

Department of Counseling and Higher Education
Eastern Illinois University
CSD 5530: BASIC COUNSELING SKILLS (4 credit hours)
Fall 2018

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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. Lab will include Interpersonal Process Recall or IPR's (Triadic counseling practice).

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

1. Examine theories and models of counseling (CACREP Standard II.F.5.a).
2. Discuss the counselor characteristics and behaviors that influence the counseling process (CACREP Standard II.F.5.f).
3. Practice essential interviewing, counseling, and case conceptualizations skills (CACREP Standard II.F.5.g).
4. Practice processes for aiding students in developing a personal model of counseling. (CACREP Standard II.F.5.n.)

Required Texts

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

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

Smith, R. (2008). Holistic health and wellness survey. Retrieved from <http://www.essentialnutritionforlife.com/downloads/holistic%20wellness%20survey.pdf>

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. 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. Cell phones, I-Pods, or other contact with the outside world are not permitted during class time or during IPRs.

Due Date Policy: All assignments must be completed and submitted ON TIME 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 CHE handbook).

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, room 1302.

Grading Scale: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

Requirements

Please use APA style (e.g.: Times New Roman, 12 inch font, double space, one inch margins) for all assignments. Writing will be graded at a graduate level.

1. Skill Mastery and Attendance (CACREP Standards II.F.5.a,f,g,n) —**20 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 and be assigned points based on how you perform in the labs and with classmates during class time. You will also be assigned points based on your professionalism, utilization of skills and application of the theories. 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** (exactly the same way as you do for an assignment) demonstrating your practice of skills covered that afternoon during class so that I may evaluate your work in your absence. Along with attending class and participation, you will be required to fill out a pre-semester survey, post-semester survey, and 2 post-semester surveys to track your progress as counselors and give feedback on what you learned, what you wish you would have learned, etc.

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

3. Wellness Assessment (CACREP Standards II.F.5.f,g,n) —**10 points**

Complete the Holistic Health and Wellness Survey by Smith. Submit a brief statement of your findings (one page). In your assessment, include what you learned about yourself. Discuss where your strengths and areas of improvement lie. Develop a two year plan that will help improve your overall wellness throughout the course of this program. Assess reasons a wellness perspective is important as a counselor and include your insight as to how you might use a wellness perspective with clients in the future. See rubric for more details.

4. Experience as a Client (CACREP Standards II.F.5.a,f,g,n) —**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 or private therapist of your choice. You may check with Dr. Larson about other appropriate alternatives. If you choose to use the EIU Counseling Center for this assignment, please let Dr. Larson 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. 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. After concluding your counseling experience, you will submit a **3-5 page experiential paper** including: 1.) What occurred 2.) What you learned 3.) How you felt about it 4) What counseling techniques or methods were employed? 5.) What did you learn about wellness and self-care? 6.) How will you incorporate this new learning into your life style? 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. See rubric for more details.

5. Philosophy of Counseling (CACREP Standards II.F.5.a,f,g,n) —**10 points**

Write a 3 to 5 page paper describing the following elements:

1. What is your theory of counseling?
2. What makes therapy effective and what hinders therapy from being effective?
3. What influences (people, events, situations) in your life make it important for you to become a counselor?

6. Six Interpersonal Process Recall –6 IPR’s (CACREP Standards II.F.5.a,f,g,n) —**10 points each**

Using the Buzzard lab rooms, record six sessions of a session for at least **30 minutes** (maximum 50 minutes) using classmates in your group as “clients.” Three people must be present at each IPR event: the counselor (you), the client, and an observer (classmate or GA). All IPRs 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 3 hours for each IPR recording (one hour per student). 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 **all** of your IPRs observed by the 2nd year supervisor. 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 + Existential Skills

IPR #4: Intentional Interviewing Skills + Psychodynamic

IPR #5: Intentional Interviewing Skills + Behavioral Skills

IPR #6: Intentional Interviewing Skills + Cognitive-Behavioral Skills

The IPR is composed of many parts including pre and post surveys [please refer to the guideline form on pg. 5]. A full IPR submission requires a counselor, client, observer, and 2nd year supervisor evaluation page that pertain to you; transcription of the session; and a labeled DVD (name and IPR#) of your counseling session. Please do not turn in an incomplete IPR; I cannot evaluate an incomplete IPR. Students are responsible for purchasing DVDs.

Note:

- For the transcription, the counselor is responsible for documenting what *he/she* said **AND** what the client said. The counselor will also document the skill(s) he/she used, the intent behind the statement and what he/she wishes he/she said instead. Please refer to and feel free to use the template posted on D2L.
- Sample description of client for IPR Counselor Form:
 - Client is a 22 year old, single, white, female. She is currently a full-time graduate student in the counseling program and lives with her boyfriend and 2 year old son in a small rural area. She is employed part time at taco bell.

7. Final Learning Assessment (CACREP Standards II.F.5.a,f,g,n):

The learning assessment will occur on the last day of class. It will consist of multiple choice and essay questions asking you to apply the knowledge covered in the course.

8. Extra Credit: (CACREP Standards II.F.5.a,f,g,n)

Please write a 3-5 page reflection paper on how you have grown clinically during the semester by comparing and contrasting your performance from IPR #1 to IPR #7. One point will be deducted for each spelling and grammar mistake. Incomplete extra credit assignments will NOT be graded. See rubric attached.

Evaluation

Grading and Point Distribution

Wellness Inventory Paper	(CACREP Standards II.F.5.f,g,n)	10 points
Experience as a client	(CACREP Standards II.F.5.a,f,g,n)	10 points
Philosophy of counseling	(CACREP Standards II.F.5.a,f,g,n)	10 points
6 IPR's (10 points each)	(CACREP Standards II.F.5.a,f,g,n)	60 points
Final Exam	(CACREP Standards II.F.5.a,f,g,n)	30 points
<u>Skill Mastery/Attendance</u>	(CACREP Standards II.F.5.a,f,g,n)	<u>20 points</u>
TOTAL		140 points

- A= 126-140 Superior demonstration of counseling skills at this stage in the Master's program.
B= 112-125 Satisfactory. Further supervised experience recommended.
C= 98-111 Lack of consistent demonstration of counseling skills expected at this stage of the Master's program. Further supervised experience is required. Class must be repeated.

*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.

IPR GUIDELINES: Collect 5 total forms before each IPR

During the IPR

2) Counselor's Page (White)

Evaluate the session from the counselor viewpoint.

3) Client's Page (Pink)

Evaluate the session from the client viewpoint.

4) Observer's Page (Blue)

Evaluate the session from the supervisor viewpoint.

**When observing, it is recommended that you take personal notes and then transcribe them onto the final page afterwards. This will produce a cleaner and more thorough submission.*

After the IPR

5) Supervision Outcomes Survey (SOS)

After each IPR meeting, evaluate your 2nd year supervisor.

**Turn this sheet into the orange folder as soon as possible after your IPR meeting.*

Final Submission per IPR:

- 1) Counselor, Client, and Supervisor page that pertain to you
**(swap with members prior to submission)*
- 2) 2nd year supervisor's evaluation form of you as the counselor
- 3) Transcription of the Session
- 4) Labeled DVD (Name and IPR#) of your *Counseling* session

Tentative Course Schedule

Week	Date	Material Covered	Assignments Due	CACREP
1	Aug. 21	Introduction & Overview	None CASES-Scale #1	(CACREP Standards II.F.5.a,f,g,n)
2	Aug. 28	Micro Skills Attending Behavior Questioning Skills	Ivey Ch 4 I&I Ch 1-4	(CACREP Standards II.F.5.a,f,g,n)
3	Sept. 4	Observation Skills Active Listening Skills Wellness Perspective	I&I Ch 5 – 6 Wellness Inventory Paper	(CACREP Standards II.F.5.a,f,g,n)
4	Sept. 11	Eliciting & Reflecting Feelings & Meaning Empathy Meta Model Challenges NLP	I&I Ch 7 - 11 <u>IPR #1</u>	(CACREP Standards II.F.5.a,f,g,n)
5	Sept. 18	Solution Focused Therapy	I & I Ch 13 – 15 **Read Ch Solution Focused	(CACREP Standards II.F.5.a,f,g,n)
6	Sept. 25	The 3 rd Force: Existential-Humanistic Therapy (Person-Centered)	Ivey Ch 9 <u>IPR #2</u>	(CACREP Standards II.F.5.a,f,g,n)
7	Oct. 2	Existential-Humanistic Therapy Application (Logotherapy) & Gestalt Empty Chair	Ivey Ch 10	(CACREP Standards II.F.5.a,f,g,n)
8	Oct. 9	The 1 st Force: Psychodynamic Therapy	Ivey Ch 10 <u>Experience as a Client Due</u>	(CACREP Standards II.F.5.a,f,g,n)
9	Oct. 16	Open Lab	Ivey Ch 5 <u>IPR #3</u>	(CACREP Standards II.F.5.a,f,g,n)
10	Oct. 23	The 2 nd Force: Behavioral Therapy Role Play	Ivey Ch 5 <u>Phi. of Counselor</u>	(CACREP Standards II.F.5.a,f,g,n)
11	Oct. 30	The 2 nd Force: Cognitive Behavioral Therapy	Ivey Ch 7 <u>IPR #4</u>	(CACREP Standards II.F.5.a,f,g,n)
12	Nov. 6	Rational Emotive Behavioral Therapy	<u>IPR #5</u>	(CACREP Standards II.F.5.a,f,g,n)
13	Nov. 13	Wellness, Relaxation & Assertiveness Training	Handouts & Ivey Ch 3, 8, 11 & 12	(CACREP Standards II.F.5.a,f,g,n)
14	Nov. 20	Thanksgiving Break	NO CLASS ENJOY!	
15	Nov. 27	Integrated Therapy The 4 th Force: Multicultural Therapy Role Play Review for Final	Extra Credit Due <u>IPR #6</u> Ivey Ch 11-15 Peer Evaluation of Lab	(CACREP Standards II.F.5.a,f,g,n)

			**Read Ch Motiv. Interviewing I&I Ch 12	
16	Dec. 4	Final Learning Assessment	Evaluation of Class Due CASES-Scale #2	(CACREP Standards II.F.5.a,f,g,n)
17	Dec. 11	Process Learning Assessment & Closing Activity		(CACREP Standards II.F.5.a,f,g,n)

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