



**SDS 6401: Counseling Skills for Non-Counselors**

**Spring 2025 – Tuesdays 9:35 am – 12:35 pm**

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OFFICE HOURS: By appointment

LOCATION: NRNA 1019

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**A. COURSE DESCRIPTION**

In this course, students will develop knowledge, skills, and attitudes that will facilitate their use of counseling skills in both dyadic and small group interactions. The course focuses on exploring and practicing counseling micro-skills and on introducing concepts such as crisis intervention, career counseling, suicide prevention, and self-care. Other components include an introduction to the role of helping skills in Student Affairs and personal awareness and development.

**B. OBJECTIVES**

- Increase awareness of communication styles of self and others.
- Enhance overall efficacy of interpersonal interactions on both personal and professional levels.
- Develop skills in effective rapport building, active listening, interviewing, reflection and clarification, giving and receiving feedback, problem solving, crisis intervention, and referral.
- Explore selected theories related to counseling and client change.

- Develop and practice relevant applications of basic counseling skills, thereby creating a framework for more effective interpersonal interactions and helping relationships.
- Understand the historical and practical relevance of helping skills in the Student Affairs profession.
- Introduce theories and practice of career counseling.

### C. REQUIRED MATERIALS

For participation in this course students need access to the following materials throughout the class: Desktop, tablet or laptop computer with camera, microphone, and internet access for online coursework.

### D. RECOMMENDED TEXT

Young, M.E. (2020). Learning the art of helping: Building blocks and techniques, 7<sup>th</sup> edition. Pearson.

Additional readings will be provided

### E. CLASS REQUIREMENTS

Format: All written assignments must be typed (double-spaced, 12 pt. font, 1-inch margins). Any necessary citations should be in current edition APA format.

**IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS AND/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.**

Mechanics and Submission of Recording, Transcription and Assessment: All will be submitted through Canvas. For the recording, you will be working with a peer to record your session in Zoom. Doing the activity in this way is not ideal, but the tips below, along with other instructions in Canvas, will help us to make the best of it.

\*First, please know that although UF has worked to make this as secure as possible, there is no way to guarantee confidentiality in this environment. Please know this and choose your role plays accordingly. Also, if you would like an alternative method

of submission, please let the instructor know ASAP so that we can brainstorm other options.

\*Make sure to use your Zoom account is linked to your Gatorlink.

\*Since each person will submit a unique link for the assignment, each person should host the Zoom meeting to capture the recording for their turn as the counselor.

\*Practice first and make sure that as much of your body language as possible will be in view; aim for waist up, while still allowing for clear audio. The goal is to have a video that encompasses more than two talking heads.

\*You can record in the Cloud which provides you a video link, or on your computer which creates an MP4.

\*Post the link or MP4 file of your video in Canvas. Please choose “Shared screen with gallery view.”

1. Video and Transcript Assessment #1 (See rubric in Appendix B)

- a. Students will work together for each video. One student will be the helper, another will be the helpee and the 3rd will be an observer. Each conversation should take about 15-20 minutes. The person acting as the helpee can either choose to bring a minor frustration of their own to discuss or can choose to role play a student with a problem.
  - i. Helper: View the video recording and transcribe a 10 minute portion of the interaction. Please use the format provided in Appendix A. Write a 1-2 page reflection on how you think you did as a helper in this scenario. What did you do well? What would you do differently? What was the experience overall like for you?
  - ii. Helpee: Write a 1 page reflection on your experience as a helpee. Reflect on your feelings at the beginning, middle and end of the conversation. What was helpful? What could have been more helpful? Remember you are not grading your helper, simply reflecting on your experience as a helpee.
  - iii. Observer: Write a 1 page reflection on what you observed during the conversation. What did you notice? Was there anything missing? Was there something you would have done differently as the helper? Remember, you are not grading the helper, simply reflecting on your observations.

2. Video and Transcript Assessment #2 (See rubric in Appendix C)

- a. The idea of this assignment is similar to the first but is longer and more involved. Plan accordingly.
  - b. One student will be the helper, another will be the helpee and the 3rd will be an observer. This time, each conversation should be 30 minutes (this is approximate—please do not get so caught up in the time that you lose focus). The person acting as the helpee can either choose to bring a minor frustration of their own to discuss or can choose to role play a student with a problem.
    - i. Helper: View the video recording and transcribe a 15 minute portion of the interaction. Please use the format provided in Appendix A. Write a 1-2 page reflection on how you think you did as a helper in this scenario. In summary (1-2 typed pages), please reflect on the following:
      - 1. What were the experiences like overall for you?
      - 2. How did your performance improve in the second scenario?
      - 3. Are there patterns, positive or negative, in your performances?
      - 4. What is one thing that you can work on that will help you to be a better helper?
      - 5. In summary, what did you learn from the recording and transcribing experiences?
    - ii. Helpee: Write a 1 page reflection on your experience as a helpee. Reflect on your feelings at the beginning, middle and end of the conversation.
      - 1. How was the experience of being the helpee for you? How did it compare to the first assignment?
      - 2. What is one thing your partner could have done to make you feel more heard/understood?
      - 3. What insight have you obtained as the helpee in this experience?
    - iii. Observer: Write a 1 page reflection on what you observed during the conversation. How did it compare to the first assignment? What insight have you obtained as the observe in this experience?
3. Presentation
- a. Students will pair up to share a 30-minute presentation on a topic of their choice related to college students and helping skills in Student Affairs. Possible topics include student group advising, career counseling, conflict resolution, de-escalation, creating a culture of care on campus, trauma

informed care, having difficult conversations, and emerging issues in student mental health. See rubric in Appendix D.

4. At-Risk Kognito Training and Reflection

- a. Students will complete the At Risk Kognito Training for Faculty members from the Counseling Center Website. When complete, please print the certificate and write a 1-2- page reflection on the activity. Turn in both the certificate and the 1-2-page reflection. See rubric in Appendix E.

5. Psychological First Aid and Reflection

- a. Go to <https://learning.umn.edu/search/publicCourseSearchDetails.do?method=load&courseId=1735854> and follow the instructions for registration. You will have to create a new account. This is free and fairly painless. Register for the Psychological First Aid Training. It is online, and it takes 45 minutes to complete. When you complete the training, take the quiz, and print out your certificate. Turn this in with your reflection paper.
- b. Write an approximately 1 to 2-page reflection on the activity. First, summarize the course content—this should include main tenants. Then, answer the following questions: What were the most meaningful components for you? How can you use what you have learned in the course of your career? See rubric in Appendix F.

6. Case Study

- a. Students will identify a client/supervisee with whom they could focus on incorporating counseling skills discussed in class for this semester. Students will reflect on experience by reflecting on the skills incorporated as well as impact on work. Periodic case reflections will be posted on canvas (2 paragraphs max).

7. Participation

- a. This class is largely experiential. The purposefulness with which you approach your learning experience in the class will correlate with your learning outcomes. Your participation/contributions are essential for your learning and the learning of your classmates. You will receive points for every class in which you are fully present and engaged in the material. If regular participation and attendance will be a problem, please discuss this with the instructor as soon as possible.

F. GRADING

Video and Transcript #1	15 pts
Video and Transcript #2	25 pts

Presentation	20 pts
Crisis Reflection papers (Kognito and PFA)	10 pts
Case Study	10pts
Participation	20 pts
<b>Total</b>	<b>100 pts</b>

A 94-100	B- 80-83
A- 90-93	C+ 77-79
B+ 87-89	C 74-76
B 84-86	C- 70-73
	E below 70

<https://gradcatalog.ufl.edu/graduate/regulations/>

## G. CLASS POLICIES

### Participation/Attendance

It is the student's responsibility to be present at the assigned class time. It is expected that students will be appropriately engaged for class sessions, and actively engaged with peers in small discussions, role plays, and group work. This is a highly experiential course and requires active dialogue, small group work, and hands-on-exercises to facilitate the learning process.

Students are expected to log on to the Canvas course page weekly and review the week's course material. Students are responsible for checking email and e-Learning for course communications regularly. If students are not receiving regular emails from e-Learning or faculty, they should check their "clutter" inbox in the UF email system to make sure course emails are not being incorrectly marked.

Excused absences are documented illnesses and/or documented emergencies approved by the course instructor. If a student misses a class, they should email their instructor as soon as possible, consult the Canvas page for class material, and obtain any necessary information regarding class or assignments from another class member in their section.

Requirements for class attendance, make-up work, assignments, and other work in this course are consistent with university policies that can be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/>

### Late Assignments

Late major assignments will receive a one-point deduction for each day they are late.

Late weekly assignments (quizzes/homework) will not be accepted. It is the student's responsibility to ensure assignments are submitted on time and complete. Exceptions will only be made for university authorized excuses (illness, family emergencies, etc.). There are a lot of unknowns in the coming semester. The course has some flexibility built in, but timely communication with the instructor will be key.

#### Professionalism (Confidentiality & Ethics)

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. In the course of discussions, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. Homework assignments should also disguise the nature of any individual whom you may have interviewed. When videotaping a session with a roleplaying or real client, be sure you have permission on tape for that interview to proceed.

#### Practice

This is a class in which you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the textbooks, it is crucial that you be able to demonstrate the required skills.

#### Incomplete Grades (I)

Incomplete grades will only be given for extreme emergencies. Resolution of these grades will be consistent with university, college, and departmental policies.

#### Recording Class Lectures

Lectures may not be recorded unless you have permission from the instructor. No clinical case presentations or case studies offered in class may be recorded. The materials MAY NOT be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual). Cell Phones and other Communication Devices

To avoid distracting other students from their class work, please turn all cell phones to off or vibrate. If your phone vibrates, please leave class quietly. No text messaging or surfing the web is permitted in class.

#### Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) as early as possible in the semester. Once registered, students will receive an accommodation letter which must

be presented to the instructor during the first two weeks of the semester to request accommodation.

### Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### UF Honor Code

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conductcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

## H. ADDITIONAL RESOURCES

### Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1261 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies,  
<http://www.police.ufl.edu/>

Sexual Assault Recovery Services (SARS): Student Health Care Center, 352-392-1161

### Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to [learningsupport@ufl.edu](mailto:learningsupport@ufl.edu).

Career Connections Center, Reitz Union, 352-392-1601. Career assistance and counseling.  
<https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, 352-392-2010 or 352-392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process>

### Helpful Websites

CAS Ethical Standards: <https://www.cas.edu/ethics>

American College Health Association: <https://www.acha.org/>

The Jed Foundation: <https://www.jedfoundation.org/>

ACPA/NASPA Competencies:

[https://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Compencies\\_FINAL.pdf](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Compencies_FINAL.pdf)

Tentative Course Schedule–Dates/Topics may change

Please refer to Canvas for the most current topics and due dates.

<b>Date</b>	<b>Topic/s</b>	<b>Readings Covered</b>	<b>What's Due</b>
January 14	Intro to course and students; professional foundations, ethics, ground rules	Syllabus	
January 21	Know Yourself; relationship; empathy; multicultural considerations	Chapters 2 & 3	
January 28	Role playing; giving feedback; common therapeutic factors; communication building blocks; Invitational Skills	Chapters 1 & 4	Identify a helpful case for case study and write Case study Reflection 1
February 4	Invitation and Listening and Responding	Chapter 5	
February 11	Listening and Responding and Importance of Feelings	Chapter 6	Video assignment 1 due 2/11 11:59pm
February 18	Problem ID and Questions; Resolution, Referral, Follow-Up  Suicide intervention and prevention  Psychological First Aid and Crisis Intervention		
February 25	Presentations		Presentations due during class
March 4	No class – AGPA conference		Case Study reflection 2

March 11	Meaning, Summarizing, and Challenging	Chapters 7 & 8	
March 18	Spring Break – no class		
March 25	Case Study		Video Assignment #2 due 3/25 11:59pm
April 1	Video Review		Case study reflection 3
April 8	Case Study/Video Review		
April 15	Case Study/Video Review		PFA and Kognito reflections due 4/15 11:59 pm
April 22	Wrap Up/Case Study Discussion		

\*Any changes to schedule will be shared on canvas

## Appendix A

### Sample Transcript

For each of your tapings, you will transcribe your session on a form like the following example. Please use this format for every transcript you submit. In the far-left column, list exactly what was said during the session, using “H1” for the helper’s first statement and “C1” for the client’s first statement. Repeat this labeling format for each subsequent response. In the center column, list the skill you used with that statement. In the “Comments” column on the far right, list your thoughts about what you said, what you might have said differently, your observations about the efficacy of your response based on what the client said, and any other observations you make regarding your skills during the session.

<b>Client &amp; Helper Responses</b>	<b>The Skill You Used</b>	<b>Comments</b>
H1: What would you like to talk about today?	Open Question	I think I will try something less “canned” next time, such as “How would you like to begin?”
C1: I am having a problem with my boyfriend.		
H2: Tell me more about that.	Minimal Encourager and Door-opener	She paused as if she wanted me to say something, so I encouraged her to continue.
C2: I think he is keeping something from me. He is acting differently and seems very distant. He has never been like this before.		She appeared to be afraid. I should have paraphrased or asked her to tell me about her feelings or about what she meant by “different” and “distant.”
H3: Have you been dating for a while?	Closed Question	The client is very distressed, so this question seems pointless and very invalidating as I look at it now. It seems like I totally washed over her deep concerns and feelings.
C3:		
H4:		
Etc.		

Appendix B

Video and Transcript #1 Rubric

Project Component	Points Possible	Points Earned	Instructor Comments
Complete, easy to view recording of 15-20 minute helping session with a peer.	5		
Transcript of 10-minute segment complete using format provided.	10		
1–2-page paper following the paper guidelines, showing critical thought and graduate level work. (2 points) Answer the following questions: What was his experience like overall for you? (1 point) What do you think you did well? What would you do differently if you could redo it? (1 point) Support what you say with transcribed examples. (1 point)	5		
<b>Total</b>	20		

Appendix C

Video and Transcript #2 Rubric

Project Component	Points Possible	Points Earned	Instructor Comments
<b>Video:</b> Complete, easy to view recording of an approx.. 30 minute helping session with a peer.	5		
<b>Transcript</b> of 15-minute segment complete using format provided.	10		
<p><b>Summary Paper:</b> Approximately 2 additional pages that follow the paper guidelines (2 points) and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What were the experiences like overall for you? (2 points)</li> <li>• How did your performance improve in the second scenario? What is one thing that you can work on that will help you to be a better helper? (2 points)</li> <li>• How was the experience of being the helpee for you? What one thing could your partner have done to make you feel more heard/understood? (2 points)</li> <li>• In summary, what did you learn from the recording and transcribing experience? (2 points)</li> </ul>	10		
<b>Total</b>	25		

Appendix D

Presentation Rubric

Presentation Component	Points Possible	Points Earned	Instructor Comments
<b>Topic/Content</b> – Content is clearly, thoroughly, and accurately described. Audience can see relevance of material for their future careers.	5		
<b>Notes Page</b> – A resource page with notes from the presentation and resources is provided. Includes at least 5 academic resources and 5 “other” resources. This is on one page and is neatly laid out and easy to read.	5		
<b>Presentation Quality</b> – Presenter is clear with identifiable helping skills highlighted and appears knowledgeable of the material; shows creativity and diversity of presentation methods; professional delivery and remains within the 30-minute time limit.	5		
<b>Total</b>	15		

Appendix E

Kognito Rubric

Project Component	Points Possible	Points Earned	Instructor Comments
Certificate of completion	2		
1-2 page paper following the paper guidelines, using critical thought and graduate level work: Reflect on the training experience. This is not meant to be a critique of the training. It is about your reactions (this encompasses thoughts and feelings) to it and its helpfulness to you.	3		
Total	5		

## Appendix F

### Psychological First Aid Rubric

Project Component	Points Possible	Points Earned	Instructor Comments
Certificate of completion	2		
1-2 page paper following the paper guidelines, using critical thought and graduate level work. Answer the following questions: First, summarize the course content. This should include the main tenants. Then, what are your overall reactions to the training? What are the most meaningful things you learned in the training? How might you use this training in the course of your career?	3		
Total	5		