

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 12/8/21

4. Department/discipline: Human Services

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Counseling Skills
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: HSER 8. Course Level: 2010

9. Number of Credits: Lecture 4 Lab _____

10. Control Number (on site) 40 Control Number (online) _____

11. Catalog/Course description:

This course is designed to increase the student's level of competency in conducting effective counseling interviews and establishing and developing counseling relationships. Using case study, classroom participation, and videotape, the student will develop competency in listening, influencing, and intervention skills, basic counseling skills, and the skills involved in conducting full interviews, including skills in working with special populations and situations, including cultural and gender issues. *Additional content on counseling Indigenous populations.* (Prerequisite: HSER 1010 or consent)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): HSER 1010 The Helping Process or consent of instructor
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Kottler, J. & Shepard, D. (2011). Introduction to Counseling: Voices from the Field. (8th ed). Belmont, CA: Thomson Brooks/Cole.

Literature on counseling Indigenous and other populations.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Historical Perspective of Counseling in the US
2. Counseling Settings & Specialties
3. The Therapeutic Relationship
4. Counseling Approaches- Insight & Action Orientated

5. Integrated Counseling Approaches
6. Assessment & Diagnosis
7. Counseling Applications with Diverse Populations
8. Counseling Indigenous Populations
9. Counseling Applications with Selected Topics
10. Ethical & Legal Issues in Counseling
11. Electronic Health Records
12. Confidentiality & HIPPA Guidelines
13. Professional Development Reflection & Self Care in Counseling
14. Counseling Skill Development through Case Study & Role Play

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Students will evaluate and convey their knowledge of the major counseling approaches.	A, B, C	
Students will display introductory knowledge and beginning level skills in the application of counseling interventions.	B, C	
Students will compare the various counseling techniques through the use of case studies.	A, B, C	
Students will demonstrate skill development in cross-cultural practice to display effective counseling with diverse populations.	B, D	1, 5
Students will review counseling theories/practice models for role play presentations.	B, C	

Students will demonstrate knowledge and cultural competency skills in the counseling assessment process including the assessment of diverse clientele.	B, D	6, 7
Students will reflect on their own knowledge and skill development in the application of counseling.	C, D	3

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____ Yes _____ No

Provide the required documentation to show course meets required licensing/certification standards.

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