

COU 601

Theories of Counseling and Practice I

Instructor: Beverlee J. Linder, MA, LMHP (LPC)
Office Phone: (402) 471-3330, Ext 6393
E-mail: blinder@dcs.state.ne.us

Course Description and Goals

There are *three major goals* for this course. The *first* is to orient the student to the field of mental health counseling, the *second* is to introduce the student to the most basic techniques of counseling, and the *third* is to facilitate the students' experiential development of the basic relationship and interpersonal skills necessary for mental health counseling and psychotherapy. This will be achieved through personal reflections and self-examination. During the course, the student will increase and sharpen his/her interview skills. Attention will be paid to the basic skills of "hearing" (attending, listening, and responding). By the end of the course the student should have a clear understanding of the overall field and in addition, should have reached the beginning level or improved the necessary basic counseling skills for listening with the "third ear" and be at the beginning level of being able to understand the "implicit message" in each communication. The primary focus will not be on intervention, but rather this course will lead to subsequent courses in counseling interventions. An "a-theoretical" approach will be used and multicultural and diversity issues in interviewing will be examined.

Methods of Instruction

The techniques of instructors will consist of brief lectures, class discussion, videotapes, and role playing.

Course Requirements and Evaluation

Evaluation will be based on:

Class participation	20% of grade
Weekly reflections	20% of grade
Outside of Class Videos	20% of grade
In Class Video Critique	20% of grade
Attendance	20% of grade

Attendance

In class participation is the essence of Theories I. Therefore, there is no way a student can “makeup” missing a class. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

Interviews

Listening is one of the key skills to being a successful, effective counselor. Students will be practicing their interviewing/listening skills throughout the term. Most of these should be recorded so that students can critique their interviewing skills and see themselves as others see them (Refer to Attachment A) for interview protocol. A consent form must be signed for each interviewee. The consent forms will be turned in the 9th week of class. Recommended number of interviews – 15. Anytime during the term students may submit an interview tape to the instructor for their critique.

Class Video Interview

In the last couple of weeks of the term each student will present a 15 minute video of the interview they feel best displays their interviewing skills (Grading Sheet - Attachment B) to be critiqued by the instructor and peers.

Personal Reflections

Students will be expected to keep a personal reflection/reaction journal to be turned in each week, the content of which will not be graded. It should be noted that the instructors consider the journal to be an extremely important part of a student’s participation in this course. While the content itself is not graded, the student’s effort to read, reflect, and react will be evaluated. We are looking for *serious reflection* guided by *critical thinking* regarding the reading each student does during the prior week. Reflections are to be typed using APA style and secured in a folder (not a three ring binder) in the following order:

- Cover Page
- Class Reflection
- Personal Choice Articles
- Textbook Reflection
- Reference Sheet

You will hand reflections in weekly. Late reflection journals will not be accepted. The writings must be typewritten (word processor or typewriter) using APA format. Handwritten material will not be accepted or read. While we cannot guarantee you will get written feedback from the instructors each week, every effort will be made to comment when necessary. Each week the personal reflection/reaction journal will contain three sections:

Class Reflection – Reflecting on the content, discussions, your learning experience, observations, etc. Length 3-4 pages.

Personal Choice Articles on Assigned Topic – Each week students will select and critique three articles on a preassigned topic for the week. Length and source of the articles chosen is up to the student. Reflection of personal articles is to be 4-5 pages in length for all the articles read, not each article. Try to keep the information in your articles no more than five years old.

Weekly Topics:	Week 2	Characteristics of a Counselor
	Week 3	Confidentiality
	Week 4	Homosexuality
	Week 5	Pedophilia
	Week 6	Pornography
	Week 7	Suicide
	Week 8	Transsexuals
	Week 9	Student Choice

Assigned Textbook Reading/Presentations (*Learning the Art of Helping*) – Students will do a 4-5 page reflection on the assigned textbook reading for the week. In other words, reflect on what you took from the reading and how would you apply this information in the real world?

Assigned text readings:	Week 2 - Helping as a Personal Journey
	Week 3 - The Nuts and Bolts of Helping
	Week 4 - The Therapeutic Relationship
	Week 5 - Helping Someone Who Is Different
	Week 6 - Invitational Skills
	Week 7 - Reflecting Skills: Paraphrasing
	Week 8 - Reflecting Skills: Reflecting Feelings
	Week 9 - Reflecting Skills: Reflecting Meaning And Summarizing

Class Participation

A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,
- Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
- Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.

Required Textbooks

Pocket Style Manual	ISBN # 0-312-40684-3
Learning the Art of Helping Workbook	ISBN # 0-13-113781-6 # 0-13-111753-x
Essential Interviewing	ISBN # 0-495-09511-7

Video Tape Protocol

You are not a therapist!!!!!!!!!!!!!!!!!!!!

No questions.

Do not interview anyone under 21 years of age.

Do not interview anyone you know.

Try to incorporate as many interview skills as possible.

Outside of class interviews should be 45-50 minutes in length.

Get release forms signed before taping.

The interviewee or information given by the interviewee should not be recognized by others.

All information about the interviewee is confidential.

You are responsible for the quality of tape. (Clarity and sound)

Tape only you.

Makes sure your equipment is working!!!!!!!!!!

At the end of the term, all interview release forms are to be handed in to the instructor.

Name:		Term:	
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Observer's Guide for Interview Skills

1 = Did not occur

2 = Appropriate

3 = Not appropriate

1. Focusing and following: (includes eye contact, verbal and non-verbal following)

1	2	3
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2. Reflecting feeling: (accurate identification and reflection of interviewee's emotion)

1	2	3
---	---	---
3. Reflecting content: (clear verbal reflecting of the content of interviewee's statements)

1	2	3
---	---	---
4. Developing an individual style: (use of skills appears comfortable and congruent)

1	2	3
---	---	---
5. Communicating feeling and immediacy: (appropriate communication of feelings and thoughts in the context of the interview)

1	2	3
---	---	---
6. Confronting: (verbally note discrepancies or inconsistencies in interviewee's behavior without value judgments)

1	2	3
---	---	---
7. Self-disclosing: (use of self disclosure when appropriate)

1	2	3
---	---	---
8. Information giving: (orienting statements, instructions, feedback, reframe or other information statement when appropriate)

1	2	3
---	---	---
9. Integrating: (verbally reconstructing the interviewee's narrative to assist the interviewee in attributing meaning to his/her narrative)

1	2	3
---	---	---
10. Structuring for information and action: (assist interviewee in examining issues, considering alternatives in making his/her own decisions)

1	2	3
---	---	---
11. Enlisting cooperation: (using verbal and non-verbal skills to decrease interviewee discomfort and to increase client cooperation)

1	2	3
---	---	---
12. Putting it all together: (interventions which combine two or more of the previous skills)

1	2	3
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***Master of Arts in Counseling
Doane College***

Participant Consent to Make Audio Tape Recordings of Interviews

I hereby consent to having my interview with a counselor-in-training from the Doane College Master of Arts in Counseling program recorded on audiotape. I understand that the tape will contain no means of identifying me, such as my full name, and that the counselor-in-training will erase the tape(s) no more than 90 days after the completion of the training period. I also understand that I can withdraw this permission at any time.

The tape is for the purpose of supervising the professional education of the counselor-in-training and is subject to the confidentiality and duty to warn safeguards found in the ACA and APA codes of ethics.

Participant's name – PLEASE PRINT

Participant's Signature

Date

Counselor-in-Training Name – PLEASE PRINT

Date

Counselor-in-Training Signature

Date