1. **Course Description:** An *intensive* counseling experience designed to enhance self-awareness, promote personality exploration, and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential counseling skills are examined.

2. **Rationale:** This course meets the requirement of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body of the American Counseling Association, that students must have curricular experiences and demonstrate their knowledge in the common core area of “helping relationships” (CACREP 2001 Standards, Section II.K.5.). The ability to integrate and apply an understanding of the theories and techniques to one’s personal and professional life is critical in counselor development. In fact, this course may be one of the most important courses in the program since it addresses the essence of counseling. Accordingly, this course exposes the student to clinical issues related to the delivery of effective counseling. Extensive uses of online resources and situational role plays will help the student learn the essential skills involved in building an effective helping relationship.

3. **Prerequisites:**
   
   COUN 501  Counselor Professional Identity/Function/Ethics  
   COUN 502  Human Growth and Development

4. **Textbooks and Supplies**

   A. **Required Textbooks**


B. **Required** Supplies for the Intensive:

Drawing pad, a variety of colored markers, or colored pencils/crayons.

C. Recommended (not required) Textbooks and Software:


RefWorks is an on-line research organizational tool that students may use to reference and manage materials for research papers. [http://www.refworks.com/](http://www.refworks.com/)

5. **Professional Counselor and Academic Requirements:**

COUN 505 partially fulfills the following professional and academic requirements:

A. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in “counseling and psychotherapy techniques” and “appraisal and evaluation procedures.”

B. Although Liberty University’s counseling program is not CACREP accredited, the course work does meet the content criteria for the CACREP’s educational standard. CACREP requires that master’s-level counseling programs include studies that provide students with an understanding of:

1. Counselor characteristics and behaviors that influence helping processes including age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics and orientations, and skills.
2. Essential interviewing and counseling skills that enable them to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.
3. Themselves, so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
4. Ethical and legal considerations in counseling.

6. **Learning Objectives.**
1. Liberty University and the CCFS requirements are that students will:
   a. Demonstrate the knowledge, values, and skills necessary for effective professional service.
   b. Integrate Christian faith and values with counseling theories and practice.
   c. Apply counseling techniques, skills, and assessment tools in appropriate ways and at appropriate times.
   d. Explore personal issues that might affect their counseling practice.

2. Through video-taped counseling sessions students will:
   a. Demonstrate and explain their concept for the manner in which effective counseling proceeds from problem identification to problem resolution based on their understanding of themselves and counselor characteristics and behaviors that influence helping processes (CACREP II.K.5.a. & II.K.5.c.)(LU Graduate Catalog, LO 2 & 3, p. 40).
   b. Demonstrate essential interviewing and counseling skills so that they are able to develop therapeutic relationships with clients (CACREP II.K.5.b.)(LU Graduate Catalog, LO 2 – 4, p. 40).
   c. Design, explain, and demonstrate rudimentary intervention strategies and successfully terminate counselor-client relationships (CACREP II.K.5.b.) (LU Graduate Catalog, LO 2 – 4, p. 40).
   d. Explain and demonstrate understanding of the ethical and legal considerations regarding establishing and maintaining therapeutic relationships (CACREP II.K.5.g.) (LU Graduate Catalog, LO 2 & 3, p. 40).

3. Demonstrate the ability to explore personal issues and relate them to counseling as evidenced by completion of the pre-intensive work, the basic skills/intake self evaluation forms completed during intensive week, and participation in the experiential activities during the intensive week.

4. Demonstrate the ability to self-critique counseling work through appropriate and insightful self-reflection as evidenced by the satisfactory completion of the basic skills/intake self evaluation forms completed during intensive week.

7. Course Requirements:

   A. Pre-class assignments

   1. READINGS - The Young required textbook must be fully read and understood prior to attending the intensive class. Students will need to bring this book to class as a reference/resource for class activities.

      Addresses Learning Objective 1a, 1b, 1c, and learning objective 3.

   2. You must complete the end of chapter learning activities in the Young text found in the Video Exercises, Written exercises, Homework, and Journal
exercise sections according to the table below. Note that you will not always have to do each activity, so be sure to check this table. “X” means to do the activity. “No” means do not do the activity. “1 of 2” means there are two questions in that section and you are to choose only one to answer. For every chapter’s journal entry, choose only 1 out of the 3 questions given.

This assignment must be written in the form of a continuous MSWord document with headings that delineate chapters and assignments. You must submit this document electronically by the Sunday before the first day of class (Sunday, May 31). There is a submission portal on the blackboard under the “Assignments” tab. Please use Times New Roman, 12 pt. font, and do a grammar/spell-check prior to submitting your document. Graduate level work is expected.

No late work on this assignment will be accepted. This is worth 35% of your written assignment grade. You cannot pass the class without completing this assignment on time. Please do not come expecting to be able to attend the intensive, or pass this class without having completed and submitted this very important pre-intensive work. Change to another 505 intensive if there are last minute problems with completing this assignment.

Addresses Learning Objective 1a and 1c.

ASSIGNMENTS FROM THE YOUNG TEXT DUE ON THE FIRST DAY OF CLASS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Video Ex.</th>
<th>Written Ex.</th>
<th>Homework</th>
<th>Journal (Choose one question only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>no</td>
<td>X</td>
<td>(1 of 2)</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td>X</td>
<td>(1 of 2)</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td></td>
<td>Do the Self Assessment in 4</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td>X</td>
<td>(1 of 3)</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>X</td>
<td>X</td>
<td>no</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>X</td>
<td>X</td>
<td>(1 of 2)</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>X</td>
<td>X</td>
<td>Do qu. 1 only</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td>X</td>
<td>Do qu. 1 only</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>X</td>
<td>X</td>
<td>no</td>
<td>X</td>
</tr>
<tr>
<td>13</td>
<td>no</td>
<td>Do qu. 1 only</td>
<td>no</td>
<td>X</td>
</tr>
<tr>
<td>14</td>
<td>X</td>
<td>no</td>
<td>Do qu. 1 only</td>
<td>X</td>
</tr>
<tr>
<td>15</td>
<td>X</td>
<td>Do qu. 1 only</td>
<td>Do qu. 3 only</td>
<td>X</td>
</tr>
</tbody>
</table>
B. **In-class Activities**

1. **PARTICIPATE IN CLASS DISCUSSION AND ROLE PLAYING**

   Students are expected to attend all class sessions prepared to actively participate in class discussion and various exercises and activities as they occur. Missing a day of class constitutes failure of the course. Only extreme emergencies will be considered as a possible exception at faculty discretion.

   Students will be asked to participate in class. All students are required to perform counseling demonstrations so you must come to class fully prepared. An open, curious, and honest attitude toward learning from others will facilitate development for all participants.

   Becoming a professional is a process. It involves developing respect for yourself and others. It is important to establish a professional attitude and demeanor while in graduate school. Therefore, if you bring your computer to class it should only be used for material related to this class.

   You must receive an 80% or higher in your participation in order to receive a passing grade for this course.

   **Addresses Learning Objective 1 and 2.**

2. **PRACTICE COUNSELING SESSIONS AND DOCUMENTATION**

   In the afternoon students will be placed in triad or quad groups, depending on the number of students. These groups will meet daily to practice the counseling skills. Each time the group meets, students will conduct pseudo counseling sessions. Each student will spend time in the role of counselor, client, and observer. There are two practice sessions and documentation assignments that you will complete during the intensive week, one for basic skills demonstration and one for the intake/goal setting demonstration. Each is worth 5 percent (totaling 10 percent) toward your written assignment grade. These forms are posted on the blackboard under the assignments tab with portals for submission. The basic skills practice assignment will be **submitted electronically** on Wednesday evening. The intake, goal setting, and basic skills forms will be **submitted electronically** on Thursday. The termination form will be **submitted electronically** on Friday.

   **Addresses Learning Objectives 1, 2, and 3.**

C. **Post-Class Activities:**

COUNSELING.

After the weeklong intensives, students are to find a pseudo client in their home community. Your pseudo client must be 18 years of age or older and to the best of your knowledge not be suffering from any severe mental disorder. No suicidal, homicidal, or significant substance abuse issue should be present (when in doubt, check out the scenario with your afternoon instructor). You can not be in a pre-
existing relationship with this person, e.g. not a relative, or friend, or co-worker, etc.

This assignment will meet Learning Objectives 1, 2, and 3.

You are to review the requirements of being a pseudo client with your potential pseudo client and be sure they are willing and able to meet all requirements. They will sign the preliminary informed consent form (all forms are posted on the blackboard under the Assignments Tab).

Counseling students will perform three pseudo counseling sessions with their pseudo client. DVD recordings of the first and second session will be submitted to your afternoon instructor. Check and make sure the sound quality is acceptable prior to sending these to your afternoon instructor. You do not need to record the third session (termination session). Only a form is needed for that session (see Termination Session under the Assignments Tab).

1. Describe the assignment and obtain signed informed consent from the pseudo-client.
2. The pseudo-client completes the Client Data Form.
3. Prior to the first session (intake session), the student reviews the Client Data Form the pseudo client has completed already.
4. The first session will be a modified intake session (no diagnosis will be required).
   - This session should be 30-40 minutes long.
   - Student counselor will be required during this session to explain the informed consent (including confidentiality and the limits to confidentiality) and the release of information/video taping form.
   - Student counselor will review and explore the pertinent sections of the Client Data Form (filled out by client and previously read by Student Counselor before the session).
   - Student counselor will explore the presenting problem including:
     ◊ Description, history and frequency of problem
     ◊ Conditions under which the problem exists
     ◊ Attempts to address problem and successes with addressing the problem
     ◊ How the problem affects the client’s functioning
     ◊ The problem must be client focused (e.g. my problem with coping with my father vs. my father’s anger).
   - Establish one treatment goal (must be measurable) and objectives related to the work/treatment the client will receive during the remaining sessions.
   - Submit one form, the Intake Self Evaluation, and Case Conceptualization form, through Blackboard by the date indicated on the Course Schedule below.
   - Mail the client forms and DVD to the afternoon instructor (to be received by date indicated on the Course Schedule below)
5. The 2nd submitted session must be submitted as a DVD (no exceptions) to
your afternoon instructor. In this session you will:

- Demonstrate strong basic skills and when appropriate an advanced technique (e.g. empty chair, use of REBT (using chart), etc.). The technique must be appropriate to the treatment goals
  - This session should be 30-40 minutes long.
  - Submit two forms, the Second Session Evaluation Form and the Verbatim form, though Blackboard by the date indicated on the Course Schedule below.
  - Mail the client intake form, consent form, and DVD to your afternoon instructor (to be received by date indicated on the Course Schedule below).

6. The objectives of the Termination session (not recorded) are:

- Looking back at the original goals and examining level of client success.
- Highlighting the client actions that have led to progress and/or success, or processing the lack of progress.
- Encouraging independence and ways client can continue to work independently toward his/her goals.
- Discuss ways that therapeutic gains can be maintained following termination (e.g. through the use of paraprofessionals, self help groups, self management skills, and letter writing).
- Make treatment referral if appropriate.
- Identify both positive and negative feelings towards ending the counseling relationship if appropriate.

The DVDs of both counseling sessions (intake and second session), and the related forms, are due to your afternoon instructor by JULY 10.

Requirements for recordings:

- Each session must be submitted in the form of a DVD.
- The DVD will be mailed to your afternoon instructor.
- The session must be able to be heard easily (free from background noises, loud enough, clear enough).
- Faces of both client and counselor must be easily seen. Seating for these recordings should be in an L or V shape rather than the normal facing each other.
- Sessions must be between 30-40 minutes.
- Student’s name and section # must be written on the DVD.
- Must be received by your afternoon instructor by JULY 10.
- Be sure to mark envelop as CONFIDENTIAL: MUST BE OPENED ONLY BY THE PERSON TO WHOM IT IS ADDRESSED.
- Any recording that does not meet the above criterion will receive an F grade. DVDs must be readable by standard PC. Check DVD before mailing to afternoon instructor, maintaining confidentiality.
Grades for recorded sessions will be P (counseling skills are at the expected level) or F (counseling skills are below the expected level).

**You must receive a P on both recorded sessions to pass the course.** You will be permitted one re-do of each session if needed.

### 8. Grading:

Below you will find the weighting of your written assignments for your grade. You must have an 80 overall average in order to pass this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities in Young text</td>
<td>35%</td>
</tr>
<tr>
<td>Wednesday form</td>
<td>5</td>
</tr>
<tr>
<td>Thursday form</td>
<td>5</td>
</tr>
<tr>
<td>Friday form</td>
<td>5</td>
</tr>
<tr>
<td>Ssn 1</td>
<td>15</td>
</tr>
<tr>
<td>Ssn 2</td>
<td>25</td>
</tr>
<tr>
<td>Ssn 3</td>
<td>10</td>
</tr>
</tbody>
</table>

In addition to your written work, you must also receive a Pass on your recorded DVD of session 1 and session 2. Below you’ll find a summary of these requirements.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Must meet <strong>all</strong> the requirements below.</td>
</tr>
<tr>
<td></td>
<td>• Receives a passing grade on both of the recorded sessions (only one redo for each session is allowed).</td>
</tr>
<tr>
<td></td>
<td>• Written assignment grade averages an 80% or better.</td>
</tr>
<tr>
<td></td>
<td>• Attended and participated in all class sessions and received an 80% or better overall average on the above graded forms.</td>
</tr>
<tr>
<td>F</td>
<td>If you fail to meet any of the three requirements above.</td>
</tr>
</tbody>
</table>

### 9. Attendance Policies:

Students should be on time for class at the beginning of each day and following each break. Missing a day of class constitutes failure of the course. Only extreme emergencies will be considered as a possible exception at faculty discretion. Class ends at 12 noon on Friday.

### 10. Special Issues

a. **Consultation-** I will be available to speak with students before or after class by appointment.
b. **Disability Assistance** - Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.

c. **Dress Code**: Students are expected to attend class dressed in a manner consistent with *The Liberty Way*. 
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 8-10AM</td>
<td>Greeting, review of syllabus, Invitational Skills, Non-Verbal skills</td>
<td>Completed pre-intensive assignment must be submitted electronically by Sunday, May 31, before the first day of class.</td>
</tr>
<tr>
<td>B 10-12 noon</td>
<td>Paraphrases, Summaries, Reflecting Content and Feelings</td>
<td></td>
</tr>
<tr>
<td>3 1-4:30 PM</td>
<td>Triad placement, Introduction of Consultants. Practice: Invitational and Non-Verbal Skills, Paraphrases, Summaries, Reflection Skills Consultants</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 8-10AM</td>
<td>Reflection and Exploring Feelings, Open and Closed Questions</td>
<td></td>
</tr>
<tr>
<td>B 10-12 noon</td>
<td>Summarizing, Reflecting and Exploring meaning</td>
<td></td>
</tr>
<tr>
<td>C 1-4:30 PM</td>
<td>Practice Reflecting and Exploring Meaning And Summarizing</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 8-10AM</td>
<td>Immediacy, Advanced Empathy</td>
<td></td>
</tr>
<tr>
<td>B 10-12 noon</td>
<td>Reflecting and Exploring Meaning, Challenging Skills</td>
<td>Day 3: Basic Skills Session Submit appropriate form on BB by Thursday, 7:55AM.</td>
</tr>
<tr>
<td>3 1-4:30 PM</td>
<td>Practice Basic Skills Consultants</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 8-10AM</td>
<td>Presenting Problem, Intake /Assessment Skills and Goal Setting</td>
<td>Day 4: Intake/Goal Setting Submit appropriate form on BB by Friday, 7:55AM.</td>
</tr>
<tr>
<td>B 10-12 noon</td>
<td>Advanced Skills</td>
<td></td>
</tr>
<tr>
<td>3 1-4:30 PM</td>
<td>Practice Intake/Goal Setting</td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 8-10AM</td>
<td>Advanced Skills and Termination</td>
<td>Day 5: Termination Submit appropriate form on BB by Wednesday, June 10th.</td>
</tr>
<tr>
<td>B 10-12 noon</td>
<td>Practice Advanced Skills and Termination Consultants</td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td>Due July 10</td>
<td>Intake/Goal Setting, Counseling Session 2</td>
</tr>
<tr>
<td>Home</td>
<td>Due July 10</td>
<td>Termination Session 3</td>
</tr>
</tbody>
</table>
NOTE: Schedule, topics, and readings may vary at the discretion of the professor. Please expect that other readings and activities will be assigned or given per class.
References


