

**Counseling Skills and Procedures
EDP 381 Fall 2013 Unique # 10525**

Instructor: Chris McCarthy, Ph.D.
cjmccarthy@austin.utexas.edu
Office Hours: by appointment
TA: Jenson Reiser, MST
jenson.reiser@gmail.com
CANVAS: canvas.utexas.edu

Services for Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Course Description and Objectives

The purpose of the course is to provide a foundation for the professional practice of counseling and the skills necessary for future practicum training. Prerequisites are that students are enrolled in a graduate level counseling program, or a related area. This course is designed to provide training in basic interpersonal helping skills, clinical interviewing, and intervention strategies.

Objectives for the semester:

- 1.) Familiarize students with theory and research in professional helping.
- 2.) Practice counseling and interviewing skills.
- 3.) Develop an understanding of the interrelationship of helping skills to other aspects of professional helping, including theoretical orientation, counseling modalities, use of supervision, and multicultural counseling.

Required Readings

Hill, C. E. (2009). *Helping skills*. (3rd Ed.) Washington, D. C: American Psychological Association.

Course Readings Available from Jenn's Copiers 473-8669

Course Requirements

Class participation: Given the seminar format used in this class, it's important that everyone is punctual and attends consistently.

Attendance Policy: If for some reason you are absolutely unable to attend class, please send me an e-mail before class if possible. One absence from class without an approved excuse will result in a five-point deduction from your class grade, and a second absence will result in another five-point deduction. An excused absence includes illness, family emergencies, or other

unavoidable situations such as your car breaking down on the way to class. These should be cleared with me in advance or as soon as is possible.

An **excused** absence will **not** result in a five-point deduction if you e-mail me a quality three page thought paper on the readings you missed that day by Monday 9am after the class you missed (unless you make other arrangements with me in advance). The thought paper should include your reactions to the class readings for the day you missed (typically the reading students posted about) and will be graded on a five point scale (0 – unsatisfactory, 5 = excellent). Please consult me if you have questions about this assignment. Students who are consistently late will also have points deducted from the class participation grade. Students who miss three or more classes, even if they are excused, cannot receive a grade higher than C for this course, except in extraordinary circumstances cleared with me such as serious illness or family emergencies.

Discussion posting on CANVAS For class dates noted in the syllabus, we will post a comment or question based on one of the readings for that day. Each student will be asked to either reply to that post, or to another students' post. This is due by Tuesday at 10 a.m. the day before class. Students are responsible for reading ALL posts by class time.

Professional conduct: Students are expected to behave in a professionally responsible manner when interacting with the volunteers for interviews. For example, you are expected to be professional when interacting with volunteers, to be organized and punctual with appointments, and to make sure that all necessary arrangements have been made for recording (i.e., equipment is set-up, etc.).

Student rights and responsibilities: Given that this course is design to prepare you for helping other in applied settings, it is important that in our discussions we create an atmosphere conducive to professional development. Students are encouraged to give each other feedback about their helping skills during small group activities. It is also important that we discuss aspects of our own identity that might impact our work with clients, including aspects of human diversity. I have found it helpful to start with the following list, but will encourage us to expand on this list (formally or informally) as the class progresses:

Student Rights

- a clear statement regarding the purpose of roleplays/interviews used in class
- an opportunity to seek information about counseling skills, to pose questions, and to explore concerns;
- the exercise of reasonable safeguards on the instructor's part to minimize the potential risks of counseling skills practice;
- respect for privacy with regard to what interviewees will reveal as well as to the degree of disclosure;
- the freedom to say, "I don't want to go further for now" when receiving feedback
- the right to be uninformed about the nature of counseling practice, and the experiences of other class members, so that this does not become a barrier to learning and growth.

Student Responsibilities

- *confidentiality* : Students will be asked to keep all class discussions, roleplays, and interviews confidential. All class materials should be kept confidential (recordings, papers, etc.)
- *participation*: It is expected that members will attend all class meetings, read assignments according to the class schedule, be punctual, and be an active class member. A large portion of this class is discussion based – class members are encouraged to share their ideas and leave “floor time” for others to participate.
- *respect for others*: While all interpersonal exchanges present at least the possibility for disagreement, conflict, or negative feelings, class members are expected to make every effort to act in the best interests of other class members.
- **TECHNOLOGY BAN: Technology is prohibited during the didactic/discussion part of class.**

2. **Course Readings:** The class schedule provides an outline of when readings will be covered in class. Please read the assigned materials before the scheduled class day.

3. **Interviews:** You will be asked to practice helping skills with one or more volunteers. Two interviews will be conducted with each person, each should last approximately 30 minutes.

4. **Video Review:** Once the interviews have begun, students will take turns playing selected portions of their interviews to members of their peer supervision group using the following general format (this schedule is only a guideline):

<u>Task</u>	<u>Time</u>
• <i>Presenting “problem”</i>	<i>1 minute</i>
• <i>Precipitating events and relevant history</i>	<i>1 -2 minutes</i>
• <i>Overview of meeting(s)</i>	<i>1 - 2 minutes</i>
• <i>Supervision issue(s)</i>	<i>1 minute</i>
• <i>Group supervision discussion</i>	<i>10 minutes</i>

5. **Exams:** This will cover material from the first and second part of class. The format is objective and short answer questions, Exam 1 is in class, Exam 2 is take home.

6. **Final Paper:** Students will be asked to transcribe part of an interview and evaluate the counseling skills you used. Specific guidelines for both parts of the paper will be distributed in class.

Evaluation

Class participation:

Each website case (1 pt. ea.)	5
CANVAS postings (1 pt. ea.)	11
SOAP Notes (1 pt. ea.)	4
Exam 1	30
Exam 2	20
Final Paper	<u>30</u>
	100

Note: Unexcused late assignments receive a letter grade deduction per day late.

Grades: 100 – 95 = A; 94 – 90, A -, 89- 87 = B+; 86 – 84 = B, 83 – 80, B-, 79 – 77, C+, 76 – 74 – C, 73- 70 , C-, 69 – 67 = D+, 66-64 = D, 63-60 = D-, 59 or below = F.

Class Schedule

Note: *Italicized* readings are in packet; * indicates material available on CANVAS; **bolded** readings require a CANVAS posting. (Optional readings on counseling theories are also posted on CANVAS.)

	Topic	Readings
Aug 29	Introduction	Hill Ch. 1,2 <i>Cook et al.</i>
Sep 4	Attending Skills Physical Environment and Counseling Canvas Demonstration – BRING LAPTOPS	Hill Ch. 4, 5 <i>Pressly & Heesacker</i>
Sep 11	Basic Skills in the Exploration Stage Counseling Younger Clients Complete cases of Sandra and Mike by 10 am	Hill Ch. 6, 7 <i>Erdman & Lampe</i> <i>Van Velsor</i>
Sep 18	Exploration Stage continued Complete cases of Anna, Tiffany, Emily by 10 am Solution-Focused Therapy	Hill Ch. 8 *McCarthy&Archer (read first ½)
Sep 25	Receiving and Using Supervision Review Procedures for Interviewing Goal Setting Record-Keeping Review for Exam	<i>Bernard</i> <i>Cormier & Hackney</i> <i>Cameron& turtlesong</i>
Oct 2	Exam 1 Termination Multicultural Counseling: Overview Interviews Can Start After Today	Hill pp. 373-376 <i>McIntosh</i>

Oct. 9	Suicide Prevention: Guest Speakers – 1 – 3pm Marian Trattner, MSW, Dian Rudd, Ph.D. UT Counseling Center	
	Multicultural Counseling: Race and Ethnicity	<i>Wing et al.</i> <i>Day-Vines et al.</i>
Oct 16	Multicultural Counseling: GLBTQ and Gender	<i>Smith et al.</i> <i>Smart</i> <i>Stevens & Englar-C.</i>
	Overview of Insight Stage	Hill Ch. 9
Oct 23	Insight Stage: Awareness Skills	<i>Hill Ch. 10, Cheston</i>
Oct 30	Insight Stage: Additional Skills	Hill Ch. 11 – 12
Nov 6	Integrating Insight Stage Skills	Hill Ch. 13
Nov 13	Motivational Interviewing: Overview, Ambivalence	<i>Miller & Rollnick Ch.</i> <i>1 – 2, Mason</i>
Nov 20	Motivational Interviewing Skills	<i>Miller & Rollnick</i> <i>Ch. 3 - 4</i>
	MI and SFT Integration Overview of Action Stage	<i>Lewis & Osborn</i> Hill Ch. 14
	Exam II (Take-Home) Distributed Paper Due	
Nov 27	TBD	
Dec 4	Supervision Exam II Due Today	<i>Anderson</i>