

**Helping and Counseling Skills  
EDP 384C Fall 2016 Unique # 10875**

Instructor: Chris McCarthy, Ph.D.  
cjmccarthy@austin.utexas.edu

TA:

Office Hours: by appointment

**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 professional helping and the skills necessary for future field work. This course is designed to provide training in interpersonal helping skills and to provide a foundation for the use of 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. (2014). *Helping skills*. (4<sup>th</sup> Ed.) Washington, D. C: American Psychological Association.

Course Readings Available from Jenn's Copiers 473-8669

**Course Requirements**

**1. 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, or who fail to keep appointments, 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. 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 others 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 helping skills practice
- respect for privacy with regard to what interviewees discuss in interviews
- the freedom to say, "I don't want to go further for now" when role-playing or receiving feedback
- the right to be uninformed about the nature of helping skills 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**: *Please refrain from using phones, tablets, laptops etc. during the didactic/discussion part of class. It can be a distraction from the type of interpersonal communication we are working on in this class.*

**2. 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 student’s post. This is due by Tuesday at 10 a.m. the day before class. Students are responsible for reading ALL posts by class time.

**3. 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.

**4. Video Case Based Learning (VCBL) Activity**: Video case based learning will be integrated with multimodal online learning to facilitate helping skills training. Five online cases will be utilized before students participate in classroom-based role-plays and live practice.

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

**6. 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>

**7. Exam**: This will cover material from the first weeks of class. The format is objective and short answer questions.

**8. Papers**: For paper 1, students will be asked to transcribe part of an interview and evaluate the helping skills demonstrated. Paper 2 will ask students to reflect on their interviews with a focus on multicultural skills, goal setting, and insight skills.

**Evaluation**

## Class participation:

VCBL	(3 pt. ea.)	15
CANVAS postings	(1 pt. ea.)	11
SOAP Notes	(1 pt. ea.)	4
Exam		30
Paper 1		20
Paper 2		<u>20</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.)

	<u>Topic</u>	<u>Readings</u>
Aug 24	Topic 1: Introduction	<i>Hill et al. 2007</i> <i>Cook et al., Reynolds</i> <i>Velasquez et al.Ch 1*</i>
Aug 31	Topic 2: Attending Skills and the Physical Environment <b>Canvas Demonstration – BRING LAPTOPS</b>	Hill Ch. 1, 2, 6 <b><i>Pressly &amp; Heesacker</i></b>
Sep 7	Topic 3: Reflecting Skills Topic 4: Counseling Younger Clients <b>Complete cases of Sandra and Anna by 10am Sept. 6</b>	Hill Ch. 7, 8, 9 <b><i>Erdman &amp; Lampe</i></b> <b><i>Van Velsor</i></b>
Sep 14	Topic 5: Exploration Stage (Continued) Topic 6: Receiving and Using Supervision <b>Complete cases of Mike and Tiffany by 10am Sept. 13</b>	Hill Ch. 10 <b><i>Bernard, Lux</i></b>
Sept 21	Topic 7: Solution-Focused Therapy <b>Complete case of Emily by 10 am Sept. 20</b> <b>Review for Exam</b>	<b>McCarthy&amp;Archer*</b> <b>(read pp. 339-359)</b>
Sep 28	Topic 8: Goal Setting, Records, and Procedures <b>Exam 1</b>	<i>Cormier &amp; Hackney</i> <i>Cameron&amp; turtlesong</i>

Oct 5	Topic 9: Suicide Prevention Guest Speakers: Marian Trattner, MSW, UT Counseling Center	Hill pp. 436-439
	<b>Procedures for Interviews</b> <b>Interviews Can Start After Today</b>	Hill 419-429
Oct 12	Topic 10: Multicultural Counseling (Race and Ethnicity)	Hill 5, <i>McIntosh Sue et al.</i> <i>Day-Vines et al.</i>
Oct 19	Topic 11: Multicultural Counseling (Gender)	<i>Smart (pp. 171-191)</i> <i>Stevens &amp; Englar-C., (pp. 209-228)</i>
	Topic 12: Termination	Hill pp. 429-432
Oct 26	Topic 13: Multicultural Counseling: GLBTQIA+	<i>Shelton &amp; Delgado-Romero Smith et al</i>
	Topic 14: Insight Stage: Overview	<i>Hill Ch. 11 Cheston</i>
Nov 2	Topic 15: Insight Stage: Awareness <b>Paper #1 (Transcription) Due</b>	Hill Ch. 12-13
Nov 9	Topic 16: Insight Stage: Immediacy and Use of Self	Hill Ch. 4, 14-15 <i>Ch. 16 pp. – 432-439</i>
Nov 16	Topic 17: Intro to Motivational Interviewing <i>Miller/Rollnick 1 - 3</i> <b>All Interviews Completed by Today</b>	<i>Mason</i>
Nov 23	Thanksgiving Holiday	
Nov. 30	Topic 18: Reflecting Team Supervision <b>Paper #2 Due Dec 8 (Insight, Goal Setting, M/C)</b>	<i>Anderson</i>