

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling, and Special Education
Counselor Education Program

Fall 2009

COURSE TITLE: COUN 6660 - COMMUNICATION SKILLS IN COUNSELING

CREDIT: 3 semester hours (3-0-3)

PREREQUISITES: Admission to the Counselor Education Program

Mondays 5:00-7:45

UHall 314 and CETC

INSTRUCTOR: Richard G. Deaner, Ph.D., LPCI, NCC

706-729-2443 (office)

706-667-4490 (office fax)

Office hours: Mondays & Tuesdays, 1:30-5:00 pm; Thursdays 2:00-5:00; or by appointment

Office: UH 303

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COURSE DESCRIPTION: This course is designed as a didactic and experiential study of the core dimensions of counseling practice that includes verbal and non-verbal skills aimed at establishing an empathic relationship which will facilitate the client's exploration of developmental problems, transitioning to awareness, and initiating steps toward cognitive/behavioral change. (GA-PSC Standards 1,3,9)

TEXTBOOK REQUIREMENTS:

Required Text:

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (7th ed.). Belmont, CA: Brooks/Cole.

Required Technology:

DVD-R (at least 3 for video presentations)

VHS Tape (1)

Supplementary Texts:

Benjamin, A. (1985). *The Helping Interview*. (3rd. ed.). Boston: Houghton Mifflin Co.

Carkhuff, R.R. (1983). *The Art of Helping*. Amherst, MA: Human Resource Development Press.

Egan, G. (2000). *The Skilled Helper*. Pacific Grove, CA: Brooks/Cole.

Gazda, G. M., Childers, W.C., Asbury, F. R., Balzer, F. J., & Phelps, R. E. (1999). *Human Relations Development* Boston: Allyn and Bacon.

LIVETEXT: All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text

system works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to develop, within a multicultural framework, an understanding and ability to apply knowledge, skills and professional dispositions related to:

General Objectives

Having participated in presentations, demonstrations, and experiential activities, students will:

1. Model counselor listening skills & attending behaviors viewed in instructor demonstrations, videotapes, and films.
2. Practice "micro" skills of attending behaviors, empathic responses, appropriate probes, utilization of concrete and immediate linguistic patterns, and confrontation of client disparities during class experiential activities.
3. Investigate (utilizing instructor proposed questions & demonstrations, the primary text book, other related books & journals) the counseling process as applied to individuals, groups and families.
4. Investigate and formulate a plan for use of an integrated model of a generic counseling framework.
5. Compile and discuss counselor and client characteristics as related to the counseling process; analyze self (related to the characteristics) as counselor and as client in practice sessions.
6. Demonstrate counseling skills in class practice sessions; in external cassette recordings of sessions with classmates; and in "in class" videotaped sessions with classmates.
7. Investigate, discuss, and practice ethical "introductions" that include confidentiality, counselor credentials, the counseling process as practiced by the counselor, the client's experience with counseling, and the practical framework (appointments, fees [if any], etc.)
8. Investigate, discuss and practice multicultural counseling skills and demonstrate multicultural competencies.
9. Synthesize knowledge and demonstrate skills in videotaped counseling sessions with a classmate.

Specific Objectives

Students will demonstrate:

1. **Non-verbal Attending Behaviors** to convey **warmth** in relationship with client: (Student counselor will demonstrate culturally appropriate eye contact, personal distance awareness, accepting posture, etc.)
2. **Active Listening Skills** that include:

- A. empathic understanding** (Student counselor will respond with paraphrasing of client content, feeling, and meaning.)
- B. respect** (Student counselor will exhibit non-judgmental valuing of client through selection of words to convey belief in client's worth and capability.)
- C. concreteness** (Student counselor will model specificity, focus on client's ability to change rather than blame, and re-direct client to focus on own behavior rather than behavior of others.)
- D. genuineness** (Student counselor will align interior thoughts and images with exterior response to client.)
- E. immediacy** (Student counselor will utilize counselor/client relationship [natural transference] by referring to positive and negative dynamics, to assist client in discovering developmental deficiencies in interpersonal relationship.)
- F. self-disclosure** (Student counselor will select appropriate personal material relevant to client's area of concern and will briefly relate the same, in order to affirm client's ability to cope.)
- G. confrontation** (Student counselor will point out discrepancies in client's narration and recall and feeds back contrasting, contradictory behaviors, sensations, thoughts.)

3. **Problem Solving Skills**: Student will conceptualize the counseling intervention by assisting the client while identifying, clarifying, and assessing concerns.

4. **Goal Setting Skills**: Student counselor will choose and plan counseling interventions in collaboration with the client and will assist the client in choosing multi-modal dimensions to focus on for goal setting and assessing of results.

5. **Skills**: Student counselor will also include use of questions, observation, encouraging, reflecting and summarizing.

CONCEPTUAL FRAMEWORK: UNDERSTANDING FOR TEACHING, TEACHING FOR UNDERSTANDING

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

Element: Prepared (PD)

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate a knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

CACREP (2009) STANDARDS

SOCIAL AND CULTURAL DIVERSITY (Section II, G2) – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally

HELPING RELATIONSHIPS (Section II, G5) – studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student 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 begin to develop a personal model of counseling

TECHNOLOGY COMPETENCIES

Students will:

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.
3. Use computer-based technologies to access information to enhance personal and professional productivity.

INSTRUCTIONAL METHODS: The methods of instruction will include lecture, group discussion, role plays, multimedia as well as review of live and videotaped demonstrations of counseling techniques.

COURSE OUTLINE

<u>Week</u>	<u>Discussion Topic</u>
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1. Aug. 17:	Course/Syllabus overview
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2. Aug. 24:	Toward Intentional Interviewing and Counseling (Chapter 1) Ethics, Multicultural Competence, & Wellness (Chapter 2)
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3. Aug. 31:	Attending Behavior: Basic to Communication (Chapter 3) <u>DUE: Informed Consent Statement</u>
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4. Sep. 7:	Labor Day (CAMPUS CLOSED)
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5. Sep. 14:	Questions: Opening Communication (Chapter 4)
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6. Sep. 21:	Observation Skills (Chapter 5) <u>DUE: Summary of Journal Articles</u>
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7. Sep. 28:	Encouraging, Paraphrasing and Summarizing (Chapter 6)
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8. Oct. 5:	Observing & Reflecting Feelings (Chapter 7)
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9. Oct. 12: Integrating Listening Skills (**Chapter 8**)
DUE: Videotape/Critique #1
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10. Oct. 19: The Skills of Confrontation (**Chapter 9**)
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11. Oct. 26: Focusing the Interview (**Chapter 10**)
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12. Nov. 2: Eliciting and Reflecting Meaning (**Chapter 11**)
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13. Nov. 9: Influencing Skills (**Chapter 12**)
DUE: Videotape/Critique #2
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14. Nov. 16: Skill Integration (**Chapter 13**)
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15. Nov. 23: Integrating Microskills with Theory (**Chapter 14**)
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16. Nov. 30: Determining Personal Style (**Chapter 15**)
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17. Dec. 7: **FINAL EXAM (Chapters 1-14)**
DUE: Videotape #3 Transcript & Analysis
DUE: Journal of Reflections
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ASSESSMENT PROCEDURES

Students are expected to:

1. **Complete any reading assignments prior to class.**
2. **Participate in counseling dyads and triads in class.**
3. **Videotape counseling/interview sessions and submit a written critique:** Three videotapes and written critiques are required. The written critique for each tape must be 1-2 typewritten pages (double spaced). The duration of the sessions should follow the following guidelines: **Videotape 1 & 2 (10-15 minutes), Videotape 3 /Final Videotape (20-25 minutes).**
4. **Summary of 2 Journal Articles: Write one page summaries of two articles related to communication skills. Summaries should follow APA format. Articles must be selected from refereed journals within the last five years or benchmark references.**
5. **Complete Final Exam OR Weekly quizzes (TO BE DETERMINED FIRST CLASS MEETING)**

6. **Complete a journal** of counseling interview experiences, reflections on readings and class discussions (Minimum of 1 page entry per week)
7. **Respect Confidentiality.** Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. **It is expected that anyone who participates in a demonstration of either an individual or group session in this course will have his or her confidentiality respected.**
8. **Follow informed consent procedures** (Design a form to use with interviewees/peers).
9. **Complete a final videotape, transcript, and analysis.** The final videotape (#3) should be 20-25 minutes in length. A typed transcript of a 10-15 minute portion of the videotape must also be submitted along with an analysis of the transcript. (Students will be provided with instructions on how to develop the transcript).
10. **Complete and submit assignments by the assigned date.** Students are expected to submit assignments by their designated due dates and no later than the end of class at 7:45 pm on those days. Any assignments that are submitted after the due date will incur a deduction of 5% per each day it is late.
11. **Attend class and participate in activities and discussions.** Students are also expected to arrive promptly, be prepared for, and attend all classes. For any absence over 1, a deduction of 5 points per absence will be made from your final course grade. "If the student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences." (**University Catalog, class attendance section**). If you must miss class for any reason, please contact the instructor in advance.

12. **GRADING SCALE**

Informed Consent Statement	5 pts
Videotape /critique #1	10 pts
Videotape/critique #2	15 pts
Journal of Reflections	15 pts
Final Exam	20 pts
Summary of 2 Journal Articles	10 pts
Videotape # 3 & Transcript	25 pts
<u>Total</u>	<u>100 pts</u>

A = 90-100 B = 80-89 C = 70-79

Important Note: The professor may amend the syllabus and/or grading system at his discretion in order to attend to the educational needs and/or concerns of the students as well as the progression of the class.

OTHER IMPORTANT INFORMATION

Written Assignment Guidelines:

All written assignments, with the exception of weekly reflections, are to follow APA 7th edition guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in 12 point Times New Roman font.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

Due Dates

Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than 5:00 p.m. on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent grade reduction per day past the due date, in accordance with program guidelines.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta 2009- 10 State University Catalog. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at www.aug.edu/clinical and the Counselor Education Program website at www.aug.edu/counselor_ed/. A variety of forms, some interactive, may be downloaded from the websites. There also are newsletters, registration information, and announcements, which students will

find useful. Most forms are in Adobe Acrobat format. All campus computers have Adobe Acrobat Reader software installed, and students can download Adobe Acrobat Reader software for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Assistance

Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

Additional writing support is offered through the ASU Writing Center, located in University Hall 235. The Writing Center is open Mondays through Thursdays (9-3 and 5-8) and Fridays (9-2) and may be contacted at 706-737-1402. For additional support with APA guidelines, refer to the APA website (www.apastyle.org). A handout on APA Guidelines is available on the Department of Educational Leadership, Counseling, and Special Education under Student Resources (http://www.aug.edu/clinical/ELCSE_APA_Guidelines.pdf).

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let your instructor know promptly about problems or concerns with assignments or requirements of the course.

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones/Laptop Computers

Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

BIBLIOGRAPHY

Benjamin, A. (1985). *The helping interview*. (3rd. ed.). Boston: Houghton Mifflin Co.

Beck, A. B., & Weishaar, M. E. (1995). *Cognitive therapy*. In R. J. Corsini & D. Wedding, Current psychotherapies (5th ed.; pp. 229-261). Itasca, IL: F. E. Peacock.

Carkhuff, R.R. (1983). *The art of helping*. Amherst, MA: Human Resource

Development Press.

Cormier, W. H., & Cormier, L. S. (1991). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.

Egan, G. (2000). *The skilled helper: A problem-management approach to helping*. (5th. ed.). Pacific Grove, CA: Brooks/Cole.

Gazda, G. M., Childers, W.C., Asbury, F. R., Balzer, F. J., & Phelps, R. E. (1999). *Human Relations Development* Boston: Allyn and Bacon.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (7th ed.). Belmont, CA: Brooks/Cole.