

**Graduate School of Education  
Department of Counselor Education****COUN 543 – Interpersonal Relations-II (Counseling Skills)  
Spring 2015****Instructor:** Joel Lane, Ph.D.**Office:** ED 504A**Office hours:** by appointment**Phone:** 503-725-4719**Email:** lanejoel@pdx.edu**Course CRN:** 60825**Credits:** 3**Location:** ED 212**Time:** Wednesday 4-6:30pm**Course Catalog Description**

Focuses on the development of foundational active listening and counseling skills. The course is taken concurrently with COUN 509 Practicum: Counseling.

**Disability Access Information**

It is the University's goal that learning experiences be as accessible as possible. If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

**Graduate School of Education Conceptual Framework**

**Vision: Preparing professionals to lead life-long learning and development within our diverse communities.**

**Diversity and Inclusiveness - Advocacy for Fairness and Respect.**

- Candidates work effectively with diverse populations.
- Candidates promote inclusive and therapeutic environments.

**Research based practices and professional standards - Professionalism.**

- Candidates critically analyze and implement research-based practices.
- Candidates demonstrate appropriate professional knowledge, skills, and dispositions.

**Impact on Learning and Development - Commitment to learning.**

- Candidates ensure that all learners and clients succeed.
- Candidates use technology to enhance learning and development.
- Candidates influence policy and provide leadership for organizations.

**Evidence-informed decision making - Reflection.**

- Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.

## Content Areas

- Egan’s (2014) three-stage model systematic-eclectic model of psychological helping
- Counselor-client communication skills: attending, active listening, reflection of feeling, reflection of content, probing, advanced empathy, immediacy, challenge/confrontation, counselor self-disclosure
- Interpersonal process skills: empathy, respect, genuineness, concreteness
- Strategic counseling skills: information giving, structure/pacing, goal setting, problem-solving, planning for change
- Counseling/therapeutic alliance

## Professional Standards

### CACREP COMMON CORE: HELPING RELATIONSHIPS

5a. an orientation to wellness and prevention as desired counseling goals

5b. counselor characteristics and behaviors that influence helping processes

5c. essential interviewing and counseling skills

5d. counseling theories that provide the student with models to conceptualize client presentation and that help the student to select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they can begin to develop a personal model of counseling

## Knowledge and Skill Outcomes, Standards, and Assessments

KNOWLEDGE & SKILLS	GSE CONCEPTUAL FRAMEWORK	PROFESSIONAL STANDARD OR PROGRAM OUTCOMES	ASSESSMENT
Study and conceptually integrate a comprehensive skill-based model of helping for counseling practice.	2.1, 4.1	5.a, 5.b, 5.c, 5.d	Comprehensive final reflection/process paper considering student progress incorporating the 3-stage helping model and counseling skills.
Increase personal self-reflection as a professional counselor in the counseling role.	1.2, 2.2, 4.1	5.b	Develop a 3-page personal reflection log over the course of the term related to: guided practice exercises; experience in Practicum clinic.
Learn and practice specific communication and interpersonal counseling skills necessary for concurrent counseling practice in Practicum Clinic (COUN 509).	1.1, 2.2	5.b, 5.c	Weekly guided skill practice exercises with feedback and debriefing in breakout learning triads.

## TENTATIVE SCHEDULE

Date	Topic	Reading
Apr. 1 <sup>st</sup>	Course overview; practice groups (triads) orientation/expectations review; Ingredients of successful helping	Egan Ch. 1 <i>In-class exercise:</i> strengths & soft spots (personal concerns)
Apr. 8 <sup>th</sup>	The helping relationship and the values that drive it	Egan Ch. 2, Knapp Ch. 1 <i>In-class exercise:</i> emotional awareness & reflecting feelings
Apr. 15 <sup>th</sup>	Empathic presence	Egan Ch. 3, Knapp Ch. 2 <i>In-class exercise:</i> Active listening (presence) & reflecting content
Apr. 22 <sup>nd</sup>	Empathic responding	Egan Ch. 4, Knapp Ch. 3 <i>In-class exercise:</i> empathy as a skill
Apr. 29 <sup>th</sup>	Probing and summarization	Egan Ch. 5, Knapp Ch. 4 <i>In-class exercise:</i> empathy-probes integration
May 6 <sup>th</sup>	Client self-challenge & helper self-challenge; client resistance processes <b>Due: 1<sup>st</sup> 5 weekly journal entries</b>	Egan Chs. 6-7, Knapp Ch. 5 <i>In-class exercise:</i> the challenge of resistance
May 13 <sup>th</sup>	Problem-management process; helping clients tell their stories; direct challenge skills	Egan Chs. 8-9 <i>In-class exercise:</i> challenge skills
May 20 <sup>th</sup>	The real story / The right story; Possibilities for a better future; listening for meaning	Egan Chs. 10-11 <i>In-class exercise:</i> advanced empathy & meaning reflection
May 27 <sup>th</sup>	Goals, outcomes, impact: Client commitment; Planning the way forward; Immediacy	Egan Chs. 12-13 <i>In-class exercise:</i> Immediacy as a skill and process
June 3 <sup>rd</sup>	Making it all happen; Action strategies <b>Due: remaining 4 weekly journal entries</b>	Egan Ch. 14, Knapp Appendix C <i>In-class exercise:</i> Skills assessment, goal setting, practice group feedback
June 10 <sup>th</sup>	Course wrap-up, turn in final papers	None

## Methods of Instruction Overview

Classroom lesson and discussion (50%). Breakout practice triads for direct/experiential skill practice and development with observer feedback. Participation is required of all students.

## Required Texts

Egan, G. (2014). *The skilled helper: A problem-management and opportunity-development approach to helping* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Knapp, H. (2015). *Therapeutic communication: Developing professional skills* (2<sup>nd</sup> ed.). Los Angeles: Sage.

## Recommended Texts

Wachtel, P. L. (2013). *Therapeutic communication: Knowing what to say when* (2<sup>nd</sup> ed.). New York: Guilford.

Yalom, I. D. (2009). *The gift of therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York: Harper Collins.

## Assignments & Grading

A = 95% - 100%, A- = 90 – 94%, B+ = 87% - 89%, B = 84% - 86%, B- = 80% - 83%, etc.

**Note:** Because continuation in Practicum Clinic is contingent upon completion of this course, no incompletes (I grades) are possible except under the most extreme circumstances of clear medical necessity.

1. Attendance & Participation in practice exercises (40 points): Given the nature of the course, attendance is critical to your learning and you are expected to attend each course and to be on time. No more than one absence for any reason will be excused without a 5-point deduction per absence. If you have to miss, it is your responsibility to inform the instructor PRIOR to the start of class via email. Additionally, active participation in practice groups is especially critical to your clinical training. You are expected to be on time for practice exercises- lateness is disrespectful to other group members. You are also expected to take the exercises seriously, withhold judgment regarding the merits of an exercise, and that you will risk pushing yourself just beyond your comfort zone and try new things in the spirit of personal-professional growth. What occurs in your practice group must be guarded as private/confidential per professional ethical standards. The instructor and training assistant will be observing you for these qualities as well as giving you feedback on your skill development.
2. Personal self-reflection logs (20 points): *Due May 6<sup>th</sup> and June 3<sup>rd</sup>.* You will keep a weekly journal to reflect on your experience acquiring and using the counseling skills in the practice groups and/or Practicum Clinic. You will complete 9 total entries, and each entry should be completed by Friday of each week. The focus of each log should be on you (your “self”) and your inward awareness. You may choose to address such topics as: your perceptions of yourself, self-acceptance, self-concept, belief system, stages of personal-professional growth, change loneliness, trust, self-defeating behaviors, your response to others and their responses to you, issues you have with challenge/confrontation or immediacy skills, the role of being a counselor, etc. Each log entry should be about one paragraph, and the 9 total entries should comprise 3-4 total pages. Remember: the purpose of the log is to document your *process* of self-reflection, not necessarily the *content* of all you are discovering and learning.

3. Final reflection/process paper (40 points): The purpose of this assignment is to consider your experience in practicum and in this class. You will write a 4-6 page paper (no fewer than 4 full pages of text) that contains the following sections: 1) a reflection of your overall experience learning counseling, including what you have learned about yourself; 2) what strengths have you identified in yourself (professional and/or personal) that have facilitated your counseling effectiveness (be specific); 3) what challenges/roadblocks are you aware of (again, professional and/or personal) that warrant continued attention in order to maximize your clinical effectiveness (be specific); and 4) using your Egan/Knapp texts and class notes, provide a self-assessment of how well you have incorporated each of the major counseling skills: attending and active listening, reflection of feeling, reflection of content, probing, advanced empathy, immediacy, and challenging. Your paper should include a title page (not included in the page count) and conform to APA style as much as possible.

### Course and University Policies

<b>Late Assignments</b>	Late assignments will be deducted 5 points per day.
<b>Attendance and Tardiness</b>	Students are expected to attend all classes and to participate actively. Tardiness as well as lack of attendance and/or participation will adversely affect grades. If students do not actively engage in the course, including observing role plays, final grades will be lowered by at least half a grade. Students can miss up to one class without penalty. After the 1 <sup>st</sup> missed class, the overall point total will be deducted 5 points for every missed class.
<b>Classroom Demeanor and Courtesy</b>	Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. We expect students to show respect and courtesy for all members of this class at all times. See the GSE Student Conduct Code: <a href="http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_conduct.pdf">http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_conduct.pdf</a>
<b>Incompletes</b>	A student may be assigned an Incomplete (I) grade by an instructor when all of the following four criteria apply: <ol style="list-style-type: none"> <li>1. Quality of work in the course up to that point is C level or above.</li> <li>2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.</li> <li>3. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade.</li> <li>4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may</li> </ol>

	<p>specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.</p> <p><a href="http://www.pdx.edu/ogs/incomplete-grades">http://www.pdx.edu/ogs/incomplete-grades</a></p>
<b>Academic Integrity</b>	<p>The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p> <p>PSU Student Conduct Code # 577-031-0136</p>
<b>Returning student work</b>	<p>Due to FERPA guidelines, student work must be directly returned to each student (either face to face or via electronic or “snail” mail). If students want a hard copy of their work returned, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>
<b>Student Health Insurance</b>	<p>PSU provides students taking 5 or more in-load, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.</p> <p>See <a href="http://www.pdx.edu/shac/insuranceplan">http://www.pdx.edu/shac/insuranceplan</a> for more information.</p> <p>Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.</p> <p><b>All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term.</b></p> <p>See <a href="http://www.pdx.edu/shac/insurancewaiver">http://www.pdx.edu/shac/insurancewaiver</a> for specific information and directions about waiving the health insurance, and a link to the online waiver application.</p> <p>Contact <a href="mailto:insurancehelp@pdx.edu">insurancehelp@pdx.edu</a> for more information.</p>
<b>Safe Campus Module</b>	<p>Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled <i>Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault</i>. See <a href="http://www.pdx.edu/sexual-assault/safe-campus-module">http://www.pdx.edu/sexual-assault/safe-campus-module</a></p>

<p><b>Counselor Education Policy Statement</b></p>	<p><b>Department Policy Statement:</b> The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.</p> <p>Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.</p> <p>Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.</p> <p>The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).</p> <p>All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:  <a href="http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx">http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</a></p> <p>Failure to do so can result in termination from the program.</p>
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