

CNS 739 – Advanced Skills and Techniques <i>Wake Forest University</i> Spring 2009	
<p><u>Instructors:</u></p> <p>Tania Castillero Hoeller, MAEd Email: castilts@wfu.edu Telephone: 336-253-7775</p> <p>Chris P. Rodriguez, MA, LMFT Email: rodrigzcp@wfu.edu Telephone: 336-413-3181</p>	<p><u>Course:</u></p> <p>Meeting Place (Room): A-105 Tribble Hall and Counseling Suite</p> <p>Meeting Day and Time: Thursday: 1:45-3:45 pm</p> <p>Office Hours: Available by appointment</p>

Course Description:

Counseling 739 focuses on advanced counseling skills development and personal growth. In this course, emphasis will be placed on the systematic integration of basic and advanced techniques essential to the counseling process.

Goals of this course include:

1) Learning and practicing basic counseling/interpersonal skills including, but not limited to:

Attending	Minimal Encouragers	Opening and Closing	Challenging Skills
Active Listening	Goal Setting	Invitational Skills	Providing Feedback
Reflecting Skills	Paraphrasing	Reflecting Feelings	Confrontation
Reflecting Meaning	Summarizing	Reflection of Content	Noting Discrepancies
Self-Disclosure	Reframing	Process Awareness	Use of Silence
Rapport Building	Empathizing	Solution-Focused	Termination

- 2) Discuss **counselor** characteristics and behaviors that influence the helping process including age, gender, cultural differences; verbal and nonverbal behaviors; ethical and legal issues; personal characteristics, orientation and skills.
- 3) Discuss **client** characteristics and behaviors that influence helping processes including age, gender, and cultural differences; verbal and nonverbal behaviors; personal characteristics, traits, capabilities and life circumstances.
- 4) Recognize the attitudes, values and beliefs which according to selected theories facilitate change and growth.
- 5) Understand, recognize and implement counseling techniques necessary for an effective interview.
- 6) Identify and apply major techniques a problem solving process.

- 7) Describe the conditions under which particular theoretical models and techniques can be utilized most effectively.
- 8) As a counselor, assess personal assets, limitations and reactions to theories and develop an initial personal philosophy of counseling.

COUNSELOR DEVELOPMENT:

As opposed to teaching students how to “do counseling”, we prefer to think of the developmental process of “becoming a counselor”. As such, this course is designed as a didactic and experiential course intended to provide students with theoretical and practical counseling knowledge, awareness and skills in the area of client growth, research findings and the developmental stages of counseling dynamics. Furthermore, this course is designed, in the broadest sense, to involve discussion on multicultural, legal and ethical implications of counseling. Students will be encouraged to participate in discussions, role plays and class exercises with appropriate choice of self-disclosure and respect for self and others.

COURSE OBJECTIVES (incorporating CACREP Standards):

This course is designed to meet the competencies of CACREP standard II.K.5 a,b,f & g (Helping relationships).

Upon the completion of this course students will be able to:

1. Understand and implement counseling techniques necessary for an effective interview.
2. Integrate and apply major techniques a problem solving process.
3. Describe the conditions under which particular theoretical models and techniques can be utilized most effectively.
4. Assess personal assets, limitations and reactions to theories as a potential counselor and develop an initial personal philosophy of counseling.

Required Texts:

Learning the Art of Helping, 3rd Edition by Mark E. Young

Course Requirements:

1. **Attendance & Participation (20% of grade)** – Attendance is necessary in order to develop the requisite knowledge and skills of a professional counselor. The more involved you become the more you will learn. Influenced by a constructivist paradigm, we recognize that each class member brings a wealth of ideas, questions and perspectives based on their life experiences. Thus, your participation is valued and honored as part of the learning process. Given the experiential nature of this course students are expected to attend each and every class prepared to contribute to class discussions. Your attendance and participation will be reflected in your overall course grade. Two absences will result in a 5% reduction to your participation grade. Three absences will decrease your grade by 10%. More than three absences for the semester may result in being asked to withdraw from the course or receiving a failing grade.

2. **Practice Sessions in Class (15% of grade)** - A portion of most classes will be devoted to simulated or “practice” counseling sessions in which students will work in triads rotating among the following three roles: *counselor, client and observer*. Some of these sessions may be videotaped and/observed by the professor and class. Peer feedback will be offered on strengths and areas for further development. Given the nature of this assignment, the importance of maintaining confidentiality will be stressed. Some of the ideal characteristics of each role are described below.

Counselor: This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, congruence; engagement with the process, person and task; willingness to take risks in the spirit of learning; acceptance of positive feedback and constructive criticism.

Client: A student in this role should exhibit genuineness, openness and present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is totally within the student’s discretion. Students should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of “client”, with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the “counselor” role.

Observer: This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for a development of the ability to give constructive feedback. The person in this role may take notes as needed.

To facilitate this process each person in the group will identify an area of their life they would like to change or improve upon. This will serve as a basis for having a first-hand experience with attempting to engage in self-reflection and change to better understand the process your clients will be entering with you. Please select an issue you are comfortable talking about and presenting with your classmates and instructor.

After each Triad Practice Set, each student will provide a reflection of their experience in the triad for the given day. Content may include observations that offered clarity to a new skill, insights on strengths as a counselor, or aspects that the student would like to further develop. The length of reflections for this assignment should be from one to two paragraphs and **not** exceed one page. Please email assignments to both instructors weekly.

3. **Video DVD’s (first one 25%, second one 25%)**

During the semester you will be asked to prepare two (2) DVD’s with written transcripts utilizing the counseling lab taping equipment. This assignment will afford you opportunities to gain familiarity and comfort with various counseling skills and techniques we will cover during the course of the semester. The first video, is **due Thursday, March 5, 2009** and worth 25% of your grade.

The video should be 30 minutes in length with a 2nd year student you do not know very well. It should demonstrate basic relationship building skills such as: attending, listening, responding and empathy as well as appropriate use of silence and identification of feelings and meaning and challenging skills. Please transcribe a 15 minute segment of your video as outlined in the guideline below.

<p>Your counselor response/ Statement e.g. ,“Tell me more about your reasons for coming in today”</p>	<p>Skill Demonstrated e.g., Opening Skill</p>	<p>Your critique & alternative e.g. response that could be more helpful e.g., I think this skill was effective & I also could've reflected a feeling instead like, “You seem both anxious & relieved about coming in today”</p>
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- Each student should also provide a brief 1-2 page written reflection of her/his dvd.

The 2nd video accompanied by a written transcript is **due Monday, April 20, 2009** will be worth 25%. You are strongly encouraged to conduct extensive practice sessions and review your video before submitting it to be graded.

- The second dvd (at least 30 minutes in length) should be made with you and a person (do not use students in the counseling program) in which you will demonstrate all the above skills plus goal setting, solution-focus and termination. Include a transcript with your verbatim responses adequate summary of the client's statements and critique of your responses. Please transcribe a 15 minute segment of your video as outlined in the guideline above and provide a written 1-2 page written reflection of your dvd.
- Please make sure the people who participate with you in making this dvd understand and agree with the fact that it will be reviewed and evaluated by multiple counseling faculty. A signed release to that effect must be included.
- You may video a client from your practicum or someone from the community you do not know. All tapes must clearly show the counselor and client and must have satisfactory sound quality.
- Use the same transcription format as for the first video noted above.
- Keep in mind that transcribing is a time intensive activity-**leave yourself plenty of time** to do this. Students will receive personal feedback.
- Be sure to check that the equipment is recording accordingly.
- Please be sure to put your name on the **DVD and transcript**.

Confidentiality:

All personal material shared both verbally and in writing will be treated confidentially by all Department of Counseling faculty and students. Remember these are practice sessions, **not** full counseling sessions. Please try to allow yourself time and practice with awkward & new skills- the learning works best without additional performance pressure to “do it all” in one session. That will come much later in your learning.

Academic Integrity:

The tenants of Wake Forest University’s Academic Integrity Code will be enforced throughout this course including but not limited to assignments and activities (in and outside of class).

Inclement weather policy: In the event of inclement weather, class will be cancelled only if WFU is closed.

Tentative Course Schedule

DATE	COURSE TOPIC/SKILLS	READINGS/ASSIGNMENTS
Jan. 15	Review Basic Skills – Emphasis on Paraphrase and Reflection of Feeling	Review Syllabus
Jan. 22	Use of Silence; Reflection of Meaning	Young Ch. 8 pp. (161-169) Practice set in Triads
Jan. 29	Summarizing	Young Ch. 8 pp.(171-178)
Feb. 5	Challenging Skills – Giving Feedback and Reframing	Young Ch. 9 pp. (188-191) Young Ch. 15 pp. (367-369)
Feb. 12	Challenging Skills – Confrontation	Young Ch. 9 pp. (194-206)
Feb. 19	Skills review	
Feb. 26	Goals Setting	Due 1st Video with Transcript Young Ch. 11
March 5-6	Video Feedback	
March 19	ACA Conference in Charlotte, NC – No Class	
March 26	Use of Self in Counseling	In group discussion of personal growth as it relates to counseling efficacy
April 2	Solution-Focused	
April 9	Termination	Young Ch. 13
April 16	Skills Review	Due 2nd Video with transcript 4/20
April 23-24	Video Feedback	

The topics and course content outlined in the syllabus and tentative schedule are subject to change to meet the developmental needs of the class as deemed by the instructors.