

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 405 Individual Counseling Skills

INSTRUCTOR INFORMATION

name
office
phone number
e-mail

COURSE DESCRIPTION

A laboratory course providing competency building experiences to prepare counselors for helping relationships. Supervised counseling of fellow students and outside clients is required. Both a knowledge base and a skill base are developed. In all aspects of this course, confidentiality and ethical behavior are stressed. The course contributes to the Helping Relationships component of the program and is required of all students.

PREREQUISITES

COUN 401 and COUN 403. Taking 403 and 405 concurrently is strictly prohibited

RECOMMENDED TEXTS

Chen, M., & Giblin, N. (2002). *Individual counseling*. Denver, CO: Love Publishing
Kottler, J. (2006). *On Being a Therapist*. San Francisco, CA: Jossey-Bass.

MODE OF INSTRUCTION

Experiential with lecture/discussion and videos

COURSE OBJECTIVES

This is a knowledge- and skill-based laboratory course designed to meet three goals:

1. To achieve a functional level of clinical competence in using individual *counseling skills*. This mastery of skills prepares the student for the practicum and internship settings.
2. To develop a basic competence in skill of *conceptualizing* client data and problems Working with clients involves attending to relevant information, forming and testing

working *hypotheses*, and formulating an appropriate intervention strategy. Having the competence to communicate the insight gained through case conceptualization to the clients in a non-pathologizing way often characterizes an effective counselor.

3. To develop the most important counseling "tool" – *the person of the therapist*. This course encourages the student to engage in productive self-exploration and self-reflection on personal beliefs, values, and feelings through weekly journaling and through being in the role of a client for peer counseling.

In addition, the student's full investment in this course should enable one to develop competence in four areas:

1. Knowledge Competence:

The student will demonstrate understanding of the following:

- a. The roles of the counselor and of the client in the counseling situation;
- b. The stages of counseling as defined by a representative counseling model;
- c. The characteristics of the effective counselor;
- d. The factors that contribute to therapeutic change;
- e. Situations that entail referral to other mental health professionals;
- d. Ethics in counseling process.

2. Skill Competence:

The student will demonstrate the ability to use the following skills:

- a. attending behavior
- b. reflection of meaning
- c. reflection of feelings
- d. paraphrasing
- e. concreteness
- f. probing
with direct open questions
with reflexive questions
- g. summarizing
- h. focusing
- i. perception checking
- j. advance empathy
- k. confrontation
- l. counselor self-disclosure
- m. immediacy
- n. use of silence
- o. feedback giving
- p. opening and terminating skills
- q. conceptualizing clients' presenting and underlying issues

3. Giving and Receiving Feedback:

Feedback: The process of skill acquisition and integration is facilitated through feedback. There are three purposes to constructive feedback: to identify discrepancies, to offer support and reinforcement, and to motivate modification of behavior.

Giving Feedback: To give someone feedback is to provide and exchange stimulating ideas so that the receiver might generate alternative approaches to working with his or her clients' problems. The feedback that the student gives can benefit everyone in the class. In addition, giving feedback serves to sharpen the giver's attending ability.

Receiving Feedback: When one receive feedback and well utilize the feedback, his or her skills are refined and improved. Therefore, openness and receptivity to constructive feedback is essential for skill refinement in both the learning and the therapeutic processes.

4. Self-Awareness and Self-Supervision:

Two skills necessary for professional growth are self-awareness and self-supervision. Several written assignments are designed to facilitate this process.

REQUIRED PROJECTS

- 1) Each student will engage in counseling sessions with peers as both counselors and clients at least for 8 sessions as clients and 8 sessions as counselors.
- 2) Each student will engage in two counseling sessions with outside clients.
- 3) Each student will write a case conceptualization paper
- 4) Write verbatim session transcripts
- 5) Write self reflective journals
- 6) Do an oral case presentation

STUDENT EVALUATION

By the end of the course, students must demonstrate the ability to use counseling skills effectively. They must pass the course with a grade of A or B in order to enroll in subsequent clinical courses. Competency will be demonstrated by passing a written examination and by successfully completing counseling sessions with peers and outside clients.

GRADING POLICY

A = 90-99 D = 60-69
 B = 80-89 F = below 60
 C = 70-79

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to

1. attend all class sessions;
2. actively participate in all exercises, counseling sessions (both as client and counselor), and assignments involving critique of self and others;
3. protect confidentiality of all students and clients;
4. participate in the creation of a learning environment in which honest and direct feedback is offered in a supportive manner;
5. increase level of self-disclosure during the progress of the course;
6. behave in a manner consistent with ethical standards of the profession; exercises;
7. complete at least one video taped counseling session showing counselor competence with an outside client; and
8. complete all writing assignments

WEEKLY TOPICS AND SCHEDULE

Week	Topic	Readings	Standard
1	Overview of the course		
2	Building the helping relationship Ethics The process of counseling Making clients feel safe Connecting to clients' feelings Changing your response style	C&G: Chap. 1 & 3	CACREP II.K.5.a
3	Guidelines for peer counseling Components of active listening The first stage of counseling Skills: Paraphrasing Reflection of feeling Summarization/Affirmation Peer counseling: team building	C&G: Chap. 1 & 3	CACREP II.K.5.b
4	Empathy, pacing and mirroring Balancing initiating with pacing Tracking client story How to be a peer counseling observer Skills: Focusing Probing Clarifying statements Demo: Integrating reflective listening with questions Basic peer counseling lab: Temporary triad (20 min. per person, audio taping and video taping)	C&G: Chap. 4	CACREP II.K.5.c
5	How to do intake Skill integration: intake using all reflective skills & probing skills Demo: Intake Peer counseling lab: Session #1: Intake Starting a new triad and staying together for eight sessions Make sure to apply all listening skills in the intake After the intake: Write up intake summary (in narrative style, about presenting problems, personal history and family history)	C&G: Chap. 2	CACREP II.K.5.c
6	Helpful hints for beginning counselors Intake summary due Peer counseling lab: Session #2	C&G: Chap. 5	

7	<p>The second stage of counseling</p> <p>Skills: Advanced Empathy Experiential focusing</p> <p>Case conceptualization: Coping Pattern What is coping? What is pattern? Make a list of common maladaptive coping mechanisms The vicious cycle of maladaptive coping mechanisms</p> <p>Peer Counseling Lab: Session #3</p>	<p>C & G: pp. 75-89 146-157 Kotter: Chap. 1 108-109</p>	CACREP II.K.7.h
8	<p>Skills Counselor self-disclosure Immediacy Feedback-giving Confrontation (challenging)</p> <p>Counseling Lab Session: Session #4</p>	<p>C& G: pp. 85-106 C& G: pp. 146-157 Kotter: Chap. 2</p>	
9	<p>The third stage of counseling (Problem Resolution)</p> <p>Intervention technique: Directives, Part Dialogues</p> <p>Counseling strategies with minorities</p> <p>Case conceptualization: underlying issues</p> <p>Case conceptualization: Corrective Emotional Experiences (I)</p> <p>Peer Counseling Lab: Session #5</p>	<p>C & G: pp.107-113 Kotter: Chap. 3</p>	CACREP II.K.2.c, II.K.7.h
10	<p>Corrective Emotional Experiences (II)</p> <p>Review all advanced skills and intervention</p> <p>Students role-playing advanced skills</p> <p>Counseling strategies with persons with disabilities</p> <p>Peer Counseling Lab: Session #6</p>	<p>Kotter: Chap. 4</p>	
11	<p>Corrective Emotional Experiences (III)</p> <p>Empty Chair, Narrative Therapy</p> <p>Peer Counseling Lab: Session #7</p>	<p>C& G: 114-140 Kotter Chap. 5</p>	
12	<p>Ethical and legal issues in counseling</p> <p>The fourth stage of counseling (Termination)</p> <p>Skills: Termination Skills</p> <p>Peer Counseling Lab: Session #8</p>		
13	<p>Outside client session #1</p>	<p>Kotter: Chap. 8</p>	
14	<p>Outside client session #2</p> <p>Case Conceptualization Paper due</p>		
15	<p>Case presentation of outside client</p> <p>Outside client tape</p>		

BIBLIOGRAPHY

- Capuzzi, D. & Gross, D. (2006). *Counseling and psychotherapy: Theories and interventions* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Carter, J.A. (1996). Measuring transference: Can we identify what we have not defined? *Journal of Counseling Psychology*, 43, (3), 257-258.
- Chae, M.H., Foley, P.F., & Chae, S.Y. (2006). Multicultural competence and training: an ethical responsibility. *Counseling & Clinical Psychology Journal*, 3, (2), 71-80.
- Clark, A.J. (2002). *Early recollections: Theory and practice in counseling and psychotherapy*. New York: Brunner/Routledge.
- Constantine, M.G., Hage, S.M., Kindaichi, M.M., & Bryant, R.M. (2006). Social justice and multicultural issues: Implications for the practice and training of counselors and counseling psychologists. *Journal of Counseling & Development*, 85, (1), 24-29.
- Constantine, M.G., & Kwong-Liem, K.K. (2003). Cross-cultural considerations of therapist self-disclosure. *Journal of Clinical Psychology*, 59, (5) 581-588.
- Corey, G. (2004). *Theory and practice of counseling and psychotherapy* (7th ed). Belmont, CA: Wadsworth.
- Corradi, R.B. (2006). A conceptual model of transference and its psychotherapeutic application. *Journal of the American Academy of Psychoanalysis & Dynamic Psychiatry*, 34, (3), 415-439.
- Diehl, M., Owen, S.K., & Youngblade, L.M. (2004). Agency and common attributes in adults' self-representations. *International Journal of Behavioral Development*, 28, (1), 1-15.
- Ekman, P. & Davidson, R.J. (1994). *The nature of emotion*. New York: Oxford University Press.
- Franzblau, S., & Moore, M. (2001). Socializing efficacy: A reconstruction of self-efficacy theory within the context of inequality. *Journal of Community and Applied Social Psychology*, 11, (2), 83-96.
- Gelso, C.J., & Hayes, J.A. (2007). *Countertransference and the therapist's inner experiences: Perils and possibilities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Han-Jong, L., & Nomura, S. (2006). Client's response modes and session outcome. *Psychological Reports*, 99, (3), 911-922.
- Hanna, F.J. & Ottens, A.J. (1995). The role of wisdom in psychotherapy. *Journal of Psychotherapy Integration*, 5, 195-219.

Hays, P.A. (2001). *Addressing the complexities of culture and gender in counseling: A framework for clinicians and counselors*. Washington, D.C.: American Psychological Association.

Ivey, A.E. (2006). *Intentional interviewing and counseling* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Ivey, A.E., D'Andrea, M, Ivey, M.B., & Simek-Morgan, L. (2006). *Theories of counseling and psychotherapy: A multicultural perspective* (6th ed.). Needham Heights, MA: Allyn & Bacon.

Lewis, M., & Haviland-Jones, J.M. (Eds.). (2004). *Handbook of emotions*. New York: The Guilford Press.

Little, C., Packman, J., Smaby, M.H., & Maddux, C.D. (2005). The skilled counselor training model: Skills acquisition, self-assessment, and cognitive complexity. *Counselor Education & Supervision, 44*, (3), 189-200.

Meier, S.T. (2002). *Bridging case conceptualization, assessment, and intervention*. Thousand Oaks, CA: Sage Publications.

Schoenwald, S.K., Brown, T.L., & Henggeler, S.W. (2000). Inside multisystemic therapy: Therapist, supervisory, and program practices. *Journal of Emotional & Behavioral Disorders, 8*, (2), 113-127.

Vreeke, G.J., & van der Mark, I.L. (2003). Empathy: An integrative model. *New Ideas in Psychology, 21*, (3), 177-197.

Appendix A: Table of Standards

The course objectives for Individual Counseling Skills are linked to the following standards. (COE = College of Education; CACREP = Council for Accreditation of Counseling and Related Educational Programs; CORE = Council on Rehabilitation Education.)

COE Performance Standards #4 Learning Styles, #5 Instruction, #7 Communication/Technology, and #13 Diversity.

CACREP II.K.5 = Helping Relationships

CORE C.5 = Counseling and Consulting

1. To achieve a functional level of clinical competence in using individual *counseling skills* with diverse clients. This mastery of skills prepares the student for the practicum and internship settings.
CACREP II.K.5 a, b, g, II K 2 c
2. To develop a basic competence in skill of *conceptualizing* client data and problems. Working with clients involves attending to relevant information, forming and testing working *hypotheses*, and formulating an appropriate intervention strategy. Having the competence to communicate the insight gained through case conceptualization to the clients in a non-pathologizing way often characterizes an effective counselor.
CACREP II.K.5.b, and II.K.5.c , II K 7 h
3. To develop the most important counseling "tool" – *the person of the therapist*. This course encourages the student to engage in productive self-exploration and self-reflection on personal beliefs, values, and feelings through weekly journaling and through being in the role of a client for peer counseling.
CACREP II.K.5.b and g