

COUN 508 Counseling Techniques

3 Semester Hours

Fall, 2008

Wednesday 9:20 - 12:00

Professor: P. David Glanzer
Office: S 029
Office Hours: by appointment
Phone: 4244 **Email:** glanzerd@emu.edu

Course Description

An intensive practical experience in counseling techniques. Audio, video, personal supervision, and feedback are used to help the student attain competency in the application of theory in the counseling interview and the counseling relationship.

Course Goals and Objectives

The focus of attention in Counseling Techniques is on counseling skills and techniques, case management, and counseling style development. The objectives are that the student will achieve an intermediate level in: (items 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
- T4. Systems perspectives**
- T5. Developmental perspectives**
- 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

- M2. Developmental awareness:** Thoroughly covers all areas of client development which are associated with the presenting problem
- M3. Risk analysis:** Is able to correctly assess risk factors such as homicide, suicide, and inability to care for self
- 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

Resources

Required text:

Murphy, B.C. & Dillon, C. 2008. *Interviewing in Action in a Multicultural World (3rd Edition)*. Brooks/Cole.

Additional resources will be provided in class.

Course Requirements

Text

Text material is to be read before the class period in which it is to be worked on, as indicated on the course calendar. For each day's reading assignment, reflect on the material by connecting the ideas you found most helpful to your own work, and also listing questions you have, or directions for further consideration. Share these reflections on the appropriate blackboard discussion board, and respond to at least two of your peers' submissions. A text exercise may be completed as an alternative to the feedback form – this should be submitted directly to the professor, but you still need to provide feedback to your peers on blackboard. There may be days when other assignments are to be completed and brought to class for work within groups. Such assignments do not substitute for the reading feedback on blackboard.

Class skills work

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

Interview experience

Each student 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. The recorded interviews must be treated as confidential material.

Supervision. Students will present segments of their recorded interviews in small-group supervision sessions during class time.

Case Study. A case study of the interviewee is to be written using the format of the program.

Interview. Each student will schedule a 30 minute meeting with the professor after the final interview is recorded, and the case study submitted, to review the student's work for the semester.

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 exercises, analysis, and feedback designed to help the student master the counseling techniques studied, in the context of overall case conceptualization and management.

Evaluation*Texts*

Reading feedback	1 – 3 (reporting, insight, connections)
Integrated synopsis	letter grade
Other assignments	1 – 3

Clinical work

Evaluation by undergraduate student	1 – 3
Self/peer evaluation & reflections	1 – 3
Professor evaluation course objectives	1 – 3
Case study	letter grade

Grading

	max points	
Reading feedback	45	180 – 200 = A
Integrated synopsis	20	160 – 179 = B
		140 – 159 = C
Self/peer evaluation & reflections	40	
Professor evaluation course objectives	45	
Case study	50	

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.

Calendar

Date	Text	Topic	
Aug 27	MD Ch.1,2	Becoming Professional Responsible Practice	
Sep 3	MD Ch. 3	Getting Started	
10	MD Ch. 4	Attending & Listening	
17	MD Ch. 5	Support & Empathy	
24	MD Ch. 6	Exploration & Elaboration	Supervision schedule to be arranged
Oct 1	MD Ch. 7	Assessment, Formulation, & Goal Setting	
8	MD Ch. 8	Change	
15	MD Ch. 9	New Perspectives	
22	MD Ch. 10	Changing Behaviors	*
29	MD Ch. 11	Crisis	
Nov 5	MD Ch. 12	Clinical Relationship	VCA Nov 7 - 9 Roanoke, VA
12	MD Ch. 13	Boundary Issues	
19	MD Ch. 15	Professional Issues	Final Case Study due
26		Thanksgiving Break	
Dec 3	MD Ch. 14	Endings & Transitions	Prof. meetings completed
Dec 10		Stories	Integrated Synopsis

Interview Guidelines

Scheduling interviews

The professor, 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 program 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 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

Notes

Notes are to be taken in content, process, affect, & self categories. Instructions will be provided in class.

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.
Director, 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 _____

Supervision Guidelines

The purpose of supervision in this Counseling Techniques course is to provide an opportunity for peer / faculty review of students' interview work with undergraduate students. As the first supervision opportunity in the program, it provides an introduction to the more intensive supervision process in practicum and internship.

Supervision is of student's individual work. To provide a basis for this review a student who is scheduled to present their work will 1) provide a one page introduction to their interviewee that includes general identifying information as well as the context for the video recording to be shown, 2) a 5 minute segment of the recorded interview, and 3) observations & questions for the group to respond to.

The role of the group is to be supportive, staying focused on the concerns of the presenter. The group is to give the presenter opportunity to explore their own experience and work – the focus is not to be on the content of what the interviewee presents.

The supervision experience is to be kept confidential. This includes not discussing the student's work or their client's story with anyone else in class, other than those in the supervision group.

Part of the supervision experience will include the opportunity to debrief as a group on the group process of supervision.

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, 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. Case Conceptualization

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 spiritual/religious themes. Identify the theory you worked from, describing how it was applied to and integrated into the clinical work. Overall, this section provides a description of the strengths, limits, and sources of conflict of the client as integrated into the theory of choice.

8. Diagnosis

If appropriate, include DSM IV diagnosis.

9. 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.

10. Counseling Process to Date

Course of treatment. What has, or has not been, helpful. Major transitions observed. Client satisfaction with counseling.

11. Prognosis

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

12. Counselor Strengths and Limits

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

13. Help

Difficulties and questions as a result of this clinical learning experience.

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.
- Cashwell, C. S. & Young, J. S., Eds. (2005). *Integrating spirituality and religion into counseling: A guide to competent practice*. Alexandria, VA: American Counseling Association.
- DeJong, P. & Berg, I.K. (2008). *Interviewing for solutions (3rd Edition)*. Brooks/Cole.
- Egan, Gerard. (2002). *The skilled helper: A problem-management and opportunity-development approach to helping (7th Ed.)*. Brooks/Cole.
- Fromm, Erich. (1956). *The art of loving*. New York: HarperPerennial.
- 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.
- 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.
- Linehan, Marsha M. (1993). *Skills training manual for treating borderline personality disorder*. New York: The Guilford Press.
- Martin, D. G. (2000). *Counseling and therapy skills (2nd Ed.)*. Long Grove, Illinois: Waveland Press.
- Martin, D. G. & Allan D. (1995). *Basics of clinical practice: A guidebook for trainees in the helping professions*. Long Grove, Illinois: Waveland Press.
- Meier, S. T. & Davis, S. R. (2001). *The elements of counseling (4th Ed.)*. Brooks/Cole.
- Reiter, M. D. (2008). *Therapeutic interviewing: Essential skills and contexts of counseling*. Pearson.
- Rosenberg, M.B. & Gandhi, A. (2003). *Nonviolent communication*. PuddleDancer Press.
- Skovholt, T. M. & Rivers, D. A. (2007). *Helping skills and strategies*. Denver: Love Publishing Company.