

**EDP 381: Counseling Skills and Procedures (Unique #74930)  
Summer 2015****MTWTH 12:30 – 4:00****Room SZB 432**

|               |                         |            |                            |
|---------------|-------------------------|------------|----------------------------|
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|               | By appointment          |            | *Preferred                 |

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CANVAS: [canvas.utexas.edu](http://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 intent of this course is to prepare students for future practicum experiences and professional experience in helping fields. The course is designed to provide students with the awareness, knowledge and skills to engage in helping conversations with others. A helping conversation requires awareness of self and other at the nonverbal, behavioral, emotional and cognitive level. A helping conversation requires knowledge of the theory and research that serves as the basis for recognizing what skills facilitate the process of growth and change. Finally, a helping conversation is honed by practice - knowing has to be supplemented by doing. The design of the course is to allow for maximum opportunities for practice, practice, practice!

Prerequisites are that students are enrolled in a graduate level counseling program or a related area.

Objectives for the semester:

Students in this course will:

1. become familiar with theory 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.
4. review research relevant to identifying evidence-based strategies for helping skills.

## Required Readings

Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight and action*. (4<sup>th</sup> Ed.) Washington, D. C: American Psychological Association.

Packet: Course Readings Available on June 4<sup>th</sup> from Jenn's Copy and Binding, 2200 Guadalupe St, Austin, TX 78705 (512) 473-8669 (located in the basement of Guadalupe Plaza)

## Course Requirements

1. **Class participation (5 points):** Given the seminar format used in this class, everyone needs to be punctual and attend consistently. Class participation will include discussion of readings, asking relevant questions and participating in role-plays and activities. Being late excessively or use outside use of technology will result in loss of these points.
2. **Website Cases (Homework - 5 points):** Students will be asked to respond to five website cases, each worth 1 point.
3. **CANVAS Postings (Homework - 5 points):** Students will also be asked to respond to postings on CANVAS.
4. **Course Readings (Before Class):** The class schedule provides an outline of when readings will be covered in class. Please read the assigned materials before the scheduled class day.
5. **Interviews (As scheduled by TA):** You will be asked to practice helping skills with one or more volunteers. Two interviews will be conducted with each person and will be video-taped. The video-taped sessions will be kept on a video card. Do not store them on your computer or other electronic device. Each should last approximately 30 minutes. These interviews will serve as the basis for the Transcript Assignment.
6. **Conferencing (In-Class Activity):** 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 &amp; 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>    |

7. **Weekly Quizzes (Homework - 45 points):** The students will complete three quizzes on CANVAS where they will explore their own self-**awareness**, demonstrate **knowledge** of concepts and practice **skills** by responding to vignettes. The format includes objective and short answer questions.
8. **Counseling Video Critique (Homework – 20 points).** Students will be asked to watch one of three pre-selected master therapy session from the counseling videos database. They will

critique the tape from two perspectives – from the client’s perspective and as the supervisor/consultant to the therapist – e.g. noticing strengths and challenges of the therapist’s helping skills. A rubric will be supplied for the analysis.

- a. child - TBD
- b. adolescent -TBD
- c. adult-TBD

**7. Transcript Assignment (30 points):** This assignment will occur in three stages.

**Stage 1:** Students will be asked to select and transcribe a ten minute segment from one of the two assigned interviews (see #3 above). The selection should be chosen for the purpose of asking a consultation question. When making the transcription, use the format and rubric outlined on Appendix A. The transcription and commentary chart is worth **10 points**.

**Stage 2:** The students will write a 2-3 paragraph reflective summary of their experience including questions that they have; their own awareness of self, reactions toward the “client” or material; and diversity issues that emerge. The reflective summary is worth **10 points**. The rubric is provided in Appendix A.

**Stage 3:** The students will bring the video segment, transcript and reflective analysis to a meeting with the course instructor or TA. They will view the segment of the tape together, as well as a 2 minute random selection from the video. The consultation meeting is worth **10 points**. These points will be assigned on a completion basis (completed = 10 points, not completed = 0 points) to allow students to use the meeting with the instructor to address issues where they feel they need to grow rather than being a meeting to show how skilled they are. Please see Canvas under assignment for a link to a google doc to sign up for the appointments to view the transcript. The review of the video tape can be begun as soon as your transcript and reflection are complete, as early as June 23<sup>rd</sup> and no later than July 1<sup>st</sup>.

| Evaluation                       |           |                       |
|----------------------------------|-----------|-----------------------|
| Class participation, punctuality | 5         | 103-110 Points = A    |
| Website cases (1 pt. ea.)        | 5         | 99 to 102 Points =A-  |
| CANVAS postings (2.5 ea.)        | 5         | 95 to 98 Points = B+  |
| Quiz 1                           | 15        | 91 to 94 Points = B   |
| Quiz 2                           | 15        | 88 to 93 Points = B-  |
| Quiz 3                           | 15        | 84 to 87 Points = C+* |
| Counseling Video Review          | 20        | 80 to 83 Points = C+* |
| Final Transcript                 | <u>30</u> | 66 to 79 Points = C-  |
| Total                            | 110       | Below 65 Points = F   |

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

\*Students in counseling earning below a B- in a graduate course will be required to take the course again. Failing a course while in a counseling program will result in academic probation.

### Course Policies

**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 designed 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 role-plays/interviews used in class (see text).
- 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 have a growth mindset (be a learner, make mistakes, with "not knowing" being valued without the pressure to already be an expert.

#### **Student Responsibilities**

- **Confidentiality:** Students will be asked to keep all class discussions, role-plays, 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 role-plays, please put these devices away.*
- **Academic Integrity:** If using others' ideas or quoting others' thoughts, please use citation using APA style for citation, and provide a reference at the end of the assignments. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of Scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the UT Learning Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address.  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)
- **Religious Holidays:** University policy is to respect religious holidays. Please advise the instructor of any upcoming holidays and the specific dates that you will be missing classes so that arrangements can be made for assignments and so that you are able to cover class materials.
- **Course Feedback:** The course is a team effort between instructor and students: feedback is welcome.
- **Respecting Diverse Beliefs:** Students are requested to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.

### Class Schedule (Subject to Revision)

| Date   | Topic  | Reading Assignment  | Activities   | Assignments   |
|--------|--|---|--|---|
| Jun 8  | Introduction   | Hill, Chapters 1, 2, 3 & (4)<br>(Skim 4)<br>Packet – Cook et al.<br>Packet – Hill et al. (2007)               | CANVAS<br>Demonstration<br>(Bring your computers please).<br>Benchmark Role Play |   |
| Jun 9  | Setting the Stage:<br>The Physical Environment<br>A Theory for Helping Skills<br>Exploration Stage - Attending | Hill, Chapters (4), 6 & 7<br>Packet – Pressly & Heesacker   | Role-play Theme:<br>Non-Verbal and Reflections                                   | <b>Complete Case of Sandra by 9 AM</b>  |
| Jun 10 | Exploration Stage: Thoughts & Feelings<br>Counseling Younger Clients   | Hill, Chapters 8 & 9<br>Packet – Erdman & Lampe<br>Packet – Van Velsor  | Role-play:<br>Using Questions  | <b>Complete Cases of Mike and Anna by 9 AM</b>  |
| Jun 11 | Exploration Stage:<br>Goal Setting<br>Documentation  | Hill, Chapter 10<br>Canvas – McCarthy & Archer<br>Packet – Cormier & Hackney<br>Packet – Cameron & turtlesong | Review<br>Procedures for Interviewing  | <b>Complete Cases of Tiffany and Emily by 9 AM</b><br>***<br><b>Quiz 1 – Due Friday at midnight</b>                           |
| Jun 15 | Exploration Stage:<br>Understanding Client<br>“Resistance”<br>Receiving and Using Case Feedback                | Packet – Landreth<br>Packet – Edgette (Chap. 6)<br><br>Packet - Bernard                                       | Role-Play:<br>Dealing with Resistance  | <b>Tentative Interview Start Date</b>   |
| Jun 16 | Counseling Skills and Multicultural Counseling:<br>Race and Ethnicity  | Hill, Chapter 5<br>Packet - McIntosh<br>Packet - Sue et al.<br>Packet – Days-Vines et al.                     | Role-play:<br>Diversity  | <b>Reply to Canvas posting by 10 am</b>   |
| Jun 17 | Counseling Skills and Multicultural Counseling:<br>Gender & GLTBQ  | Packet – Smith et al.<br>Packet – Shelton   | Role-play:<br>Diversity  | <b>Reply to Canvas posting by 10 am</b>   |
| Jun 18 | Insight Stage: Overview  | Hill, Chapters 11<br>Packet – Cheston   | Role-Play  | <b>Counseling Video Critique Due</b><br><br><b>Quiz 2 Posted, Due Friday at midnight</b><br><b>Schedule transcript review</b> |
| Jun 22 | Insight Stage Skills:<br>Awareness   | Hill, Chapters 12-13  | Role-Play:<br>TBD  | <b>Tentative start date for Interview 2 (variable dates)</b>  |

|        |  |  |                           |   |
|--------|--|--|---------------------------|---|
| Jun 23 | Insight Stage:<br>Immediacy and Use of Self<br>Termination | Hill, Chapter 14-15 (& review 4)<br>Packet – Kahn (Chap 6 & 7)<br>Packet – Edgette (Chap 5)<br>Hill, pp. 429 & 432 | Role-Play:<br>Use of Self |   |
| Jun 24 | Case Consultation  | Hill, Chapter 19<br>Packet – Anderson  | Case Consultation         | <b>Transcript Due<br/>Quiz 3 Posted,<br/>Due Monday ,<br/>June 27 at<br/>midnight</b> |

## Appendix A

## Transcript and Review: Sample and Rubric

Context: This is a session with a college senior. It is 15 minutes into the session. My question is to what degree is countertransference interfering with my ability to listen, reflect and increase insight?

| Speaker (Actor) | Dialogue or Action  | Evaluation   |
|-----------------|---|--|
| Linda           | (15 minutes into the session).... As you can see I am so undecided about which path to take ....do I go to Princeton, the private college of my dreams or do I take the sensible route and go to the University of Tennessee? I know that my parents want me to do the sensible thing.  |  |
| Therapist       | I can see from your facial expression and words that you are very torn by this decision and see costs and benefits of each. You are also aware of your parents' perspective.  | I was aware of my own burden of student debt and my inclination to tell her that the cost is a huge consideration.   |
| Linda           | The really hard thing is that people have frequently told me that I shouldn't dream big, that I should be realistic. My guidance counselor suggested that applying to Princeton was probably a long shot and I should focus on more realistic goals. My junior high P.E. teacher told me that I might make the B team but that I would never be a varsity basketball player. I sometimes doubt myself when I get these messages.  |  |
| Therapist       | Tell me more about this self-doubt.   | I wish I had helped her link this to a specific scenario because as you can see her response is general and lacks affect.  |
| Linda           | Well, it just lasts for a minute so it's not long lasting. I don't really doubt myself.   | Quick clean up? Denial?  |
| Therapist       | Let's focus on how much these self-doubts are present in your college choice. When is a specific time you have felt doubt in this process?  |  |
| Linda           | Um.....that was the day that the acceptance from Princeton arrived and my mom said, "Well I wasn't too worried about how much it would cost to go to Princeton because I didn't think that you would really get in, but I guess I was wrong this time..... Congratulations, I am proud of you even if I'm surprised. Did they give you a scholarship?" I just wanted her to be happy because I was so excited. Even if I didn't get to go to Princeton, the fact that I was accepted was such a happy moment for me. (Linda tears up as she recalls this moment.) | ..... I felt like going to a specific allowed her to elaborate in a way that connected her memory to her thoughts and feelings.  |
| Therapist       | Mmmmmmmmmmm..... (Linda's tears continued so we silently for the next 90 seconds).  | I noticed that I was glad to see her emotions, but was ready to interrupt the emotions. I found myself detaching and thinking about how to tie in this deep feeling with problem-solving about her dilemma. Or is the real problem her self-doubt based on these parental introjections. |



|           |   |  |
|-----------|---|--|
|           |   |  |
| Linda     | Um....(sniffing and reaching for a kleenex)....that surprised me.                               |  |
| Therapist | So it cuts a little bit deeper – this is about more than being sensible.                        |  |
| Linda     | Yes- it makes sense that I have trouble holding onto my dreams when others don't believe in me. |  |
|           | Etc.  |  |

Add a one or two paragraph summary including aspects of the session that you thought matched your strengths and challenges you will need to address in your development. Also please comment on the presence or absence of multicultural issues present in the session.

#### **Transcript Rubric**

This assignment will be graded as a completion grade as this activity is the basis for a personal feedback session with your instructor or teaching assistant. The assignment will be passing if it contains the following components:

- \_\_\_\_\_ Question for the feedback session
- \_\_\_\_\_ Transcript of 10 minutes of session
- \_\_\_\_\_ Evaluation comments that demonstrate self-awareness
- \_\_\_\_\_ An analysis of how this segment demonstrates your strengths
- \_\_\_\_\_ An analysis of how this segment demonstrates your growth areas
- \_\_\_\_\_ A reference to the presence/absence of multicultural issues in the interview
- \_\_\_\_\_ Attend the feedback session

All of the above are complete = 30 points

Partial completion = 20 points

**Appendix B**  
**Counseling Videos Rubric**

**Counseling Video Critique (Homework – 20 points).** Students will be asked to watch one of three pre-selected master therapy session from the counseling videos database. They will critique the tape from two perspectives – from the client’s perspective and as the supervisor/consultant to the therapist – e.g. noticing strengths and challenges of the therapist’s helping skills. A rubric will be supplied for the analysis.

**Counseling Video Review - Rubric**

| Qualities                      | Absent or Minimal             | Satisfactory   | Excellent   | Points |
|--------------------------------|-------------------------------|--|---|--------|
| Watching the Video             |                               |  | 10  | 10     |
| Organization, thesis           | Absence of narrative<br><br>0 | Collection of ideas<br><br>.5  | Organization is clear, thesis<br><br>1                                    |        |
| As a client                    | Summary only<br><br>1         | Notes what might be helpful or barriers<br><br>2                               | Notes what might be helpful and/or barriers<br><br>3                      |        |
| As supervisor                  | Absent<br><br>0               | Identifies strengths in skills or identifies recommended growth areas<br><br>1 | Identifies both strengths and growth areas for counseling skills<br><br>3 |        |
| Integrates Readings            | Absent<br><br>0               | Mentioned<br><br>1 or 2  | Integrated<br><br>2   |        |
| APA Format<br>(See Purdue Owl) | Absent<br>0                   | Some errors<br>0   | Few to no errors<br>1   |        |
| <b>TOTAL</b>                   |                               |  |   |        |