

## **CPSY 420 Counseling Skills: Spring 2011**

**Class time:** Mondays 7:00-9:30 (Maguire Hall, Room 303)

**Instructor:** Michael Gaubatz, Ph.D.

**Office hours:** After class or by appointment

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**Group Facilitators:**

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**Course Description:**

This course is designed to help students understand and practice basic professional counseling with a diverse range of clients. It is a workshop-centered and practice-oriented course that is designed to be a safe place to explore new skills. We will emphasize analyses of your own counseling styles and performance. These analyses 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 give you opportunities practice these skills under supervision.

**Course Objectives:**

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 their 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 that you will actively participate in the subsequent lecture with questions and/or comments.

**The Loyola University School of Education's Conceptual Framework**

Professionalism in the Service of Social Justice CF2: 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.

## **Standards and Assessments**

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.

### 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.

**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 and key course material will be posted on Blackboard. You will be able to locate journal articles elucidating course topics 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.

**Readings and Tapes/Media:**

Ivey, A. E. & Ivey, M.B. (2008). Intentional Interviewing and Counseling, Facilitating Client Development in a Multicultural Society, (7th Ed.). Belmont, CA: Thomson Brooks/Cole.

Meier, S. T. and Davis, S. R. (2010). The Elements of Counseling (7th ed.). Belmont, CA: Thomson Brooks/Cole.

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. *\*You may inquire with your small-group facilitator/TA about recording audio sessions in mp3 format.*

Additional Readings (accessed via LUC Library or distributed in class):

Heath, T. (1993). The curious therapist + Words, tone & inflection, in Rambo, A. H., Heath, A. & Chenail, R. J. (Eds.), Practicing therapy: Exercises for growing therapists. New York: W.W. Norton.

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

## Course Activities and Requirements

### 1. Attendance

Attendance is mandatory for this highly interactive class! Each unexcused absence greater than one will result in a drop of one semi-letter (i.e., A → A-; B+ → B) in a student's final grade.

### 2. Personal Journal (15% of grade):

You will reflect about your personal growth throughout the semester in journal entries of 1-2 pages (12-point font, double-spaced). The main question you will answer each week is "What is it like for me to learn these skills?" You may also include your personal reflections about tips from *The Elements of Counseling* or our in-class and outside-of-class activities if you like. The journal is an opportunity for you to express your satisfactions and frustrations as you move toward the process of becoming a counselor (or of incorporating counseling approaches into your non-counseling work). The journals are confidential and will be read only by your facilitator and/or instructor.

Due: First journal is due week 3; after week 6, journals become due on alternating weeks (i.e., on the weeks you don't submit session recordings).

*Grading notes: 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 reflection. Journals are due at the beginning of each class; late journals will not be accepted.*

### 3. Videotaped Session (not graded):

You will videotape one brief (20-30 minutes) mock session with your in-class role-play partner. Each of you should purchase blank video tapes. In order to conduct this session, you and your partner will meet outside of class time in the Counseling Labs located on the 4th Floor-Lewis Towers. James Wade, at the School of Education offices on the 11th floor of Lewis Towers, has sign-up sheets and keys for the Counseling Labs.

*For group process time, choose a portion of the tape on which you would particularly like constructive feedback from the group, and be prepared to orally introduce this segment and ask a specific consultation/supervision question of your group relating to it. Additional segments of the tape will then be reviewed by your facilitator and returned to you the following week with constructive comments and suggestions.*

#### Self-reflection form and time-stamped "transcript/outline":

In addition to your video-recording of your first mock session, you will complete a brief self-reflection form (distributed in class) and a time-stamped skeletal "transcript/outline" of the session.

### 4. Audiotaped Sessions (40% of grade):

You will audiotape three 25-minute mock counseling sessions with the same "client" partner from your videotape sessions (*note that you will also simultaneously videotape the first of these audiotaped sessions, btw – but more on that later*). With each of these sessions you will also turn in a time-stamped internal process

transcription (described in class). For group process time, the protocol is the same as for the videotape assignment.

Internal experience transcription (graded for audiotapes 2 & 3 only):

Immediately following each of your audiotaped sessions, you will complete a time-stamped internal process “outline transcription” of a 10-15 minute segment of the session. The purpose of this internal process transcription is to record your internal reactions throughout the course of the session. Your group facilitator will give you individualized feedback on each of your sessions. Be sure to check the sound quality of your tape recorder; inaudible tapes will not be accepted.

*Grading notes: 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/facilitator feedback into subsequent sessions.*

5. Skills-Analysis Paper (20% of grade)

At the end of the semester, you will submit a paper reflecting about your experiences and attributes as a growing counselor. Further details will be discussed in class.

*Grading notes: Details about the end-of-course paper will be discussed in class; papers are submitted in APA style (12-point font, double-spaced) and are not to exceed 5 manuscript pages.*

6. Participation (25% of grade)

You will be expected to attend all class meetings on time, to read the assigned readings and to watch any assigned films or other media/Blackboard activities prior to class meetings. Participation grades also will reflect your professional behavior, including on-time attendance of all course meetings, on-time submission of all assignments, and active participation in all class activities and discussions.

**Grading:**

Final course grades will be assigned on the following basis:

94.0-100%	= A
90.0-93.99%	= A-
88.0-89.99%	= B+
84.0-87.99%	= B
80.0-83.99%	= B-
70.0-79.99%	= C
<70%	= F

A minimum semester grade of B is required in order to qualify for placement in a Practicum setting. A semester grade below the B level requires successfully re-taking the course in a future semester before placement in a Practicum setting.

**Course Outline & Reading Assignments\***

- Jan 24: Course orientation: Toward intentional interviewing & counseling.
- Jan 31: Counseling skills overview and process.  
Readings: Ivey<sup>2</sup> Chapters 1-2  
Due: Wellness self-assessment (Ivey<sup>2</sup> pp. 50-53)
- Feb 7: Attending skills, empathy and genuineness  
Readings: Ivey<sup>2</sup> Chapter 3 + pp. 203-209  
Due: Journal
- Feb 14: Questions  
Readings: Ivey<sup>2</sup> Chapters 4 + Heath/Rambo  
Due: Journal
- Feb 21: First Process group w/ Role-Played partners  
Due: Journal
- Feb 28: Observation skills + Active listening (encouraging, paraphrasing & summarizing)  
Readings: Ivey<sup>2</sup> Chapters 5 & 6 + Sue<sup>2</sup> (2008): Part 1  
Due: Journal
- March 7: Spring Break
- March 14: Videotape feedback session/Process group  
Due: Videotape + Time-stamped transcript/outline + Self-reflection form
- March 21: Reflecting feelings  
Readings: Ivey<sup>2</sup> Chapter 7+ Meier & Davis Chapters 1 & 2  
Due: Journal
- March 28: First audiotape feedback session/Process group  
Due: Audiotape #1 (*simultaneously videotaped*) + Time-stamped internal experience transcript + Self-reflection form
- April 4: Influencing skills (part 1)  
Readings: Ivey<sup>2</sup> Chapter 12 + Sue<sup>2</sup> (2008): Part 2 + Meier & Davis Chapters 1, 2 & 6  
Due: Journal

- April 11: Second audiotape feedback session/Process group  
Due: Audiotape #2 + Time-stamped internal experience transcript + Self-reflection form
- April 18: Influencing skills (part 2)  
Readings: Ivey<sup>2</sup> Chapter 12 + Sue<sup>2</sup> (2008): Part 2 + Meier & Davis Chapters 1, 2 & 6  
Due: Journal
- April 25: Third audiotape feedback session/Process group  
Due: Audiotape #3 + Time-stamped internal experience transcript + Self-reflection form
- May 2 (?): Feedback; termination  
Due: Final paper

*\*Course topics and reading assignments are subject to change depending on progress of class. Student is responsible for any changes announced in class.*

## **Confidentiality and Ethical Considerations:**

### As counselor:

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussing or role-playing counseling material, 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, be sure you have permission on tape for that interview to proceed. If your partner in taping wishes to stop recording the session at any time, do so.

### As client:

You will be given a hypothetical character scenario that you will role-play in all of your counseling sessions to your “counselor.” This will probably require you ad-lib at times during the sessions.

Do not make the sessions too difficult for your role-play “counselor” partner. This includes not including any role-play crisis behaviors such as suicidal or homicidal ideation, or situations of abuse/neglect. You have the right and personal responsibility to only share of yourself what you want to talk about regarding the hypothetical role-play as the client.

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.

## **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. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **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. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

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. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>