

# CHICAGO STATE UNIVERSITY

## **I. PSYC 5650: Microcounseling**

Three (3) Credit Hours

Fall 2009

### **II. Instructor: Tadesse W. Giorgis, Ph.D.**

- Office location: HWH 248
- Office phone number: 773-995-3810
- Office Hours: T/W 2:00-5:00
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**III. Attendance Policy:** The structure of this course and its importance in your preparation for future courses necessitates that you attend regularly. We are going to cover a considerable amount of information during each session. Lectures will not be repeated due to your absence. Points will be deducted from your final grade if you are absent, tardy, or leave class early. If you know that you must miss class in advance, you should inform the instructor. University policy will be followed for attendance problems, so you MAY be dropped from the class if you miss the equivalent of two weeks of class. (Please note; it is the student's responsibility to drop this course, if necessary.) Students who do not participate, have unexcused absences or problems with tardiness or leaving early may have up to 10% deducted from their total grade at the end of the course.

**IV. ADA Policy:** The College of Education and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office: (773) 995-4401. The Office is located in the Students Union Building, Room 198.

**V. Course Prerequisite:** PSYC 5600/406 or 5611/411 or concurrent enrollment

**VI. Conceptual Framework:** All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

### **Department Mission**

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

**VII. Course Description:** Practical and experiential laboratory designed to build basic counseling and interviewing skills, including counselor self-awareness. Focus on the development of an understanding of the counseling process through reading, lectures, analogue exercises, and video demonstrations.

### **VIII. Method of Instruction:**

Class sessions will involve didactic lecture, discussion, video and instructor modeling of counseling skills, and student role plays to assist in the development and mastery of microcounseling skills. Students will observe and analyze the counseling of classmates. In addition to analyzing their own work and completing a written transcript of their final tape, students will be responsible for orally presenting their work in class and receiving feedback from peers and supervisor. Supervision will address the (1) students' individual issues which may be adversely impacting their delivery of counseling services, and (2) the development of clinical skills.

**Use of Technology:**

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

**IX. Program Objectives met in this Course (*italicized*):**

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. *Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.*
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. *Students will demonstrate a professional orientation and knowledge of professional and ethical issues.*
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

**Course Objectives:**

1. To develop an understanding of the structure of the counseling process and knowledge of interviewing procedures
2. To demonstrate a basic understanding of interviewing skills
3. To analyze procedures for conducting interviewing/counseling sessions using only BLS skills
4. To engage in the basics of solution-oriented and decisional interviewing and counseling
5. To learn to utilize self-assessment and peer feedback
6. To develop an understanding of issues related to the needs of multicultural clients
7. To apply knowledge of legal and ethical issues related to counseling
8. To develop a basic idea of how to integrate theory into counseling practice
9. To be able to plan , conduct , evaluate and report a full counseling session integrating all microskills

**X. Assessments/Student Outcome Measures**

	<b>Objectives</b>	<b>Measures of Objectives</b>	<b>Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs</b>
1	Develop a basic understanding of the counseling process	Theory paper	CACREP = 5c
2	Demonstrate a basic understanding of interviewing skills	Counseling tapes and transcripts	CACREP = 5c
3	Engage in the basics of solution-oriented interviewing and counseling	Counseling tapes and transcripts	CACREP = 5c
4	Utilize self-assessment and peer feedback	In-class role play exercises and feedback sessions	CACREP = 5c
5	Develop a basic idea of how to	Theory paper	CACREP = 5d

	integrate theory into counseling practice		
6	Consider multicultural issues in counseling practice	Role play exercises; counseling tapes and transcripts	CACREP = 2b, 2c, 2d
7	Develop an understanding of legal and ethical issues in counseling practice	In-class role play exercises and feedback sessions	CACREP= 1j
8	Conduct segments of a counseling session using BLS, Focusing and Influencing skills	In-class role play exercises and feedback sessions	CACREP = 5c
9	Conduct a full counseling session integrating all microskills	Counseling tapes and transcripts	CACREP = 5c

**Professional Standard Sets**

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards  
 <<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

**XI. Grading Policy**

A = 90 - 100 (Mastery of application of beginning counseling skills)

B = 80 - 89 (Adequate application of beginning counseling skills)

C = 70 - 79 (Some, but inadequate demonstration of appropriate application of beginning Counseling skills.)

D = 60 - 69 (Extremely inadequate demonstration of appropriate application of beginning Counseling skills.)

F = Below 60 (Little to no demonstration of counseling skills or gross ethical violation within the class)

**Evaluation Criteria**

Each week, the supervisor will give students a written evaluation of their performance. Students will also receive a midsemester evaluation. The evaluation of clinical skills will comprise 75% of the students' grades. The other 25% will come from the average grade of all written assignments.

75% - Evaluation of Counseling Skills

25% - Average of grades on written transcripts and theory paper

**XII. Required Texts:**

Ivey, A.E. (2007). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. (6<sup>th</sup> Ed.). California: Brooks/Cole Publishers

**XIII. Required reading:** Selected readings from articles made available by the instructor

**XIV. Bibliography:**

Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.

Boylan, J., Malley, P., Scott, J. (2008). *Practicum and Internship, Textbook for Counseling and Psychotherapy, (4<sup>th</sup> Edition)*. Muncie, Indiana: Accelerated Development.

Friedman, S. (1997). *Time-Effective psychotherapy: Maximizing outcomes in an era of minimized resources*. Boston: Allyn and Bacon.

Huber, C.H., & Savage, T.A. (2009). *Promoting research as a core value in master's-level counselor education. Counselor Education & Supervision, 48, (3), 167-178.*

Hutchins, D.E.; & Cole Vaught, C. (1997). *Helping relationships and strategies (3<sup>rd</sup>. Ed)*. Pacific Grove, CA. Brooks/Cole.

Ivey, A. E., & Ivey, M. (2003). *Intentional interviewing and counseling: Facilitation client development in a multicultural society (7<sup>th</sup> Ed)*. Pacific Grove, CA: Brooks/Cole.

James, R.K.; & Gilliland, B.E. (2007). *Crisis intervention strategies*. Belmont, CA: Brooks/Cole.

Lambie, G. W., Sias, S. M., Davis, K.M., Lawson, G., & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling and Development*, 86, (1), 18 - 25.

Martz, E. (2001). Expressing counselor empathy through the use of possible selves. *Journal of Employment Counseling*, 38, 128-133.

Meier, S.T.; & Davis, S.R. (2007). *The elements of counseling (6<sup>th</sup> Ed.)*. New York: Brooks/Cole.

Orton, G.L. (1997). *Strategies for counseling children and their parents*. Pacific Grove, CA: Brooks/Cole.

Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.

Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.

Stout, C. E., & Hayes, R.A. (Eds). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.

Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.

Young, M.E. (2008). *Learning the art of helping: Building blocks and techniques, 4<sup>th</sup> Ed.* Columbus, OH: Merrill/Prentice Hall.

**XV. Course Calendar**

**PSYC 5650 Tentative Schedule:**

<b>Week</b>	<b>Topics</b>	<b>Assignment</b>
1	Introduction to Microskills Approach The Microtraining Process Confidentiality and other ethical concerns; Professionalism; Orientation to the Microcounseling Format	Complete Readings Chapter 1
2	Attending Behavior	Complete Readings Chapter 2
3	Questions and Opening Communications	Chapter 3 , Practice role plays
4	Client Observation Skills	Chapter 4, Practice role plays
5	Encouraging Paraphrasing Summarizing	Chapter 5 Role Plays
6	Reflection of Feelings	Chapter 6, Role Plays
7	Selecting and Structuring Skills Empathy	Chapter 7 Role Plays Audiotape# 1 Due
8	Developmental Assessment	Pages 264—271
9	Focusing Immediacy	Chapter 9 Role Plays
10	Eliciting and Reflecting Meaning Exploring Values and Beliefs	Chapter 10 Role Plays
11	Influencing Skills Directives Logical Consequences	Chapter 11 Role plays Audiotape # 2 Due
12	Self-Disclosure Confrontation Feedback Interpretation	Chapter 11 Role Plays
13	Developing Personal Style and Theory	Chapter 13
14	Final Skill Integration	Chapter 12
15	Final Evaluation	Audiotape # 3 Integrative Theory Paper Due

**Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University**

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting

within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty*: Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

C. *Plagiarism and Academic Misconduct*: Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures," article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust the grades downward, award a failing grade for the semester, or seek further sanctions against the student.

D. In addition to the policies described above, this course, like other courses in the Counseling program, requires that students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation.