

Fall 2020

## CE 658 Syllabus: Microskills

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*Winona State University*

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<b>Winona State University</b> Counselor Education Department CE 658: Microskills, Semester Hours: 3 Fall semester 2020		
Course Location	This class meets online (synchronous) on Tuesdays, August 24 through December 10, 2020, 5:00 to 8:00 PM.	
Instructor	Mitch Moore, Ph.D., LADC-S, Assistant Professor	
Contact Info.	(507) 535-2551 (office) or (507) 951-3399 (cell, preferred); email: <a href="mailto:mmoore@winona.edu">mmoore@winona.edu</a> Zoom: <a href="https://minnstate.zoom.us/j/9097426241">https://minnstate.zoom.us/j/9097426241</a>	
Program Website	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
Office Location	Rochester Campus, 400 South Broadway, Suite 300, Room 308	
Office Hours:	Tuesdays & Thursdays, 12:00 to 4:00 PM, or by appointment via <b>Zoom</b>	

### I. COURSE DESCRIPTION

This is a practice course that provides a systematic approach to developing basic counseling skills. Students will have the opportunity to practice counseling microskills (e.g. rapport building, attending, paraphrasing, reflecting feeling and meaning, interpretation, modeling, role playing, etc.) on a weekly basis. P/NC only. This pre-professional course is workshop centered, practice-oriented, and a safe place to explore new skills. The emphasis will be on analysis of your own and others’ counseling styles and performance. This analysis will grow out of skills and theory presented in class, as well as your putting these skills into practice.

### II. COURSE PREREQUISITES

Students must be admitted to the Counselor Education Department and have successfully completed (earned a letter grade of B or better) in CE 601 - Foundations of Counseling or be enrolled in CE 601 concurrently with CE 658. P/NC only. Offered once annually.

### III. COURSE OBJECTIVES

1. Apply basic and advanced counseling techniques in a structured learning environment;
2. Develop a self-awareness of abilities, behaviors, values, and attitudes and how they impact on performance in counseling;
3. Acquire proficiency and gain confidence by applying theoretical knowledge in a helping relationship;
4. Demonstrate the basic difference between interviewing and counseling;
5. Demonstrate proficiency at the five-stage counseling process;
6. Demonstrate intentionality in the selection and use of basic and advanced helping skills;
7. Critique the work of self and others in a constructive manner; and
8. Develop an understanding of diversity of clients and how to apply basic helping skills in a culturally rich society.

### IV. COURSE REQUIRED TEXTS

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2016). *Essentials of Intentional Interviewing: Counseling in a Multicultural World, 3rd Edition*.

This course uses the **MindTap by Cengage** course support resource, which has been integrated into this D2L course page, and you access by clicking on the *Materials* drop-down tab, *Content*, **MindTap Access**. This text can be purchased through several formats **directly from Cengage**, or it can be purchased through the **WSU or RCTC Bookstores**.

- MindTap V2.0 for *Essentials of Intentional Interviewing: Counseling in a Multicultural World* Access only (includes ebook), 1 term (4 months) Printed Access Card, ISBN 9781305503144, approx. \$80. **If ordered through the WSU or RCTC bookstore, the ISBN is: 9781305503137.**
- MindTap V2.0 for *Essentials of Intentional Interviewing: Counseling in a Multicultural World* Access only (includes ebook), **with additional Loose Leaf book**, 1 term (4 months) Printed Access Card, ISBN 9781305710092, approx. \$99.95. **If ordered through the WSU or RCTC bookstore, the ISBN is: 9781305607958.**
- MindTap V2.0 for *Essentials of Intentional Interviewing: Counseling in a Multicultural World* Access only (includes ebook), **plus bound book**, 1 term (4 months) Printed Access Card, ISBN 9781305710085, approx. \$171.95
- **They also have Cengage Unlimited plans (access to all Cengage materials) - 1 Term (4 mo.) for \$119.00; 2 terms (12 mo.) for \$179.00; or 2 years (24 mo.) for \$239.00. Since we will be using Cengage MindTap for CE 615-Group Theory and Practice for Spring semester, I advise saving money by purchasing the 2-term option for \$179.00!**

**Additional readings will be handed out in class and/or posted on D2L by the instructor (see Course Schedule)**

**Recommended Resources (optional\*)**

- American Counseling Association (ACA). (2005). *Code of ethics and standards of practice*. Alexandria, VA: ACA.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society, 8<sup>th</sup> Ed.* Belmont, CA: Brooks/Cole Publishing Company. ISBN-13: 978-1-285-06535-9; ISBN-10: 1-285-06353-2
- Ivey, A. E., Packard, N. G., & Ivey, M. B. (2007). *Basic attending skills, 4<sup>th</sup> ed.* Alexandria, VA: Alexander Street Press.
- Ivey, A. E., Packard, N. G., & Ivey, M. B. (1997). *Basic influencing skills, 3<sup>rd</sup> ed.* Alexandria, VA: Alexander Street Press.
- Ivey, A. E., Pedersen, P., & Ivey, M. B. (2007). *Group microskills: Cultured-centered group process and techniques*. Belmont: CA: Brooks/Cole Cengage Learning.

**\*Many of these resources are available at the WSU and/or RCTC libraries, as well as online.**

**V. METHODS OF INSTRUCTION**

- A. Brief lecture/discussion
- B. Applied and experiential learning activities in the classroom
- C. Small-group (dyad, triad) processing (in class)
- D. Recording counseling sessions (skills demonstration/integration tapes), transcribing, and critiquing by student, peers, & faculty
- F. Reflective self-evaluations

**VI. COURSE CONTENT AREAS**

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling and School Counseling. *Content areas, student learning objectives and the evaluation methods for CE 658 are outlined below.*

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION See Course Evaluation Methods below.			
	1	2	3	4
<b>2. SOCIAL AND CULTURAL DIVERSITY</b>				
2d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	X		X	
2e. The effects of power and privilege for counselors and clients.	X	X	X	
2f. Help-seeking behaviors of diverse clients.	X		X	X
<b>5. COUNSELING AND HELPING RELATIONSHIPS</b>				
5f. Counselor characteristics and behaviors that influence the counseling process.	X	X	X	
5g. Essential interviewing, counseling, and case conceptualization skills.	X	X	X	X

2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION See Course Evaluation Methods below.			
	1	2	3	4
<b>3. PRACTICE</b>				
3f. Techniques of personal/social counseling in school settings.	X	X	X	X

**VII. COURSE EVALUATION METHODS**

Evaluation Assignment		Due date(s)	Points
1	Attendance and Participation (e.g., attending lectures, participating in individual and group in-class activities and role-plays, performing counseling skill demonstrations, and completing assigned text and other readings.)	See description of assignments below	P/NC
2	Informed Consent Form (Practice Contract)	Week 3	P/NC
3	Six counseling skills demonstration tapes ,and eight practice sessions, in triads, including submitting transcript of sessions for six graded recordings .	Odd # weeks, starting week 3 (weeks 3, 5, 7, etc.)	P/NC
4	Complete all weekly (chapter) MindTap activities and take weekly quizzes (15 total, one per chapter).	Weekly	P/NC
5	20-Minute Psychoeducational Group Presentations	Week 15	P/NC
<b>Total *Assignments were either completed or they were not. Grades will be based on completion of all assignments and the final assessment using the <i>Counseling Competencies Scale (CCS)</i>, Parts 1 (target points accumulation between 88-66 points) and Part 2, (target points accumulation between 80-60 points, total 168-126). See p. 49 of CED Program Handbook.</b>			P/NC*

**First**, you will need to install ([https://learn.winona.edu/Install\\_Zoom](https://learn.winona.edu/Install_Zoom)) and activate ([https://learn.winona.edu/Activate\\_your\\_Minnesota\\_State\\_Zoom\\_Pro\\_host\\_account](https://learn.winona.edu/Activate_your_Minnesota_State_Zoom_Pro_host_account)) your WSU **Zoom** Account. Once activated, test your **Zoom** account ([https://learn.winona.edu/Test\\_Zoom](https://learn.winona.edu/Test_Zoom)). For more WSU **Zoom** resources, see: <https://learn.winona.edu/Zoom>. For additional **Zoom** assistance, see: [https://learn.winona.edu/Get\\_Zoom\\_meeting\\_assistance](https://learn.winona.edu/Get_Zoom_meeting_assistance).

### A. Description of Assignments

1. Attendance: Since this is a skill-building course, attendance and participation at **all** class sessions. Should an emergency arise it is the student's responsibility to contact the professor *prior* to the missed class about dropping the class.

2. Students will design their own informed consent forms (*Practice Contract*) to use with their practice clients (to be reviewed at the start of each tape). The forms should include a description of the purpose of the tapes; goals of counseling; benefits and risks of counseling; procedures used to ensure confidentiality; students' professional qualifications, including the names and qualifications of their supervisors; and should gain permission from the clients to tape the sessions (see example in Ivey text, p. 36).

**Due: Week 3** (use for Tape #1), submitted to *Assignments* folder.

3. *Counseling skills demonstration recordings*. You will form **triads** with whom you will record. On the odd numbered weeks, beginning on Week 3 through Week 13, you will complete six counseling skills demonstration video recordings **and** transcriptions that you will submit for evaluation. Please use the **Microskills Transcript Form**, which can be found on the course D2L site under the *Materials* tab, *Content*, *Resources*. On weeks 1, 2 and even number weeks through week 14, you will participate in practice counseling sessions.

**NOTE:** Because you will be creating a WSU **Zoom** account and meeting with your triad members remotely using **Zoom**, you will be able to record ([https://learn.winona.edu/Record\\_Zoom\\_meetings](https://learn.winona.edu/Record_Zoom_meetings)) with **Zoom** and it will automatically store in your MinnState MediaSpace account. To access your MediaSpace account, go to <https://mediaspace.minnstate.edu>, and log in with your Star ID username and password. This takes you to your **My Media** page in MediaSpace. You will post your MediaSpace link to your recording at the top of your transcript. Submit to *Assignments* folder.

4. Student will complete all weekly(chapter) Cengage MindTap activities, which can be accessed through the D2L course site, include all 15 quizzes.

Within your assigned triad, each person will take turns assuming each of the three roles: counselor, client and observer. You will process in your group after each session using the format described on the **Microskills Transcript Form**. You will receive feedback from faculty using the **Counseling Skills Scale Tape Evaluation form**, as well as **Counseling Competencies Scale** as mid-term and final semester skills evaluations

- **Counselor experience**—This role calls for practice and demonstration of skills you have learned in assigned readings, class discussions, simulations, and practice sessions. You should exhibit genuineness, openness, empathy and congruence; engagement with the process, person and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.
- **Client experience**—In the role of client you should exhibit genuineness, openness and a present orientation. You are asked to draw upon real life experiences, the content of which is totally within your discretion. You should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. You may also choose to role play the part of “client” during in-class demonstrations and practice sessions; however, this is not permitted during taped sessions as such simulation may detract from the realism and quality of the learning experience. Also, in this role, you will be expected to provide feedback to the individual in the counselor role.
- **Observer experience**—This role calls for you to pay close attention to the process occurring between the counselor and the client, and to relate what occurs in the practice session to the learned material. It also aids in your development of the ability to give constructive feedback.



When in this role you will take notes, and complete an observation form, to be used as feedback for the counselor.

**Confidentiality and Ethics Information**—Students are bound by the *ACA 2014 Code of Ethical Standards* (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>) to abide by confidentiality with respect to any material or issues brought forth by any members of the class during any role-playing or practice interview sessions conducted throughout any portions of this class. Students must seek verbal as well as written permission of the student client before conducting taped interviews.

Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the interview you feel discomfort or are unable to continue, you can request the right to stop the videotape or not engage in the role-played session. However, if you find yourself very uncomfortable with the nature and activities required by this course, as well as the counseling practice and issues one must face, you may prefer to drop this course.

5. Student will participate in a 20-Minute Psychoeducational Group Presentation. **Due Week 15.**

**Team 1:** *Communication Skills & Assertiveness Training*

**Team 2:** *Stress/Anxiety Management & Relaxation Training*

**Team 3:** *Crisis Management/Suicide Assessment & Prevention*

**Team 4:** *Relapse (Regression) Prevention/Growth Maintenance Training*

**Team 5:** *Cognitive Skills & Rational Self-Counseling Strategies (CBT, RE/BT)*

**Team 6:** *Mindfulness/Meditation Training*

Presentations will include a PPT, which you will present in class (via **Zoom**) Week 15, and a class informational handout. (PPT presentation and handout submitted to *Assignments* folder).

### **B. Description of Means of Evaluation:** *Students must:*

1. Read and complete all assigned materials (including all MindTap activities) prior to class each week, and attend **all** class sessions.
2. Actively participate in classroom exercises and assignments (late work will not be accepted).
3. Design your own informed consent forms (*Practice Contract*) to use with practice clients and discuss with client in **all** recordings.
4. Complete six video recorded and eight practice demonstrations of counseling skills and techniques.
  - Achieve a “P” for each taped session. If a “NC” grade is given on a tape, the student will conduct another session with an outside partner (someone with whom you can practice skills) and turn in a transcript of that session within a week of the assigned additional work.
5. Utilize and demonstrate proficiency in the **Five Stages of Counseling Process**:
  1. *Rapport/Structuring*; 2. *Story & defining the problem*; 3. *Determining outcomes (goals)*;
  4. *Explore alternatives, confront incongruities, & restory*; 5. *Generalization to daily life*

**Grading Scale:** A grade of P (pass) will be awarded to students who successfully complete all course requirements and satisfactorily demonstrate the knowledge and skills associated with the microskills training program. A grade of NC (no credit) will be assigned to students who do not meet the course requirements stated above and below.

## **VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES**

### **A. University Expectations and Resources**

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions,



economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. **It is your responsibility to be aware of this policy.** You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

## B. Graduate Student Resources

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,  
([www.winona.edu/rochester/](http://www.winona.edu/rochester/))

RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

**IX. COURSE SCHEDULE** (This schedule is subject to change in the event of extenuating circumstances)

**Week 1—August 25: Introduction** ~ *Building Your Foundation* Course objectives: 1, 2, 3, & 8

- Course overviews, syllabus, Q&A, & overview of skills
- **NOTE:** Prior to class, view course overview PPT/video, *Intentional Interviewing: Developing Competence in the Counseling Interview*, by Dr. Meredith Drew available on Slide Share at: <http://www.slideshare.net/PastorElvis/intentional-interviewing-summary-3556475> and come to class ready to discuss it.

Chapter 1: *The Science and Art of Interviewing and Counseling*

Course objectives: 1, 2, & 3 Topics include:

- **Interrelationship of interviewing, counseling, and psychotherapy, p. 6**
  - The Microskills approach
    - **See:** *The Microskills Hierarchy*, p. 6
    - Resilience & Self-Actualization
  - Ivey's *five stage interview & skills integration*—story, positive assets/strengths, re-story, new options & actions.
  - An overview of the core skills: the microskills hierarchy
    - **See:** Appendix A: *The Ivey Taxonomy: Definitions & Anticipated Responses*, pp. 305-310.
  - Cultural intentionality, resilience, & self-actualization,
  - Maslow's humanism & Roger's client-centered approach
- Practice Taping: Orientation to recording instruments and practice**, Course obj. 3, 4, 5, 6, & 7

**Week 2—Sept. 1<sup>st</sup>** ~ Chapter 2: *Ethics, Multicultural Competence, and Wellness*

Course objectives: 1, 2, 3, & 8 Topics include:

- RESPECTFUL Interviewing & Counseling, p. 22
- Multicultural competence overview
- Ethics & Morals, Confidentiality, Informed Consent, & Privacy
  - **See:** *Sample Practice Contract* (p. 33)



- Positive psychology and the strengths perspective
- Therapeutic Wellness and the Intentional Wellness Plan
- **Familiarize with Taping equipment and practice taping;**  
**Practice Taping: Informed Consent Form (Practice Contract) (use for each session recording)**  
 Course objectives 3, 4, 5, 6, & 7

**Week 3—Sept. 8<sup>th</sup>** ~ Chapter 3—*Attending, Empathy, and Observation Skills*

Course objectives: 1, 2, & 3 Topics include

- Introduction to attending behavior, listening, & empathy p. 51, p. 53
- Listening & the SOLER / SHOVLER system
- Observation Skill; Use of Silence
- **Basic Attending Skills DVD (BAS), Part 1: Attending behavior & positive asset search**  
**DUE: Informed Consent Form (Practice Contract) to Assignments folder**  
**Taping #1 and Transcript – Active Listening/Basic Listening Sequence**  
 Turned in to Assignments folder (transcript) /MediaSpace (recording)  
 Course objectives 3, 4, 5, 6, & 7

**Week 4—September 15<sup>th</sup> ~ On-line** ~ Chapter 4—*Questions & Opening Communication*

Course objectives: 1, 2, & 3 Topics include:

- Three organizing principles: nonverbal behavior, verbal behavior, & discrepancies
- Open and Closed Questions
- Classifying Client Statements as Concrete or Abstract
- **BAS, Part 2: Questions**  
**Practice Taping: Open-ended questions** Course objectives 3, 4, 5, 6, & 7

**Week 5—September 22<sup>nd</sup>** ~ Chapter 5—*Encouraging, paraphrasing and summary*

Course objectives: 1, 2, & 3 Topics include:

- Active listening, Encouraging, Paraphrasing & Summarizing
- **BAS, Part 3: Encouraging & paraphrasing**
- **Special Topic Area: Motivational Interviewing**  
**Taping #2 and Transcript – Paraphrasing and Summarizing**  
 Turned in to Assignments folder (transcript) /MediaSpace (recording)  
 Course objectives 3, 4, 5, 6, & 7

**Week 6—September 29<sup>th</sup>** ~ Chapter 6—*Observing & Reflecting Feelings*

Course objectives: 1, 2, & 3 Topics include:

- Reflecting Feelings, Observation; Reflecting Feelings in Action
- Positive Emotions
- **Special Topic Area: Solution-Focused Counseling**  
**Practice Taping: Reflecting Feelings** Course objectives 3, 4, 5, 6, & 7

**Week 7—October 6<sup>th</sup>** ~ Chapter 7—*How to Conduct an Interview Using Only Listening Skills*

Course objectives: 1, 2, & 3 Topics include:

- Empathic understanding
- The Basic Listening Sequence (BLS)
- **Watch:** The *Basic Listening Sequence* <http://prezi.com/i0lhnwbsileq/the-basic-listening-sequence/>
- Five Stage Model; BLS and the Five Stages in Decisional Counseling
  - **See:** *Circle of interviewing stages*, p. 133

- **BAS, Part 4:** *Stimulus vignette to identify emotions, & Part 5: Reflection of feeling*
- **BAS, Part 6:** *Summarization, & Part 7: Conduct a full interview using only listening skills*
- **Watch:** *Treatment FIT Counseling Model:* <http://www.youtube.com/watch?v=xrHgOoNBiWk>  
**Taping #3 and Transcript – Paraphrasing, Summarizing and Reflecting Feelings**  
 Turned in to Assignments folder (transcript) /MediaSpace (recording)  
 Course objectives 3, 4, 5, 6, & 7

**Week 8—October 13<sup>th</sup>** ~ Chapter 8—*Focusing the Interview: Exploring the Story From Multiple Perspectives* Course objectives: 1, 2, & 3 Topics include:

- Defining Focus (both self & client) & the Skills of Focusing
- Practicing Mapping and the Web of Relationships: Community & Family Genograms
  - **See:** *The Community Genogram & the Family Genogram*, pp. 169-172
  - **See:** Appendix B: *The Family Genogram*, pp. 311-313
- Advocacy & Social Justice

**Basic Influencing Skills DVD (BIS), Part 1: Listening Skills, Part 2: Client Change Scale, & Part 3: Confrontation;**

**Practice Taping: Confrontation (pointing out discrepancies)** Course objectives 3, 4, 5, 6, & 7

**Week 9—October 20<sup>th</sup>** ~ Chapter 9—*The Skills of Confrontation*

Course objectives: 1, 2, & 3 Topics include:

- Empathic & Nonjudgmental Confrontation (“Care-frontation”), including the 3-step process
  - Pointing out Discrepancies and Inconsistencies
  - Identifying Internal and External Conflict
- **See:** *The Client Change Scale*, p. 184
- **BIS, Part 5** (second half): *The Community Genogram*; and **Part 4: Focusing**

**Taping #4 and Transcript – Paraphrasing, Summarizing and Reflecting Feelings**

Turned in to Assignments folder (transcript) /MediaSpace (recording)

Course objectives 3, 4, 5, 6, & 7

**Week 10—October 27<sup>th</sup>** ~ Chapter 10— *Reflection of Meaning and Interpretation/Reframe*

Course objectives: 1, 2, & 3 Topics include:

- Reflection of Meaning and Interpretation/Reframing
- Eliciting & Reflecting of Meaning, interpretation, & reframe
- Resilience, Purpose & Meaning
  - **See:** *Questions Leading Toward Discernment of Life’s Purpose & Meaning*, p. 211
- **Special Topic:** Introduction to Virtual (“Telehealth”) Counseling (see *Telehealth Resources* located under Module 10)
  - **See** [WSU Wiki pages](#) [Joining a Zoom Meeting](#), [Hosting a Zoom Meeting](#), [Creating Zoom Breakout Rooms](#), and [Prevent Zoom-Bombing](#)

**Practice Telehealth Taping: Reflecting Meaning/Interpretation using Zoom** Course objectives 3, 4, 5, 6, & 7

**Week 11— November 3<sup>rd</sup>** ~ Chapter 11—*Self-Disclosure & Feedback*

Course objectives: 1, 2, & 3 Topics include:

- Self-Disclosure, Self-Disclosure and Transparency, and Genuineness in Self-Disclosure,
- Empathic Feedback
- **See:** *The 1-2-3 Pattern of Listening, Influencing, & Observing Client*, p. 220

- **BIS, Part 5** (the first half): *Reflection of Meaning*, **Part 6**: *Reframing/ Interpretation*, and **Part 7**: *Feedback/Self-Disclosure*
- **Video:** *Buck* (optional)

**Telehealth Taping #5 and Transcript – Full session using Zoom**

Turned in to Assignments folder (transcript)/MediaSpace (recording) Course objectives 3, 4, 5, 6, & 7

**Week 12—November 10<sup>th</sup>** ~ Chapter 12—*Influencing Client Actions & Decisions*

Course objectives: 1, 2, & 3 Topics include

**Exercise:** *What is Your Preferred Style of Helping?*

Topics include:

- Defining Directives, Providing Information & Advice, and Psychoeducation
- Defining Logical Consequences (positive & negative)
- Decision Counseling Methods and Cognitive and Emotional Balancing
  - **See:** *The Cognitive & Emotional Balance Sheet*, p. 239
- Stress Management and Psychoeducation
  - **See:** *Psychoeducational Strategies*, pp. 245-247
  - Guided Imagery, Positive Images of Strength, Encouraging Exercise and Health Activities, and Thought Stopping
- Therapeutic Lifestyle Changes (TLCs)
- **See:** Appendix C: *Counseling, Neuroscience, & Microskills*, pp. 314-320
- **BIS, Part 8:** *Logical consequences*, & **Part 9:** *Directives/psychoeducation*

**Practice Telehealth Taping: Providing information, education, direction** Course objectives 3, 4, 5, 6, & 7

**Week 13—November 17<sup>th</sup>** ~ Chapter 13—*Skill Integration, Treatment Planning, and Case Management*

Course objectives: 1, 2, & 3 Topics include:

- Defining & Facilitating Skill Integration
  - **See:** *The Interview Checklist*, pp. 258-259
- Referral, Treatment Planning, & Case Management
- Maintaining Change: Relapse Prevention
  - **See:** *Maintaining Change Worksheet: Self-Management Strategies for Skill Retention*, pp. 266-267
  - **See:** *Reviewing and Analyzing Your Style and Transcribing & Analyzing Sessions*, pp. 268-269
- **BIS, Part 10:** *Integration of skills*

**Telehealth Taping #6 and Transcript – Full session using Zoom**

Turned in to Assignments folder (transcript) /MediaSpace (recording)

Course objectives 3, 4, 5, 6, & 7

**Week 14—November 24<sup>th</sup>** ~ Chapter 14—*Crisis Counseling & Assessing Suicide Potential* and

Course objectives: 1, 2, & 3 Topics include:

- Defining Crisis Counseling and Discerning Specifics
- Suicide Watch-Awareness Basics and Warning Signs of Suicide

**Practice Taping: Suicide Assessment and Counseling** Course objectives 3, 4, 5, 6, & 7

**Week 15—December 1<sup>st</sup>** ~ Chapter 15—*Determining Personal Style*

Course objectives: 1, 2, & 3 Topics include:

- Intentionality and Flexibility in Your Interviewing Style
  - **See:** Figure 15.1-*Microskills Patterns of Different Approaches to the Interview*, p. 291

- Time to Stop, Reflect, Assess, & Take Stock
  - **See:** *Self-Assessment Summary*, p. 296
- Your Personal Style

**DUE: 20-Minute Psychoeducational Group Presentations**

Course objectives: 1 & 3

- **Team 1:** *Communication Skills & Assertiveness Training*
- **Team 2:** *Stress/Anxiety Management & Relaxation Training*
- **Team 3:** *Crisis Management/Suicide Assessment & Prevention*
- **Team 4:** *Relapse (Regression) Prevention/Growth Maintenance Training*
- **Team 5:** *Cognitive Skills & Rational Self-Counseling Strategies (CBT, RE/BT)*
- **Team 6:** *Mindfulness/Meditation Training*