

Eastern Illinois University  
**Pre-practicum**  
CSD 5530  
Fall 2008

---

**Instructor: Heidi A. Larson, Ph. D, LCPC**  
**Office hours: T 4-6, R 4-6 pm and by appt.**  
**Email: [halarson@eiu.edu](mailto:halarson@eiu.edu)**

**Office: (217) 581-7236**  
**Cell: (217) 259-9455**

---

### **Course Description**

This course is designed to assist you in learning about the theory & practice of counseling. You will be learning & applying counseling microskills & major counseling theories via reading, course assignments, class exercises, and by videotaping yourself.

### **Prerequisite**

Admission to graduate school is a prerequisite for this course. **WARNING:** If you are not currently fully admitted to both the Graduate School and the Department of Counseling and Student Development, I strongly urge you to complete those requirements as soon as possible. Failure to do so could seriously affect your ability to take practicum and to progress in the program.

### **Objectives**

- ◆ *Learn & demonstrate knowledge of interviewing, assessment and counseling skills, including use of microskills.*
- ◆ *Develop an understanding of clinical application of major counseling theories including Humanistic, Existential, Psychodynamic, Cognitive-Behavioral, Behavioral, Brief-Solution Oriented, and other relevant theories.*
- ◆ *Encourage self-exploration through in and out of class exercises and assignments.*
- ◆ *Provide opportunities for students to determine the most compatible counseling approaches based on each student's individual differences. Listen to feedback from the instructor, Graduate Assistants and classmates with an open mind and effectively utilize supervision.*
- ◆ *Increase self-awareness and insight regarding your role as a person in the therapeutic relationship.*
- ◆ *Begin to demonstrate an understanding of developmental needs, diversity issues, and characteristics of client concerns.*

### **Required Texts**

Ivey, A. D'Andrea, M, Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of Counseling and Psychotherapy: A Multicultural Perspective (6<sup>th</sup> Ed.)*. Boston: Allyn & Bacon. [Ivey]

Ivey, A., & Ivey, M. B. (2007). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society (6<sup>th</sup> Ed.)*. Pacific Grove, CA: Brooks/Cole. [I&I]

## Methods of Instruction

This course will require a lot from you both in terms of work and mental energy. The class is experiential in nature and thus, requires your full participation. The bonus is that you have the opportunity for growth in the personal and professional arenas. You will also have the opportunity to engage in and learn from individual and group experiences. The group process will involve clinical observation, lecture, class discussion, role-plays and professional support. You will be offered feedback from the instructor, Graduate Assistant (GA), as well as from your colleagues. Some parts of the process may be uncomfortable, as any sort of change is difficult. But, please keep in mind that the purpose of this course is to offer you a place to grow. Growing requires change. So, I invite you to be open and honest in regards to feedback and nondefensive in your responses to others' reactions to your work. You will not be given many chances like this in your work!!

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services as soon as possible.

Office of Disability Services

Eastern Illinois University

Charleston, IL 61920

Phone: 217-581-6583

## Requirements

1. Skill Mastery and Attendance: (30 points) Attendance in class meetings is crucial for your development as a counselor as well as for your grade. Participation in class is a must. You will be providing and receiving feedback. Your work schedule should not prohibit you from attending class. If for any reason course attendance becomes problematic, your grade could be lowered or you may have to repeat the experience. You will be allowed **one** excused absence. Two or more absences will result in a grade reduction. If you miss a class (even if it is an excused absence), please submit an **EXTRA IPR** demonstrating your practice of skills covered that evening during class so that I may evaluate your work in your absence.

2. Readings: Please read assigned chapters before class. You will be asked to verbally report on your reading experience.

3. Experience as a client: (10 points) Attend 3 counseling sessions to discuss an interpersonal issue in your life (not a career issue). You may choose a mental health counselor, a practicum student under supervision in the CSD program, or a private therapist of your choice. If you chooses to use the EIU Counseling Center for this assignment, please let me know as our department is limited in the number of students we are allowed to refer each semester. If you elect to attend sessions with a practicum student, I will assist you with names and times available for sessions. But, please be advised that your sessions will be taped and reviewed for supervision with a department supervisor. Schedule your first session as soon as possible, as many locations have waiting periods to get in and waiting may result in turning your written assignment late.

4. Philosophy of Counseling: (10 points) After concluding your counseling experience, you will submit a **3-5 page Philosophy of Counseling paper** including: a.) What occurred. B.) What you learned. C.) How you felt about it. Your learning should be focused on what you learned about being a client and what you learned from observing the counselor. You should also include how you believe the experience will impact your approach with clients in the future.

5. **Five Interpersonal Process Recall (5 IPR's):** (10 points each) Using the Buzzard lab rooms, videotape 5 sessions of at least **30 minutes** (aim for 50 minutes) using classmates in your group as “clients.”

3 people must be present at each IPR event: the counselor (you), the client, and an observer (classmate or GA). All IPR's will take place in Buzzard lab rooms. The counselor and client are in one room and the observer is watching from behind the two-way mirror. You may encourage your client to think of an interpersonal issue rather than a school or career problem. It is strongly recommended that you allow at least 2 hours for each session.

The IPR consists of 3 pages. The counselor fills out the 1<sup>st</sup> page. The client fills out the 2<sup>nd</sup> page. The observer fills out the 3<sup>rd</sup> page. STAPLE all 3 together in that order and submit them together. Please do not turn in an incomplete IPR. It is the 'counselor's' responsibility to submit the completed IPR. I cannot evaluate an incomplete IPR. The videotape must be cued to the session and turned in with the IPR. If the **video tape is not cued...points will be taken off**.

Each IPR demonstrates your knowledge of a different set of skills based upon what we are learning in class and reading about in your text. Therefore, you must wait until we cover each skill area before attempting the related IPR. Please keep IPR content confidential. You may discuss techniques you are practicing, but you may not reveal the “client's” name or his/her issues. Sessions will be viewed by your professor and you are required to have **2** of your IPRs observed by the Graduate Assistant. Points will be deducted if this is not completed.

IPR #1: Intentional Interviewing Skills

IPR #2: Intentional Interviewing Skills + Brief Solution-Oriented Skills

IPR #3: Intentional Interviewing Skills + Humanistic/Existential Skills

IPR #4: Intentional Interviewing Skills + Behavioral and/or Cognitive-Behavioral Skills

IPR #5: Intentional Interviewing Skills + Psychodynamic Skills

6. **Final Exam:** (30 points). The learning assessment will occur on the last day of class. It will consist of multiple choices and essay questions asking you to apply the knowledge covered in the course.

7. **Extra Credit:** (3 points). *3 Points may be earned by writing a reflection paper comparing IPR 1 to IPR .*

\*\* All assignments must be completed and submitted in order to earn an “A” or a “B”. Failure to complete any of the assignments will automatically result in a grade of “C” or below. If you earn a “C” in the class you will be required to repeat the course (see CSD handbook).

## Evaluation

- A= 117-130 Clearly superior demonstration of counseling skills at this stage in the Masters program
- B= 104-116 Satisfactory. Further supervised experience recommended.
- C= 91-103 Lack of consistent demonstration of counseling skills expected at this stage of the Masters program. Further supervised experience is required. Class must be repeated.

### Grading and Point Distribution

Philosophy of counseling	10 points
Experience as a client	10 points
5 IPR's (10 points each)	50 points
Final Exam	30 points
<u>Skill Mastery/Attendance</u>	<u>30 points</u>
<b>TOTAL</b>	<b>130 points</b>

\*Late assignments will have points deducted. Please plan accordingly.

**\*\*Participation includes** attendance, openness to feedback, progress on goals, class observations/participation, completion of course requirements, and your work as a whole. It is possible for you earn a lower grade by being consistently negative, critical, cynical, arrogant or otherwise resistant and defensive. Please do not come to class under the influence of any mind altering drug.

## Tentative Course Schedule

<b>Week</b>	<b>Date</b>	<b>Material covered</b>	<b>Assignments due</b>
1	Aug. 28	Introduction & Overview	None
2	Sept. 4	Microskills Attending Behavior Questioning Skills	Ivey Ch 4 I&I Ch 1-3
3	Sept. 11	Observation Skills Active Listening Skills NLP	I&I Ch 4 - 6
4	Sept. 18	Eliciting & Reflecting Feelings & Meaning Empathy Meta Model Challenges	I&I Ch 7 - 10 <b><u>IPR #1 (Group 1)</u></b> Handouts
5	Sept. 25	Intentional Interviewing Motivational Interviewing Stages of Change	<b><u>IPR # 1 (Group 2)</u></b> I&I Ch 11 - 12 Reading Assigned #1
6	Oct. 2	Solution Focused Therapy Relaxation Training	I & I Ch 13 – 15 Reading Assigned #2
7	Oct. 9	The 3 <sup>rd</sup> Force: Existential-Humanistic Therapy	Ivey Ch 9
8	Oct. 16	Existential-Humanistic Therapy Application	Ivey Ch 10 <b><u>IPR #2 (Group 1)</u></b>
9	Oct. 23	The 2 <sup>nd</sup> Force: Cognitive Behavioral Therapy Mid-term Feedback	Ivey Ch 7 <b><u>IPR #2 (Group 2)</u></b>
10	Oct. 30	Cognitive Behavioral Therapy Applications Social Modeling, Assertiveness REBT	Handouts, Ivey Ch 8 <b><u>IPR #3 (Group 1)</u></b>
11	Nov. 6	The 1 <sup>st</sup> Force: Psychodynamic Therapy	<b><u>IPR #3 (Group 2)</u></b> Ivey Ch 5
12	Nov. 13	Psychodynamic Therapy Applications	Ivey Ch 5 <b><u>IPR #4 (Group 1)</u></b>
13	Nov. 20	The 4 <sup>th</sup> Force: Multicultural Therapy Role Play Assertiveness Training	Ivey Ch 11 & 12 <b><u>IPR #4 (Group 2)</u></b> <b><u>Experience as Client</u></b>

14	Nov. 27	<b>Thanksgiving Break</b>	<b>NO CLASS ENJOY!</b>
15	Dec. 4	Family Counseling & Play Therapy Integrated Therapy Review for Final	Ivey Ch 13-15 <b><u>IPR #5 (Group 1)</u></b>
16	Dec. 11	Final Exam in Class	<b><u>IPR #5 (Group 2)</u></b>

**\*\*NOTE:** Reading assignments may be added to the syllabus during the course of instruction.