

Spring 2011

CE 658 Syllabus: Microskills

Gaylia Borrer
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

Recommended Citation

Borrer, Gaylia, "CE 658 Syllabus: Microskills" (2011). *Counselor Education Syllabi*. 294.
<https://openriver.winona.edu/counseloreducationsyllabi/294>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT**

**CE 658 - MICROSKILLS
(3 semester credits)
Spring 2011**

INSTRUCTOR

Dr. Gaylia J. Borrer
Winona State University - Rochester
859 30th Ave. - S.E.
Rochester, MN. 55904
Telephone: (507) 285-7137
E-mail: gborrer@winona.edu

OFFICE HOURS:

Monday – 11:00 a.m. to 5:00 p.m.
Wednesday – 1:00 p.m. to 5:00 p.m.
(and by Appointment)

1. CATALOG 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. Pass/No Credit (PNO) only.

2. PREREQUISITES:

Admission to Counselor Education program and successful completion of CE 601 – Foundations of Counseling

3. STATEMENT OF THE MAJOR FOCUS AND OBJECTIVES OF THE COURSE:

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

4. ALIGNMENT WITH CACREP STANDARDS:

CE 658 – Microskills meets the following CACREP competencies and objectives:
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.

5. TEXTBOOK:

Ivey, A., & Bradford Ivey, M. (2010). Intentional interviewing and counseling: Facilitating client development in a multicultural society (7th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

6. BASIS INSTRUCTION PLAN:

Each class session will combine lecture, multimedia instruction, experiential learning activities, live skills practice, co-supervision, and videotaping. Students are expected to view their videotapes and written transcripts or case notes as required (see [Appendix B](#) for transcript format).

7. GRADING AND EVALUATION**Requirements:**

1. Actively participate in classroom exercises and assignments. 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.

Participation is necessary for full learning experience between professor and student. It is expected that students will participate fully in every class: speaking up, asking questions, answering questions, and sharing in class about readings, research, and other course experiences. *You are responsible for bringing energy and enthusiasm to every class.*

2. Complete videotaped demonstration of counseling skills and techniques during each class and turn in full transcript of session (as assigned) the following week.
3. Co-supervise one class.

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.

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.

Attendance:

Since this is a skill building course, attendance and participation at all class sessions is required. Should an emergency arise and a class must be missed, it is the student's responsibility to talk with the course instructor regarding any work missed.

Inclement Weather Notification:

The course instructor will place a notification message on her voice mail (507 285-7137) in the event that she or the university cancels class as a result of inclement weather. The student is asked to check the course instructor's voice mail when inclement weather conditions occur. In the event the student believes weather or road conditions are too severe for safe travel, the student is to notify the course instructor that they will be absent from class and make arrangements to complete any missed class work.

8. 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 IN [APPENDIX A](#)).

9. COURSE OUTLINE OF MAJOR TOPICS AND SUBTOPICS:

<u>Week:</u>	<u>Topic:</u>	<u>Readings:</u>
1- Friday	Introduction and Course Overview	Chapters 1, 2, 3 and 4 in text Attending Behaviors text Questions
1 - Saturday	Client Observation Skills Encouraging, Paraphrasing and Summarizing	Chapters 5 and 6 in text
2 - Friday	Noting and Reflecting Feelings	Chapter 7 in text

Microskills**4 of 6**

2 - Saturday	Interviewing Using Listening Skills Only Confrontation and Conflict Resolution Immediacy Focus	Chapter 8, 9, and 10 in text
3 - Friday	Eliciting and Reflecting Meaning Influencing Skills Interpreting and Hypothesis Testing Modeling and Role Playing	Chapter 11 and 12 in text
3 - Saturday	Self Disclosure Natural and Logical Consequences Directives Feedback Termination Skill Integration	Chapters 13, 14, and 15 in text

10. 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.

Scisson, E. (1993). Counseling for results: Principles and practices of helping.

Pacific Grove, CA: Brooks/Cole Publishing Company.

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

Brooks/Cole.

APPENDIX A: STUDENT NOTICES

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.

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, 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.

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, have 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.

Campus Resources:

- Student Support Services, 457-5465
(<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, 457-5595
(<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, 457-2391
(<http://www.winona.edu/disabilityservices/>)
- Counseling Center, 457-5330
(<http://www.winona.edu/counselingcenter/>)
- Writing Center, 457-5505
(<http://www.winona.edu/writingcenter/>)
- GLBTA Advocate, 457-5330
(<http://www.winona.edu/counselingcenter/>)

APPENDIX B: TRANSCRIPT FORMAT

TRANSCRIPT FORMAT

Statement	Skill(s)
C1: Tell me what's going on.	ENC
CL: Well, I've just been admitted to grad school and I am worried about everything.	
C2: I was in grad school for awhile and it was really hard.	Ugh! I don't like this.
<i>PS: You sound really overwhelmed.</i>	<i>PS/RF</i>
CL: Yeah, I'm just really feeling like it's all getting away from me, my job, my home life and now school.	
C3: You should practice studying when everyone goes to bed.	advice (not allowed)
<i>PS: Tell me more.</i>	<i>PS/ENC</i>
CL: I'm working full-time, I'm dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I'm in over my head.	
C4: Tell me what that's like for you, being 'in over your head'...	FOC

Three paragraphs: First paragraph, summarize your strengths; second paragraph summarize your areas of improvement; third paragraph, list goals for next taping.

Skills and abbreviations for transcripts:

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IMM
Reflection of feeling	RF	Eliciting meaning	EM
Reflection of content	RC	Reflection of meaning	RM
Focusing	FOC	Caring confrontation	CC
Closed question	CQ	Self-disclosure	SD
Open question	OQ	Directive	DIR
Affirmation	AFF	Advice giving	AG
Open summary	OS	Influencing skill	IS
Closing summary	CS		
Client observations	CO	<i>Preferred Statement</i>	<i>PS</i>