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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 2302 BASIC COUNSELING SKILLS (3 CREDITS)**

In this course, students will learn counseling theory, interviewing, data gathering, observing, diagnostic assessment, treatment planning, and intervention skills for use in the counseling and human services profession. Case management and personal ethics will be included. This course will include dealing with clients of all ages and ethnicities. The human services professional works using a team approach to providing care. The role and interactions in the team will also be studied.

1. **PREREQUISITES FOR THIS COURSE:**

Prerequisites: HUS 1001 or SOW 2031 with a grade of “C” or better; Major in AS Social and Human Services or Major in CCC Addiction Services or Major in CCC Human Services Generalist or Major in CCC Youth Development Services

\*HUS 1001 is required for Major in AS Social and Human Services or Major in CCC Addiction Services.

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
2. Introduction: Foundations of Interviewing and Counseling
3. Multicultural Competence, Ethics, Positive Psychology, and Resilience
4. Attending, Empathy, and Observation Skills
5. Questions
6. Encouraging, Paraphrasing, and Summarizing
7. Observing and Reflecting Feelings
8. How to Conduct a Five-Stage Counseling Session Using Only Listening Skills
9. Focusing the Interview
10. Empathic Confrontation
11. Reflection of Meaning and Interpretation/Reframing
12. Empathic Self-Disclosure and Feedback
13. Directives
14. Skill Integration Through Examining Your Own Session, Treatment Plans, and Case Management
15. Crisis Counseling and Assessing Suicide Potential
16. Determining Personal Style in a World of Multiple Theories
17. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

Show knowledge and skills to analyze and assess the needs of clients or clients groups as it relates to basic counseling skills.

**B.** **Other Course Objectives/Standards**

1. Discuss the context and role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs as it relates to basic counseling skills. (CSHSE 12.f. KM)

2. Demonstrate ability to obtain, synthesize, and clearly report information from various sources as it relates to basic counseling skills. (CSHSE 14.a. SH)

3. Explain the importance of upholding confidentiality and using appropriate means to share information as it relates to basic counseling skills. (CSHSE 14.c. KM)

4. Show knowledge and skills to analyze and assess the needs of clients or clients groups as it relates to basic counseling skills. (CSHSE 15.a. SM)

5. Describe theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning as they relate to basic counseling skills. (CSHSE 16.a. TKM)

6. Demonstrate ability to clarify client expectations as they relate to basic counseling skills. (CSHSE 17.a. KSH)

7. Model establishing rapport with clients as it relates to basic counseling skills. (CSHSE 17.c. SH)

8. Illustrate client self-determination as it relates to basic counseling skills. (CSHSE 18.b. KM)

9. Discuss strategies for self-care as it relates to basic counseling skills. (CSHSE 19.d. KM)

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

The following Social Distancing Guidelines must be included in ALL syllabi:

Students must follow the social distancing guidelines as elaborated by the faculty to include following any and all directions for seating and moving around the classroom. Properly worn face coverings (shielding nose and mouth) are required in classrooms.  Social distancing, face coverings and good hygiene (specifically hand washing) are critical elements for safety of all. Students enrolled in classes where close contact between persons is likely may have additional Personal Protective Equipment (PPE) requirements on campus and in clinical sites as elaborated by the course instructors. Absolutely no eating or drinking is permitted in the classrooms. The College is committed to making reasonable modifications to its rules, policies, and practices as required by law to afford individuals with disabilities equal opportunity to access its programs, services, and activities.

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| **HUS 2302: BASIC COUNSELING SKILLS****TEXTBOOK: ESSENTIALS OF INTENTIONAL INTERVIEWING – 3RD EDITION****FLORIDA CERTIFICATION BOARD TRAINING EQUIVALENCY CHART** |
|  | **Understanding Addiction/****Treatment Knowledge** | **Application to Practice/ Professional Readiness** | **Counseling** | **Clinical Evaluation** | **Treatment Planning** | **Case Management and Referral** | **Client, Family and Community Education** | **Documentation** | **Ethical and Professional Responsibilities** |
| Chapter 1 Introduction: Foundations of Interviewing and Counseling – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 2 Multicultural Competence, Ethics, Positive Psychology, and Resilience – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 3 Attending, Empathy, and Observation Skills – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 4 Questions – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 5 Encouraging, Paraphrasing, and Summarizing – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 6 Observing and Reflecting Feelings – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 7 How to Conduct a Five-Stage Counseling Session Using Only Listening Skills – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 8 Focusing the Interview – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 9 Empathic Confrontation – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 10 Reflection of Meaning and Interpretation/Reframing – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 11 Empathic Self-Disclosure and Feedback – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 12 Directives – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 13 Skill Integration Through Examining Your Own Session, Treatment Plans, and Case Management – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 14 Crisis Counseling and Assessing Suicide Potential – 3 hours |  |  | 3 |  |  |  |  |  |  |
| Chapter 15 Determining Personal Style in a World of Multiple Theories – 3 hours |  |  | 3 |  |  |  |  |  |  |
| **TOTAL – 45 HOURS** | **-** | **-** | **45** | **-** | **-** | **-** | **-** | **-** | **-** |