

**Counseling Skills and Procedures  
EDP 381 Summer 2014 Unique #74965**

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**Services for Students with Disabilities**

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**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*. (3<sup>rd</sup> 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. Students will also be asked to respond to postings on CANVAS.

**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 within 72 hours of 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 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.

**Professional conduct:** Students are expected to behave in a professionally responsible manner when interacting with the volunteers for interviews. Please refer to your professional training program handbook for details on student professional responsibilities. 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 counseling fieldwork, it is important that in our discussions we create an atmosphere conducive to professional development. Students are encouraged to give each feedback when appropriate, including on personal strengths and areas in which continued growth is recommended. 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: Laptops, cell phones, tablets, etc. can be great productivity tools, but they are not conducive to demonstrating interest and respect to other people. During the didactic/discussion part of class and during roleplays, please put these devices away.***

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. **Conferencing**: 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 issue</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 I is in class, Exam II 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 (2.5 ea.)     | 5         |
| Punctuality                   | 5         |
| Exam 1                        | 30        |
| Exam 2                        | 25        |
| 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; **bolded items are on CANVAS**)

|         | <u>Topic</u>   | <u>Readings</u>  |
|---------|--|--|
| June 5  | Introduction<br><b>Canvas Demonstration</b>  | Hill Ch. 1,2<br><i>Cook et al.,</i><br><b>Velasquez et al.,Ch 1</b>      |
| June 6  | Attending Skills<br>Physical Environment and Counseling<br><i>Speaker: Debra Kissen, Ph.D. CBT for Anxiety</i>             | Hill Ch. 4, 5<br><i>Pressly &amp; Heesacker</i>                          |
| June 9  | Basic Skills in the Exploration Stage<br>Counseling Younger Clients<br><b>Complete Practice Cases by 9 am</b>              | Hill Ch. 6, 7<br><i>Erdman &amp; Lampe</i><br><i>Van Velsor</i>          |
| June 10 | Exploration Stage continued<br>Solution-Focused Therapy<br>Goal Setting<br><b>Review Procedures for Interviewing</b>       | Hill Ch. 8<br><b>McCarthy&amp;Archer</b><br><i>Cormier &amp; Hackney</i> |
| June 11 | Receiving and Using Supervision<br><b>Tentative Interview Start Date</b>   | <i>Bernard</i>   |
| June 12 | Multicultural Counseling: Overview<br>Race and Ethnicity<br><b>Reply to Canvas posting by 10 am</b>                        | <i>McIntosh</i><br><i>Wing et al.</i><br><i>Day-Vines et al.</i>         |
| June 13 | GLBTQ and Gender<br><b>Reply to Canvas posting by 10 am</b>  | <i>Smith et al.</i><br><i>Smart</i><br><i>Stevens &amp; Englar-C.</i>    |
| June 16 | <b>Exam I (Covers June 5 – 11)</b><br>Overview of Insight Stage  | Hill Ch. 9, <i>Cheston</i>   |
| June 17 | Insight Stage Skills<br>Termination  | Hill Ch. 10, 11, 12<br>Hill pp. 373-376                                  |
| June 18 | Insight Stage Skills<br>Motivational Interviewing<br><b>Interview #2</b>   | Hill 13<br><b>Miller/Rollnick 1- 3</b>                                   |
| June 19 | Motivational Interviewing  | <i>Mason Lewis/Osborn</i>  |
| June 20 | Supervision<br><b>Final Paper Due June 27 @ 9 am</b><br><b>Exam II (Take-home, Covers June 12 – 19); July 7 2014 @ 5pm</b> | <i>Anderson</i>  |