SDS 6401: Counseling Skills for Non-Counselors
Fall 2016

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OFFICE HOURS: by Appointment
CLASS: Wednesdays, Periods 9-11 4:05-7:05, Norman 292

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 selected theories of counseling and group development. Other components include an introduction to the role of helping skills in Student Affairs, personal awareness and development, crisis intervention and student group advising.

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.
- Receive the basic components of an established training for advisers of student organizations.

C. REQUIRED TEXT

Suggested Texts

D. CLASS REQUIREMENTS

**Format: All written assignments must be typed (double-spaced, 12 pt. font, 1-inch margins). Any necessary citations should be in APA format. Please include a cover page with the following information: name, e-mail address, date and title. Only hardcopy papers delivered in class will be accepted.**

1. Final Exam 50pts

   One test, consisting of forced choice, short answer, and essay questions, will be given. This test will include information covered in assigned class readings, lectures, guest speakers, class discussions/activities, and presentations. No makeup will be given unless there are extenuating circumstances and prior arrangements are made.

2. Video Assignment 50pts

   In this assignment, you will work in dyads with another student from the class and record a 20-30 minute role play in which you are the helper. You will turn in the video and a paper on your experience.

   a. Students will pair up and choose a time to create their video. At this time, the students take turns role playing the helper in a helping situation. You can video tape in any manner as long as you can watch it and you are able to turn it in to me in a way that I can view it easily and clearly. You may turn in either a USB drive or CD or send me a link to the video. These will be returned to you with your graded assignment.

   b. View the portion of the tape with your role as the helper.

   c. Provide a transcription of the middle 15 minutes of the tape.

   d. Critique your performance based upon the helping model you learned about in class. Please be sure to address each stage. Include what you did well and what you could improve upon. Provide transcribed examples from your role play to support what you say. This part of your paper should be 3-5 pages in length—not counting your transcription.

   e. Your grade for this project will not be based upon your performance but on your critique of your performance. Your performance mistakes will not be held against you as long as you recognize and acknowledge them (and how to improve upon them) in your paper. You must, however, have at least 20 minutes of useable video.

Assignment will be graded on the following criteria:

1. Conducted a thoughtful role play scenario between 20-30 minutes in length.
2. Provided a transcript of 15 minutes.
3. Provided an accurate and reflective critique

   ✓ Recognized what did well
   ✓ Recognized what needs improvement
   ✓ Discussed how can improve skills
 ✓ Addressed each stage of helping skills model

4. Effort, writing, and critical thinking were graduate level work.

 ✓ Critique was reflective and used critical thinking skills
 ✓ Paper used appropriate spelling, grammar, and style
 ✓ Paper showed a good effort

3. **Group Presentation** 25pts

In groups of 2-3, students will prepare an in-class presentation on a mental health special topic that is important to student affairs helping professionals. The presentation should include: 1) a definition of the issue; 2) prevalence rates in the general population and in student populations; 3) how/where/why this might come to the attention of a student affairs professional; 4) pertinent facts; 5) a facilitated discussion/activity on the topic; and 6) resources available to support students with the identified issue. The presentation should be 30 minutes long and should be creative and engaging. A one-page “brief” should be made available to all classmates as a handout for the presentation and should include at least 5 references. At least two references should be from refereed journals.

4. **At Risk Kognito Training and Reflection**   20pts

You 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.

5. **Psychological First Aid and Reflection**   25pts

Go to [http://learn.nctsn.org/login/index.php](http://learn.nctsn.org/login/index.php) and create a new account. This is free and fairly painless. Register for the Psychological First Aid Training. It is online and although it says it takes 6 hours, it can be done in a much shorter time frame. When you complete the training, take the quiz and print out your certificate. Turn this in with your reflection paper.

Write an approximately two page reflection on the activity. First, summarize what you learned—the models presented. Then, reflect on the most meaningful components for you. How can you see yourself using what you learned in the course of your career?

6. **Reflection Papers**   30pts

You will have 3 reflection paper opportunities worth 10 points each. You will be given a topic for each paper. Self-reflection is a large part of the professional growth possible in this course. Please be as honest as you are comfortable and demonstrate critical thinking abilities in your writing. Reflection, as well as good listening, deals with thoughts, feelings, and meanings. You may use first person and the style is informal;
however, please still pay attention to basic grammar and composition skills. Your papers will be evaluated on how well you address the topic and follow the basic guidelines for the paper. (2-3 well-developed pages following the guidelines above).

7. **Participation** 65pts

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 5pts for every class in which you are fully present and engaged in the material (with the exception of the test day). You have one “free” absence. Life happens—you get sick, have child care issues, or have a conference to attend. If you are absent (for any reason) beyond this one, you will lose 5 points for that day. Please note: *Because of the experiential nature of the course, being absent for more than 4 class periods may result in failure of the course.*

**E. GRADING**

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<td>Participation</td>
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<td>Video Critique</td>
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**F. MISCELLANEOUS**

- **Privacy/Confidentiality**: To the extent that students are comfortable, personal information and ideas will be shared throughout the semester. As a member of this class, each person is expected to respect the privacy of the other students. Class members are encouraged to discuss their own experiences with anyone they choose but should not leave the class and discuss what others in the class have said or done. As this is a group experience, confidentiality cannot be guaranteed. The instructor will respect the privacy of student information shared in written form and verbally.
We will discuss difficult topics during the semester that may cause psychological discomfort. If you experience distress, feel free to take a short break during class if needed. If the distress is ongoing, or you simply decide that this is a good semester to work on personal issues, please contact the UF Counseling Center or ask the instructor about an appropriate referral.

- **Course Topic Dates**: A tentative class schedule and topic guideline is provided. As schedules, speaker availability, and lengths of class discussions vary, it is sometimes necessary to adjust the schedule. When adjustments are made, it will be announced in class, and it is each student’s responsibility to note changes.

- **Assignment Due Dates**: All assignments are due at the beginning of class on the designated dates. E-mail submissions will only be accepted with prior approval of the instructor. Late assignments will be deducted 2 points per day.

- **Academic Honor Code and Academic Honesty**

  **University of Florida Student Honor Code**

  *Preamble:* In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

  **The Honor Code:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

  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."

  An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at [http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) and ask the instructor to clarify any expectations you do not understand.
It is also expected that all papers submitted for this class be original work for the fall 2015 semester. No papers should be “recycled” from a previous course or other writing assignment without prior permission from the instructor.

- **ADA STATEMENT**
The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to the Disability Resource Center in the basement of Reid Residence Hall (392-8565), and 2) Bring a letter to the instructor from the DRC indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

- **Instructor Evaluation Information**
“Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).”
Tentative Course Schedule – Fall 2016

1. August 24
   Intro/Syllabus; Status of Listening; Ethical Guidelines; Helping in Student Affairs
   Related Reading: The Perceived Value of Counselor Preparation for Student Affairs Professionals (Protivnak, Paylo, & Mercer, 2013)
   http://www.naraces.org/Resources/Documents/journal/5-1/Protivnak-et-al.pdf

2. August 31
   Getting to Know You; Self as the helper; Empathy
   Related Reading: http://www.foxnews.com/story/2010/06/01/end-empathy.html
   https://www.psychologytoday.com/blog/the-empathy-gap/201006/the-end-empathy
   Reflection #1 Due: Getting to Know You

3. September 7
   Student Mental Health; ID’ing Students in Need of Assistance, Pre-Counseling; Presentation #1
   Related Reading: Chapters 2 & 3

4. September 14
   Helping Skills: Listening and Responding; Presentation #2
   Related Reading: Chapter 4 & 5
   Kognito and Reflection Due

5. September 21
   Helping Skills: Listening and Responding; Presentation #3
   Related Reading: Chapter 6 & 7

6. September 28
   NO CLASS (Work on Psychological First Aid)

7. October 5
   Helping Skills: Problem Identification; Presentation #4
   Related Reading: Chapter 11
   Reflection #2 Due

8. October 12
   Helping Skills: Resolution and Referral; Presentation #5

9. October 19
   QPR; Presentation #6

10. October 26
    Crisis Intervention; Presentation #7
    Psychological First Aid Due

11. November 2
    Conflict Mediation; Presentation #8
    Video Assignment Due

12. November 9
    Career Counseling; Presentation #9

13. November 16
    Student Group Advising

14. November 23
    THANKSGIVING BREAK

15. November 30
    Student Group Advising
    Reflection #3 Due

16. December 7
    TEST
Reflection Papers

#1 Getting to Know You

In your first reflection paper, please share your understanding of what it means to be a helping professional in the context of student affairs. What role should student affairs professionals play in the lives of students? How do your own experiences influence your ideas? What role do you think this skill set will play in your career in the future?

What is it like coming into this class? What is your comfort level with helping skills (as the helper and helpee)? What do you want to learn from the class? What do I need to know about you?

#2 Mid-point Check In

What have you learned about yourself as a helper so far? What has it been like for you to share? To listen? Which role is the most challenging for you? What are your reflections on the class overall so far? Do you find yourself needing more challenge or support in the course (and in the semester overall)? What can you do to challenge yourself more or to seek out support?

#3 Final Reflection Paper

For this paper, please reflect on your development as a helping professional throughout the course. What growth have you seen in yourself over the semester (comfort with helping skills, skill set, attitudes, personal awareness, etc.). What were your challenges/hiccups in learning the above? What do you want to continue to work on?

What parts of the course were the most meaningful to you? What one thing would you change about the course? What one thing would you change about how you approached the course?

How, if at all, has your view of the role of helping in students affairs changed?