

COUN 508 Counseling Techniques

3 Semester Hours

Fall, 2011

Wednesday 9:20 – 12:00; SEM 003

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Office Hours: by appointment

“The essence of working with another person is to be present as a living being. And that is lucky, because if we had to be smart, or good, or mature, or wise, then we would probably be in trouble. But, what matters is not that. What matters is to be a human being with another human being, to recognize the other person as another being in there.” Eugene Gendlin

Course Description

An intensive practical experience in the arts of forming a counseling relationship. Personal feedback on interpersonal interactions and supervision of videotaped interviewing are used to help the student attain competency in the wise use of techniques in the counseling encounter and the counseling relationship.

Course Goals and Objectives

The focus of attention in Counseling Techniques is on your counseling skills and techniques and your counseling style development. The overarching goal is to enable you to be Present, to “sit well in your seat”. Together, we will expand our capacity to (adapted from Wampold, 2001, p. 206):

1. sustain an emotionally charged relationship with a client
2. identify and own personal qualities and styles that create trust on the part of the client that you will assist him or her as a professional
3. integrate, so as to be able to speak from the body, a generalizable, plausible account of the client’s situation and how he/she can overcome his/her demoralization
4. perform a “ritual or procedure that requires the active participation of both client and therapist and is based on the rationale underlying the therapy.”

COUN 508 is designed to be one of the primary courses that addresses CACREP standard II.G.5, providing “an understanding of the counseling process in a multicultural society.” Course objectives related to CACREP standards include:

1. Identify personal self-care strategies appropriate to the counselor role (CACREP II.G.1.d)
2. Recognize an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a)

3. Identify, practice and receive supervision on counselor characteristics and behaviors that influence helping processes (CACREP II.G.5.b)
4. Practice, receive supervision, and reflect on essential interviewing and counseling skills (CACREP II.G.5.c)
5. Integrate implicit ways of knowing into counseling theories and models of counseling consistent with current professional research and practice (partial CACREP II.G.5.d)
6. Acquire a beginning level understanding of crisis intervention and suicide prevention models, including the use of psychological first aid strategies (partial CACREP II.G.5.g). Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (partial CACREP CMHC.C.6).
7. Experience participation in a small group (triad) supervised activity, approximately 15 hours over the course of the semester. (CACREP II.G.6.e)
8. Recognize the importance of research in advancing understanding of effective techniques in counseling, and practice session coding and evaluation (CACREP II.G.8.a)
9. Utilize research findings to inform evidence-based practice (CACREP II.G.8.e)

Mastery Competencies and Counselor Assessment Scale

The mastery competency you will be assessed on in this course is the Clinical Competency I. This involves a demonstration of clinical skills, both through the interviews with undergraduates, and through in-class assessment of competencies. The list of competencies include, but are not limited to, selected CAS objectives E and S:

- Client feels respected.
- Client feels heard and attended to.
- Meets client where they are at.
- Understands client's reality.
- Establishes counseling relationship.
- Maintains appropriate boundaries.
- Empowers client.
- Provides feedback and reflects meaning.

- Creates client ownership.
- Manages good beginnings and endings.
- Alert to risk factors.
- Exercises counselor judgment.

Additional intermediate level objectives relevant to this course can be found in the items from the Counselor Assessment Scale cited later in the syllabus.

Resources

Required texts:

Murphy, B.C. & Dillon, C. (2011). *Interviewing in action in a multicultural world (4th Edition)*. Belmont, CA: Thompson Brooks/Cole.

Required articles:

Selected articles may be assigned as they expand on course topics.

Course Requirements

Murphy & Dillon text

Read the Murphy & Dillon text material as scheduled on the course calendar.

Using Moodle, report on your work with the week's reading assignment. Your report may be on an activity/exercise relevant to the reading, or you may share substantive reflections on the material that connect the ideas you found most helpful to your own experience. The cutoff for your submission to count as course credit is the start of class on the day the reading is scheduled to be completed. Length of submission: 200 – 300 words would be a reasonable target.

When you submit your report you are asked to review your peers' reports from the prior week (at that time you will have access to all of them).

The professors will read your submissions, and may read from them in class, with your permission. Professors will not respond to your Moodle submissions.

We will not normally be lecturing on the Murphy & Dillon text material in class. The text is written very clearly, with lots of examples, and the Moodle processing covers more material than we could in class.

Experience journal

Each week, you will be given an interpersonal activity assignment. After engaging in the activity, write about your experience in your journal, reporting on what that experience was like. What was it possible for you to do, and what was not possible. What helped or got in the way? What did you learn? If you have an alternate experience you would like to try, check in with one of the professors for approval. There will be time given in class to report on and process your experiences.

Attendance

You are required to participate in all class meetings. In case of emergency, notify professor Glanzer if you are unable to attend class. You are responsible for gathering material that is missed because of an absence, and completing a make-up assignment, although there really is no substitute for class experiences.

Class experience

The class periods provide opportunity for practicing the skills presented in the texts. A variety of role plays and small group work will be used.

Interview experience

You will arrange four 45-minute interviews with a student in an undergraduate introduction to counseling class. The purpose of the interviews is to practice basic active listening and interview skills. All interviews will be video recorded in the counseling program labs.

Supervision. You will submit a 15 minute tape segment of your first session with the undergraduate student to Instructor Koser and then schedule a 30-minute session with him for supervision. You will also submit a 15-minute segment of your third session, along with a verbatim of that segment, to either Professor Early or Glanzer for review and a 30 minute supervision session. Instructor Koser may review your 2nd and 4th taped sessions as deemed necessary.

Case Study. You will write a case study of the interviewee using these sections: identifying information, initial impression, interview process, and counselor strengths and limits.

Assessment. In addition to assessment by the professors, the undergraduate students will submit an evaluation of their experience to their undergraduate professor and to the professors of this course. This feedback will be compiled and shared with you as group feedback.

Integrated synopsis

At the end of the course, write a short paper summarizing the main themes of the course, what you've learned, and what was effective or ineffective for you personally.

Procedures

Class periods will focus primarily on experience and feedback designed to help you internalize the counseling techniques studied in such a way as to enable you to be more effectively empathic in your way of being with others.

The class periods may be taped from time to time, for the use of review by the professor and/or students.

The Virginia Counseling Association conference is scheduled for November 10-12. Students attending this conference may submit a report of their conference attendance in lieu of class attendance. Attendees are expected to read the required reading for the 11th but do not need to reported on Moodle.

Grading

Class attendance and participation is required. Each unexcused class absence over 2 will lower your grade ½ letter.

Written components will be graded on a √-, √, and √+ system. A √- is equivalent to a "C", a √+ is equivalent to an A grade. Supervision will provide formative feedback on competence as part of the mentoring for admission to internship process.

	Percent
Text responses	25
Interviews	25
Case study	20
Verbatim & supervision	20
Synopsis	10

Class Research

All class experiences, and the course as a whole, are subject to review for effectiveness and fit with program goals. You are invited to provide your assessment feedback at any time, and will be asked to give formal feedback as well. Course activities and outcomes may be reported to the larger community of counselor educators in presentations or articles. In such cases student anonymity and confidentiality will be guaranteed. By enrolling in this class you have given your consent to the normal and expected pedagogical practices and the reporting of outcomes. In the case of pedagogical research that may go beyond the scope of normal educational practices, such research will be reviewed by the Institutional Review Board, and students will be asked to give explicit informed consent to such research.

Technology

Cell phones are to be turned off during class time.

Students using laptop computers for note-taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

Academic Honesty:

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Disability Support:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor, 432-4233.

Interview Guidelines

Scheduling interviews

Professor Glanzer, in consultation with the undergraduate professor of the introduction to counseling course, will provide a system for scheduling interview times.

Location

All interviews will be conducted in the counseling lab. The student is responsible to use the lab scheduling system to reserve a room.

Lab use

Be respectful in your use of the rooms with respect to those who may be scheduled to use the room immediately after you. Schedule rooms in one hour blocks, and plan to finish your interview session 15 minutes before the end of the hour.

Purpose

The purpose of these interviews is for counseling students to receive feedback and further develop their counseling skills. These interviews are not to be represented as counseling sessions.

Structure

Interview 1.

- welcome & invitation
- purpose
- informed consent
-
- endings

Interview 2.

- formative events
-
- endings

Interview 3.

- focused exploration
-
- endings

Interview 4.

- directions
- evaluation & reflections
- closing

Interview Introduction Letter

DATE

STUDENT NAME
EMU

Dear STUDENT,

Thank you for your willingness to participate in interviews with an M.A. in Counseling student enrolled in our Counseling Techniques course. Students are enrolled in this course to enhance and strengthen their counseling ability.

The name of the student with whom you will meet for four 45 minute sessions is GRAD NAME. GRAD will be contacting you in the next week to schedule these sessions.

You will meet with GRAD in one of the counseling rooms on the lower level of the Seminary Building (Room 015).

The sessions will be videotaped and shared with me and other students in the Counseling Techniques course for feedback in developing counseling skills. The focus of feedback will be focused on the counseling skills of our student, not on the content you bring to the interviews. Your sessions will be confidential except for these videotape reviews.

Attached is an informed consent form that explains this process in more detail. GRAD will review this with you at the beginning of your first interview to answer any questions you may have.

If you have any questions or concerns during this process, feel free to contact me at glanzerd@emu.edu, call me at extension 4244, or talk with your professor.

I hope that you enjoy this process and that it allows you an opportunity for self-exploration.

Sincerely,

P. David Glanzer, Ph.D.
Professor, M.A. in Counseling

Counseling Interview Informed Consent Form

Students in the M.A. in Counseling course in Counseling Techniques have invited students in the undergraduate Introduction to Counseling course to participate in four interviews.

The interviewee (the undergraduate student) will be invited in these interviews to share their life story with the interviewer. The interviews are not for the purpose of personal counseling. While interviewees are certainly invited to share personal information, current personal issues that need counseling assistance should be referred to the university counseling center (or other professional counselor).

The purpose of these interviews for the interviewer (student in the master's level Counseling Techniques course) is to provide an opportunity to practice active listening skills and to get feedback on their work from peers and professors.

The interviews will be treated confidentially, within the following understandings. Each interview will be video recorded for feedback purposes. No one will see the video recordings except students and faculty in the Counseling Techniques course, and all students in the class are bound by this confidentiality requirement. Further, the focus of the review of the video recordings will be on the interviewer's work, not on the content of the interview. When the recording is no longer needed for this purpose it will be destroyed.

The interviewer will write a report of the experience. This report will also be treated confidentially. This means that it will not include real names, it will be read only by the professor(s) in the Counseling Techniques course, and after a grade is assigned, it will be destroyed.

The undergraduate interviewee may choose to discontinue the interview process at any time for any reason. This may be done by talking with the interviewer, the graduate course professor, or the professor of the undergraduate course.

The undergraduate interviewee will be invited to complete an assessment of the graduate interviewer's work at the end of the experience.

Both graduate interviewer and undergraduate interviewee agree to respect the scheduling process and be prompt for appointments.

I have read and understand the above material, and freely give my consent to participate in this process.

Signed _____ Print name _____
(undergraduate student)

Signed _____ Print name _____
(graduate student)

Date _____

Written Case Study Format

Use the following sub-sections to organize your case study:

1. Identifying Information

Age, gender, race, physical appearance, marital/partnership status and history, ages and gender of children, occupation...

2. Initial Impression

General appearance, mannerisms, behavior, speech, gestures at first meeting.

3. Interview Process

Process of the interviews. What has, or has not been, helpful. Major transitions observed. Student satisfaction with the process.

4. Counselor Strengths and Limits

What this experience has taught you and/or reinforced about yourself. Goals for subsequent clinical experiences.

Please note that strict procedures are followed to safeguard confidentiality. Case studies must conceal all client identities. All copies of the case study must be destroyed after their use.

Recommended Reading

- Breggin, P. R. (1997). *The heart of being helpful: Empathy and the creation of a healing presence*. New York: Springer Publishing Company.
- Buber, M. (1958). *I and Thou*. New York: Charles Scribners.
- Cornell, A. W. (1996). *The power of focusing: A practical guide to emotional self-healing*. Oakland, CA: New Harbinger Publications.
- Cornell, A. W., & McGavin, B. (2002). *The focusing student's and companion's manual, part one*. Berkeley, CA: Calluna Press.
- Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A., Eds. (2010). *The heart & soul of change: Delivering what works in therapy*. 2nd Ed. Washington, DC: American Psychological Association.
- DeJong, P. & Berg, I.K. (2008). *Interviewing for solutions* (3rd Edition). Brooks/Cole.
- Fosha, D. (2000). *The transforming power of affect: A model for accelerated change*. New York: Basic Books.
- Fosha, D., Siegel, D. J., & Solomon, M. F. (Eds.) *The healing power of emotion: affective neuroscience, development & clinical practice*. New York: W. W. Norton & Company, Inc.
- Fromm, Erich. (1956). *The art of loving*. New York: HarperPerennial.
- Gendlin, E. T. (1996). *Focusing-oriented psychotherapy: A manual of the experiential method*. New York: The Guilford Press.
- Gendlin, E. T. (1986). *Let your body interpret your dreams*. Wilmette, Illinois: Chiron Publications.
- Greenberg, L. S. (2004). *Emotion-focused therapy*. *Clinical Psychology and Psychotherapy*, 11, 3-16.
- Greenberg, L.S., Rice, L.N., & Elliott, R. (1993). *Facilitating emotional change: The moment-by-moment process*. New York: The Guildford Press.
- Hill, C. E. & O'Brien, K. M. (1999). *Helping skills: Facilitating exploration, insight, and action*. Washington, D.C.: American Psychological Association.
- Hillman, J. (1983). *Healing fiction*. Woodstock, CT: Spring Publications.
- James, William. (1902). *Varieties of religious experience*. Vintage Books edition, 1990.
- Johnson, Susan. (2009). Extravagant emotion: Understanding and transforming love relationships in emotionally focused therapy. In Fosha, D., Siegel, D. J., & Solomon,

- M. F. (Eds.) *The healing power of emotion: affective neuroscience, development & clinical practice*. New York: W. W. Norton & Company, Inc.
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.
- Kottler, Jeffrey A. (2003). *On being a therapist* (3rd Ed.). San Francisco: Jossey-Bass.
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Moore, J. & Purton, C., Eds. (2006). *Spirituality and Counselling: Experiential and theoretical perspectives*. Ross-on-Wye: PCCS Books.
- Norcross, J. C., Ed. (2002). *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients*. Oxford: Oxford University Press.
- Pargament, K. I. (2007). *Spiritually integrated psychotherapy: Understanding and addressing the sacred*. New York: The Guilford Press.
- Purton, C. (2004). *Person-centred therapy: The focusing-oriented approach*. New York: Palgrave Macmillan.
- Rogers, C. (1980). *A way of being*. New York: Houghton Mifflin Company.
- Rosenberg, M.B. & Gandhi, A. (2003). *Nonviolent communication*. PuddleDancer Press.
- Safran, J. D. & Muran, J. C. (2000). *Negotiating the therapeutic alliance: A relational treatment guide*. New York: The Guilford Press.
- Stern, D. N. (2004). *The present moment in psychotherapy and everyday life*. New York: W. W. Norton & Company, Inc.
- Wampold, B. (2001). *The great psychotherapy debate: Models, methods, and findings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins.

Selected objectives from Counselor Assessment Scale

Academic Competency

- A1. Content mastery:** Has read assigned readings before class: Can articulate core concepts with application examples
- A2. Class participation:** Responsive to peers and faculty: Contributes suggestions and/or support to peers and faculty
- A3. Oral communication:** Clear and effective oral communication
- A4. Writing skills:** Accurately completes all paper work that is required in neat, readable, concise manner; Expresses information clearly and effectively through written communication, using APA format when appropriate.
- A5. Meets due dates:** Hands in all work on time without reminders.
- A6. Articulates ethics:** Demonstrates academic knowledge of ACA Code of Ethics.

Professional Behavior

- P2. Interactions with colleagues:** Exhibits respectful and courteous behavior, including respect of others' values and preference for techniques, respect for others' work loads and time commitments; avoidance of gossip or manipulation of others for personal gain; Is successful as a team member
- P3. Appropriate boundaries:** Understands and maintains appropriate interactions and boundaries with peers, faculty, and supervisors
- P4. Appropriate dress:** Dresses appropriately
- P6. Accepts praise & criticism:** Is able to accept both praise and criticism of work that is framed in an appropriate manner
- P9. Respects meeting times:** Respectful of client and supervisor appointment times; class times

Clinical Competency: Empathic Attunement

- E1. Client feels respected**
- E2. Client feels heard and attended to**
- E3. Meets client where they are at:** Demonstrates ability to easily develop rapport with new clients, making them feel at ease; Demonstrates openness to and empathy with client's spiritual and religious experiences, beliefs, and practices and can integrate these understandings with conceptualization of the client

- E4. Understands client's reality:** Appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet the client at client's phenomenological reality
- E5. Establish counseling relationship:** Makes a conscious and successful effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality
- E6. Maintains appropriate boundaries:** Understands and maintains appropriate interactions and boundaries with clients
- E7. Empowers client**
- E8. Feedback & reflecting meaning:** Demonstrates competent use of higher level listening skills such as feedback and reflection of meaning

Clinical Competency: Intervention Skills

- S1. Creates client ownership**
- S2. Good beginnings & endings:** Manages good session beginnings and endings
- S6. Alert to risk factors:** Is able to correctly assess risk factors such as homicide, suicide, and inability to care for self
- S7. Counselor judgment:** Demonstrates a grasp of issues involved and a sense of where future progress is possible for a particular client

Clinical Competency: Theory

- T2. Role of self as counselor**
- T3. Conceptual framework:** Is able to express conceptual framework and formulate appropriate strategies/interventions
- T6. Spiritual/religious dimensions:** Demonstrates openness to and empathy with client's spiritual and religious experiences, beliefs, and practices and can integrate these understandings with conceptualization of the client; Is able to assess the relevance of spiritual and religious themes to the client's therapeutic issues

Clinical Competency: Case Conceptualization & Management

- M4. Strengths perspectives:** Incorporates a strengths perspective

Counselor Identity

- I1. Criteria based self assessment:** Is able to accurately assess self relative to an outside criteria

- I2. Documents strengths:** Is able to accurately document strengths
- I3. Identifies growth areas:** Is able to accurately assess growth areas; Identifies limits to tolerance of spiritual and religious beliefs and practices which differ from one's own and can work professionally with these limits
- I5. Personal growth:** Consciously makes an effort to improve counseling skills through utilization of video tapes, professional resources including supervisor, peers, texts, journals, and other appropriate methods; Presents new ideas for improvement of skills; Demonstrates awareness of the need to continue to grow as an individual and to strive toward balance in all areas of life; Able to establish and maintain healthy boundaries, self-care; Knows career goals and develops skills that are congruent with those goals
- I6. Work on personal issues:** Recognizes and/or acknowledges personal issues which may interfere with performance as a counselor and is willing to take necessary steps (i.e. seek counseling for self) to resolve such issues sufficiently so as to provide excellent counseling service to others

COUN 508 Counseling Techniques – 2011 Course Calendar

Date	Title & Focus	Assignments Due
8/31	Presence Course Introduction Implicit/Explicit Knowing	
9/7	Felt Sensing Content & Process	MD 1&2: PIFE EJ: Noticeable felt sensing moments
9/14	Welcoming What Comes & Holding a Sense of It All Emotion & Encounter	MD 3: Getting Started
9/21	Interpersonal Attending (to)	MD 4: Attending & Listening ≈ UG Session 1; Koser review
9/28	Empathy (attending 'from')	MD 5: Support & Empathy
10/5	Relationship to "it all" Exploring Opening Things Up	MD 6: Exploration & Elaboration
10/12	Implicit agency Deepening "Soul"	MD 7: Assessment & Goals ≈ UG Session 3: verbatim & faculty review
10/19	Encounter Being with emotion	MD 8: Change
10/26	Shifts Something unexpected	MD 9: New Perspectives
11/2	Using the relationship	MD 10: Changing Behaviors ≈ UG interviews complete
11/9	Who is this about? Boundaries	MD 11: Clinical Relationship VCA November 10-12
11/16	I really care about you. Attraction & sexual feelings	MD 12: Boundaries UG Case Study due
11/30	Letting go and letting be Termination	MD 13: Crisis
12/7	Self Care The therapist's therapist.	MD 15: Self Care
12/14	Who Am I (as a counselor)? Course Review	MD 14: Endings & Transitions Course Synopsis