

Fall 2018

CE 658 Syllabus: Microskills

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Winona State University Counselor Education Department CE 658: Microskills, Semester Hours: 3 Fall semester 2018		
Course Location	This class meets face-to-face/hybrid on Tuesdays, August 28 through December 4, 2018, 5:00 to 8:00 PM, on the Rochester Campus, 400 South Broadway, Suite 300, Rm. 317.	
Instructor	Mitch Moore, Ph.D., LADC-S, Assistant Professor	
Phone & E-Mail	(507) 535-2551 (office) or (507) 951-3399 (cell, preferred); mmoore@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Office Location	Rochester Campus, 400 South Broadway, Suite 300, Room 308.	
Office Hours:	Tuesdays & Thursdays, 12:00 to 4:00 PM, or by appointment	

I. COURSE DESCRIPTION

This is a practice course that provides a systematic approach to developing basic counseling skills. Students will have the opportunity to practice counseling microskills (e.g. rapport building, attending, paraphrasing, reflecting feeling and meaning, interpretation, modeling, role playing, etc.) on a weekly basis. P/NC only. This pre-professional course is workshop centered, practice-oriented, and a safe place to explore new skills. The emphasis will be on analysis of your own and others' counseling styles and performance. This analysis will grow out of skills and theory presented in class, as well as your putting these skills into practice.

II. COURSE PREREQUISITES

Students must be admitted to the Counselor Education Department and have successfully completed (earned a letter grade of B or better) in CE 601 - Foundations of Counseling or be enrolled in CE 601 concurrently with CE 658. P/NC only. Offered once annually.

III. COURSE OBJECTIVES

1. Apply basic and advanced counseling techniques in a structured learning environment;
2. Develop a self-awareness of abilities, behaviors, values, and attitudes and how they impact on performance in counseling;
3. Acquire proficiency and gain confidence by applying theoretical knowledge in a helping relationship;
4. Demonstrate the basic difference between interviewing and counseling;
5. Demonstrate proficiency at the five-stage counseling process;
6. Demonstrate intentionality in the selection and use of basic and advanced helping skills;
7. Critique the work of self and others in a constructive manner; and
8. Develop an understanding of diversity of clients and how to apply basic helping skills in a culturally rich society.

IV. COURSE REQUIRED TEXTS

- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2016). *Essentials of Intentional Interviewing: Counseling in a Multicultural World, 3rd Edition*. Pacific Grove, CA: Brooks/ Cole Publishing Company. ISBN-13: 978-1-305-08733-0; ISBN-10: 1-305-08733-X
- Additional readings will be handed out in class or posted on D2L by the instructor (see Course Schedule)

Recommended Resources (optional*)

- American Counseling Association (ACA). (2005). *Code of ethics and standards of practice*. Alexandria, VA: ACA.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society, 8th Ed*. Belmont, CA: Brooks/Cole Publishing Company. ISBN-13: 978-1-285-06535-9; ISBN-10: 1-285-06353-2



Ivey, A. E., Packard, N. G., & Ivey, M. B. (2007). *Basic attending skills, 4th ed.* Alexandria, VA: Alexander Street Press.

Ivey, A. E., Packard, N. G., & Ivey, M. B. (1997). *Basic influencing skills, 3rd ed.* Alexandria, VA: Alexander Street Press.

Ivey, A. E., Pedersen, P., & Ivey, M. B. (2007). *Group microskills: Cultured-centered group process and techniques.* Belmont: CA: Brooks/Cole Cengage Learning.

***Many of these resources are available at the WSU and/or RCTC libraries, as well as online.**

V. METHODS OF INSTRUCTION

- A. Brief lecture/discussion
- B. Applied and experiential learning activities in the classroom
- C. Small-group (dyad, triad) processing (in class)
- D. Recording counseling sessions (skills demonstration/integration tapes), transcribing, and critiquing by student, peers, & faculty
- F. Reflective self-evaluations

VI. COURSE CONTENT AREAS

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling and School Counseling. *Content areas, student learning objectives and the evaluation methods for CE 534 are outlined below.*

2009 CACREP STANDARDS	LOCATION OF EVALUATION See Course Evaluation Methods below.				Course Objectives Linked to CACREP Standard
	1	2	3	4	
Core Standards 5. Helping Relationships					CO 1-8
5a. An orientation to wellness and prevention as desired counseling goals.	Ch. 2		x	x	2
5b. Counselor characteristics and behaviors that influence helping processes.	Chs. 2-12	x	x		2
5c. Essential interviewing and counseling skills.	Chs. 3-12	x	x	x	1,3,4,5,6
5d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select the appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current research and practice in the field so they begin to develop a personal model of counseling.	Ch. 1, 13, 14, 15; Appendix B		x		3,8
Clinical Mental Health Counseling <i>Foundations, A. Knowledge</i>					
A1. Understands the history, philosophy, and trends in clinical mental health counseling.	Chs. 1, 2, 13, 14; Appendix C				1,2,8
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Chs. 1, 2	x	x		1,2
A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Chs. 1, 13				1,7
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Ch. 1				2,8
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Chs. 1, 2, 15				3

A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	Chs. 1, 14				7,8
B. Skills and Practices 1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.			x	x	1,2,8
<i>Counseling, Prevention & Intervention, C. Knowledge</i> C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Chs. 1, 2, 13, 14 Appendix B				8
C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	Chs. 1, 2, 14 Appendix B				3,8
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Appendix B				8
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	Chs. 1, 2, 14				2,3,6
D. Skills & Practices D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Chs. 1, 2		x		6.8
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.			x		6.8
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.		x	x		1,5,6
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.		x	x		1,5,6
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.			x		2,3
<i>Diversity & Advocacy, E. Knowledge</i> E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Chs. 1, 2 Appendix B				8
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Chs. 1, 2 Appendix B				8
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Chs. 2, 13, 14, 15 Appendix C				3,6
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Ch. 2				8
<i>Research & Evaluation, I. Knowledge</i> I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Chs. 13, 15 Appendix C				3
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	Chs. 1, 2 12		x		3,7
School Counseling, Foundations, B. Skills and Practices B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.		x	x		1,5,6

<i>Counseling, Prevention & Intervention, C. Knowledge,</i> C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Ch. 2				3
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Chs. 1, 2, 5, 7, 14		x		1,5,6
<i>D. Skills & Practices,</i> D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms			x		5,6,8
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.			x	x	7
<i>Diversity & Advocacy, E. Knowledge</i> E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Chs. 1, 2				8
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	Chs. 7, 8, 14 Appendix B			x	8
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Chs. 1, 2, 12 Appendices B & C				8
<i>F. Skills & Practices</i> F1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.			x		5,6,8
<i>Assessment, H. Skills & Practices</i> H1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.			x		5,6,8
<i>Research & Evaluation, I. Knowledge</i> I1. Understands how to critically evaluate research relevant to the practice of school counseling.	Chs. 13, 15 Appendix C				3
I5. Understands the outcome research data and best practices identified in the school counseling research literature.	Chs. 1, 2, 5 Appendix C				3

VII. COURSE EVALUATION METHODS

Evaluation Assignment		Due date(s)	Points
1	Attendance, Preparation, & Participation (e.g., attending class lectures and participating in class discussions; participating in individual and group in-class activities and role-plays; performing counseling skill demonstrations; and completing assigned text and other readings.)	See description of assignments below	N/A
2	Informed Consent Form (Practice Contract)	Due Week 3	N/A
3	Skills Demonstration. Complete six counseling skills demonstration video recordings, in assigned triads, including submitting transcript of sessions.	Odd # weeks, starting week 3 (weeks 3, 5, 7, etc.)	N/A
4	Psychoeducational skills group presentation.	Week 15	N/A
Total			N/A

A. Description of Assignments

1. Attendance, Preparation, & Participation: Since this is a skill-building course, attendance and participation at all class sessions. Should an emergency arise it is the student’s responsibility to contact the professor *prior* to the missed class about dropping the class. This also implies being prepared for each class session by reading assigned chapters and readings in advance, as well as participating in class discussion, role plays, skills demonstrations, and other activities

2. Informed Consent Form (Practice Contract). Students will design their own informed consent forms (*Practice Contract*) to use with their practice clients (to be reviewed at the start of each tape). The forms should include a description of the purpose of the tapes; goals of counseling; benefits and risks of counseling; procedures used to ensure confidentiality; students' professional qualifications, including the names and qualifications of their supervisors; and should gain permission from the clients to tape the sessions (see example in Ivey text, p. 36). **Due: Week 3** (use for Tape #1).

3. Counseling Skills Demonstration Video Recordings. You will be taping on evening number weeks, and turning in tapes and transcripts the following week (*e.g., tape week 2, turn in the tape and transcript week 3*). Please use the *Microskills Transcript Form*, which can be found on the course D2L site under the *Materials* tab, *Content, Resources*.

You will form **triads** with whom you will tape with. Each person will take turns assuming each of the three roles: counselor, client and observer. You will process in your group after each session using the format described on the *Microskills Transcript Form*. You will receive feedback from faculty using the *Counseling Skills Scale Tape Evaluation form*, as well as *Counseling Competencies Scale* as mid-term and final semester skills evaluations

- **Counselor experience**—This role calls for practice and demonstration of skills you have learned in assigned readings, class discussions, simulations, and practice sessions. You should exhibit genuineness, openness, empathy and congruence; engagement with the process, person and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.
- **Client experience**—In the role of client you should exhibit genuineness, openness and a present orientation. You are asked to draw upon real life experiences, the content of which is totally within your discretion. You should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. You may also choose to role play the part of “client” during in-class demonstrations and practice sessions; however, this is not permitted during taped sessions as such simulation may detract from the realism and quality of the learning experience. Also, in this role, you will be expected to provide feedback to the individual in the counselor role.
- **Observer experience**—This role calls for you to pay close attention to the process occurring between the counselor and the client, and to relate what occurs in the practice session to the learned material. It also aids in your development of the ability to give constructive feedback. When in this role you will take notes, and complete an observation form, to be used as feedback for the counselor.

Confidentiality and Ethics Information—Students are bound by the *ACA 2014 Code of Ethical Standards* to abide by confidentiality with respect to any material or issues brought forth by any members of the class during any role-playing or practice interview sessions conducted throughout any portions of this class. Students must seek verbal as well as written permission of the student client before conducting taped interviews.

Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the interview you feel discomfort or are unable to continue, you can request the right to stop the videotape or not engage in the role-played session. However, if you find yourself very uncomfortable with the nature and activities required by this course, as well as the counseling practice and issues one must face, you may prefer to drop this course.

4. Psychoeducational skills group presentation. Students will form into 4-6 groups and present a psychoeducational workshop (as suggested in the Ivey text) to the class on a skill that could be readily presented in an individual or group counseling session. Presentations will be given Week 15 on the following topics (to be assigned):

- 1) *Communication Skills & Assertiveness Training;*
- 2) *Stress/Anxiety Management & Relaxation Training;*
- 3) *Crisis Management/Suicide Assessment & Prevention;*
- 4) *Relapse (Regression) Prevention/Growth Maintenance Training* (continuing care planning);
- 5) *Cognitive Skills & Rational Self-Counseling Strategies (RE/BT, cognitive distortions, etc.);*
- 6) *Mindfulness/Meditation Training*

B. Description of Means of Evaluation: *Students must:*

1. Read all assigned materials prior to coming to class and attend **all** class sessions.
2. Actively participate in classroom exercises and assignments (late work will not be accepted).
3. Design your own informed consent forms (*Practice Contract*) to use with practice clients and discuss with client in **all** session recordings.
4. Complete six recorded demonstrations of counseling skills and techniques with transcript.
 - Achieve a “P” for each taped session. If a “NC” grade is given on a tape, the student will conduct another session with an outside partner (someone with whom you can practice skills) and turn in a transcript of that session within a week of the assigned additional work.
5. Participate in team psychoeducational presentation.
6. Utilize and demonstrate proficiency in the ***Five Stages of Counseling Process:***
 1. *Rapport/Structuring;*
 2. *Story & defining the problem;*
 3. *Determining outcomes (goals);*
 4. *Explore alternatives, confront incongruities, & restory;*
 5. *Generalization to daily life*

Grading Scale: A grade of P (pass) will be awarded to students who successfully complete all course requirements and satisfactorily demonstrate the knowledge and skills associated with the microskills training program. A grade of NC (no credit) will be assigned to students who do not meet the course requirements stated above and below.

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. **It is your responsibility to be aware of this policy.** You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.



E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE (This schedule is subject to change in the event of extenuating circumstances) *I recommend that you bring your books and additional readings to class (hard copy, e-copy) to use as a reference during lectures, discussions, and small-group processing.*

Week 1—August 28: Introduction ~ Building Your Foundation Course objectives: 1, 2, 3, & 8

- Course overviews, syllabus, Q&A, & overview of skills (p. 25).
- **NOTE:** Prior to class, view course overview PPT/video, *Intentional Interviewing: Developing Competence in the Counseling Interview*, by Dr. Meredith Drew available on Slide Share at: <http://www.slideshare.net/PastorElvis/intentional-interviewing-summary-3556475> and come to class ready to discuss it.

Chapter 1: *The Science and Art of Interviewing and Counseling*

Topics include:

- **Interrelationship of interviewing, counseling, and psychotherapy, p. 6**
- The Microskills approach, p. 9
 - The Microskills Hierarchy, p. 10
- Resilience & Self-Actualization
- Ivey's *narrative theory*—story, positive assets/strengths, re-story, new options & actions.
- An overview of the core skills: the microskills hierarchy
 - Appendix I: *The Ivey Taxonomy: Definitions & Predicted Results*, pp. 350-355.
- RESPECTFUL Interviewing & Counseling and Cultural intentionality, p.14
- Maslow's humanism & Roger's client-centered approach
- Intentionality, resilience, & self-actualization

Week 2—September 4th ~ Chapter 2: Ethics, Multicultural Competence, and Wellness

Course objectives: 1, 2, 3, & 8

- Competence and Confidentiality, p. 29; Informed Consent, p. 33; Power, p. 35
 - Sample practice contract (p. 34)
- Multicultural competence overview, p. 37
- Positive psychology and the strengths perspective, p. 45
- Therapeutic Wellness and the Intentional Wellness Plan, p. 51
- **Familiarize with Taping equipment and practice taping;**
- **Work on Informed Consent Form (Practice Contract), due Week 3 (use for session recording)**

Week 3—September 11th ~ Taping #1 Course objectives 3, 4, 5, 6, & 7 **Due 9/18/18 by start of class**

Week 4—September 18th ~ Attending and Observational Skills Course objectives: 1, 2, & 3

Special Topic Area: Motivational Interviewing

Chapter 3—*Attending, Empathy, and Observation Skills.*

Topics include

- Introduction to attending behavior, listening, & empathy
- Listening & the SOLER / SHOVLER system
- Observation Skills, p. 67
- **Basic Attending Skills DVD (BAS), Part 1: Attending behavior & positive asset search**

Chapter 4—*Questions & Opening Communication.*

Topics include:

- Three organizing principles: nonverbal behavior, verbal behavior, & discrepancies

- Open and Closed questions, p. 80
- Classifying client statements as concrete or abstract
- **BAS, Part 2: Questions**

Week 5—September 25th ~ Taping #2 Course objectives 3, 4, 5, 6, & 7 **Due 10/2/18 by start of class**

Week 6—October 2nd ~ Active Listening & Reflection of Feeling Course objectives: 1, 2, & 3

Special Topic Area: Solution-Focused Counseling

Chapter 5— *Encouraging, paraphrasing and summary.*

Topics include:

- Active listening, p. 94
- Encouraging, p.103; Paraphrasing, p. 104; & Summarizing, p. 105
- **BAS, Part 3: Encouraging & paraphrasing**

Chapter 6—*Observing & Reflecting Feelings*

Topics include:

- Paraphrasing, P. 113; Reflecting Feelings, p. 113; Combining Paraphrasing & Reflecting. P. 114
- The Techniques of Reflecting Feelings, p. 123
- Positive emotions, p. 125

Week 7—October 9th ~ Taping #3 Course objectives 3, 4, 5, 6, & 7 **Due 10/16/18 by start of class - Mid-Course Evaluation**

Week 8—October 16th ~ Structuring the Interview Course objectives: 1, 2, & 3

Chapter 7—*How to Conduct an Interview Using Only Listening Skills.*

Topics include:

- Empathic understanding, p. 131
- The Basic Listening Sequence, p. 134
 - The *Basic Listening Sequence* <http://prezi.com/i0lhnwbsileq/the-basic-listening-sequence/>
- Decision-making as a Basis for Structuring the Interview. P. 138
 - Five dimensions of the microskills interview, p. 139
 - Circle of interviewing stages, p. 141
- **BAS, Part 4: Stimulus vignette to identify emotions, & Part 5: Reflection of feeling**
- **BAS, Part 6: Summarization, & Part 7: Conduct a full interview using only listening skills**
- **Treatment Fit Counseling Model:** <http://www.youtube.com/watch?v=xrHgOoNBiWk> and handout

Week 9—October 23rd ~ Taping #4 Course objectives 3, 4, 5, 6, & 7 **Due 10/30/18 by start of class**

Week 10—October 30th ~ Helping Clients Generate New Stories Course objectives: 1, 2, & 3

Chapter 8—*The Skills of Confrontation*

Topics include:

- Defining confrontation, p.160
- Identifying Internal and External Conflict
- Defining empathic & nonjudgmental confrontation, including the 3-step process
- The Client Change Scale, p. 169
- **Basic Influencing Skills DVD (BIS), Part 1: Listening Skills, & Part 2: Client Change Scale.**

Chapter 9—*Focusing the Interview: Exploring the Story From Multiple Perspectives.*

Topics include:

- The *community genogram* & the *family genogram* (including Appendix II: *The Family Genogram*, pp. 356-358)
- Focusing (both self & client)
- Advocacy & Social Justice, p. 195
- **BIS, Part 3: Confrontation; Part 5** (second half): *The community genogram*; and **Part 4: Focusing**

Week 11—November 6th ~ Taping #5 Course objectives 3, 4, 5, 6, & 7 **Due 11/11/18 by start of class**

Week 12—November 13th ~ Helping Clients Restory Their Lives Course objectives: 1, 2, & 3

Chapter 10—*Reflection of Meaning and Interpretation/Reframe*

Topics include:

- Eliciting (p. 203) & reflecting (p. 209) meaning, interpretation, & reframe (p. 217)
- Resilience, Purpose & Meaning, p. 211

Chapter 11—*Self-Disclosure & Feedback*

Topics include:

- Defining Self-Disclosure, p. 229
 - Self-disclosure and transparency, p. 230
 - Genuineness in self-disclosure, p. 233
- Defining Feedback, p. 234
- **BIS, Part 5** (the first half): *Reflection of meaning*, **Part 6: reframing/ interpretation**, and **Part 7: Feedback/self-disclosure**
- **Video: Buck**

Week 13—November 20th Taping #6 FINAL TAPING Course objectives 3, 4, 5, 6, & 7 **Due 11/27/18 at start of class**

Week 14—November 27th ~ Finding Your Style Course objectives: 1, 2, & 3

Exercise: What is Your Preferred Style of Helping?

Chapter 12—*Logical Consequences, Information/Psychoeducation, and Directives.*

Topics include:

- Defining Logical Consequences (positive & negative), p. 240
- Information and advice p. 246
- Psychoeducation, p. 247
- The 1-2-3 Pattern of Interpersonal Influence Applied to Directives, p. 249
- Guided Imagery, Positive Images of Strength, Encouraging Exercise and Health Activities, and Though Stopping, pp. 252-224
- **BIS, Part 8: Logical consequences, & Part 9: Directives/psychoeducation**

Chapter 13—*Decision Counseling, Skill Integration, Treatment Planning, and Case Management.*

Topics include:

- Decisional Counseling Overview, p. 261 and Key Strategies, p. 262
- Planning the counseling session checklist, p. 264
- Additional Considerations: Referral, Treatment Planning, & Case Management, p. 291

- Maintaining Change: Relapse Prevention, p. 297
- **BIS, Part 10: Integration of skills**

Chapter 15—*Determining Personal Style*

- Your Personal Style, p. 344

Week 15—December 4th ~ 20-Minute Presentations Course objectives: 1 & 3

- **Team 1: Psychoeducational presentation:** *Communication Skills & Assertiveness Training*
- **Team 2: Psychoeducational presentation:** *Stress/Anxiety Management & Relaxation Training*
- **Team 3: Psychoeducational presentation:** *Crisis Management/Suicide Assessment & Prevention*
- **Team 4: Psychoeducational presentation:** *Relapse (Regression) Prevention/Growth Maintenance Training (continuing caret planning)*
- **Team 5: Psychoeducational presentation:** *Cognitive Skills & Rational Self-Counseling Strategies (RE/BT, cognitive distortions, etc.)*
- **Team 6: Psychoeducational presentation:** *Mindfulness/Meditation Training*