

Spring 2014

## CE 658 Syllabus: Microskills

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*Winona State University*

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**Winona State University**  
**College of Education**  
**Counselor Education Department**  
**CE 658—Microskills (3 semester hours), Spring 2014**

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**SHORT FACULTY BIO**

I am a licensed alcohol and drug counselor in the state of Minnesota (#300769), and I have worked in the chemical dependency field since 1988. I have a doctorate degree in Adult Education from the University of Minnesota, and a MS in Counselor Education (1991), and BS degrees in Psychology and Political Science (1987), from Winona State University. I retired in 2012 from the Federal Bureau of Prisons as a drug treatment specialist where I developed and facilitated drug abuse programs for adult offenders.

**Catalog 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.

**Textbook**

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society, 8<sup>th</sup> Ed.* Belmont, CA: Brooks/Cole Publishing Company. ISBN-13: 978-1-285-06535-9; ISBN-10: 1-285-06353-2

**Recommended Resources (optional)**

- American Counseling Association (ACA). (2005). *Code of ethics and standards of practice.* Alexandria, VA: ACA.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy, 9<sup>th</sup> ed.* Belmont, CA: Brooks/Cole Cengage Learning.
- Egan, G. (2014). *The skilled helper: A problem-management and opportunity development approach to helping, 10<sup>th</sup> ed.* Belmont, CA: Brooks/Cole Cengage Learning.
- Flanagan-Sommers, J. & Flanagan-Sommers, R. (2014). *Clinical interviewing, 5<sup>th</sup> ed.* Hoboken, NJ: John Wiley & Sons.

- Ivey, A. E., Packard, N. G., & Ivey, M. B. (2007). *Basic attending skills, 4<sup>th</sup> ed.* Alexandria, VA: Alexander Street Press.
- Ivey, A. E., Packard, N. G., & Ivey, M. B. (1997). *Basic influencing skills, 3<sup>rd</sup> 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.
- Meier, S. T. & Davis, S. R. (2011). *The elements of counseling, 7<sup>th</sup> ed.* Belmont: CA: Brooks/Cole Cengage Learning.
- Murphy, B. C. & Dillon, C. (2011). *Interviewing in action is a multicultural world, 4<sup>th</sup> ed.* Belmont: CA: Brooks/Cole Cengage Learning.

### **Course Objectives:**

- Apply basic and advanced counseling techniques in a structured learning environment;
- Develop a self-awareness of abilities, behaviors, values, and attitudes and how they impact on performance in counseling;
- Acquire proficiency and gain confidence by applying theoretical knowledge in a helping relationship;
- Learn the basic difference between interviewing and counseling;
- Become intentional in the selection and use of basic and advanced helping skills;
- Critique the work of self and others in a constructive manner; and
- Develop an understanding of diversity of clients and how to apply basic helping skills in a culturally rich society.

### **COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) RELATED STANDARDS:**

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
- b. Counselor characteristics and behaviors that influence helping processes; &
  - c. Essential interviewing and counseling skills.

### **Assignments:**

1. *You will obtain consent from practice (and real) clients and tell them the goals, procedures, benefits and risks of counseling, and ensure that the client agrees to what has been outlined.*

Students will design their own informed consent forms (*Practice Contract*) to use with their practice clients. The forms should include a description of the purpose of the tapes; 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). A completed informed consent form must be submitted with **all** tapes.

2. *You will turn in three audio/video tapes—Week 4, Week 9, & Week 16 (Final)*

**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.

Each student will serve as a counselor during classroom experiential learning exercises, and for a minimum of **three** audio/video taping sessions for one of your peers from this class. Two of these sessions will be reviewed and critiqued in practice groups by peers and the group supervisor. The third and final tape will be turned in towards the end of class and will serve as your final exam.

You will submit a transcription from taped sessions 2 & 3, along with a signed consent form, and your personal reflections and learning from the experiences using the **WSU CED Counseling Transcript Format form**. Feedback will be provided by peers via the **WSU Counseling Skills Scale Form**, and by your instructor via the **WSU CED Counseling Skills Scale Tape Evaluation form**. These forms can be found on the course D2L site under the *Materials* tab, *Content*, *Resources*.

**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.

Each student will serve as a client for a minimum of three taped sessions for a class peer. Again, the three taped sessions are not role-plays. Additionally, students will rotate through various roles of counselor, client, and observer in classroom counseling role-play triads practicing, observing, and evaluating an assortment of counseling microskills. The sessions are for your development as a counselor as well as to assist in the development of the student who will be counseling you. As a reminder, you are expected to be yourself and share real issues; however, you should not share any information that you would like to keep private. While I encourage you all to use these sessions to explore your issues in meaningful ways, your grade will not be contingent upon the level of personal information you provide. Students may be encouraged to seek outside counseling from a licensed professional if the issues they share become too complex for the level of their peer counselor.

**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.

3. *Psychoeducational skills presentation.* Students will form into 4 groups and present a psychoeducational workshop to the class on a skill that could be readily presented in an individual or group counseling session. Presentations will be given weeks 10-13 on the following topics: 1) *Communication Skills & Assertiveness Training*; 2) *Stress/Anxiety Management, Mindfulness, & Relaxation Training*; 3) *Relapse Prevention Training*; and 4) *Cognitive Skills & Rational Self-Counseling Strategies*.

4. *In-class exercises (TBA).*

**Confidentiality and Ethics Information:** Students are bound by the *ACA 2005 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 a student feels discomfort or is unable to continue, he or she can request the right to stop the videotape or not engage in the role-played session. However, if a student finds him or her self very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, he or she may prefer to drop this course. When selecting a partner with whom to conduct the interviews, it is best to choose someone you do not know.

**Attendance:** Since this is a skill-building course, attendance and participation at **all** class sessions is required. Should an emergency arise it is the student's responsibility to contact the professor *prior* to the missed class about dropping the class.

**Basic Instruction Plan:**

- Lecture
- Applied and experiential learning activities in the classroom
- Basic skills tapes, skill integration videotape and all transcripts
- Group work

**Class Sessions, Course Outline, and Tentative Schedule:** This course is scheduled to meet Thursday evenings from 5:00 PM to 8:00 PM at the University Center Rochester, (WSU-Rochester), Room EA 262.

## Week 1—January 16: Introduction ~ Building Your Foundation

- 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>

### Section I: The Foundations of Counseling and Psychotherapy.

IIC, Chapter 1—*Toward Intentional Interviewing, Counseling, and Psychotherapy.*

Topics include:

- Ivey's *narrative theory*—story, positive assets/strengths, re-story, new options & actions.
- An overview of the core skills: the microskills hierarchy
- Positive psychology and the strengths perspective
- RESPECTFUL Counseling
- Maslow's humanism & Roger's client-centered approach
- Intentionality, resilience, & self-actualization
- Neuroscience & counseling (including Appendix C: *Counseling, Neuroscience, and Microskills*, pp. 443-461)

## Week 2—January 23: Ethics, Multicultural Competence, and Wellness

**Exercise:** *Diversity, Multiculturalism, and You—Culture Counts!* & the MAKSS-CE IIC, Chapter 2—*Ethics, Multicultural Competence, and the Positive Psychology and Wellness Approach.*

Topics include:

- Ethics in the helping process
- Diversity & multicultural competence
- Positive psychology & strength-based orientation
- The Brian, Stress, & Wellness Approach
- Appendix A: The Ivey Taxonomy: Definitions & Predicted Results.

## Week 3—January 30: Attending Behavior and Observational Skills

**Assignment 1:** Informed consent forms (*Practice Contract*), crafted in class & shared in small groups.

IIC, Chapter 3—*Attending Behavior and Empathy.*

Topics include:

- Introduction to attending behavior, listening, & empathy
- Listening & the SOLER / SHOVLER system
- Training-as-treatment & psychoeducation (p. 79) (discussion Assignment #4)

IIC, Chapter 4—*Observation Skills.*

Topics include:

- Client observations
- Multicultural issues with attending behaviors, patterns & assumptions
- Three organizing principles: nonverbal behavior, verbal behavior, & discrepancies

- Classifying client statements as concrete or abstract
- Basic Attending Skills (BAS) DVD, part 1: *Attending behavior & positive asset search*

#### **Week 4—February 6: Listening and Questioning Skills**

**Tape 1:** Audiotape or videotape yourself in an interview of at least 15 minutes. Follow agreed-on course plans for obtaining interviewee permission to record. It is important to look at your natural style of interviewing before we progress too far (no transcript required). In Week 9, your second tape will be due, with transcript form. For tape one, focus on verbal and nonverbal attending behaviors, as well as your natural counseling style.

#### **Section II: The Basic Listening Sequence: How to Organize a Session.**

IIC, Chapter 5—*Questions: Opening Communication.*

Topics include: encouraging, paraphrasing and summary (Chapters 5&6)

- Open & closed questions
- Empathy & concreteness
- BAS, Part 2: *Questions*

#### **Week 5—February 13: Active Listening**

IIC, Chapter 6—*Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening.*

Topics include:

- Active listening
- The *Basic Listening Sequence* <http://prezi.com/i0lhnwbsileq/the-basic-listening-sequence/>
- Diversity & listening skills
- BAS, Part 3: *Encouraging & paraphrasing*

#### **Week 6—February 20: Reflection of Feeling**

IIC, Chapter 7—*Reflecting Feelings: A Foundation of Client Experience.*

Topics include:

- Introduction to emotions
- Techniques of reflection of feeling
- Comparing paraphrasing & reflection of feeling
- Helping clients increase or decrease emotional expressiveness
- Strategies for positive reflection
- BAS, Part 4: *Stimulus vignette to identify emotions*, & Part 5: *Reflection of feeling*

#### **Week 7—February 27: Structuring the Interview**

IIC, Chapter 8—*How to Conduct a Five-Stage Counseling Session Using Only Listening Skills.*

Topics include:

- *BLS* as a foundation for effective communication
- The *5 Stage Model* with various theoretical approaches

- BAS, Part 6: *Summarization*, & Part 7: *Conduct a full interview using only listening skills*

### **Week 8—March 6: Focusing and Exploring**

#### **Section III: Focusing and Empathic Confrontation: Neuroscience, Memory, and the Influencing Skills.**

IIC, Chapter 9—*Focusing the Counseling Session: Exploring the Story From Multiple Perspectives.*

Topics include:

- The *community genogram* & the *family genogram* (including Appendix B: *The Family Genogram*, pp. 441-442), including debriefing
- Focusing (both self & client)
- The cultural/environmental context, advocacy, & social justice
- Basic Influencing Skills (BIS) DVD, Part 1: *Listening Skills*, & Part 5 (second half): *The community genogram*

### **March 13: Spring Break!**

### **Week 9—March 20: Confrontation**

**Tape 2:** 15-20 minutes video session (thumb drive, etc.) with transcript (*WSU CED Counseling Transcript Format form*). You will turn in two peer review evaluations via the *WSU Counseling Skills Scale Form*. I will provide you feedback via the *WSU CED Counseling Skills Scale Tape Evaluation form*.

IIC, Chapter 10—*Empathic Confrontation and the Creative New: Identifying and Challenging Client Conflict*

Topics include:

- Defining empathic & nonjudgmental confrontation, including the 3-step process
- The *Client Change Scale (CCS)*
- Cultural identity development & the confrontation process
- Conflict resolution & mediation
- BIS, & Part 2: *Client Change Scale*, Part 3: *Confrontation*, & Part 4: *Focusing*

### **Week 10—March 27: Reflection of Meaning & Interpretation**

#### **Section IV: Interpersonal Influencing Skills for Creative Change**

IIC, Chapter 11—*Reflection of Meaning and Interpretation/Reframe: Helping Clients Restore Their Lives.*

Topics include:

- Eliciting & reflecting meaning, interpretation, & reframe
- Victor Frankl's *Logotherapy*
- BIS, Part 5 (the first half): *Reflection of meaning*, & Part 6: *reframing/interpretation*
- **Team 1: Psychoeducational presentation: *Communication Skills & Assertiveness Training***

### **Week 11—April 3: Finding Your Style**

**Exercise:** *What is Your Preferred Style of Helping?*

IIC, Chapter 12—*Self-Disclosure and Feedback: Immediacy and Genuineness in Counseling and Therapy.*

Topics include:

- Empathic self-disclosure
- Defining feedback
- Feedback & neuroscience
- Rewards/risks of self-disclosure & feedback

IIC, Chapter 13—*Concrete Action Strategies for Client Change: Logical Consequences, Instruction/Psycho-education, Stress Management, and Therapeutic Lifestyle Changes.*

Topics include:

- Defining logical consequences
- Instruction & psychoeducation strategies
- Stress & stress management
- Therapeutic lifestyle change
- BIS, Part 7: *Feedback/self-disclosure*, Part 8: *Logical consequences*, & Part 9: *Directives/psychoeducation*

**Team 2: Psychoeducational presentation:** *Stress/Anxiety Management, Mindfulness, & Relaxation Training*

**Week 12—April 10: Skill Integration**

**Section V: Skill Integration, Theory Into Practice, and Determining Personal Style**

Chapter 14—*Skill Integration, Decision Counseling, Treatment Planning, and Relapse Prevention.*

Topics include:

- Pragmatic decisional counseling
- Case conceptualization & working formulation
- Planning the counseling session (checklist, p. 359)
- **NOTE:** a full transcript of a counseling session & analysis, pp. 360-383
- Maintaining change: relapse prevention
- BIS, Part 10: *Integration of skills*

**Team 3: Psychoeducational presentation:** *Relapse Prevention Training*

**Week 13—April 17: Using Microskills with Assorted Counseling Theories**

Chapter 15—*How to use Microskills and the Five Stages With Theories of Counseling and Psychotherapy.*

Topics include:

- Part 1: Microskills, five stages, & theory
- Part 2: A brief summary of theoretical perspectives
- Part 3: Crisis counseling and CBT
- Three additional theories

**Team 4: Psychoeducational presentation:** *Cognitive Skills & Rational Self-Counseling Strategies (RE/BT, cognitive distortions, etc.)*

### **Week 14—April 24: Solidifying Your Style & Final Integration**

Chapter 16—*Determining Personal Style and Future Theoretical/Practical Integration.*

Topics include:

- Identifying an authentic style
- The microskills hierarchy & assessing your competencies
- Your personal style and future theoretical/practical integration
- **Special topic:** Motivational Interviewing

### **Week 15—May 1: Making the final tape**

- **Tape 3:** 20-30 minute video session (thumb drive, etc.) with transcript (*WSU CED Counseling Transcript Format form*). I will provide you feedback via the *WSU CED Counseling Skills Scale Tape Evaluation form*.

### **Week 16—May 8: Finals**

- **Tape 3 Due!**

### **Course Requirements and 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 their practice clients and submitted with **all** tapes.
4. Complete three taped demonstrations of counseling skills and techniques.
  - Achieve a “P” for each taped sessions. 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 (action)

**Grading:** 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.

### **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 (I) 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.

## STUDENT NOTICES

### DIVERSITY & RESPECT

Please read WSU's commitment to diversity, Growing a Vibrant Community of Diverse Learners, including the *Inclusive Excellence Syllabus Statement*, at:

<http://www.winona.edu/diversity/estatement.asp>

**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.

**Students with Disabilities Notice:** 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.

**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, friends, etc.

**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 toys that make any noise.

**Recording Policy:** Excluding students with a documented disability, and other than the taping of counseling demonstration sessions, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

**Communication:** Chapter 9: Policies & Procedures (p. 47), of the *WSU Counselor Education Department's Program Handbook*, states: "Students are required to activate their Winona State University email account and to check their email regularly." This is the primary mode of communication, as well as assignment feedback provided via D2L,



and it the each student's responsibility to monitor their WSU email account daily.  
[http://www.winona.edu/counseloreducation/media/program\\_handbook\\_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)

### **ACADEMIC INTEGRITY POLICY**

Academic Integrity at Winona State University is based on honesty. The University requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. WSU students are required to adhere to the University's standards of academic integrity, available at:  
<http://www.winona.edu/sld/academicintegrity.asp>

**Academic Dishonesty:** 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 students 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.

**Class Visitor Policy:** Due to the clinical nature of this course, visitors of any age are not allowed without the instructor's prior approval.

### **Campus Resources:**

- Winona Campus: Nadia Miranda, Gildemeister Hall 132, (507) 457-5335, [Nmiranda@winona.edu](mailto:Nmiranda@winona.edu)
- Rochester Campus: Sue Parks, Room EA 201, (507) 285-7488  
[Sparks@winona.edu](mailto:Sparks@winona.edu)

### **Other:**

- Student Support Services, Howell Hall 133, 457-5465  
(<http://www.winona.edu/studentsupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595  
(<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, Howell Hall 136, 457-2391  
(<http://www.winona.edu/disabilityservices/>)
- Counseling Center, Gildemeister Hall 132, 457-5330  
(<http://www.winona.edu/counselingcenter/>)
- Writing Center, Minné Hall 348, 457-5505  
(<http://www.winona.edu/writingcenter/>)
- GLBT Advocate, Gildemeister Hall 132, 457-5330  
(<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600  
(<http://www.winona.edu/advising/>)

**For additional information see:**

- *WSU Counselor Education Program Student Handbook*  
[http://www.winona.edu/counseloreducation/media/program\\_handbook\\_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)
- *WSU Graduate Catalog 2013-2014* at: <http://catalog.winona.edu/index.php>
- *WSU Spring 2014 Academic Calendar* at:  
[http://www.winona.edu/calendars/media/20145\\_spring\\_2014\\_academic\\_calendar\\_20130531.pdf](http://www.winona.edu/calendars/media/20145_spring_2014_academic_calendar_20130531.pdf)