



## COU 601 Counseling Skills and Techniques

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### Course Description

This course provides an orientation to counseling as a helping profession and addresses the importance of establishing and maintaining a therapeutic relationship. Focus is placed on developing the essential listening and interviewing skills necessary for effective counseling. The course emphasizes counselor self-awareness and counselor development, and includes the use of recorded counseling interviews and role plays. Students are exposed to culturally responsive helper skills.

### Learning Objectives

- ψ To provide an understanding of the counseling process in a multicultural society.
- ψ To provide an understanding of the aspects of professional functioning.
- ψ Facilitate student's experiential development of the basic relationship and interpersonal skills necessary for mental health counseling and psychotherapy.
- ψ Begin the development of self-care strategies.
- ψ Introduce students to professional organizations and their contribution to the student's professional growth.
- ψ Exploration of counselor characteristics and behaviors that influence helping processes.
- ψ Development of essential interviewing and counseling skills.
- ψ Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

The objectives will be achieved through personal reflections and self-examination. During the course, the student will increase and sharpen his/her interview skills. The basic skills of attending, listening, and responding are emphasized. By the end of the course the student should have a clear understanding of the overall field and should have reached the beginning level or improved the necessary counseling skills for listening with the "third ear" and be able to understand the "implicit message" in each communication. The primary focus will not be on intervention; rather this course provides the foundation for subsequent courses in counseling interventions. An "a-theoretical" approach will be used. Multicultural and diversity issues in interviewing will be examined.

This course focuses on counselor self-awareness and developing the knowledge and skills necessary to develop and maintain a therapeutic relationship. The addresses the following CACREP standards:

- 1.k. strategies for personal and professional self-evaluation and implications for practice
  - 1.l. self-care strategies appropriate to the counselor role
- 2. d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 5. d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 5. f. counselor characteristics and behaviors that influence the counseling process
- 5.g. essential interviewing, counseling, and case conceptualization skills

## Required Textbooks

Learning the Art of Helping:Building Blocks and Techniques. 5E Young  
ISBN-10: 0132627507 ISBN-13: 9780132627504 © 2013

A Brief Orientation to Counseling, 1st Edition Neukrug  
ISBN-10: 1111521220 ISBN-13: 9781111521226 © 2014

"Essential Interviewing" by Evans EIGHTH Edition Copyright 2008 Brooks/Cole (CENGAGE)  
ISBN 9780840034717

## Methods of Instruction

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

## Course Requirements and Evaluation

**Student Learning Outcomes and Assessment Measures:** Student learning outcomes will be assessed through direct and indirect assessments that will be administered throughout the course utilizing LiveText technology.

Evaluation will be based on:

Class participation	20% of grade
Weekly reflections	20% of grade
Outside of Class Interviews	20% of grade
30 Minute In Class Interview	20% of grade

Attendance

20% of grade

### Attendance

**Sit by someone new each week.** In-class participation is the essence of Theories I. Therefore, there is no way a student can “makeup” a missed 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 Counseling Office.

### Outside of Class 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 by conducting interviews outside of the classroom. The interview protocol can be found on Page 5 of the syllabus and will be discussed in detail the first night of class. Most of the outside interviews should be (not required) recorded so that students can critique their interviewing skills and see themselves as others see them (refer to page 4, interview protocol). A consent form must be signed by each interviewee. See Pages 7 and 8 of syllabus for a copy of the consent form. Students are responsible for making copies of the form for each interviewee. The consent forms will be turned in the 9<sup>th</sup> week of class. Recommended number of interviews – 15. Students may submit a recorded interview to the instructor any time during the term. The interview will be critiqued by the entire class prior to week 6.

### Class Interview

Each student will conduct a 30-minute, in-class interview to be critiqued by the instructor and students. The in-class interviews will begin week 6 of the term. Students are encouraged to demonstrate as many skills as possible in this 30 minute interview (Page 6). Students will use another student in class as their interviewee. Each student will be the interviewer once and the interviewee once.

### 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 instructor considers 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. The reflection should demonstrate *critical thinking* about the reading assignment and his or her reflection on class each week. Review reflection critique criteria on Page 9 of the syllabus. Reflections are to be typed using APA style and submitted through the Live Text portfolio. The first reflection will be submitted Week 2. The reflection should be organized as follows:

Cover Page

Class Reflection  
Personal Choice Articles  
Textbook Reflection  
Reference Sheet

You will turn in reflections each week by 6 p.m. prior to class. Late reflection journals will not be accepted. Handwritten material will not be accepted or read. While I cannot guarantee you will get written feedback from each week, every effort will be made to comment when necessary. Each week the personal reflection/reaction journal will contain three sections:

- I. Class Reflection – Reflecting on the content, discussions, your learning experience, observations. Length 3-4 pages.
- II. Personal Choice Articles – Each week students will select and critique three articles on a pre-assigned topic and/or topic of their choice. Length and source of the articles chosen is up to the student. The reflection on the articles selected should be 4-5 pages in length for the topic of the articles read, not each article. The articles selected should be less than five years old.

Weekly Topics:	Week 2	Characteristics of a Counselor
	Week 3	Confidentiality
	Week 4	Self-care with the formation of your personal plan.
	Week 5	Suicide
	Week 6	Review of the APA Code of Ethics
	Week 7	Review of Nebraska Licensure Laws
	Week 8	Student Choice
	Week 9	15 Minute Project – NO JOURNAL THIS WEEK

- III. Textbook - 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 OR one of the exercises at the end of one of the assigned chapters for the week.

Assigned text readings:	Week 2 - Chapters 1-3
	Week 3 – Chapters 4-6
	Week 4 – Chapters 7-8
	Week 5 – Chapters 9-10
	Week 6 – Chapter 11
	Week 7 – Chapter 12
	Week 8 – Chapter 13
	Week 9 - No Assignment

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.

## Interview 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/interviewing.

The interviewee or information given by the interviewee should not be recognized by others if you choose to present it to the class.

All information about the interviewee is confidential.

If doing a video tape, 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 (Week 9).

Name:		Term:	
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### Observer's Guide for Interview Skills

1. Focusing and following: (includes eye contact, verbal and non-verbal following)
2. Reflecting feeling: (accurate identification and reflection of interviewee's emotion)
3. Reflecting content: (clear verbal reflecting of the content of interviewee's statements)
4. Developing an individual style: (use of skills appears comfortable and congruent)
5. Communicating feeling and immediacy: (appropriate communication of feelings and thoughts in the context of the interview)
6. Confronting: (verbally note discrepancies or inconsistencies in interviewee's behavior without value judgments)
7. Self-disclosing: (use of self disclosure when appropriate)
8. Information giving: (orienting statements, instructions, feedback, reframe or other information statement when appropriate)
9. Integrating: (verbally reconstructing the interviewee's narrative to assist the interviewee in attributing meaning to his/her narrative)
10. Structuring for information and action: (assist interviewee in examining issues, considering alternatives in making his/her own decisions)
11. Enlisting cooperation: (using verbal and non-verbal skills to decrease interviewee discomfort and to increase client cooperation)
12. Putting it all together: (interventions which combine two or more of the previous skills)

***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.

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Participant's name – PLEASE PRINT

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Participant's Signature

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Date

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Counselor-in-Training Name – PLEASE PRINT

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Date

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Counselor-in-Training Signature

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Date



*Master of Arts in Counseling  
Doane College*

*Participant Consent to Interviews*

I hereby consent to interviewing with a counselor-in-training from the Doane College Master of Arts in Counseling program. I also understand that I can withdraw this permission at any time.

The interview 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.

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Participant's name – PLEASE PRINT

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Participant's Signature Date

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Counselor-in-Training Name – PLEASE PRINT Date

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Counselor-in-Training Signature Date

## Reflection Critique Criteria

Demonstrated a recognition and acceptance of the limits of their own competencies and expertise.

Critique of articles showed how this information will help them understand and enhance their learning in this class.

Demonstrated through their reflections commitment to seeking out educational, consultive, and training experiences to improve understanding and effectiveness as a therapist.

Reflections for this week revealed competency in using knowledge and skill and adapting understanding in a variety of appropriate and demanding contexts.

Student shows an awareness of institutional barriers that prevent use of services.

Demonstrate a clear and explicit knowledge and understanding of the generic characteristics of counseling and therapy.

Student makes their view more plausible by considering the plausibility of other perspectives; makes apt criticisms, discriminations, and qualifications.

There was an awareness of personal stereotypes and preconceived notions toward others in their writings for the week.

Demonstrated an understanding of personal impact on others including communication style differences, as well as sensitivity to the impact of their style in counseling.

Student understands the need to respect the client's religious and spiritual beliefs and values, including attributions and taboos and their effect on world-views, psychosocial functioning, and expressions of distress.

Student seems aware of their prejudices and knows the strengths and limits of their understanding.

Inferences are sound, meets reasonable and relevant standards of understanding; justifiable and reasonable conclusions.

Student demonstrated a willingness to contrast personal beliefs and attitudes with those who are culturally different clients in a nonjudgmental fashion.

Student demonstrated an active involvement with minority individuals outside of the counseling setting to maintain more than an academic understanding of the issues.