a lab course, providing a supportive context for increasing self awareness and interpersonal skills as they apply to counseling practice.

**Primary Learning Outcome:**

Knowledge and skills of the counseling process with individuals, groups, and families as well as the theories, conceptualization, and interventions associated with best counseling models and practices.

<i>Student Learning Objectives:</i>	<i>Related 2016 CACREP Standards:</i>
Exploration and awareness of the helper's unique beliefs about self and others and how these might impact helper behavior	<b>2.F.5f.</b> counselor characteristics and behaviors that influence the counseling process <b>2.F.5n.</b> processes for aiding students in developing a personal model of counseling
Exploration of personal value system and impact on counseling practice;	<b>2.F.5.a.</b> theories and models of counseling <b>2.F.5b.</b> a systems approach to conceptualizing clients
Improvement of quality and clarity of verbal and non-verbal communication and counseling skills	<b>2.F.5e.</b> the impact of technology on the counseling process <b>2.F.5g.</b> essential interviewing, counseling, and case conceptualization skills <b>2.F.5i.</b> development of measurable outcomes for clients <b>2.F.5j.</b> evidence-based counseling strategies and techniques for prevention and intervention
Acquiring a basic knowledge of the dynamics of the helping process	<b>2.F.5h.</b> developmentally relevant counseling treatment or intervention plans <b>2.F.5k.</b> strategies to promote client understanding of and access to a variety of community-based resources <b>2.F.5l.</b> suicide prevention models and strategies <b>2.F.5m.</b> crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
Increased competence in working with cultural differences in relation to counseling practice	<b>2.F.5d.</b> ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships <b>2.F.5.e - advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</b> <b>CMHC 2.1.</b> legislation and government policy relevant to clinical mental health counseling

<i>Key Performance Indicators</i>	<i>Course Assignments</i>
(K) 2.F.5.f. Students will gain knowledge of counselor characteristics and behaviors that influence helping processes.	Class lab participation Skills Demonstration videos & Critiques
(S) 2.F.5.g. Students will demonstrate essential interviewing, counseling, and case conceptualization skills.	Skills Demonstration videos Supervision Session
(D)2.F.5.d. Students will demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Skills Demonstration videos Final Synthesis Paper

### *CFT Course Competency Information*

CFT Competency Domain: This course is within the Individual Therapy (Domain #4).  
CFT Student Learning Outcomes (SLOs). Out of the five SLOs in the CFT Program, the following SLOs will be addressed in this course:

SLO-1: CFT students demonstrate knowledge relevant to individual, couple, and family therapy

SLO-2: CFT students demonstrate skills relevant to individual, couple, and family therapy

SLO-5: CFT students demonstrate awareness and sensitivity regarding diverse populations

CFT Course Competencies. More specifically, by successfully completing the requirements for this course, students will be able to:

Comprehend a helping relationship approach to individual counseling.

Applies a helping relationship approach in counseling individuals.

### **Required Texts & Reading Resources:**

#### ***Required***

Ivey, A.E., Ivey, M.B., & Zalaquette, C.P. (2017). 9<sup>th</sup> Ed. *Intentional Interviewing and*

*Counseling: Facilitating Client Development in a Multicultural Society*. Boston, MA: Cengage. ISBN-13: 978-1305865785; ISBN-10: 1305865782

American Psychological Association. (2010). *Publication guide of the American Psychological Association* (6th ed.). Washington D.C.: APA.

### ***Recommended***

Ward, C. & Reuter, T. (2010). *Strength centered counseling: Integrating postmodern approaches and skills with practice*. Thousand Oaks, CA: Sage.

Yalom, I. (1989). *Love's executioner*. New York, NY: Harper Collins.

Other required readings: articles, chapters, etc. will be posted on Sakai.

### **Performance Assessment:**

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual evaluations are subjectively assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore:

- Students will be assessed based on knowledge obtained through the text and class discussions. Class discussions will not be summaries of the readings. Students must prepare for class by having completed assigned readings beforehand.
- Students will be assessed on skill competence on the various skills and stages of counseling. Skill competency assessment will be based on digital or video recordings, written transcripts, written reports, class discussions, and the individual's final process evaluations. Activities will include those in class and on-going counseling dyads/triads conducted in the counseling laboratory.
- Students will be assessed on their Counselor Competency and Fitness (see below)

### **Course Requirements:**

To obtain credit for this course, students must meet minimum attendance, scholarship, and competency standards. To achieve a particular level of competence for the course, students must complete the following:

### **Attendance and Participation:**

This is an experiential class with dyad/triadic processing activities that provide opportunities to interact with and learn from your peers. Such activities are significant factors in your educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and

presentations at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners). Homework related to class laboratories and experiential enactments will be required throughout the quarter.

*Each student is expected to be on time and attend for all classes.* Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the 90% standard of attendance, it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work will be permitted and no credit will be granted in those cases where 20% or more of the total class meeting time has been missed. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Furthermore, as stated in Antioch University's attendance policy, missing more than one class for any reason may result in a No Credit evaluation. It is the policy of the instructor that students who are more than 20 minutes late will receive a loss of attendance for that class period.

Informed Consent:

To participate in this class, you must sign and submit the Informed Consent Form.

### **Reading Assignments**

A schedule of readings is listed in the course outline and should be completed prior to the listed class date. It is expected that students will integrate and synthesize their readings into class activities, written submissions, as well as a foundation to their developing theory of counseling and change. Readings will be posted periodically on Sakai (as well as other resource materials) and should be checked frequently for updates.

### **Skills Competence**

Students must demonstrate competence in the various skill groups and stages of counseling. Skill competency assessment will be based on digitally recorded counseling sessions/interviews and written reports. Activities will include those in class and ongoing counseling dyads outside of class. Students will be assessed on their ability to incorporate skills and techniques discussed in class, the ability to assess the appropriateness and inappropriateness of skills in their helping style, and the level of awareness of ethical and diversity issues impacting the helping relationship. video critiques, transcriptions and packets should each reflect these competencies.

Evaluative supervision will occur in-class in the form of small group supervision from your peers and instructor, and will occur outside of class in the form of individual live or written feedback from the instructor. Students may also receive feedback via video recording from the instructor. If skill integration needs improvement, a student may be asked to redo a video. It is the responsibility of the student to make arrangements outside of class to redo the skills video and resubmit for evaluative supervision within one

week's

time, unless otherwise approved by the instructor. An additional transcript is not required on redo videos.

The evaluative criterion for supervision is the student's ability to reflect, synthesize and apply insights and skills attained from supervision into subsequent skill videos. This is the cornerstone of advanced counseling professionals and demonstrates willingness toward continued growth and development. A student's ability to accept evaluative feedback with maturity is part of this evaluative criteria.

### **Individual/Dyad Supervisory Feedback Session**

Students will schedule group supervision in video triads to take place during Weeks 6-7, lieu of class meeting Week 7.

(Course time will be reserved for this purpose. Upon review of student's second video packet, discussion will revolve around the student's integration of supervisory feedback, level of class participation and professional risk-taking, theoretical insight, and counseling intentionality, as well as adherence to the Counselor Competency and Fitness statement. The same principles will be used in evaluating the student's third and fourth videos. The instructor may request to meet with students 1:1 for additional feedback as needed.

### **Supervision Outcomes:**

The overall purpose of clinical supervision is to assist counselors with conceptualizing the counseling process in new and more complex ways. Therefore, the outcome goals of supervision, both the individual and lab/group meetings are:

- To identify and develop skills as a counselor which can only be accomplished through an ongoing commitment to professional risk taking.
- To assist counselors in shifting from a performance judgmental stance to that of professional evaluation and reflective self-analysis.
- To encourage counselors in embracing the learning process despite previous counseling or helping experiences so that a full integration of skills can take place.
- To prepare counselors in managing the frustration and tension associated with the ambiguity of the counseling process.
- To facilitate the counselors self-awareness and understanding with regard to their influence (directly or indirectly) on the counseling process and to develop skills in objective self-reflection.

### **Determination of Competency:**

Due to the nature of the course, the expectation is that all work will be submitted on or before the date it is due. As a mastery-learning course, assignments will be returned with a P (Pass) or I (Incomplete). Receiving full credit will include competent completion of all course requirements. Academic dishonesty will be penalized in accordance with AUS policies. Assignment weighting is listed below.

## Counseling Skill video Assignments & Submissions

Each of the following Skill video submissions will include:

- A Skill Demonstration video (see below)
- A video Critique Form incorporating readings and course materials
- A Brief video Transcript: 5 mins TP1, 10 mins TP2, 10 mins TP 3, No Transcript for video Packet Four

### Course Outline:

Because of the rapidly changing nature of the delivery of education, the following must be considered a tentative outline of class topics and therefore will be subject to alteration at a moment's notice. The specific schedule, content of the course, and reading assignments are as follows:

### Course Outline Communication & Counseling Skills

<b>Week/Date</b>	<b>Course Topic</b>	<b>Assigned Readings</b>	<b>Assignments Due (by midnight)</b>
Week 1:	Introductions Course Overview Microskills Skills Group One: <ul style="list-style-type: none"> <li>• Informed Consent</li> <li>• Opening &amp; closing</li> <li>• Attending</li> <li>• Observing</li> </ul> IN-CLASS PRACTICE LAB: Skills Group 1	Ivey, Ivey, & Zalaquett: Chapters 1, 2	
Week 2:	Review Skills Group One IN-CLASS FORMAL LAB: Skills Group 1 One: 20 min session Discussion	Ivey, Ivey, & Zalaquett: Chapters 3, 4	Due: *Read and sign Informed Consent
Week 3:	Skills Group Two: <ul style="list-style-type: none"> <li>• Encouraging &amp; Paraphrasing</li> <li>• NLC (Nonjudgmental Listening Cycle)</li> </ul>	Ivey, Ivey, & Zalaquett: Chapters 5, 6	Submit video Packet One

	<ul style="list-style-type: none"> <li>• Reflecting Feelings and Empathizing</li> </ul> IN-CLASS PRACTICE LAB: Skills Groups 1 & 2		
Week 4:	Review Skills Group One & Two IN-CLASS FORMAL LAB: Skills Group 1 & 2: 30 min session	Ivey, Ivey, & Zalaquett: Chapters 7, 8	
Week 5:	Skills Group Three: <ul style="list-style-type: none"> <li>• Reflecting Meaning</li> <li>• Summarizing</li> </ul> IN-CLASS PRACTICE LAB: Skills 1-3 Mid-Quarter Evals	Ivey, Ivey, & Zalaquett: Chapters 9, 10	Due: Submit video Packet Two – 30 minute session
Week 6:	No Class! Schedule individual supervision sessions	Ivey, Ivey, & Zalaquett: Chapters 11, 12	
Week 7:	Video Recording Review Skills Group One - Three IN- CLASS FORMAL LAB: Skills Group 1-3 : 40 min session	Ivey, Ivey, & Zalaquett: Chapters 13, 14	Due: video Packet Three: 40 minute session
Week 8:	Skills Group Four: <ul style="list-style-type: none"> <li>• Confronting</li> <li>• Giving Feedback</li> </ul> IN-CLASS PRACTICE LAB: Skills Group 1-4		
Week 9:	Video Recording IN-CLASS FORMAL LAB: FINAL		

	INTEGRATION Video Recording Skills Group 1-4 : 50 min session		
Week 10	Closing Discussion of Termination Select a short section in video 4 for group feedback as time allows.		Submit video Packet 4 Submit Final Synthesis Paper

\*Additional readings may be added week by week to Sakai throughout the quarter, so check often!

***Skill Demonstration Video Assignments:***

Your videos must be made with a partner from this class who becomes your “client.” Partner assignments will be made in the first class session. As a client, you should use real issues to discuss with your mock counselor. However, please be mindful that you are the gatekeeper to your own self-disclosure, so be intentional about what you share in sessions.

Recommended Recording Procedure: Using a computer with a webcam and microphone, sign into your Antioch Zoom account (found on AUDirect Services Menu). Start a new session, and choose “record.” You will be able to see the frame (what is being recorded on the video) on your computer screen. When you stop the video, a video file (.mp4) will automatically render and prompt you to save it to your computer. Turn in this file along with your transcript and critiques to your instructor. Note: As videos become longer in length, they are often too big to share via email or Sakai. Instead, you can upload the file to you Antioch Google Drive and share the file with your instructor using “Sharing Settings.”

For a detailed tutorial on using Zoom to record your session, [click here](#)

*Tips: Prior to Video Recording*

- (1) Be sure all equipment is working and that the voice can be heard distinctly, by creating a short test recording before starting.
- (2) Record audio with a second device simultaneously every time, for back-up. Be mindful of background noises from fans, neighbors, pets, and make reasonable modifications to minimize audio interference.
- (3) Be sure faces and bodies of counselor and client can be seen in the frame.
- (4) Get into the habit of recording your peer feedback, as well, as this will help in processing your experience

*Reminders: During the Video Recording*

- (1) Assume your client has already signed the Informed Consent at the beginning of the quarter. However, each new client should sign a new Permission to Record form.
- (2) Begin by reviewing the rules of confidentiality, informed consent, and what they can expect from you as a counselor with every new client. Remember: each of you have signed an Informed Consent, which covered the rules of confidentiality, at the start of the quarter.
- (3) Structure appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate.
- (4) Use BLS (Basic Listening Sequence) within videos 2-4 to assist with pacing and remaining client-centered.
- (5) Close with a final summary of the session and consider discussing with the client about how new knowledge/learning/skills/goals may be integrated into his/her life.
- (6) Keep on recording while processing with your peers regarding how the session went.

*Transcription:*

Video transcriptions need to demonstrate counselor intentionality to the counseling process and are used to focus part of the supervisory feedback to a specific area unique to each student. Although the format might vary slightly between students, transcription of the session between the counselor and client needs to coincide with the reflective intent of the counselor. This is usually done with session transcription on the left and the counselor's reflective intent on the right. **DO NOT WRITE THE CLIENT'S NAME ANYWHERE ON THE TRANSCRIPT (use "CT" for client)! Keep confidential what is discussed in sessions.**

Video Packet Assignments	Video Content: Demonstrate each skill	Due Dates
Skills Group One	Length: 20 minutes • Informed Consent • Opening & closing • Attending • Observing  Transcript: 5 minutes Critique Form	
Skills Group Two	Length: 30 minutes • Encouraging & Paraphrasing • BLS (Basic Listening Sequence): Using open and closed questions;	

	encouraging; paraphrasing; reflecting feelings; summarizing  Transcript: 10 minutes Critique Form	
Skills Group Three	Length: 40 minutes • Reflecting Meaning • Summarizing  Transcript: 10 minutes Critique Form	
Skills Group Four	Length: 50 minutes Content: Integration of one through three; Closing  Critique Form No Transcript	

***Final Synthesis Paper:***

A final reflection paper examining your experiences in the class regarding the development of knowledge, skills, and dispositions associated with the practice of basic counseling interviews.

The paper is to be a 7 page typed, double-spaced, in 12-point font, and APA style. A minimum of 5 references are required, using APA format in citations references list. The paper should be written in a first-person voice. In general, the paper will address issues related to counselor self-awareness in helping relationships and counselor understanding of social and cultural diversity and human growth and development in the context of conducting counseling interviews. In this type of writing students reflect on:

- a. Experiences (in the case of COUN 5060 that would include in-class learning experiences, out-of-class experiences with communication and communication skills, and life experiences in general);
- b. Reflections on experiences (in order to better understand such things as your emotional reactions to, and thoughts about, activities, interactions, life experience,

- what did you learn about yourself, what did you find as a surprise during this experience, your impact onto others in regards to culture and power, etc.); and,
- c. Notes about ideas, questions, or discoveries that you would like to consider further.

In its final form, the paper is to consist of three clearly marked sections:

- 1) An introduction that addresses the content and structure of the paper;
- 2) A body of the paper that contains well-organized written responses to probes (above) provided by the instructor; and,
- 3) A summary and conclusion that summarizes the author's work in the paper and draws conclusions related to how the learning in this course will be carried forward into future courses and into practice as a counselor.

### **Attendance and Participation**

This is an experiential class with dyad/triadic processing activities that provide opportunities to interact with and learn from your peers. Such activities are significant factors in your educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and peer practice sessions at the graduate level. Students are expected to demonstrate interpersonal effectiveness, openness to feedback, and respect for the community of learners.

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the 90% standard of attendance, it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work will be permitted and no credit will be granted in those cases where 20% or more of the total class meeting time has been missed.

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Furthermore, as stated in Antioch University's attendance policy, missing more than one class for any reason may result in a No Credit evaluation. It is the policy of the instructor that students who are more than 15 minutes late will receive a loss of attendance for that class period.

### **Scholarship**

Completion of written assignments should be typed, double-spaced, proof read, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students should submit papers electronically through Sakai ("Assignments"). All written papers must conform to M.A. Psychology style and writing standards of graduate level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No students will be permitted more than one opportunity to re-write a paper that fails to meet M.A. Psychology scholarship standards.

No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.

### **Competency**

All students are expected to demonstrate Required Competency in order to receive credit for the course. Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, demonstration of willingness to learn basic counseling skills, peer collaboration, receive and provide feedback, and synthetic thinking are aspects of professional counselors and expected of students throughout the course. Evaluative feedback will occur both in person and in written throughout the quarter.

### **Assessment Criteria for CMHC Students:**

CMHC students are assessed in 9 areas across 5 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall minimum level of competency. In order to successfully move into the internship year, students must demonstrate an overall 50% competency level in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency level in at least 75% of course/learning assessments for their program.

### **Definitions of Competency Areas (CMHC):**

To achieve a particular level of competence for the course, students must complete the following:

**Critical Thinking** – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

**Verbal Communication** – articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

**Oral Presentation** – able to present ideas in a well-organized format' open and able to respond to questions.

**Written Communication** – writes clearly. Presents ideas and information in an organized format, demonstrates technical writing skills including appropriate punctuation, spelling, quotation, grammar, and APA style.

**Cultural Awareness and Responsiveness** – understands the influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

Social Responsibility – aware of social, political and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

Emotional Maturity – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

Ethical Conduct – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

**Definitions of Competency Levels:**

“Below Competency” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. The student did not meet minimum attendance, written work, oral presentation and class participation criteria for satisfactory completion of course; did not present graduate level work.

“Required Competency” indicates sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Indicates that the student has met the minimum competency criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria. Met all criteria for attendance, written work, oral presentation and class participation at graduate level of work. It is not uncommon for students to receive Required Competency in this course.

“Intermediate Competency” indicates that the student has met the “Required Competency” criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria, as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.

The level of Advanced Competency (i.e., knowledge and skills that would be expected of a beginning-level master’s practitioner) is reserved for supervised practice coursework in students’ internships.

Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted).

As a mastery-learning course, assignments will be returned with a P (Pass) or I (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic

thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

#### COUNSELOR COMPETENCY AND FITNESS

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association Code of Ethics, Section F.5.b. states that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

In this course you will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995\*). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

#### **Performance Assessment:**

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual evaluations are subjectively assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students.

Students will also be assessed on:

- The knowledge obtained through the application of their readings and research within class discussions, and course assignments;
- Demonstrating competence toward the understanding and application of a mental

- health counseling perspective via course and online activities; and
- Their level of Counselor Competency and Fitness

Course Evaluations: Students evaluate all courses during Weeks 5 and 10. The final course evaluation (Week 10) is required for all students in all courses.

#### Evaluation Procedures

1. Attendance: Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. Conduct: Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. Plagiarism: Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. Communication Protocol: All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.
  - a. E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.
5. Incompletes: If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes

of a term to be eligible to graduate that term.

### **AUS Policies:**

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)

Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, [Jharmonjacobs@antioch.edu](mailto:Jharmonjacobs@antioch.edu) or 206.268.4714.

### *Reasonable Accommodation for Students with Disabilities*

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or [dss.aus@antioch.edu](mailto:dss.aus@antioch.edu).

### **Library Services and Research Support**

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at

206-268-4120 if you need information on how to access the databases.

The Library teaches workshops throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or [bstuart@antioch.edu](mailto:bstuart@antioch.edu).

### *Writing Support at Antioch University*

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for free writing support:

**Writing Lab (room 323 Library/CTL):** The Writing Lab offers free peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email [writinglab.aus@antioch.edu](mailto:writinglab.aus@antioch.edu)) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their website for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located at [antioch.edu/vwc](http://antioch.edu/vwc) and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu).

**The Writers' Exchange (WEX):** fee-based writing support

The Writers' Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at [wex.antioch.edu](http://wex.antioch.edu).

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

### ADDITIONAL SUGGESTIONS FOR THE QUARTER:

(1) Keep a journal. You will be asked to make sense of confusing situations, decode underlying feelings, and to unravel mysteries. One of the most useful ways for training yourself to think like a counselor is to use a professional journal to record your impressions, experiences, and learning benchmarks. This will also be useful in writing midterm and final reviews for this course.

(2) Co-create a supportive environment with your peers. You will likely experience stress related to your performance in both client and counselor roles. Peer support can be invaluable.

(3) Review all handouts and Practice the Skills. Effective listening is easily described and difficult to master. Reviewing, Reflecting, and Practicing the skills described in this class can assist with your professional development and readiness for practicum.

(4) Remember that self-care is very important for those in the helping professions. Consider seeking outside counseling in order to help manage any issues/concerns that may arise as a result of your work in this course (this is also an AUS requirement for graduation!). Be mindful of the impact on your personal relationships. You will be challenged in this course to become more sensitive and interpersonally skilled. This can create new standards in your relationships and will challenge them to grow as well.

(5) Expand your knowledge and network by attending conferences and workshops.

(6) Challenge yourself to be honest with yourself, with others, and take risks to resolve the discrepancy between what you hope to be doing in the class and what you are doing in the class.

Appendix A  
Assignment Rubrics

Tape Packet #1	Intermediate Competency	Required Competency	Below Competency	Additional Comments
20 minute audio and video taped mock session with assigned class partner				
Demonstration of each of the following counseling microskills: <ul style="list-style-type: none"> <li>• Informed Consent</li> <li>• Opening &amp; closing</li> <li>• Attending</li> <li>• Observing</li> </ul>				
5-minutes of tape transcribed verbatim				
Critique form completed with self-reflection and peer feedback integrated				
Overall Quality				

<b>Tape Packet #2</b>	Intermediate Competency	Required Competency	Below Competency	Additional Comments
30 minute audio and video taped mock session with assigned class partner				
Demonstration of each of the following counseling microskills: <ul style="list-style-type: none"> <li>• Attending and Observing</li> <li>• BLS (Basic Listening Sequence): Using open and closed questions; encouraging; paraphrasing; reflecting feelings; summarizing</li> </ul>				
10 minutes of tape transcribed verbatim				
Critique form completed with self-reflection and peer feedback integrated				
Clear, objective, and clinical language.				
Overall Quality				

<b>Tape Packet #3</b>	Intermediate Competency	Required Competency	Below Competency	Additional Comments
40 minute audio and video taped mock session with assigned class partner				
Demonstration of each of the following counseling microskills: Attending and Observing <ul style="list-style-type: none"> <li>• BLS (Basic Listening Sequence): Using open and closed questions; encouraging; paraphrasing; reflecting feelings; summarizing</li> <li>• Reflecting Meaning</li> <li>• Summarizing</li> </ul>				
10 minutes of tape transcribed verbatim				
Critique form completed with self-reflection and peer feedback integrated				
Overall Quality				

Tape Packet #4	Intermediate Competency	Required Competency	Below Competency	Additional Comments
50 minute audio and video taped mock session with assigned class partner				
Demonstration of each of the following counseling microskills: Attending and Observing <ul style="list-style-type: none"> <li>• BLS (Basic Listening Sequence): Using open and closed questions; encouraging; paraphrasing; reflecting feelings; summarizing</li> <li>• Reflecting Meaning</li> <li>• Summarizing</li> <li>• Closing</li> </ul>				
Critique form completed with self-reflection and peer feedback integrated				
Overall Quality				

Final Analysis Paper	Intermediate Competency	Required Competency	Below Competency	Additional Comments
Introduction that addresses the content and structure of the paper				
Experiences (in the case of COUN 5060 that would include in-class learning experiences, out-of-class experiences with communication and communication skills, and life experiences in general)				
Reflections on experiences (in order to better understand such things as your emotional reactions to, and thoughts about, activities, interactions, life experience, what did you learn about yourself, what				

<p>did you find as a surprise during this experience, your impact onto others in regards to culture and power, etc.)</p>				
<p>Summary and conclusion that summarizes the author's work in the paper and draws conclusions related to how the learning in this course will be carried forward into future courses and into practice as a counselor.</p>				
<p>APA Formatting (Title Page, Headings, citations, References, style)</p>				
<p>Overall Quality</p>				

Appendix B  
Required Informed Consent for COUN 5060

ANTIOCH UNIVERSITY SEATTLE  
COUN 5060: COMMUNICATION AND COUNSELING SKILLS  
PARTICIPATION IN THE COUNSELING DYAD: INFORMED CONSENT

I agree to participate in the counseling experience as explained by the professor and outlined in the current course syllabus for COUN 5060 Communication and Counseling Skills. I understand and agree to abide by the responsibilities of counselors and participants as described in the course syllabus and by the ACA Code of Ethics and Standards of Practice. I understand that the purpose of the counseling dyads/triads is to enable me to experience and discuss counseling processes, assess and improve my interpersonal counseling skills, and discover effective and appropriate ways to apply skills and techniques in my counseling work. I understand that my participation in the counseling dyads/triads is to provide prerequisite experience to enrolling in the Counseling Practicum.

I understand that I will be asked to serve as a counselor and a participant in counseling dyad/triad sessions. I understand the purpose of the counseling dyad/triad is not to provide or receive psychotherapy. I understand that I may be challenged to explore my thoughts, feelings, and behavior as a counselor and as a participant and this may lead to new awareness and insight which may at times cause discomfort. I understand that I am never obligated to share anything with the counselor or class that I do not wish to share. I am aware that I have access to the professor to discuss any issues that concern me or may interfere with my full participation in the counseling dyads/triads.

I agree to do the utmost to maintain the confidentiality of the counseling dyads/triads. This means I will not discuss outside the counseling session/class what transpires within the counseling dyads/triads without the permission of the other participant(s). I understand that while confidentiality of the counseling dyads/triads will be strongly encouraged it cannot be guaranteed. I understand that there are certain situations in which information may be released without my consent, such as situations in which there is clear and imminent danger to myself or another.

I understand that there may be times that the professor will seek consultation from other professionally competent faculty members or supervisors regarding my counseling skills and performance. This consultation may include viewing my recorded sessions when I am in the counselor role. Information obtained in this consulting relationship will be discussed for educational and training purposes with the consultant(s) in order to obtain an additional perspective in evaluating my counseling skills and performance.

I hereby acknowledge that I have read, fully understand, and agree to the conditions described in this form and freely give my consent to participate.

Student's Name (print) \_\_\_\_\_

Signature \_\_\_\_\_

Appendix C  
Permission to Record

ANTIOCH UNIVERSITY SEATTLE  
COUN 5060: COMMUNICATION AND COUNSELING SKILLS

PERMISSION TO RECORD SESSION  
*MUST be completed with EACH new client/partner*

I \_\_\_\_\_  
(client/interviewee),  
give my permission for \_\_\_\_\_  
(counselor/interviewer)  
to record my counseling session(s)/interview(s). I understand that only my counselor and  
the course instructor, (and potentially other AUS faculty) will view my recorded session  
and once my video has been viewed, it will be erased.

Client's name (print)

\_\_\_\_\_

Client's signature

\_\_\_\_\_

Date \_\_\_\_\_