
Coun518

Integrated Counseling Process
3 Semester Hours, Spring 2012
Wednesday 9:20-12:00, Discipleship Center
Office Hours: By appointment

Anmarie Early, Ph.D.
David Glanzer, Ph.D.
Nate Koser, M.A.

We must cultivate a sensory awareness of ourselves as bodies whose movements are making us. When we do, we find play in the moment- the freedom to move differently, and the creativity to discern how. Kimerer L. LaMothe, PhD- *What a Body Knows*

COURSE DESCRIPTION:

This course provides an overview of various approaches to working with clients emphasizing the interpersonal therapy process. Students will learn the basics of emotion theory, the role of rupture and repair and the importance of focusing on the inside and in-between of therapy. Students will work to further define their theory and apply this experientially when working with clients. Each student will write a Case Study Formulation applying their chosen theoretical approach to working with a specific case. Class sessions will emphasize experiential exercises, technique based role-plays and skill enhancement group praxis. Students are encouraged to take risks and develop their personal style in applying experiential methods in treatment.

COURSE OBJECTIVES: (as a whole addresses CACREP II.G.5.b-e)

1. Students will demonstrate an ability to develop and sustain the therapeutic relationship by attending to both explicit and implicit therapeutic processes. (5b,c)
2. Students will gain an understanding of emotion theory and process experiential therapy. (5d)
3. Students will further develop their understanding of interpersonal therapy processes throughout the stages of treatment. (5b,c)
4. Students will enhance their ability to engage empathically with their clients. (5b,c)
5. Students will practice various experiential techniques. (5c)
6. Students will practice specific experiential techniques and methods in small group role-plays. (5b,c)
7. Students will become skilled in recognizing primary, secondary and instrumental emotions. (5b,c)
8. Students will develop the ability to employ emotion-focused interventions. (5c,d)
9. Students will write a research paper that combines their theory with the interpersonal therapy process. (5d)
10. Students will develop proficiency in using various techniques during the beginning, middle and end of treatment. (5b,c)
11. Students will develop a personal model of counseling. (5d)
12. Students will apply family systems theory to counseling case conceptualization and intervention. (5e)

COURSE FORMAT:

This course will meet Wednesday, 9:20-12:00. Sessions will emphasize skill development exercises, experiential activities and theory analysis. Course evaluation will be based on class and group participation, skill development exercise review, a case study formulation, experiential exercises, moodle responses and reading.

REQUIRED READING:

Teyber, E. (2011). *Interpersonal process in therapy: An integrative model, 6th ed.* Belmont: Thompson-Brooks/Cole.

Choose one of the following:

- Elliott, R., Watson, J., Goldman, R., & Greenberg, L. (2004). *Learning emotion-focused therapy: The process-experiential approach to change*. Washington D.C.: American Psychological Association.
- Gendlin, E.T. (1996). *Focusing-oriented psychotherapy: A manual of the experiential method*. New York: Guilford Press.
- Greenberg, L. (2002). *Emotion-focused therapy: Coaching clients to work through their feelings*. Washington D.C.: American Psychological Association.
- Kurtz, Ron. (2007). *Body-Centered Psychotherapy- The Hakomi Method: The integrated use of mindfulness, nonviolence and the body*. Mendocino: LifeRhythm.
- Presbury, J., Echterling, L., & McKee, J. (2008). *Beyond Brief Counseling and Therapy: An integrative approach, 2nd ed.* New Jersey: Merrill/Prentice Hall.

RECOMMENDED READING:

- Erford, B.T. (2010). *35 techniques every counselor should know*. New Jersey: Merrill.
- Thompson, R. (2003). *Counseling Techniques: Improving relationships with others, ourselves, our families and our environment, 2nd ed.* New York: Brunner-Routledge .

Course Instructions

Attendance

Preservation of the soul means refusing to relinquish the body and its sensual appreciation of texture, color, multiplicity, pain and joy. Above all, preserving the soul means preserving a desire to live a life a man or woman can truly call their own- David Whyte- The Heart Aroused.

This class is experiential and requires that students participate in all class sessions. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence and arranging for a make-up practice session with classmates on the covered material. Arrangements may be made with the professor prior to the class that will be missed and the student will submit a paper documenting the completion of their make-up work. More than two absences will impact overall course grade.

Skill Development Groups and Tape Review (30 points)

Effective therapy requires different rules and a different attitude towards the conversational content. It requires an experimental attitude and an openness of spirit that such an attitude implies- Ron Kurtz, Body Centered Psychotherapy

Each student will participate in a skill development group that meets 10 times (2-3 hours each) throughout the semester. Students will practice the skills presented in class (including, but not limited to: empathic attunement, immediacy, process commenting/metaprocessing, secondary to primary emotion, focusing/bodily felt sense, noticing micro-processes, evocative responding/heightening, two chair dialogue/unfinished business, metaphor/externalization) and attempt to apply them in a clinical scenario. (II.G.5b,c)

Students will form groups that accommodate scheduling and commit to meet for the 10 sessions. Each student will develop a character/ client profile to follow throughout the semester. Each person will engage in a role-play for at least 20 minutes and receive written and verbal feedback from the observer and client. The student will practice the technique presented in class that week and document the dates of their meetings.

The student will meet one time with an instructor to review a 20-minute tape segment of their choice. Students are encouraged to choose a session that illustrates their typical style in engaging interpersonal processes in therapy and demonstrates a specific skill or intervention. The purpose

of this meeting is to aid the student in identifying their strengths and areas for future growth and development. This meeting is at the initiative of the student and arrangements must be made at least 2 weeks prior to the due date. Students may be asked at any time during the semester to meet for a session review by the instructors, so don't erase your tapes until the end of the semester!

Experiential Exercises (10 points)

A person's experience cannot be figured out by others, or even by the person experiencing it. It cannot be expressed in common labels. It has to be met, found, felt, attended to, and allowed to show itself- Eugene Gendlin, Focusing

Each week students will be given an experiential assignment to personally engage. These embodied, experiential tasks provide an opportunity for the student to experience their "bodies" encountering themselves and others in the world. Each student will engage the assignment and either keep a journal of their experiences or integrate their response into their weekly moodle posts.

Readings and Moodle Response (30 points)

Mystery is the source of understanding. By definition, we cannot learn from what we already know. That is why so much psychotherapy is boring. It deals in the stories, justifications, rationalizations, ideas, theories that we already know... When something is mysterious, it doesn't quite have a name. Johanson & Kurtz, Grace Unfolding

Students are required to read the assigned text and choose a second required text. Each student will read the Teyber text material as scheduled on the course calendar. Students are encouraged to attend to both the action steps/treatment tasks for each chapter and use the Appendices for developing case conceptualization and treatment planning skills.

Using Moodle, each student will report on the week's reading assignment, their supplemental reading and/or integrate in the experiential exercise of the week. The report may include substantive reflections on content from the chapter, an activity/exercise relevant to the reading, integrate the experiential exercise, or weave in their chosen supplemental reading to enhance their reflection and offer their colleagues a unique perspective.

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.

Case Study Formulation (30 points)

The first part of emotional healing is being limbically known- having someone with a keen ear catch your melodic essence- Lewis, Amini, Lannon- A General Theory of Love

Each student will write a case study formulation on a clinical case. This paper will be formatted as follows and be 10-12 pages. This paper will include:

1. Identifying Information

Age, gender, race, physical appearance, marital/partnership status and history, ages and gender of children, occupation, number of (counseling) sessions.

2. Initial Impression

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

3. Presenting Issues and Concerns

Describe using the client's language and way of understanding the situation.

4. Personal History

Developmental history, including childhood, adolescence and adulthood. Include personal, family, and community description. Describe relationships with others and group affiliations.

5. Initial Assessment of Functioning

Mental status, including problem symptoms. Note any recent crises and reports of psychotic symptoms.

6. Medical History and Health Related Issues

Current health, serious illnesses, injuries, surgery, medications. Eating, sleeping, and exercising patterns. Use of illegal drugs and legal drugs, including alcohol, tobacco caffeine, and sugar. History of previous mental health care - by whom, what issues, and for what duration.

7. Religious History and Spiritual Themes

Religious or spiritual themes that are relevant to the treatment. Spiritual/religious dynamics between counselor and client.

8. Contextual, Multicultural and Gender Considerations

Race, ethnicity, gender, sexuality and contextual issues that are relevant for client functioning and treatment relationship between counselor and client.

9. Counselor Case Conceptualization

How the counselor conceptualizes the case in terms of his/her unique counselor identity, to include counselor view of human nature and theoretical orientation, integrating faith, philosophy of life, and how counselor arrived at this understanding in view of his/her own history and experiences.

10. Psychodynamic Formulation

Provides a professional overall statement of positive and problematic aspects of the situation. Name the intrapsychic and/or interpersonal conflicts. Identify the primary source of distress and what defenses are employed against the distress. Describe implicated relationships. Identify the theory you are working from describing how it applies to and is integrated into the clinical work. This sections draws heavily from your readings in Teyber providing a description of the strengths, limits, and sources of conflict of the client as integrated into the theory of choice.

11. Diagnosis

If appropriate, include DSM IV diagnosis.

12. Counseling Plan

If counseling is recommended, list goals, how often client will be seen, and type of counseling. Type of counselor (personality, gender, style of counseling) and the room arrangement or atmosphere which best suits the therapeutic needs of this person. How would your theoretical approach provide guidance.

13. Counseling Process to Date and Therapy Process Through Termination

Course of treatment. What has, or has not been, helpful. Major transitions observed. Client satisfaction with counseling. Explore the therapy process noting key transitions, interventions, and providing a flow including the beginning, middle and end of treatment.

14. Prognosis

Liabilities and assets for making use of counseling. Time frame and/or stages of projected growth.

15. Counselor Strengths and Limits

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

16. Reflections

Reflect personally on this assignment and identify strengths, growth areas and specific foci for the coming year.

Grading Summary

Skill Development Groups and Tape Review	30
Reading and Moodle	30
Experiential Exercises	10
Case Study Formulation	30

Grading Scale

A 100 – 94; A- 93 – 90; B+ 89 – 86; B 85 – 83; B - 82 – 80

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 Statement

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, Hartzler Library, Third Floor, 432-4233.

Course Schedule

Date	Subject and Reading (k5b)
1/11	Introduction and Counselor Presence: Creating and sustaining a working alliance Self-reflection: Anxiety and defensiveness Therapist skills: Empathic attunement Tasks: Beginning case conceptualization questions, role of schemas, homeostasis, corrective emotional experience and reparation Convocation 9:50- 11 <i>The Interpersonal Process Approach, Teyber 1</i>
1/18	Creating a Holding Environment: Establishing a working alliance Self-reflection: Level of flexibility, response to emotion/nonverbal communication and collaboration Therapist skills: Using process comments, reflecting, validating, reframing, empathic understanding, immediacy and metaprocessing Tasks: Identify patterns and unifying themes: Repetitive relational themes, pathogenic beliefs, recurrent affective themes <i>Establishing a Working Alliance, Teyber 2</i>
1/25	Working with Resistance: Ruptures, re-enactments, resistance

- Self-reflection:** Your typical response to interpersonal conflict and shame
Therapist Skills: Immediacy interventions, validation, and collaborative exploration
Tasks: Identifying common themes, immediacy as assessment, working hypotheses and the R's, and shame responses
Honoring the client's resistance, Teyber 3
- 2/1** **An Internal Focus for Change:** Working with the body
Self-reflection: Reluctance to redirect and collusion
Therapist Skills: Focusing, re-focusing and microprocesses
Tasks: Supporting client initiative, tracking clients' anxiety and using focusing
An internal focus for change, Teyber 4
- 2/8** **Working with Emotion:** Helping clients with their feelings
Self-reflection: Countertransference, need to be liked, response to emotion and personalizing
Therapist skills: Open ended questions, metaprocessing, evocative responding, heightening, and emotion regulation
Tasks: Creating a working hypothesis, experiencing versus talking about, forms of affect/ affect constellations, and corrective emotional experiences
Helping clients with their feelings, Teyber, 5
- 2/15** **Emotion Coaching:** Increasing awareness, enhancing emotion regulation, and changing emotion with emotion
Self-reflection: Response to working with emotion
Therapist skills: Secondary, primary and instrumental emotion,
Tasks: Attending to emotion, working with the implicit, and non-verbals
Supplemental Reading
- 2/22** **Experiential Phenomenology:** Mirror neurons, dynamic systems theory, memory and perception
David Glanzer, Ph.D.
Supplemental Reading
- 2/29** **Imagery- metaphor- externalization- dreams**
Self-reflection: Role of dreams and images in life
Therapist skills: Working with dreams and imagery
Tasks: Attend to and work with dreams/ images/ metaphors and externalization
Supplemental Reading
- 3/7** *Mid-semester Break*
- 3/14** **Working through Conflict/ Working with Parts**
Self-reflection: How do you view your "self"?
Therapist skills: Two-chair dialogue and working through unfinished business
Tasks: Identify parts/voices/characters in clinical work
- 3/21** **Understanding Attachment Styles**
Self-reflection: Identifying your attachment style

Therapist skills: Attachment styles and family roles, exploration and validation

Tasks: Identify pathogenic beliefs, dissociation, and interpersonal defenses

Familial and developmental factors, Teyber 6

3/28

Resolving the Core Conflict- Moving toward, against and away

Self-reflection: Identifying your movement style

Therapist skills: Metaprocessing, facilitating awareness, and working in the here and now

Tasks: Conceptualizing model of unmet developmental needs, identifying intrapersonal and interpersonal outcomes

Inflexible interpersonal coping strategies, Teyber 7

4/4

Relational Themes and Reparative Experiences

Self-reflection: Recognizing your countertransference reactions, attending to felt sense, rupture and repair experiences

Therapist skills: Creating safety, metaprocessing, attending inward, and collaboration on interactions

Tasks: Conceptualizing, creating a context for change, attending to relational statements, and working in the treatment relationship

Relational themes and reparative experiences, Teyber 8

Due: Tape Review

4/11

An Interpersonal Solution

Self-reflection: Assessing reluctance to work with the process dimension

Therapist skills: Corrective emotional experience, working in the process dimension, and using the relationship

Tasks: Providing a unique response and flexibility in interventions

An interpersonal solution, Teyber 9

4/18

Termination: Learning to say good-bye

Self-Reflection: How do you feel about saying goodbye?

Therapist skills: Practicing, validating, problem solving and visioning

Tasks: Working through, creating a link between therapy and life, and working with various forms of endings

Working through and termination, Teyber 10

Due: Case Study Formulation and Skill Development Groups documentation

4/25

Capstone

As we release our need to be "seen," to be clever, to achieve, or to perform, the way is made clear for our inner radiance to shine. In a noisy world, seek the silence in your heart. And through the power of silence, the energies of chaos will be brought back to harmony-not by you, but through you, as all miracles are.

Marianne Williamson- Everyday Grace