



Missouri State
U N I V E R S I T Y

COUNSELING AND HELPING RELATIONSHIPS/LAB (COU 710/711)

INSTRUCTOR INFORMATION:

Instructor Name: Dr. Anderson

Email:

STUDENT SUCCESS AND INCLUSIVITY:

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

COUNSELING PROGRAM OBJECTIVES

Knowledge. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

Clinical Skills. Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

Research and Appraisal. Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

Professional Dispositions. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

Specialty Areas. Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

DEFINITION OF COUNSELING: Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

REFLECTIVE COUNSELING PRACTICE: The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

COURSE DESCRIPTION:

710: Prerequisite: admission to Counseling program or Student Affairs in Higher Education program; and concurrent enrollment in COU 711. Two training components are integrated to provide an intensive pre-practicum experience. The didactic component introduces basic skills of effective interpersonal communication and counseling. Participation in co-requisite laboratory (COU 711) provides supervised practice in the practical application of those skills in simulated counseling interviews. 2(2-0) D

711: Prerequisite: admission to Counseling program or Student Affairs in Higher Education program. First enrollment must be concurrent with COU 710. Designed to accompany COU 710, this lab provides an opportunity for graduate students in counseling to practice basic counseling skills in role-played sessions with live observation, video-taped review and supervisory feedback. May be repeated up to 3 credit hours. Graded Pass/Not Pass only. 1(0-3) D

METHODS OF INSTRUCTION:

Didactic In-Person: This course is a “traditional” learning style in the classroom. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and report writing.

COURSE MATERIALS:

Required Texts:

“M” = Martin, D. (2016). Counseling and Therapy Skills, 4th ed. Long Grove, IL: Waveland Press.

“B” = Badenoch, B. (2008). Being a Brain-Wise Therapist: A Practical Guide to Interpersonal Neurobiology. New York, NY: WW Norton.

“C” = Cullen, M. (2008). 35 Dumb Things Well-Intended People Say: Surprising things we say that widen the diversity gap. Garden City, NY: Morgan James Publishing.

Student choice: ONE of these books may be chosen; **reading one is a requirement:**

Brown, A. (2018). *I’m Still Here: Black Dignity in a World Made for Whiteness.*

Guerrero, D. (2016). *In the Country We Love: My Family Divided.*

Harjo, J. (2012). *Crazy Brave: A Memoir.*

Oluo, I. (2017). *So You Want To Talk About Race.*

Current Research Articles in Course:

Caldwell, K. L. (2011). Mindfulness matters: Practices for counselors and counselor education. VISTAS 2012. Retrieved from:

https://www.counseling.org/resources/library/vistas/vistas12/Article_14.pdf

Cowen, E.W., Presbury, J., & Echterling, L.G. (2013). The paradox of empathy: When empathy hurts. *Counseling Today*, 55(8), 56-61.

Hinton, Q. S., & Goodwin, L. R. (2016). Barriers to Health for Counseling Students.

VISTAS 2016. Retrieved from: https://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2016/docs/default-source/vistas/article_5649f227f16116603abcacff0000bee5e7

Ivers, N., Johnson, D., Clarke, P., Newsome, D., & Berry, R. (2016). The relationship between mindfulness and multicultural counseling competence. *Journal of Counseling and Development*, 94, p. 72-82.

Kestly, T. (2016). Presence and Play: Why Mindfulness Matters. *International Journal of Play Therapy*, 25(1), 14-23.

Additional readings may be required throughout the semester and will be furnished in advance of expected completion.

MSU COUNSELING SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

THEMES	LEARNING OBJECTIVES	CACREP STANDARDS (2016)	LEARNING ACTIVITIES	LEARNING OUTCOMES	EVALUATION TOOLS
Awareness of self and impact on others	-self-care strategies appropriate to the counselor role - impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others - counselor characteristics and	2.F.1.l. 2.F.2.d.	-Future Counselor Self Collage and Reflection Activity -Learn behavioral anchors and client impact to provide weekly feedback verbally and in written form -Self-review and reflection of practice recordings	Students will demonstrate self-awareness including their impact on others. Students will demonstrate awareness and ethical treatment of their own cultural messages and beliefs.	Self-reflective activities in participation worksheets and in group supervision; Final self-assessment paper; Performance Fitness Evaluation

	behaviors that influence the counseling process - strategies for personal and professional self-evaluation and implications for practice	2.F.5.f. 2.F.1.k.	(participation assignments and final) -		
Demonstrate ethical and effective therapeutic relationship skills <i>Therapeutic Presence, Practicing Empathy, Range of microskills, Core conditions, Feedback: giving and receiving/integrating, Neuro basics of relationship: activation and settling, Mindfulness in developing presence,</i>	-essential interviewing, counseling, and case conceptualization skills -evidence-based counseling strategies and techniques for prevention and intervention - techniques of personal/social counseling in school settings - techniques and interventions for prevention and treatment of a broad range of mental health issues - ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.g. 2.F.5.j. 5.G.3.f. 5.C.3.b. 2.F.5.d.	-Practice in dyads and -Receive feedback weekly from peer observers and professor -Provide behaviorally anchored feedback to peers weekly. -Learn and practice mindfulness and “settling” strategies for emotional activation	Students will demonstrate ethical and effective therapeutic relationship skills, with mastery of therapeutic presence, attunement, and culturally responsive empathic responses. Presentation of telehealth guidelines for practice.	Live observation of student practice and review of recordings. Live observation of student feedback. Weekly mindfulness worksheets. Performance Fitness Evaluation
Cultural Awareness and effective practice <i>Impact of identity on one’s experience, Broaching and other skills related to social power difference, Decentering</i>	- develop multicultural counseling competencies -strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional	2.F.2.c. 2.F.2.h.	Cultural Consciousness Reflection Paper Diversity activity (read assigned book and written reflective response). Practice delivery of empathic, decentering responses.	Students will apply knowledge of multiple identity characteristics and their social positioning impact, when engaging in peer practice, supervision discussions, and written responses.	Cultural Consciousness Reflection Rubric Diversity activity rubric Observation of skills in practice and supervision Performance Fitness Evaluation

	<p>oppression and discrimination</p> <ul style="list-style-type: none"> - ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan - ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships 	<p>2.F.3.i.</p> <p>2.F.5.d.</p>			
<p>Preparation for professional practice</p> <p><i>Case Notes,</i></p> <p><i>Suicide Assessment and response,</i></p> <p><i>Professionalism</i></p>			<p>HIPAA training and quiz</p> <p>Case Notes writing practice</p>	<p>Students will demonstrate professionalism in practice sessions, with capability to begin and end sessions while demonstrating respect and care for “client”. Students will demonstrate skills of ethically prepared documentation. Students will demonstrate practice session of suicide assessment.</p>	<p>Observed practice.</p> <p>Assignment rubrics</p> <p>Performance Fitness Evaluation</p>
<p>Key Performance Evaluation: PFE (Performance Fitness Evaluation)</p>					

COURSE EXPECTATIONS

Attendance and Engagement Policy: I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content

- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

Technology: The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Blackboard. We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

Classroom Expectations for Students using Digital Learning Platforms: Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, "study area" works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

Digital Delivery Netiquette

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- V. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

Participation in Asynchronous and Synchronous Learning: Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student's areas of confusion or the depth of the student's understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some "ground rules" participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use "I" language and speak from your own experience.
4. Respect each person's right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don't mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for "Brave" space of mutual respect for each other's humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person's feelings, and do not mistake your feelings for "fact"; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.

9. Be gentle with yourself and others as we all learn and grow.

Student Engagement: Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

Expectations for Written Work . Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style: https://owl.purdue.edu/owl/purdue_owl.html

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

Key Performance Indicator Policy: A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

STUDENT OUTCOME TOOLS

1. Role Play for Practice sessions (LAB) (CACREP 2016 standards covered as part of this assignment: 2.F.2.c, 2.F.5.g., 2.F.2.h., 2.F.5.j., 2.f.3.i., 5.G.3.f., 5.C.3.b., 2.F.5.d.): Practice is essential to apply lecture and readings toward developing the skills for an ethical and effective counseling professional. While you will likely utilize ("practice") much of what we learn in various other relationships in your life, the counselor's "toolkit" has foundational and specific

skills that you will need across your professional career. Targeted practice with peers helps you to reinforce these skills in a naturalistic environment that doesn't compromise someone (such as a client) who may be at an emotionally fragile point in the beginning of our learning process. Hence our use of peer-to-peer practice. That being said, when you are in the *role* of the client, the more authentic you can be, the better for your peer who is learning responsive and reflective skills. Role plays are certainly acceptable, but can be confounding if the "client" is trying to make up a story and act it out in real time. There are also risks with being "yourself" in that your emotional vulnerability may not be met with a therapeutic level of care while your peer is still learning; there are observers and your professor who will review the session to provide feedback for the counselor-trainee, so what you discuss will be known by others; and you will continue to have classes with your peers after this semester has completed (you are not each other's counselors, you are peers and future colleagues)—and some might find this confusing or challenging. Please be observant with your own comfort level for self-disclosure, and make sure you are seeking your own professional counselor for your growing and healing edges. That being said, this is a risk-benefit analysis in which authenticity is VERY beneficial (we will be talking about this throughout the semester) and if you are mindful with and about your own process, the risk is fairly low if you choose to present more "mundane" or familiar content rather than deeper and more private content. Your professor WILL follow up with any risk situation that is observed, just as we would in an actual counseling situation; and the same limits to confidentiality that apply to counseling will also apply in our lab practice.

2. **Observation and Analysis of Practice Sessions-(LAB)** (CACREP 2016 standards covered as part of this assignment: 2.F.2.c, 2.F.5.g., 2.F.2.h., 2.F.5.j., 2.f.3.i., 5.G.3.f., 5.C.3.b., 2.F.5.d.): Each time you are scheduled for practice during lab you will be paired with a peer for practice "sessions". The first session will be your 'baseline'. You will be observed weekly by peers, and will learn strategies to give effective feedback. Outside of lab and class, you are required to review your recordings each week. For all sessions recorded at the clinic, you will need to schedule your review according to the open times in clinic (when no practicum or other lab classes are using the space). Since some of these will be digitally stored in a private folder, you will be able to gauge times for access. However, remember your responsibilities for maintaining confidentiality and you are required to not share or allow anyone else to view your practice sessions. Violations of this requirement would represent a severe ethical breach. Even when we are not meeting in person in the physical lab space, we are learning and practicing professional behavior and demeanor, and you are held to the highest professional standards regarding respect for others, professional demeanor, and for your ethical responsibilities to maintain confidentiality.

- a. **Office 365 and ZOOM recording for LAB:** We will all be using ZOOM sometime in the semester to gain experience with tele-mental health service delivery. Each student will have a personal folder on MSU's Office 365 site. This will be private and only visible to your professors and yourself. You will upload your recorded lab sessions there, which should be named with your initials and the session number. For instance Dr. Anderson's first lab recording would be named "ALA-week 1". (Baseline the first week would be "ALA-Baseline").

ZOOM recording: During lab practice sessions, the practicing student will be responsible for recording the practice session, then uploading to the private folder and

erasing the recording from their personal folder. You will sign a consent document that describes your responsibilities with this confidential information. The professor will grant recording permission and you should “record to my computer” when you are in the counselor role. Note that the recording will not be completed or be available until after the ZOOM session is over and the professor closes the meeting. At that point, the student can rename the video file (from zoom_0.mp4 to your initials and session number) and upload to Microsoft 365 to their folder. Don’t forget to erase it from your computer once you have checked that it is visible in the private folder.

3. **Peer Feedback-**(CACREP 2016 standards covered as part of this assignment: 2.F.2.c, 2.F.5.g., 2.F.2.h., 2.F.5.j., 2.f.3.i., 5.G.3.f., 5.C.3.b., 2.F.5.d.): each week you will be expected to respond in writing (during the lab) to your peers’ counseling practice sessions. This is to develop both your skills of observation and your skills of giving constructive feedback effectively. (Hopefully this may also assist you in the development of more mindful process, as you notice themes that may be relevant for further exploration for yourself!) This is also very helpful in your peer’s process, as the convergence of observed strengths and growth areas helps focus attention to the developing counselor. Your written peer feedback should be saved with *student counselor initials* and week (if you observed Dr. A it would be “Observation ALA week 1”) and emailed to the counselor-trainee you observed. Forms for this feedback will be provided, and your name will be on the form as “observer”. When your peer observes you and sends the feedback, you should put in your folder with your recorded sessions.
4. **Mindfulness Activities-** (CACREP 2016 standards covered as part of this assignment: 2.F.1.1.): Mindfulness practice is linked to brain plasticity, openness to self and others, increased cognitive capacity (Zeidan, 2010), capacity to focus and attend, other physical benefits (such as boosting the immune system- Davidson, et.al., 2003) and mental health benefits. Each week students will participate in a mindfulness activity with worksheet before lab practice begins. Participation in these activities is worth 5 points each week, and cannot be made up, though students are encouraged to explore similar activities on their own outside of class to improve their awareness and helping skill capacity. These sheets will be labeled with the student’s name and code for the week of the activity (M1, M2, etc.). If you wish to earn extra credit for regular practice, see below:

WEEKLY EXTRA CREDIT OPTION:

- a. Written description and reflection of 3 or more mindfulness activities practiced **on three different days** during the week (each activity should be minimum 10 minutes) can earn up to **5 additional points** per week. If additional activities are utilized, students should identify the extra activities clearly (numbered 1, 2, 3) with a brief description of and reflection on the impact of the activity, and reference of source (web address or citation). (No *partial* extra credit, no cumulative credit—must be turned in weekly for credit to be awarded.)
- b. There’s an app for that! Explore your phone resources if interested. Not an endorsement, just sharing that I have heard good things about RewireMe, Headspace, Mindfulness, Meditation, and Buddhify, as well as others. We will utilize some of these in class, and some (not all) are free!

- c. A few suggested additional resource sites listed below. This is not an endorsement, just some places for you to visit to explore what works best for you! All of these have downloadable or streaming free scripts. There are also dozens of books available, and other recorded CD format scripts.
- a. <http://sittingtogether.com/meditations.php>
 - b. <http://www.mindfulness-solution.com/DownloadMeditations.html>
 - c. <http://marc.ucla.edu/mindful-meditations> (includes Spanish language editions)
 - d. <https://www.tarabrach.com/guided-meditations/>
 - e. <https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx>
 - f. <http://www.contemplativemind.org/practices/recordings>
 - g. <http://mindfulnessercises.com/>
5. **Participation worksheets**—these less formal reflective worksheets are designed to help you demonstrate your understanding/integration of topics in books and class activities and will be assigned in the weeks listed in syllabus; due the day after class by 5pm.
6. **AAI—will be included in participation** <https://dianepooleheller.com/attachment-test/>
7. **HIPAA quiz**—(CACREP 2016 standards covered as part of this assignment: 2.F.5.d.): you will be required to pass a HIPAA comprehension quiz within 3 attempts. If you have not taken a HIPAA training through your worksite, or even if you have, you should refresh yourself on these federal guidelines. <https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/HIPAAPrivacyandSecurity.pdf> You might enjoy this refresher course, a 35 minute training available here: https://www.protrainings.com/courses/125-hipaa?topic_id=4-hipaa You can complete the training without purchase, but they will offer a certificate for a fee.
8. **Cultural Consciousness Reflection**-(CACREP 2016 standards covered as part of this assignment: 2.F.2.c, 2.F.2.d., 2.F.2.h., 2.f.3.i.): -Students will complete assigned readings (Cullen and Martin—see detail in Class Session Topic table). Reflection papers should be at least 6 pages to address the following prompts (*entire prompt should be left in the paper, with response typed below*):
- a. Provide an overview of the readings. What are the major take-aways or things that impacted you personally? List at least 3 concepts from Cullen and 3 from Martin that impacted you and describe why they were important.
 - b. Identify how many of the Cullen “dumb things” you have said, or done, or heard in your immediate family. Without disclosing how many (unless you wish to say), reflect on how it felt for you to realize this. What did you experience as you read the context and explanation of meaning that Cullen provides?
 - c. Against the backdrop of contemporary society (political, social, social media, what some call “culture wars”) how do these readings prepare you to be more effective as a counselor? In order to reflect on this topic, you will have to describe how you see

“contemporary society” and how it might impact both you and your students/clients, identifying what that would be like when the student or client is impacted differently than you are. Make sure you identify and include in your discussion at least two sociopolitical topics in the news that could affect clients from marginalized groups differently than those from dominant group(s).

- d. Identify 3 specific personal/professional goals for yourself (as a developing professional) related to these readings. These should be SMART goals (Specific, Measurable, Attainable, Relevant/Results-focused and Time-bound).

9. Diversity Activity- -(CACREP 2016 standards covered as part of this assignment: 2.F.2.c, 2.F.2.d., 2.F.2.h., 2.f.3.i.): Each student will choose to read one of the four listed autobiographical works (Brown, Guerrero, Harjo, or Oluo), as well as viewing the following YouTube video: <https://www.youtube.com/watch?v=tLLCHbCgJbM> (This is a COVID-19 sensitive replacement for a face-to-face interview experience required in non-COVID semesters). If you have read one of these books for another class, please choose a different one for this class. It is not acceptable to repeat the same written work from another class for this assignment.

The purpose of the assignment is to reflect on the developmental experiences of someone from a marginalized racial identity group (all of these authors identify as being from marginalized racial identity groups, with respect to the “racism pandemic” focus in the US following the deaths of George Floyd, Amandla Arbery and Breonna Taylor in 2020; and the video begins to unpack some additional aspects of intersectional racial identity). As this is a skills class, professors are expecting you to link concepts in the readings and your selected book and the video with appropriate connections to cross-racial or cross-cultural interactions and facilitative relationship development, as well as verbal and non-verbal skills that would apply to a counseling interaction. See prompts below, and remember to use them to structure your paper, leaving the prompt in the paper and writing below it.

Following the readings and review of the video, a (minimum) 6-8-page paper will be due (date listed in syllabus). This paper should be written in the following format, and students should include each entire prompt as a section header for clarity:

Briefly describe the book, identifying 3 impactful points the author made, and how those concepts impact your growth as a professional counselor.	15 pts
Describe two important points you took away from the video, and how those apply to your work as a counselor.	
Then, identify 5 instances the book author describes experiences of their experiences in cross-cultural interactions. Briefly describe and cite these by page number and direct quote.	24 pts
Relate the book and video to at least three concepts in the Cullen reading, then describing how these experiences might impact a cross-cultural counseling relationship with a client who shares identity experiences with the author, and yourself as a counselor,	24 pts

(if you also share this identity, describe how that perceived similarity could also result in both benefits and risks.)	
Identify at least two current event topics (not research studies—topics in the news) that impact this person’s identity group on a regional and/or national scale. These are not necessarily events the author discussed but awareness you now have about how current events may have a different impact on people who are marginalized in particular and specific aspects of identity. Cite the news sources. Make sure to include a discussion about how the readings and the video help you to see these events in a different light.	24 pts
Relate the readings and video to skills learned during the semester. What skills would be important in developing a therapeutic relationship with a client who identified as the persons in the book or video? List at least three (at least two should be verbal; max one non-verbal) skills learned during the semester: reflect on how the racial identity/difference (with you personally) might impact the conversation.	24 pts
Discuss how living in a multicultural society impacts BIPOC clients throughout their educational experiences (i.e. student learning) and as adults who may seek counseling, integrating concepts from the readings from Martin and Cullen, and Badenoch if those links are clear. After this is articulated, students should expand the concept of “diversity” to make links to other marginalized populations, but this racial component may not be bypassed nor substituted.	24 pts
Instructions are followed for paper, including headers. Well-written, integrated thoughts, meeting 6-pg length requirements. Applications accurate and presented at a graduate-level analysis.	15 pts
APA style followed throughout in language and format of quotations, citations and references.	10 pts

10. Case Notes—(CACREP 2016 standards covered as part of this assignment: 5.C.2.m., 5.C.3.a, 5.C.3.d., F.G.3.h., F.G.3.j., F.G.3.o.): After midterm, students will be introduced to writing case notes, and will create case notes of five of their lab practice sessions to be submitted on the due date listed in the syllabus. These are worth 5 points each, and serve the purpose of acclimating the students to session conceptualization in written form that will be similar to skills required for the practicum experience.

11. Final Self-Assessment- (CACREP 2016 standards covered as part of this assignment: 2.F.2.c, 2.F.5.g., 2.F.2.h., 2.F.5.j., 2.f.3.i., 5.G.3.f., 5.C.3.b., 2.F.5.d.): This will be a review of your clinical practice and will involve identifying skills and impact, as well as student growth throughout the semester. Reviewing recordings can be time-consuming, so students should plan to spend several hours in this process. This is an extensive self-assessment requiring synthesis and application. You should begin work on the project as soon as it is

handed out, in the weeks just after midterm. This also reflects a core curricular area of your growth, and will have a CACREP scoring rubric associated with it. These will all be furnished to you after midterm.

12. Performance Fitness Evaluation (PFE) Key Performance Indicator-The PFE will be used to evaluate your professional skills and dispositions in this course. A mean of 3 is required on section Professional Dispositions and Social-Emotional Maturity & Integrity and Ethical Standards as well as Counseling Skills for you to pass this class and progress forward in the program.

13. Quizzes- There will be up to 5 quizzes throughout the semester, based on readings, class discussion, and in-class activities. Tentative dates for five of them are listed in the syllabus, but unannounced quizzes are possible. There are **NO MAKEUP OPPORTUNITIES FOR MISSED QUIZZES**

COURSE GRADING

Your final grade is determined by the total number of points you earn for each of the course activities (breakdown listed in the Grading Scale Table below).

COU 710 EVALUATION:		COU 711 EVALUATION:
Class participation activities (10 x 15)	150	First Observation- Midterm - 0 + Midterm grades for 711 are given live, with written feedback and suggestions for continued growth. Final feedback given during meeting and grade assigned after final lab. Students may request instructor review throughout the semester. Successful demonstration of skills and dispositions (see guidelines on PFE and no more than 1 absence is necessary for grade of "P"
Diversity activity	180	
Mindfulness activities (12 x 5)	60	
Cultural Consciousness Reflection	100	
Case Notes	25	
Quizzes (5 x 35)	175	
HIPAA quiz (required to pass in 3 trials) (extra credit if completed early) (extra credit for weekly mindfulness journal)	10	
Final self-assessment review/paper	<u>300</u>	
Total possible points:	1000	
900-1000 = A (Note that a grade of "A" or "B" is required for continuation in COU program sequence.) 800-899 = B		
*Engaged discussion presumes that each student will also demonstrate growth toward ethical and effective engagement skills with regard to diverse others. Failure to demonstrate these competencies will subject the student to a failing grade in the course, regardless of points earned in other areas. *Class attendance and promptness are expected. Failure to adhere to these expectations will lower class grade participation during the time the student is present in class. (See requirement #1)		

GRADING SCALE

Final grades will be determined using the total points you earned during the semester:

93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99% = B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

UNIVERSITY POLICIES

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

COPYRIGHT AND RECORDING

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED PROCEDURES:

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link: https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

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DISABILITY ACCOMMODATION POLICY FOR STUDENTS

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), MissouriState.edu/Disability. On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, WPAACCESS@MissouriState.edu.

Requesting Accommodations

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office

COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS

Statement of Flexibility: Please note that the course calendar, my office hours, removing or altering assignments in advance of their due date, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur in class (when possible) and through the course announcements on Blackboard.

Week	Readings	Topics	2016 CACREP Standards Addressed	Assignments, Experiences (major assignments due at class time— see Blackboard for due dates/times of Participation and Mindfulness)	Happening in CLASS/LAB
1	M-CH 7, 19 B- pp. xi-6	Introductions Overview of course approach Perspective is everything Feedback, self-evaluation, and self-care	2.F.1.k.; 2.F.1.l. (self-evaluation and self-care)		Syllabus/Course overview Feedback activity Confidentiality agreement BASELINE
2	M-CH 1, and pp. 152-163 B- CH 2	Telehealth ethical overview What makes a good Therapist? Why mindfulness? What is EMPATHY? Evocative Empathy Mindfulness Presence and Attunement Building Blocks of the Brain (B2)	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; (ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding)	P1 due 8-30, by 10pm.	Neuro basics Mindfulness 1
No Class: LABOR DAY Holiday					
3	M-CH 2 B-CH 3	Listening and Hearing (M2) Themes (Big Issue) (M2)	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.;	P2 due 9-13, by 10pm.	Quiz 1 Mindfulness 2

		Leading Edge/ Successive Approximations (M2) Bold Tentativeness, Silence (M2) Brain Flow (B3)	(ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding)	HIPAA extra credit deadline 4pm today.	
4	M-CH 3, 4 B-CH 4	Finding words/Vocabulary of shading (M3) “Misses” and recovery/repair (M3) Questions and No Questions (M3) Empathic Confrontation (M4) Brain and Mind (B4)	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; (ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding)	P3 due 9-20, by 10pm.	Mindfulness 3
5	M-CH 5, 6 B-CH 5	Trust the Client/Truth in the Journey (M5) Directive Process non- directive Content (M5) Facilitative Genuineness (M6) Therapeutic Alliance (M6) Repairing Alliance Ruptures (M6) Immediacy (M6) Attachment (B5)	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; (ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding)	P4 due 9-27, by 10pm.	Mindfulness 4
6	M-CH 8 B-CH 6	Empathic Resonance (M8) Mindfulness and Presence (M8) Picturing the Inner Community (B6)	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; (ethical, cultural relevance; counselor characteristics; essential skills; client access	P5 due 10-4, by 10pm.	Quiz 2 (study feelings words) Mindfulness 5

			and understanding)		
7	Lecture will be presented in Blackboard asynchronously this week! However, use class time to “attend” so that you are able to complete assignments on time. Please note due dates in Blackboard				
	C-CH 1-4 M-CH 14	Presence, Genuineness, Cultural Consciousness—applied to practice	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; 2.F.2.c.; 2.F.2.d.; 2.F.2.h. (ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding; cultural competence, impact of cultural messages on self and other; strategies to eliminate barriers and prejudice)	P6 due 10-11 by 10pm. Cultural consciousness reflection HIPAA must be completed	Mindfulness 6—link will be presented in Blackboard lecture.
8	M-CH 11, 12 B-CH 7	Ethical Issues (M11) Beginning and Ending (M12) Reviewing Informed Consent Case Notes Mutuality of Therapeutic Relationship (B7) Trauma in the body-mind/Trauma-informed care (B7)	2.F.3.i. 2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; (resilience across lifespan; ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding)	P7 due 10-18 by 10pm.	Mindfulness 7

9		Crossing Borders film “American Textures”	2.F.2.c.; 2.F.2.d.; 2.F.2.h. (ethical, cultural relevance; cultural competence, impact of cultural messages on self and other; strategies to eliminate barriers and prejudice)		Crossing Borders Quiz#3 due by 11:59 tonight
10	Play Therapy Kestly, 2016	Kids, Play and Sand Neuro and Counseling implications	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; (ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding)	Diversity Paper Due P8	Post final format Quiz 4 (take home due 11-7 at beginning of class) Mindfulness 8
11	Lecture will be presented in Blackboard asynchronously this week due to professor presentation at Missouri School counseling Association meeting! Please note due dates and prep for next week				
	M-CH 18 B-CH 8	Staying Present on Purpose Importance of Practice Embracing Shame (B8)	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; (ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding)	Case notes draft due	Intake form posted for next week Mindfulness 9—link will be presented in Blackboard lecture.
12	Intake readings	Intake Interview Mental Status Exam	2.F.5.d.; 2.F.5.f.;	P9 due 11-15 by 10pm.	Mindfulness 10

	Self-harm handout	Assessment: risk, self-harm, suicide	2.F.5.g.; 2.F.5.j.; (ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding)		
No class for Thanksgiving Break. Have a safe and meaningful time, whatever your activities, and remember the meaning/impact of the holiday may be different for other cultural groups as history has often been mis-represented.					
13	B-CH 10 M-CH 15 Hinton & Goodwin, 2016	Bridging Brain to Diagnosis (B10) Neural Patterns in the womb & beyond (B10) Grounding Therapy in the Right Brain (B10) Self-Care (M15)	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; 2.F.1.k.; 2.F.1.l. (ethical, cultural relevance; counselor characteristics; essential skills; client access and understanding; technology and personal/professional self-evaluation)	P10 due 11-29 by 10pm.	Mindfulness 11
14		Change Pulling it all together	2.F.5.d.; 2.F.5.f.; 2.F.5.g.; 2.F.5.j.; 2.F.1.k.; 2.F.1.l.; 5.C.3.b.; 5.G.3.f. (ethical, cultural relevance; counselor characteristics;	Final Self-Assessment Papers Due by 10pm today	Quiz 5 final activity Mindfulness 12 FINAL LAB Self-Evaluation

			essential skills; client access and understanding; technology; personal/profes sional self- evaluation; strategies to help clients in work/life transitions; techniques in school settings)		
15	Final individual meetings with professor—see sign up sheet provided in November.				PFE