

CPSY 420 Counseling Skills

Fall 2008

Section 001: 1:40 pm – 4:00 pm

25 East Pearson, Room 601

Water Tower Campus

Instructor:

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Course Description and Objectives

This course is designed to assist students in understanding and practicing basic professional counseling for a diverse range of clients. It is also designed. This course is workshop centered, practice-oriented, and a safe place to explore new skills. The emphasis will be on analysis of your own counseling styles and performance. This analysis will grow out of your skill development. In teaching this course, your facilitators and I have two primary goals: (1) to help you develop knowledge of counseling skills that are used by counselors in a range of settings, and (2) to provide opportunities for supervised practice of these skills. Upon completion of this course, you should be able to:

1. Understand the skills necessary for developing effective communication that promotes cooperation, understanding, and interests in others.
2. Help individuals identify and express feelings.
3. Understand the skills necessary to build a therapeutic and trusting relationship with a diverse range of clients.

In order to accomplish these goals, lectures are supplemental to the readings; that is, it is presumed that you will have read the assigned readings, and actively participate in the subsequent lecture with questions and/or comments.

School of Education's Conceptual Framework

Professionalism in the Service of Social Justice: As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Conceptual Framework Standard CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients. This standard will be assessed through audiotape and videotape practice counseling sessions.

Technology: In this course you will use technology to aid you in communicating and locating resources. LUC email will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate most journal articles through the Library's *PsychInfo* search engine. You also will be using videotape and audiotape equipment to record and present your mock counseling sessions.

Diversity: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

STANDARD 3 - Personal/Social Development Domain

The competent school counselor understands the developmental needs of the school age population and develops programs and interventions that promote optimum personal and social development.

3E. Understands the skills necessary for developing effective communication skills that promote cooperation, understanding, and interest in others.*

3J. Helps students identify and express feelings.*

* To be assessed through videotapes and audiotapes of mock counseling sessions, audiotape inner process transcriptions, personal journal, and final paper.

STANDARD 6 - Responsive Service: Individual Counseling

The competent school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services.

6A. Understands the theory and process of various individual counseling approaches for crisis or short-term situations (brief counseling strategies).*

* To be assessed through videotapes and audiotapes of mock counseling sessions, audiotape inner process transcriptions, personal journal, and final paper.

STANDARD 19 - The Helping Relationship

The competent school counselor possesses knowledge and skills necessary to establish appropriate helping relationships as a professional school counselor in a school setting.

19D. Understands the counseling process and is aware of various skills, methods, and behaviors used in both prevention and intervention.*

19E. Understands the skills necessary to build a therapeutic and trusting relationship with a client.*

* To be assessed through videotapes and audiotapes of mock counseling sessions, audiotape inner process transcriptions, personal journal, and final paper.

Loyola University Chicago Policies:

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs, School of Education at 312-915-6464.

Text and tapes

Ivey, A. E. & Ivey, M.B. (2007). Intentional Interviewing and Counseling, Facilitating Client Development in a Multicultural Society, (6th Ed.). Belmont, CA: Thompson Brooks/Cole Publishing Company.

You are also required to purchase blank videotapes and audiotapes for class. If you do not have a tape recorder, you will need to borrow or purchase one for use in this class. Make sure you test it for quality recording capability before using it in a practice session.

Journal Readings (link via Blackboard Course Documents)

Plutchik, R. (2001). The nature of emotions. American Scientist (89), 344-350.

Rogers, C.R. (1992). The processes of therapy. Journal of Consulting and Clinical Psychology (60), 2, 163-164.

Van Velsor (2004). Revisiting basic counseling skills with children. Journal of Counseling and Development (82), 313-318).

Course requirements

Personal Journal: Your weekly typed journal entry will chronicle your personal growth and development throughout the semester. It should include your personal reflections on 1) course reading material, 2) exercises in the textbook, and 3) in class and outside of class activities. The journal is an opportunity for you to express your enthusiasms and your frustrations as you embark on the process of becoming a counselor. Beginning with the January 24 class, your journal entries will be collected every week so that

your facilitators can give you constructive feedback in a timely way. The journals are confidential and will only be read by your Facilitator and/or Instructor.

Videotapes: You will make three brief (20-30 minutes) sessions with your in-class role play partner. Each of you should purchase blank video tapes. In order to conduct these sessions, you and your partner will meet outside of class time in the Counseling Labs located on the 4th Floor-Lewis Towers. Lindsay Hanna, at the School of Education offices on the 11th floor of Lewis Towers, has sign-up sheets and keys for the Counseling Labs. Although it is preferable that you do the assignment in the videotape lab, this assignment can be done elsewhere but make sure that the arrangement you and your partner make is such that both participants can be seen and heard.

For group process time, choose a portion of the tape that you would particularly like constructive feedback from the group, and be prepared to orally introduce this to the group and ask a specific consultation/supervision question of your group relating to this segment. The tape will then be reviewed by your facilitator in its entirety and returned to you the following week with constructive comments and suggestions regarding your tape work as well as your written summary.

Written self-evaluation related to videotapes: For each videotaped session include in your journal a brief examination of the following questions:

- (1) What were your goals for this session?
- (2) What did you do in the sessions that you liked or was effective?
- (3) What did you do that was not so effective and you want to improve?
- (4) What are your goals for the next session?

Audio Tapes: You will audiotape three 30-minute practice counseling sessions with the same “client” partner from your videotape sessions. With each of these sessions you will also turn in an internal process transcription. For group process time, the protocol is the same as for the videotape assignments.

Internal Process Transcription: Immediately following each of your audio taped sessions, you will complete an internal process “transcription.” The purpose of this internal process transcription is to record your internal reactions throughout the course of the session. It is not meant to be a full transcription (e.g., word-for-word) of your actual session dialogue. Your group facilitator will give you individualized feedback on each of your sessions. Please check the sound quality of your tape recorder. Inaudible tapes will not be accepted.

Skills-Analysis Paper: “What I Bring to Counseling” You will submit a paper (maximum of 5 pages, typed 12 font, and double spaced – APA style) responding to each of the following questions:

- What are the qualities that you possess, which will enable you to become an effective counselor?
- What are the life experiences, which have contributed to what you bring to the helping relationship?
- What is your greatest fear in terms of counseling skills? How will you overcome this fear?
- How do you think your cultural background (where you grew up, your gender/race/ethnicity, socioeconomic status, sexual orientation, family’s values, etc.) will influence the way you approach using skills with people?
- What are your personal goals for practicum related to areas/skills for continued improvement?

Evaluation

Journal (130 points total): Your facilitator and/or class instructor will read your journal entries. Individual feedback from your facilitator will serve as your evaluation for each entry. Journals will be evaluated on depth of examination and reflection. Journals are due at the beginning of each class. Late journals will not be accepted.

Audiotapes and Inner Experience Transcriptions (180 points total): In addition to demonstrating your counseling skills, you will be evaluated on how well you are able to discuss and conceptualize your “client’s” issues and session issues; and your ability to accept and incorporate peer/group leader/instructor feedback into subsequent sessions.

Skills-Analysis Paper (135 points total)

Participation (140 points total): You will be informed promptly if both the course instructor’s and the facilitator’s perceptions are that you are not participating at an adequate level in the class and/or during the small group experience. This includes attendance at classes and small groups, and assignments being turned in on time.

Loyola’s Graduate School Grading Policy

Total Points Grade

527-585 A

515-526 A-

497-514 B+

468-496 B

456-467 B-

439-455 C+

410-438 C

398-409 C-

380-397 D+

351-379 D

350 or below F

A minimum semester grade of B (468 points or more) is required in order to qualify for placement in a Practicum setting. A semester grade below the B level (467 points or less) requires successfully re-taking the course in a future semester before placement in a Practicum setting.

Tentative Course Schedule

August 27: Class orientation/Toward Intentional Interviewing and Counseling

. In-class activities: Group building experiences; General discussion of course expectations

September 3: Counseling skills overview and process (ch. 1-2; Journal reading: Rogers)

. 25 EP #601

. Process groups in individual classrooms

. Journal due

. Wellness self-assessment due: pp. 50-53 of text.

September 10: Attending Behavior, Empathy, and Genuineness (ch. 3, plus pp. 219-226)

. 25 EP #601

. Process groups in individual classrooms

. Journal due

September 17: Video Feedback session

. Process group activity: Videotape 1

. Process groups in individual classrooms

. Journal due

September 24: Observation Skills (ch. 3,5)

. 25 EP #601

. Process groups in individual classrooms

. Journal due

October 01: Video Feedback Session

. Process group activity: Videotape 2

. Process groups in individual classrooms

. Journal due

October 08: Encouraging, Paraphrasing, and Summarizing (ch. 6)

. 25 EP #601

. Process groups in individual classrooms

. Journal due

October 15: Video Feedback Session

. Process group activity: Videotape 3

. Process groups in individual classrooms

. Journal due

October 22: Observing and Reflecting Feelings (ch. 7; Journal readings: Plutchik, Van Velsor).

. 25 EP #601

. Process groups in individual classrooms

. Journal due

October 29: Long audiotape #1

. Process groups in individual classrooms

. Journal due

November 05: Questions: Opening Communication (ch. 4); Basic intervention skills (Ch. 9 Confrontation Skills; Ch. 12 Influencing Skills: Six Strategies for Change)

. 25 EP #601

. Process groups in individual classrooms

. Journal due

November 12: Long audiotape #2

. Process groups in individual classrooms

. Journal due

November 19: Saying Good-bye: Terminating counseling with clients.

. 25 EP #601

. Process groups in individual classrooms

. Journal due

November 26: No class (Thanksgiving Break)

December 03: Long audiotape #3

. Process groups in individual classrooms

. Journal due

December 10: Feedback, termination.

. 25 EP #601

. Final paper due

. Process groups in individual classrooms

Confidentiality and ethical considerations

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality and trust. When audio or video taping a session with role-playing, be sure you have permission on tape for that interview to proceed. If your partner in taping wishes, stop the tape at any time.

FOR YOUR OWN CONSIDERATION IN YOUR OWN ROLE PLAYS AS CLIENT:

You have the right and personal responsibility to only share of yourself what you want to talk about. All experiential exercises in this course are optional and you may stop participating in any experiential exercise you wish at any time without penalty. At the same time, if you find yourself preferring not to engage in

most of the exercises, you may prefer to drop the course. This course, by its very nature, is experientially oriented.