

Department of Counseling & Student Development
CSD 5530 Basic Skills
Fall 2019

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OFFICE HOURS: Monday: 12 -4 and by appointment

COURSE DESCRIPTION: A course in the application of theories with emphasis upon developing knowledge and skills expected of the professional counselor. Lab includes a minimum of 15 hours outside of class triadic counseling practice.

PREREQUISITE: Admission to graduate school. Warning: If you have not been 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.

TEXT:

Ivey, A. E., D'Andrea, M., & Ivey, M. B., (2012). Theories of Counseling and Psychotherapy: A Multicultural Perspective (7th ed.). Boston: Allyn & Bacon

Ivey, A. E. & Ivey, M.B. & Zalaquett, C.P. (2018). Intentional Interviewing and Counseling Facilitating Client Development in a Multicultural Society (9^h ed.). Pacific Grove, CA: Brooks/Cole. (Paperback ?)

Holistic Health and Wellness Survey, Raymond W. Smith (2008) (On line and D2L)

Leitschuh, G.A. (2011). Questions and Answers for beginning counselors. Available on D2L.

WWW SITES: American Counseling Association Membership - www.counseling.org/join_aca

Mandatory Reading: ACA Ethics (also covered in Professional Orientation)

ACA Journals - www.counseling.org/journals

COURSE OBJECTIVES:

This course is intended to provide experiences which will acquaint the student with at least four major counseling theories. Experiences which encourage self-exploration as a person and as a counselor will be provided. It is expected that participants will be able to make competent decisions concerning counseling approaches which are compatible with their talents, values, and interests. Theories for special emphasis include:

Rogers

Gestalt

Reality Therapy

Gender Aware Therapy

Cognitive-Behavioral

Psychodynamic

Multi-Cultural

Existentialism

OBJECTIVES: Students will be able to:

1. Examine theories and models of counseling
2. Discuss the counselor characteristics and behaviors that influence the counseling process.
3. Practice essential interviewing, counseling, and case conceptualization skills.
4. Practice processes for aiding students in developing a personal model of counseling.

COURSE OUTLINE: Please read assigned chapters before class. You may be asked to verbally report about your reading experience. PB = Paperback You should also watch any videos available for each chapter.

**Mandatory meeting times for Clinical Counseling Spring Practicum:
TBD**

SESSION	TOPIC	READINGS
Aug 19	Syllabus & Introductions The counseling process Ethics and Confidentiality www.counseling.org (ACA info) You must read ACA ethics	Ivey CH 1, Ivey PB 1, 2, & 3
Aug 26	Introduction to Humanistic Counseling Active Listening & Empathy – Rogers	Ivey CH 4 & 9, Video Ivey PB - 4, 5, & 6
Sept 2	Holiday - No class (read ahead)	
Sep 9	Basic Relationship Skills, Assessment, Decisional Counseling, Open End Leads	Ivey CH 6 Ivey PB 7 & 8
Sep 16	Neuro-Linguistic Programming Bandler & Grinder	Ivey CH 2 & 3
Sep 23	Meta-Model Challenges & Specifiers	Ivey PB 9, 10, & 11
Sep 30	Behavioral Therapy (The 2nd Force) Skinner	Ivey CH 7 Ivey PB CH 12
Oct 7	Counseling Children (Tentative date)	

Oct 14	Cognitive Therapy (The 2nd Force) Social Modeling - Bandura, Assertiveness	Handouts, Ivey Ch 7
Oct 21	Cognitive Therapy R.E.B.T.- Albert Ellis	Ivey Ch 8
Oct 28	Wellness, Relaxation Training	Ivey Ch 13 Ivey PB 13
Nov 4	Existential-Humanistic – Fritz Perls	Ivey CH 9, 10 Video Ivey PB Ch 14
Nov 11	Existential-Humanistic – Victor Frankl	Ivey CH 10
Nov 18	Thanksgiving Break (Study for Assessment)	
Nov 25	Psychodynamic Therapy	Ivey CH 5,16
Dec 2	Learning Assessment	
Dec 9	Review Learning Assessment	

Other readings, handouts, and activities may be assigned as we move through this experience.

PRIMARY LEARNING MODEL:

Instruction will be varied and will include lectures, demonstrations, class discussions, and small group work. The majority of our time will be spent practicing counseling techniques.

EVALUATION & COURSE REQUIREMENTS: Please use APA style and 12-point font with one-inch margins for all assignments. (Exception: IPR's can be handwritten)

0. Wellness Assessment – (Complete/Incomplete) Complete the Holistic Health and Wellness Survey by Raymond W. Smith (available online). Submit a brief statement of your findings. (one page) Include 1. What did I discover about myself? 2. What can I do to improve my overall wellness or change my behaviors. 3. How can I use the wellness assessment with my clients for their application of the assessment?

I. Philosophy of Counseling: (10 Points)) Please use these topics as **headings** in your paper.

Write a 3 to 5 page paper (no longer) describing the following elements:

1. What is your theory of counseling or therapy? What helps people change?
2. What makes therapy effective and what hinders therapy from being effective?
3. What personal events in your life make it important for you to become a counselor? (Please **reflect on these questions** to provide a good analysis of your development).

Evaluation 10 Points

Grammar - Spelling and punctuation are correct. The paper is graduate level work.

Organization - The body of your work is well organized with a beginning, middle, and end.

Content - Topics are well developed and include examples when appropriate.

APA style - Margins, 12-point font style, headings, & references are included where appropriate.

Attention to Questions - All questions are fully answered.

I will be looking for your ability to be self-reflective.

II. Experience as a Client: (15 Points)

You will be expected to attend three counseling sessions to discuss an interpersonal issue in your life (not a career choice or concern about study habits). You may choose a mental health counselor, a practicum or intern student under supervision in the CSD program, or a private therapist of your choice. If you choose to use the EIU Counseling Center for this assignment, please contact me. Our department is limited in the number of students we can refer each semester. If you elect to attend sessions with a student intern, I will assist you with names and times available for sessions. Internship student sessions will be supervised by a CSD department instructor. Please do not choose a friend.

I recommend that you call very soon to schedule an appointment. (Sometimes there is a waiting list, so if you procrastinate, your paper will be late, and your grade will suffer)

Submit a 3- 5 page (no longer) typed account of your experience including the following questions which should be used as **headings** in your paper: 1) What occurred, 2) What you learned 3) How you felt about it, and 4) What counseling techniques or methods were employed? Your experience should be focused on what you learned about being a client and what you learned from observing the counselor.

Evaluation (15 Points)

Grammar - Spelling and punctuation are correct. The paper is graduate level work.

Organization - The body of your paper is well organized with a beginning, middle, and end.

Content - Topics are well developed and include examples where appropriate.

Attention to questions - All questions are fully answered.

APA style - Margins, 12-point font style, headings, & references are included where appropriate.

III. Five Videos for Interpersonal Process Recall - (IPR) (50 Points - 10 Points each)

Produce a total of five taped counseling sessions of at least 30 minutes duration (4th and 5th preferably longer). The counseling sessions will be with classmates from this class who will serve as clients outside of class time in the laboratory. You will tape all of the sessions.

Three people are required to be present for the IPR events: the counselor (you), the client, (a classmate), and an observer/supervisor (a classmate or graduate assistant). 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 might encourage your client to think of an interpersonal issue rather than a school or career problem. I strongly advise you to allow at least

two hours for each session. When all parties are ready, the session begins.

After the session, all three parties will play and review the recording using page one of the handouts (IPR format) as a guide. Then fill out the IPR reporting forms (a separate three-page handout).

The IPR reporting form consists of 3 pages. The **counselor** fills out the **first page**, the **client** the **second page**, and the **observer** the **third page**. Then **staple** all 3 together **in that order** and submit them together. **Please do not submit incomplete IPR forms.**

TURN IN ONE RECORDING - In order for me to further assess your skills, please submit an IPR taped session with the completed IPR forms attached. This means you will submit four sets of completed IPR forms, and one tape with complete IPR forms, for a total of five. In the event that it is determined that additional practice would be helpful, you may be required to submit a second tape.

A department Graduate Assistant will serve as an observer for at least two of your IPR sessions. You should submit sessions which have not been observed by the Graduate Assistant.

Evaluation of IPR's with input from the Graduate Assistant

Techniques reported were antagonistic for client, excessive self- disclosure was used, or counselor agenda was placed above client needs. 6 points

Information is lacking and/or inconsistent 7 points

Description of session is vague and/or counselor lacks insight 8 points

Description of session is complete, defined goals, interventions are appropriate 9 points

Counselor has described the client and methods used, defined goals, demonstrates self-awareness, and uses skills practiced in class effectively. 10 points

Sample for IPR: Description of client: Include age, marital status, race, gender. Current living situation, school and/or employment.

Example: Client is a 22 year old, single, white, female. (SWF) 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 veggie bell.

IV. MASTERY OF SKILLS AND ATTENDANCE: (100 Points) A significant portion of each class meeting will be devoted to laboratory practice of the skills we are learning through the class readings and lectures. Full participation in these activities is important for preparing yourself to use the skills with future clients in a school or clinical setting. Therefore, attendance and participation are mandatory for successful course completion. One excused absence is allowed. Two or more absences will result in a grade reduction. **If you have an excused absence you should submit an extra IPR demonstrating your practice of skills covered during that class.**

In class you will practice the skills in groups of 3. The Graduate Assistant and I will be

observing and offering suggestions. At Midterm and toward the end of the semester I should have a sense of your personal skill development and should be able to rate you on your application of skills. (See hand out packet for Application of Skills form). (Midterm = 50 points, Final = 50 points) These points will be based on observations of your sessions by myself, my graduate assistant and any other agreed upon faculty. This includes “in class” observations, IPR’s, and tapes submitted.

V. ASSESSING YOUR LEARNING EXPERIENCE: (25 Points) The learning assessment will occur on the last day of class. It will consist of five essay questions asking you to apply the knowledge covered in the course.

PROFESSIONAL ATTITUDE AND AN ENDORSABLE PERSONALITY STRUCTURE:

There are no points assigned to these two issues, but if either of them becomes significantly evident, your grade may be lowered by at least one letter grade. It is possible for you to hurt yourself in these areas by being consistently negative, critical, cynical, arrogant or otherwise resistant.

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Wellness Assessment	C/I	Aug 26
IPR I	10	Sept 23
IPR II	10	Oct 7
IPR III	10	Oct 14
One recorded session with IPR forms	C/I	Oct 21
Philosophy of counseling	10	Oct 28
IPR IV	10	Nov 4
IPR V	10	Nov 11
Experience as a client	15	Nov 25
Learning Assessment	25	Dec 2
Mastery of Skills (50 Points Midterm, 50 Points Final)	<u>100</u>	
Total Points	200	

**Late assignments will receive one grade reduction per week.
All assignments must be complete for a grade of “A” or “B”.**

End of Semester Total Point Value: In addition to total point value, your instructor must approve your readiness for practicum. Some sites also require a recommendation from your basic skills instructor.

A = 180 – 200 B = 160 – 179 C = 140 – 159 D = 120 – 139

No cell phones, I-Pods, or other contact with the outside world are permitted during class time or during IPR's. (Nothing in your ears or in front of you on a screen, unless it is medically necessary)). Please make arrangements ahead of time so that this does not become a problem. You may use any form of contact over our 10 minute break period.

This experience should resemble an actual client session, which should be without interruption or use of electronics on your part.

Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, procrastination, setting goals, etc. 9th St. Hall, 581-6696.

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct. Violations will be reported to the Office of Student Standards. Available on the EIU website.

DISABILITIES - If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.