



COURSE SYLLABUS

Counseling Process
EDUC 601
Fall 2014

Classroom: 207 Hall of Letters
Days/Times: Tuesday, 5:30pm

Faculty:

Office: 110 North University Hall
Phone: 909-748-8800
Office Fax: 909-335-5204

Office Hours: Professor _____ is in most of the time, Monday through Thursday so feel free to drop by (though better to email in advance if possible)

Catalog Course Description

Examination of the principles involved in helping relationships. Emphasis on implications and applications of such concepts for people who work in various helping professions.

Note for counseling students only: This is gateway course for field placement. Students need at least a B (3.0) to be eligible to be placed in a counseling field placement.

Course Objectives

This course is designed to help students develop the basic counseling skills that are foundational to effective work with clients in all helping professions (counseling, but also teaching, student affairs work in higher education, and administration). They are imperative to the development of a trusting, therapeutically effective relationship. Students will be trained in basic communication skills, the counseling process, basic helping skills, and the ethical and multicultural implications of counselor interviewing in various situations, as well as recognition of the effect of their own interpersonal style on their clients.

Although there are readings and some didactic presentations will be offered, the course primarily will be a laboratory experience in which counseling skills can be learned and practiced in controlled situations. At completion of this course, students should be prepared to begin seeing real clients under conditions of close, careful supervision

Specific learning objectives include:

1. Students will demonstrate an understanding of the communication process. **(CAPE 1A-1C, 2A-2C, 4A-4C)**
2. Students will demonstrate and understand appropriate intentional use of micro-counseling skills, and will be able to identify desired anticipated results for each skill used. **(CAPE 4A)**
3. Students will acquire a basic understanding of the counseling process. **(CAPE 1A-1C, 2A-2C, 4A-4C)**
4. Students will engage in critical self-evaluation designed to enhance their understanding of their skill development and their use of self as a therapeutic tool. **(CAPE 4A-4C)**
5. Students will increase their awareness of how their personal style and implicit cultural assumptions impact and influence their interpersonal interactions (personally and professionally) and their professional identity. **(CAPE 4A-4C)**
6. Students will identify and demonstrate ethical and developmentally appropriate professional demeanor in preparation for practicum/clinical work. **(CAPE 4A-4C, 5A- 5C)**

Student Assessment

1. Questions, weeks 2-11 (10%): Each week, by Sunday evening, the day before class, students are to upload to Moodle one issue from that week's readings that they would like discussed, along with a brief note about what there is about that issue that is interesting and/or confusing to them. **(CAPE 1A-1C, 2A-2C, 4A-4C)**
2. Transcripts 1 and 2, 5% each – (total, 10%) **(CAPE 1A-1C, 2A-2C, 4A-4C)**
3. Video 1 (10%) – see grading criteria p. 9 **(CAPE 4A-4C, 5A- 5C)**
4. Video 2 (15%)– see grading criteria p. 9 **(CAPE 4A-4C, 5A- 5C)**
5. Reflection: current skill levels; skills yet to work on (5 %) **(CAPE 4A-4C)**
6. Practice video upload (0%) – this is to establish mastery of uploading
7. Video 3 (40%) – see grading criteria p. 9 **(CAPE 4A-4C, 5A- 5C)**
8. Final examination: (10%) **(CAPE 1A-1C, 2A-2C, 4A-4C, 5A- 5C)**

Technological Resources

1. Course Management System: <http://moodle.redlands.edu/>
2. YouTube: the username and password will be assigned later in the term (for uploading the final video)

Required Readings

Hill, C. E. (2009). *Helping skills: Facilitating exploration, insight, and action* (3rd Ed.). Washington, D.C.: American Psychological Association



Organization of the Class

This is primarily a skills course. Class time, though, will be divided into two sections. During the first section, we will discuss the theory and practice the skill of the day. During the second section, students will practice their developing skills.

Students will be expected to have completed the readings PRIOR to coming to class and be prepared to discuss the readings in the class.

Expectations

Professionalism, confidentiality, respect: I expect all students to act like professionals at all times, especially when we are practicing helping. Acting professionally means that you should treat everyone with respect, pay attention (including listening and not talking when the instructor or classmates are speaking), keeping everything you hear confidential, following instructions during practice session and consulting with the instructor when in doubt to safeguard the welfare of those serving as clients, and value diverse opinions.

Confidentiality with regard to client material heard in class is an absolute requirement. Audio and video recordings made in the process of class should be guarded carefully and erased at the conclusion

In the client role, you have two options:

1. You may choose to disclose relatively safe personal information. You are not expected to share very intimate details or problems, but rather to talk about minor issues or problems in your life (e.g., career decision, graduate applications, roommate problems, time management, academic issues). Note that even if you are comfortable disclosing very intimate topics, your helper may not be comfortable.
2. You may assume the role of a client (i.e., adopt a persona). In this way, you are not disclosing your own personal information, but rather you are acting **as if** you are another person. You should think carefully about your character, consider the issues this person would have, and think about how this person would react in a helping situation.

You do not need to reveal whether you are disclosing real information or whether you have made up a character—and indeed classmates should assume that the person may be making up a character.

Note: If you choose to adopt a persona, please present yourself in that role as someone with problems, but not someone who is psychotic or in danger of hurting self or others. Responding to problems like that is beyond the scope of this class and simply will bring the session to a halt.

Please note that you are not required to disclose personal information, although you may do so if you wish (please do not disclose abuse or an intent to harm yourself or another person as that goes beyond the limits of confidentiality and would thus mean that we would need to report this to the appropriate authorities; in addition, it can be very difficult for the group to respond to such disclosures and thus disrupt the learning experience). You will not be evaluated based on which option you choose or how well you play the role of a client (or helper). You can start out role playing another person but switch if and when you feel more comfortable.

Regardless of which option you choose, practice sessions in this class should not be used as a substitute for “real therapy.” Students experiencing personal distress should arrange to be seen at the Counseling Center (909) 748-8108

Student Assessment

- **Questions, weeks 2-11 (10%):** Each week, by Sunday evening, the day before class, students are to upload to Moodle one issue from that week’s readings that they would like discussed, along with a brief note about what there is about that issue that is interesting and/or confusing to them.
- **Transcripts 1 and 2, 5% each – (total, 10%)**
- **Video 1 (10%)** – see grading criteria p. 9
- **Video 2 (15%)**– see grading criteria p. 9
- **Reflection: current skill levels; skills yet to work on (5 %)**
- **Practice video upload (0%) – this is to establish mastery of uploading**
- **Video 3 (40%)** – see grading criteria p. 9
- **Final examination: (10%)**

Meeting 1 September 9, 2014	Introductions Overview of class. confidentiality. Skit (“lousy counseling”) Film and discussion Carl Rogers (w. Gloria)	Reminder: You all now should have University of Redlands email. Notes to students about class-related matters will be sent to that email address
Meeting 2 September 16, 2014	Attending skills (SOLER); listening skills Overview of helping; Evaluating helping responses -Carkhuff	Read: Hill, Chapters 1, 2, 4, 5 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 2 Moodle. Each question should be about something in the

		reading that interested you or that you found confusing in some way. Also, please offer a simple statement about what there was about this issue that interested or confused you
Meeting 3 September 23, 2014	Overview of exploration stage; empathy; therapeutic relationship. 3Skills for exploring thoughts Skills for exploring feelings	Be sure to bring an audio or video tape recorder for this class Read: Hill, Chapters 6, 7 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 3 Moodle. Transcript 1: to be uploaded to Moodle by class time. Be sure to use the format presented on p. 8.
Meeting 4 September 30, 2014	Presentation on Transactional Analysis (TA) Ethical issues in helping.	Read: (1) Transactional Analysis overview on Moodle (under Assignments) (2) Chapter 3 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 4 Moodle.
Meeting 5 October 7, 2014	Integration of the exploration skills	Be sure to bring an audio or video recorder for this class Read: Hill, Chapter 8 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 5 Moodle. Transcript 2: to be uploaded to Week 5 Moodle by class time. Be sure to use the format presented on p. 7.
Meeting 6 October 14, 2014	Overview of the insight stage; Challenge	Be sure to bring a <u>video</u> recorder for this class Read: Hill, Chapters 9, 10 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 6 Moodle. Video 1-- Meetings with Professor Goodyear during the remainder of the week and into the following week to review video

Meeting 7 October 21, 2014	Facilitating insight	Chapter 11 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 7 Moodle.
Meeting 8 October 28, 2014	Immediacy	Chapter 12 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 8 Moodle.
Meeting 9 November 4, 2014	Immediacy; Integration of insight skills Video: Hans Strupp (patterns in relationships)	Be sure to bring a <u>video</u> recorder for this class Read: Hill, Chapter 13 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 9 Moodle. Reflection due by class time , to be uploaded as a Word file to Moodle: A paper of roughly a page and a half, double-spaced, in which you discuss each of the following: (a) What have we covered so far have been easiest for you to master? Please elaborate. (b) What have we have covered so far have been most difficult for you to master? Please elaborate. (c) During the remaining few weeks of the course, what skills would you most want to hone? Video 2 -- Meetings with Professor Goodyear during the remainder of the week to review video
Meeting 10 November 11, 2014	Overview of action stage, action skills, action steps Video: Mary Goulding (TA/Gestalt) – illustrating some action stage technique	Read: Hill, Chapters 14, 15, 16 Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 10 Moodle.
Meeting 11	Integrating the action	Read: Hill, Chapter 17

November 18, 2014	stage	Submit <u>by midnight the evening before</u> one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 11 Moodle.
November 25	THANKSGIVING WEEK NO CLASS	
Meeting 11 December 2, 2014	Wrap-up; celebration of the end of the semester. Final Examination	<p>Be sure to bring a <u>video</u> tape recorder for this class</p> <p>Video 3:</p> <ol style="list-style-type: none"> 1. Upload of 8-10 minute video of a counseling session. Due by midnight December 7. 2. Upload to Moodle a critique of that session. (see p. 8 for annotation instructions; p. 9 for grading criteria) <p>Remember: This video will affect your grade and so you should upload the video that <u>shows you at your absolute best</u></p>

Academic Honesty

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

(For complete text of student responsibility please see the University of Redlands *Catalog* under Academic Standards;

http://www.redlands.edu/Docs/Academics/Redlands_2009-11_Catalog.pdf

Policy on “Do-Overs”

- Students who receive less than a B for the first of the three videos may request to resubmit a new video within a week of getting that grade.
- For the videos 2 and 3: the grade given for that video will stand. Students are to turn in a tape that best shows off their work (using criteria in the syllabus) and so

this amounts to a “take home” examination for which student have control over the quality of what they submit.

Note. Videos will be done in class as part of the role-plays. But students have the right instead to turn in videos made outside of class, with friends and colleagues as clients

Two caveats:

1. It is inadvisable to use someone very close to you as a client in that situation (e.g., spouse or significant other, parent, child)
2. Whether done in or outside of class, students should understand that role played situations are likely to disadvantage them in terms of the skills they can demonstrate EDUC 601

Counselor's name _____

Transcript # _____

Please complete a transcript that looks something like the following (these examples are just to show how it should look). In choosing your “improved” response, remember that your goal is to give back an interchangeable response – one that captures accurately both the content and feeling of what the client said to you.

	Type of Response	What I might have said differently to improve what I had said
1. CO: Good morning. What would you like to work on today	Open ended question	
1. CL: Well, this has been an awful day. I've had run-ins with my wife and then my boss and I really need to understand what is going on		
2. CO: What did you say to them?	Closed question	“It sounds like you have had conflict with two important people in your life and you are wondering just what you have done to
2. CL:		
3. CO:		
3 CL:		
5. CO:		

Annotating your Videos

It is important when you upload your video to YouTube to annotate it in three different ways

1. after each of your counselor responses, add a comment. This could include what you intended it to do, how well it worked, and perhaps what a good alternative response might have been.
2. at somewhere between 3.5 and 4 minutes in the video, offer a comment about what you understand the client to be wanting from you.
3. at the very end of the video, offer a summary statement about your work: effectiveness, what you believe you did well, what you would do differently if you were to do it over.

Criteria that will be used in evaluating student videos

Category	Unsatisfactory	Needs work	Adequate	Proficient
1. Skills Evaluation				
Reflection (note: it is expected that >1/3 of counselor interventions are reflections/restatements)	Fails to use or does not accurately convey empathic understanding, reflection of feelings, checks out what was said and that the main points were heard.	_____→	_____→	Consistently demonstrates accurate understanding of what the client is presenting (feelings; content). This would result in a score of at least 3.0 on the Carkhuff scale
Questions	Does not use or inaccurately uses open and closed questions.	_____→	_____→	Consistently uses open and closed questions appropriately.
Focus on Client	Focus is entirely on another person (client's coworker, child, spouse, friend, etc.)	_____→	_____→	Focus of session is entirely on client
Session progression	Client issue/understanding shows no change from the beginning of the session to the end	_____→	_____→	By end of session, there is clear movement: Client shows deeper or at least different understanding of material

Checklist of other issues that will be considered in evaluating videos:

1. Reflections do not end with a "high rising terminal"
2. The counselor is able to avoid trying to "solve" the client's problems for him or her (e.g., by giving advice)
3. The counselor does not adopt a parental role (ala Transactional Analysis), either to be judgmental or to talk down to the client
4. The counselor is able to respond to the client's issue(s) and not impose his or her own agenda on the client
5. The counselor avoids use of such words or phrases as (a) "how did that make you feel?" and (b) "why"
6. The counselor personalizes at least some statements with the use of "I" (e.g., I've been hearing _____ and so am wondering_____")
7. As appropriate, the counselor works in skills such as challenges/confrontation, immediacy (metacommunication), and broadening the client's problem from what is being presented in the specific situation
8. Counselor is able to articulate with reasonable accuracy and understanding of what the client is wanting from him or her
9. Counselor is able to articulate with reasonable accuracy and understanding of what the client is wanting from him or her

a.

The following CTC Administrative Standards are partially addressed in this course:

Standard 2	Development of Professional Perspectives
Standard 5	Role of Schooling in a Democratic Society
Standard 6	Working with Diverse Populations
Standard 7	Nature of Field Experiences
Standard 9	Educational Leadership
Standard 10	Organizational Management
Standard 12	Management of Schools
Standard 17	School and Community Collaborations

The following CTC Counseling Standards are partially addressed in this course:

Generic Standard 8	Self-Esteem and Personal and Social Responsibility
Generic Standard 14	Human Relations
Specialization Standard 21	Personal and Social Development
Specialization Standard 25	Individual Counseling