

Spring 2014

CE 658 Syllabus: Microskills

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Winona State University
College of Education
Counselor Education Department
Spring 2014

CE658 Microskills

Wednesdays 5:00-8:00 p.m. Gildemeister 329

Instructor:

Jo Hittner, Ph.D.

Contact Information:

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Office Hours:

Mondays 10:00-2:00

Wednesdays 10:00-2:00

(other times by appointment)

Course Description:

This is a practice course that provides a systematic approach to developing basic counseling skills. Students will have the opportunity to practice microskills (e.g. rapport building, attending, paraphrasing, reflecting feeling and meaning, interpretation, modeling, role playing, etc.) on a weekly basis. P/NC only.

Text:

Ivey, A., Ivey, M. & Zalaquett, C. (2014). Intentional interviewing and counseling: Facilitating client development in a multicultural society (8th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Course Objectives:

1. To apply basic and advanced counseling techniques in a structured learning environment
2. To develop a self-awareness of abilities, behaviors, values, and attitudes and how they impact on performance in counseling
3. To help students acquire proficiency and gain confidence by applying theoretical knowledge in a helping relationship
4. To learn the basic difference between interviewing and counseling
5. To become intentional in the selection and use of basic and advanced helping skills
6. To learn to critique the work of self and others in a constructive manner
7. To develop an understanding of diversity of clients and how to apply basic helping skills in a culturally rich society

CACREP Standards:

- K.1.b. professional roles, functions, and relationships with other human service providers;
- K.1.h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling;
- K.2.a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- K.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- K.5.a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics orientations, and skills;
- K.5.b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- K.5.g. ethical and legal considerations.

Course Requirements:

Attendance:

Attendance in class is critical to benefit from the course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. If it is necessary to miss more than one class for any reason, the student should withdraw from the course. If a class needs to be missed, the professor needs to be notified. The class will be videotaped on Tegrity which will be available for viewing on D2L within an hour following the class. A make-up paper of 2-3 pages is expected. The paper will include a summary of the learning from the missed class and the student's reflection on the material learned. The make-up paper will be submitted on D2L under Make-Up Papers. The make-up papers are due by the end of the semester, but it is best to view the Tegrity video as soon as possible after missing the class so that any information about upcoming classes is not missed. Note: Weather could interfere with class at times. Make smart decisions about the weather and travel and consult instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the instructor will provide updates about cancellations via e-mail by 3 p.m. on the day of class. Absences due to extreme weather conditions will not result in a lower final grade.

Participation:

Participation in classroom activities is essential for learning the concepts in this course. Small group activities, assigned readings and class discussions will serve as the foundation for achieving course learning outcomes. Students are expected to prepare for class by completing all readings and exercises assigned as scheduled prior to the class meeting. Students are expected to bring the main textbook to each class meeting.

Taping:

One tape per skill will be made in class with four people involved. One will be the counselor, one the client, one the observer, and one the time keeper. Each person will make a recording of his/her skill within the taping time period, and each person will have each one of the four roles. The length of the tapes will increase throughout the semester in order to increase the number of microskills involved in the taping. Fourteen tapes will be made for the course.

Transcripts:

Each tape will be followed by a transcript where the therapist and client responses will each be stated. A second column will include naming the skills used according to the assigned codes for the skills. See example on D2L.

Reflections:

Tapes: Each tape will be followed by a personal reflection by the counselor of: 1. What strengths were utilized in the session? 2. What weaknesses were evident? 3. What goals are there for the next session? These reflections are to be added at the end of each transcript.

Weekly: Each week a reflection of that week's skill is to be turned in on D2L. An example of what is expected is in the Content Section on D2L. See example on D2L.

Final: At the end of the semester a personal reflection of the entire semester is to be turned in on D2L. The complete assignment and an example is in the Content Section of D2L. See example on D2L.

Policy on Late or Unfinished Assignments:

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of incomplete (IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

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, 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 (List of campus resources can be found below.)

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your beepers and any other electronic devices that make any noise. Computers may not be brought to the classroom without prior permission of the instructor. Cell phones that ring during class indicate that treats will be brought the next class by the person with the ringing phone. [Experiment](#)

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source(s)). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university. [Plagiarism](#)

Confidentiality Notice:

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, etc.

Class Visitor Policy:

Due to the clinical nature of this course, visitors of any age are not allowed.

Details about Campus Resources:

- A good place to help you find resources of all kinds is the WSU Inclusion and Diversity Office. This office is dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.

The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. www.winona.edu/culturaldiversity

- If you have a disability, the WSU Disability Resource Center (DRC) can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall 214 and they can be reached at 457-2391. www.winona.edu/disabilityservices If you have a documented disability that requires accommodation, please let your instructor know as soon as possible. If you suspect you may have a disability, you are encouraged to contact the DRC as soon as possible.
- Counselors are available to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Counselors are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. www.winona.edu/counselingcenter.
- For help with writing and the development of papers: Contact the Writing Center in Minné 348 or call 457-5505. www.winona.edu/writingcenter
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources.
Contact the WSU Counseling Center for the name and number of the current GLBTA Advocate (507-457-5330) www.winona.edu/counselingcenter

Tentative Course Outline

<u>Session:</u>	<u>Readings:</u>
1 (1/15) Introductions, syllabus,	
2 (1/22) Toward Intentional Interviewing, counseling and Psychotherapy Ethics, Multicultural Competence and the Positive Psychology and Wellness Approach Attending Behavior and Empathy Tape #1 in class	Chapter 1 Chapter 2 Chapter 3
3 (1/29) Observation Skills Transcript and Reflection #1 due Tape #2 in class	Chapter 4
4 (2/5) Questions: Opening Communication Transcript and Reflection #2 due Tape #3 in class	Chapter 5
5 (2/12) Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening Transcript and Reflection #3 due Tape #4 in class	Chapter 6
6 (2/19) Reflecting Feelings: A Foundation of Client Experience Transcript and Reflection #4 due Tape #5 in class	Chapter 7
7 (2/26) How to Conduct a Five-Stage Counseling Session Using Only Listening Skills Transcript and Reflection #5 due Tape #6 in class	Chapter 8
8 (3/5) Focusing the Counseling Session: Exploring the Story from Multiple Perspectives Transcript and Reflection #6 due Tape #7 in class	Chapter 9
(3/12) No class—Spring Break	

- 9 (3/19) **Empathic Confrontation** and the Creative New:
Identifying and Challenging Client Conflict
Chapter 10
Transcript and Reflection #7 due
Tape #8 in class
- 10 (3/26) **Reflection of Meaning and Interpretation/Reframe:**
Helping Clients Restory Their Lives
Chapter 11
Transcript and Reflection #8 due
Tape #9 in class
- 11 (4/2) Self-Disclosure and Feedback: **Immediacy and
Genuineness** in Counseling and Therapy
Chapter 12
Transcript and Reflection #9 due
Tape #10 in class
- 12 (4/9) Concrete Action Strategies for Client Change:
Logical Consequences, Instruction/Psychoeducation,
Stress Management, and Therapeutic Lifestyle
Changes; **Eliciting** skills
Chapter 13
Transcript and Reflection #10 due
Tape #11 in class
- 13 (4/16) Skill Integration, Decisional Counseling, Treatment
Planning and Relapse Prevention; **Influencing** Skills
Chapter 14
Transcript and Reflection #11 due
Tape #12 in class
- 14 (4/23) How to Use **Microskills and the Five Stages** with
Theories of Counseling and Psychotherapy
Chapter 15
Transcript and Reflection #12 due
Tape #13 in class
- 15 (4/30) Determining Personal Style and Future Theoretical/
Practical Integration
Chapter 16
Final tape, transcript #13 and Final Reflection due

List of References and Bibliography:

Carkhuff, R. (2000). *The art of helping in the 21st century* (8th ed.). Amherst, MA: Human Resource Development Press, Inc.

Gladding, S. (1996). *Counseling: A comprehensive profession* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Hackney, H., & Cormier, S. (1996). *The Professional counselor: A process guide to helping* (3rd ed.). Boston: Allyn and Bacon.

Nugent, F. (1994). *An introduction to the profession of counseling* (2nd ed.). New York: Merrill.

Teyber, E. (2005). *Interpersonal Process in Therapy* (5th ed.). Belmont, CA: Thomson Brooks/Cole.