

COUN 538 Advanced Skills Group 2010 – 2011

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SEM 030

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Purpose

This course is designed to meet your specific needs regarding advanced counseling skills.

Objectives

The objectives of this course are to help you:

- deepen listening skills;
- broaden understanding of client conceptualization;
- demonstrate ability to be present with clients;
- demonstrate advanced counseling skills, including: confrontation, immediacy, pacing, and goal setting along with follow-through

Requirements

- **Goals.** During our first class session you will be asked to determine two or three goals for yourself that can be attained over the course of the year. At the mid-term and end of each semester, we will check in on progress.
- **Readings.** Readings will be decided on an individual basis and as appropriate to the issues or skills you are working on.
- **Presentation.** Each of you will be asked to bring in questions, literature, music or other inspirations that are facilitating your growth and awareness both personally and professionally.
- **Experiential Learning.** Our class will be set up as a group; therefore we will be creating group guidelines and expectations.
- **Client meetings.** During the fall semester, you will be required to work with a class partner who will be role playing a client for three sessions. The goals that you established on the outset of this class will be used to evaluate your session along with the objectives outlined in this syllabus. You will be asked to present what you feel is your best session to our class and our class as a whole will offer feedback re: your session. Informed consent is required. More details to follow.
- **Final Integrative Analysis.** At the end of each semester you are required to turn in an integrative analysis of your readings, practice work and experiences. The format for the final report should follow the guidelines suggested in the *Publication manual of the American Psychological Association (6th Edition)*.

Your work will be evaluated based on your performance on several criteria:

1. **Comprehensiveness.** The analysis must be a thorough reflection of this class experience. It must include references to readings.
2. **Relevance.** You must relate the project to the counseling profession in significant ways. For example, you may discuss the implications of your results for the practice of counseling.
3. **Originality.** You must offer a contribution that is based on your own ideas and experiences. Your report must be more than a summary of the thoughts and efforts of others – it must have the distinction

of presenting your individual experiences, observations, ideas and conclusions.

4. **Quality of writing.** Your report must be grammatically correct, clear, and well-written.
5. **Organization.** The presentation of your report must be well-organized and coherent.
6. **Achievement of goals.** The most fundamental criterion is the extent to which you are successful in accomplishing your goals.

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.