

TROY UNIVERSITY
Counseling and Psychology
CP 6610 Facilitation Skills and Counseling Techniques
3 Credit Hours
Term 2 2012

Instructor: Sandra Pollock, Ph.D., LMHC

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Class: Tuesdays 5:30-10:30 October 16 through December 11, 2012

Office Hours (*by appointment*): Tuesdays & Thursdays 12:30-5:30pm

Required Text:

Young, M. E. (2013). *Learning the art of helping*. Upper Saddle River, NJ: Prentice Hall.

Other Materials: Students are required to purchase LiveText for this course.

Catalog Description: A focus on the development and application of basic facilitation skills necessary for becoming an effective helping professional. Skills are developed through a combination of didactic, experiential, and demonstrated learning activities to train the beginning counselor in the establishment and maintenance of therapeutic relationships.

Prerequisites:

CP 6600 or advisor's approval

Purpose of the Course: The course teaches fundamental counseling skills such as relationship building, basic assessment, goal setting, selecting interventions and evaluation of client outcomes. This course is for the student who has a working knowledge of counseling theory and wants to gain fundamental counseling skills. The course could also be of benefit for practicing counselors interested in enhancing their current skills.

Mode of Instruction: A variety of instructional strategies will be used including:

1. Lectures, discussion and demonstrations by the professor and class members.
2. Presentation and critique of videotapes demonstrating counseling skills.
3. Small group work for the purpose of practicing skills, critiquing other students' performance and sharing reactions to the counseling process.
4. Simulation of client statements.

Goals and Objectives -

Demonstrates an understanding of the counseling process in a multicultural society, including all of the following (CACREP Section II, G 5):

1. Demonstrates and accurately evaluates counselor characteristics and behaviors that influence the helping processes (CACREP Section II, G 5 b.);
2. Demonstrates and accurately evaluates the essential interviewing and counseling skills (CACREP Section II, G 5 c.);
3. Demonstrates a general framework for understanding and practicing consultation; and (CACREP Section II, G 5 f.)
4. Demonstrates an understanding of crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP Section II, G 5 g.).

Confidentiality and Ethics: In this course you are entering an experience that involves role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. Homework assignments should also disguise the nature of any individual whom you may have interviewed. When audio or

video taping a session with a role-playing client be sure you have permission on tape for that interview to proceed. You are expected to abide by the American Counseling Association ethical code. *All sessions you tape for a grade must be unrehearsed, without notes.*

Playing the Role of the Client: You have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these activities, you may prefer to drop the course.

Practice: This is a class where you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the text, it is crucial that you be able to demonstrate the required skills.

Common Assignments/Assessments Required by All Students enrolled in course:

LIVETEXT/BLACKBOARD Common Assignments: All students taking course must complete the following assignments.

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form CP 6610 located in the Forms Section of LiveText.

**LIVETEXT ASSIGNMENT 1
Taping and Transcript
Student Assignment
CACREP 2009 Standards Section II. G. 5 b. & c.**

Student Directions – Prepare the transcript following the guidelines provided below. The **transcript form** is attached at the end of the syllabus. After completing the transcript, submit the document to the instructor via LiveText.

Verbatim Transcript & Taping: Students will submit verbatim transcripts and recordings to the instructor via LiveText. The transcript is a verbatim record of a counseling interview. The transcript will use the transcript form and will include in the skills section an identification of the essential interviewing and counseling skills. The student will evaluate in the comments section the counselor characteristics and behaviors that influenced the helping process.

**Verbatim Transcript LiveText Rubric
Instructor Grades LiveText Assignment 1 Verbatim Transcript
After Student Submits Paper**

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Demonstrates an understanding of the counseling process in a multicultural society (CACREP Section II, G 5)	Unable to demonstrate an understanding of the counseling process in a multicultural	Below average demonstration of an understanding of the counseling process in a	Average demonstration of an understanding of the counseling process in a	Mastery of an understanding of the counseling process in a multicultural society	Exceptional demonstration of an understanding of the counseling process in a

	society	multicultural society	multicultural society		multicultural society
Demonstration and evaluation of counselor characteristics and behaviors that influence the helping processes(CACREP Section II, G 5 b.)	Unable to demonstrate evaluation of counselor characteristics and behaviors that influenced the helping process.	Below average demonstration of evaluation of counselor characteristics and behaviors that influenced the helping process.	Average demonstration of evaluation of counselor characteristics and behaviors that influenced the helping process.	Mastery of evaluation of counselor characteristics and behaviors that influenced the helping process	Exceptional demonstration of evaluation of counselor characteristics and behaviors that influenced the helping process.
Demonstration and evaluation essential interviewing and counseling skills(CACREP Section II, G 5 c.);	Unable to demonstrate essential interviewing and counseling skills, including invitational skills, reflecting skills, advanced reflecting skills, challenging skills, solution skills, and the nonjudgmental listening cycle.	Below average demonstration of essential interviewing and counseling skills, including invitational skills, reflecting skills, advanced reflecting skills, challenging skills, solution skills, and the nonjudgmental listening cycle.	Average demonstration of essential interviewing and counseling skills, including invitational skills, reflecting skills, advanced reflecting skills, challenging skills, solution skills, and the nonjudgmental listening cycle.	Mastery of essential interviewing and counseling skills, including invitational skills, reflecting skills, advanced reflecting skills, challenging skills, solution skills, and the nonjudgmental listening cycle.	Exceptional demonstration of essential interviewing and counseling skills, including invitational skills, reflecting skills, advanced reflecting skills, challenging skills, solution skills, and the nonjudgmental listening cycle.

LIVETEXT ASSIGNMENT 2
Suicide Prevention Consultation
Student Assignment
CACREP 2009 Standards Section II. G. 5 f. & g.

Student Directions – Prepare the assigned paper following the guidelines provided below. After completing the paper, submit the document to the instructor via LiveText.

Suicide Prevention Consultation – Students will design a suicide prevention consultation. The student will describe the consultation model and level of intervention. The student will identify a suicide prevention model based on current research. The paper will be in APA style and follow the suicide prevention consultation rubric.

Guidelines for Assignment 2 Suicide Prevention Consultation (handout – attached at end of syllabus)

Suicide Prevention Consultation Paper LiveText Rubric
Instructor Grades LiveText Assignment 2 Suicide Prevention Consultation After Student Submits Paper

Topic Standard Assignment/Assessment	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Demonstrates a general framework for understanding and practicing consultation. (CACREP Section II, G 5 f.)	Not able to demonstrate a general framework for understanding and practicing consultation.	Below average understanding of a general framework for understanding and practicing consultation.	Average understanding of a general framework for understanding and practicing consultation.	Mastered understanding of a general framework for understanding and practicing consultation.	Exceptional understanding of a general framework for understanding and practicing consultation.
Demonstrates an understanding of suicide prevention models. (CACREP Section II, G 5 g.).	Demonstrates no understanding of suicide prevention models	Demonstrates below average understanding of suicide prevention models	Demonstrates average understanding of suicide prevention models	Mastered understanding of suicide prevention models	Exceptional understanding of suicide prevention models
Paper follows APA style with correct grammar and referencing, current research is utilized in the paper	Demonstrates no understanding of APA, grammar and utilization of current research	Demonstrates below average understanding of APA, grammar and utilization of current research	Demonstrates average understanding of APA, grammar and utilization of current research	Demonstrates mastery in understanding of APA, grammar and utilization of current research	Demonstrates exceptional understanding of APA, grammar and utilization of current research

LIVETEXT ASSIGNMENT 3
Models of Crisis Intervention
Student Assignment
CACREP 2009 Standards Section II. G. 5 g.

Student Directions – Prepare the assigned paper following the guidelines provided below. After completing the paper, submit the document to the instructor via LiveText.

Models of Crisis Intervention Paper – Students will choose a specific crisis issue and compare and contrast the applicable crisis intervention models, including psychological first aid strategies. The student will complete a literature review of the models and make recommendations for further research. The paper will be in APA style and follow the crisis intervention paper rubric.

Models of Crisis Intervention Paper

1. Students demonstrate an understanding of two or more crisis intervention models.

2. Students demonstrate the ability to apply critical thinking to compare and contrast crisis intervention models.
3. Students understand psychological first aid.
4. Students are able to use peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.
5. Students demonstrate APA style.

**Crisis Intervention Paper LiveText Rubric
Instructor Grades LiveText Assignment 3 Crisis Intervention Paper
After Student Submits Paper**

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Students demonstrate an understanding of two or more crisis intervention models. CACREP Section II G.5.g	Students demonstrate no understanding of two or more crisis intervention models	Students demonstrate a below average understanding of two or more crisis intervention models	Students demonstrate an average understanding of two or more crisis intervention models	Students demonstrate an above average understanding of two or more crisis intervention models	Students demonstrate an exceptional understanding of two or more crisis intervention models
Students demonstrate the ability to apply critical thinking to compare and contrast crisis intervention models. CACREP Section II G.5.g	Students demonstrate no ability to apply critical thinking to compare and contrast crisis intervention models.	Students demonstrate a below average ability to apply critical thinking to compare and contrast crisis intervention models.	Students demonstrate an average ability to apply critical thinking to compare and contrast crisis intervention models.	Students demonstrate an above average ability to apply critical thinking to compare and contrast crisis intervention models.	Students demonstrate an exceptional ability to apply critical thinking to compare and contrast crisis intervention models.
Students demonstrate an understanding of psychological first aid. CACREP Section II G.5.g	Students demonstrate no understanding of psychological first aid.	Students demonstrate a below average understanding of psychological first aid.	Students demonstrate an average understanding of psychological first aid.	Students demonstrate an above average understanding of psychological first aid.	Students demonstrate an exceptional understanding of psychological first aid.

Students are able to use peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations. CACREP Section II G.5.g	Students demonstrate no understanding of use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.	Students demonstrate a below average understanding of the use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.	Students demonstrate average understanding of use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.	Students demonstrate above average use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.	Students demonstrate exceptional use of peer reviewed journal literature to support their assessment of crisis intervention models, to understand current crisis intervention research, and identify gaps in research for further research recommendations.
Students demonstrate APA style.	Students demonstrate no understanding in use of APA style	Students demonstrate a below average understanding use of APA style	Students demonstrate an average understanding in use of APA style	Students demonstrate an above average use of APA style	Students demonstrate exceptional use of APA style

**CP 6610 Facilitation Skills and Counseling Techniques (Instructor)
LiveText Instructor's Standards Summary Form
CACREP 2009 Standards – Section G. 5. b. c. f. & g.**

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

Student Directions – The student will submit the assignment named CP 6610 Facilitation Skills and Techniques of Counseling Instructor's Summary Form Student Document to the instructor in LiveText.

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No	2 60-69% Below	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
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	Understanding	Average			
<u>Assignment 1</u> <u>Taping and Transcript</u> <u>Evaluation</u> CACREP Section II. G. 5 b. and c.	No understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills	Below average understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills	Average understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills	Mastery in understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills	Exceptional understanding of counseling process, multicultural issues, counselor characteristics – behaviors, and essential interviewing skills
<u>Assignment 2</u> <u>Suicide Prevention</u> <u>Consultation Paper</u> CACREP Section II. G. 5 f. and g.	No understanding of framework for consultation and suicide prevention models	Below average understanding of framework for consultation and suicide prevention models	Average understanding of framework for consultation and suicide prevention models	Mastery in understanding of framework for consultation and suicide prevention models	Exceptional understanding of framework for consultation and suicide prevention models
<u>Assignment 3</u> <u>Models of Crisis</u> <u>Intervention Paper</u> CACREP Section II. G. 5 g	No understanding of crisis intervention models and psychological first aid strategies	Below average understanding of crisis intervention models and psychological first aid strategies	Average understanding of crisis intervention models and psychological first aid strategies	Mastery in understanding of crisis intervention models and psychological first aid strategies	Exceptional understanding of crisis intervention models and psychological first aid strategies

Evaluation

To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

Course Requirements and Grading:

1. Class Attendances and Participation (25%): Students are asked to participate in class, volunteer for demonstrations, and come to class *fully prepared*. As this course is highly experiential with practice exercises and only meets six times, attendance is essential. Missing one class may result in failing the course. *Please silence your electronic devices and refrain from doing any text messaging during class. Please refrain from using your laptops during class time.*

2. Verbatim Transcripts & Taping (20%): Students will submit two verbatim transcripts and tapes to the instructor. The transcript is a verbatim record of a counseling interview. You will find the instructions for this transcript at the end of the syllabus. Please do not deviate from this format. The transcript should be typed and in tables in at least font size 12. Leave room in the margin for comments. The reason for the tables is that it is

much easier to see how your response affects the client's response. The typewritten transcripts, tapes, and self-assessments should be **submitted electronically using via email (spollock@troy.edu)**. The length of the tapings will be as follows:

First tape: 5 minutes (5% of the grade) and at least 5 invitational skills

Second tape: 10 minutes (15% of the grade) and at least 10 counselor interventions, a maximum of 5 invitational skills

A session assessment/comments of each of the sessions should also be submitted for review by the instructor. Included in the self-assessment, should be (1) an identification of the client's presenting concern, and (2) a self-assessment of the taped counseling session.

Guide for writing the self-assessment portion of your counseling session: The following questions may help you analyze your work in your typescript:

1. What were you thinking or feeling when the client said that?
2. Were you able to respond to the clients' content and/or feelings?
3. What alternative response could you have given your client?
4. What were the nonverbal behaviors of your client?
5. How did you demonstrate that you were open to your client?
6. What, if any, verbals or nonverbals demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) to what your client said or did?

3. Live Text Assignment 2—Suicide Prevention Consultation (10%). PLEASE SEE GUIDELINES & CASE STUDIES ON BlackBoard!!

4. Live Text Assignment 3—Crisis Intervention Paper (10%) PLEASE SEE GUIDELINES ON BlackBoard!!

5. In class presentation (15%): Each student will give a powerpoint presentation on a counseling technique of his/her choosing. The presentation will be no more than 10 minutes and should include a typed handout to be distributed to each class member (this can be a copy of the powerpoint presentation). The presenter will describe the technique; the theory it originates from; the populations or settings in which the technique can be most effective or least effective; and the rationale for further research. The presenter will demonstrate the technique to the class.

6. Final Verbatim Transcript & Taping (20%): One final 20-minute videotape demonstrating your grasp and appropriate use of the skills learned during the semester will be completed with verbatim transcript and analysis. One advanced technique will be required in addition to the basic nonjudgmental listening sequence. The taping will be live. **The FINAL verbatim transcript and self-assessment will be in to LiveText.** Please answer the following questions (2-4 pages typed):

1. What issue(s) did the client present in session?
2. What is your hypothesis about the client?
3. What were your strengths and challenging points in the session?
4. What responses would you change if you had it to do all over again (focus on the key responses)?
5. What client issues do you think should be addressed in future sessions?
6. What techniques/interventions would you use to work on these issues?
7. Identify 2 counseling interventions you used in the session and explain your rationale for each one.
8. Questions you would have for your supervisor in working with the client?

Late Assignments may not be accepted or given full credit unless prior arrangements are made with your professor.

Extra Credit: You may earn up to 5 points of extra credit by joining a national or state counseling organization (1 point per organization) or by attending a national or state counseling training, with a one page reaction paper (1 point per day of training), during the term.

Grading Process:

Course Component/Assignment	Grade Percentage	Points
Class Attendance and Participation	25%	25
Verbatim Transcripts & Tapings 1 and 2	20%	20
Live Text Assignment 1	10%	10
Live Text Assignment 2	10%	10
Techniques presentation	15%	15
Final Transcript	20%	20
Total	100%	100

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Flexible Class Schedule		
Date and Topic	Reading Assignment	Work Due
Oct 16 Introduction to the Course Helping as a Personal Journey	Chapters 1 & 2	
Oct 23 The Therapeutic Relationship Invitational Skills	Chapters 3 & 4	
Oct 30 Reflecting Skills: Paraphrasing And Reflecting Feelings	Chapters 5 & 6	1st Verbatim Transcript/Tape/Self-Assessment Due
Nov 6 Reflecting Skills – Meaning and Summarizing Challenging Skills	Chapters 7 & 8	Suicide Prevention Consultation Due <i>ON LIVE TEXT</i>
Nov 13 Assessment and Initial Interview Goal Setting Skills	Chapter 9 & 10	

Nov 20 Change Techniques Outcome Evaluation & Termination	Chapters 11 & 12	2nd Verbatim Transcript/Tape/Self-Assessment Due
Nov 27 Therapeutic Factors and Advanced Skills Parts I & II	Chapter 13 & 14	Crisis Intervention Paper Due <i>ON LIVE TEXT</i>
Dec 4		Technique Presentations Final Taping with LIVE supervision—Part 1
Dec 11		Final Taping with LIVE supervision—Finish Wrap-Up
Dec 13		Final Verbatim Transcript/Self-Assessment Due <i>ON LIVE TEXT</i>

**CP 6610 Guidelines for Assignment 2 – Suicide Prevention Consultation
(Handout)**

1. Identify consultation model

(Student will identify the model and how it is appropriate to the consultation scenario)
Instructors will assess whether students accurately identified one of the following models.
Expert- handle problems so consultee is free to manage other business
Prescription- consultants say what is wrong and what needs to be done about it
Mediation- coordinate services of variety of people who are trying to solve a problem
Collaboration- function as facilitators of problem-solving process

2. Identify the level of consultation:

(Student will identify the level and focus of consultation)
Instructors will assess whether the student accurately identified the following levels:

- *Case consultation (refers to client issue or therapist issue)*
 - *Client-centered-goal is to enable the consultee to deal more effectively with current situation and similar situations in the future.*
 - *Consultee-centered- goal is to collaboratively id. Consultee difficulties in working w/ certain types of clients and to help dev skills to deal more effectively with current situation and similar situations in the future*
- *Ad-hoc Consultation (refers to issue after problem occurred)*
 - *Community-centered-goal is to enable an ad hoc consultee to deal more effectively w/community problems encountered while developing a temporary program of mental health services.*
 - *Consultee-centered-goal is to identify collaboratively the ad hoc consultee's problems generated in providing temporary mental health services and to take steps to help the consultee develop skills in dealing with these problems.*
- *Administrative consultation (refers to programmatic issue)*
 - *Program-centered-goal is enable the consultee to deal more effectively with specific parts of a mental health program and to improve the consultee's abilities to function with similar program problems in the future.*

- Consultee-centered- goal is to identify consultee problems generated by implementing a mental health program and to develop collaboratively the consultee's skills in dealing with similar problems.

3. The student demonstrated and understanding of a suicide prevention model.

Additional Services:

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

LIBRARY INFORMATION

Troy University Southeast Region offers library services through a virtual library. Two professional librarians are located in Suite 14 of the Florida Office, where they offer the following services to students via telephone, e-mail, and in person: reference assistance, technical assistance with using the online resources, and any other help that students might need. During the hours that the Librarians are there, students in the local area may also come for hands-on assistance in using the computers to access information. The hours (Central Time) for services are Monday through Friday, 8 a.m. to 5 p.m. Although the office is closed on Saturday, Sunday, and holidays, during these times, students may access Live Chat, an instant messaging service, for online assistance from the Troy libraries. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>.

Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129.

E-mail: library1@troy.edu.

Absence Policy:

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. In severe cases of inclement weather or other emergency conditions the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

Academic Misconduct:

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.

CP 6610 LiveText Assignment 1 Transcript Form

Client & Helper Responses	Interviewing and Counseling Skills	Evaluation of Counselor Characteristics and Behavior
H1:		
C1:		
H2:		
C2:		
H3:		
C3:		
H4:		
C4:		
H5:		
C5:		
H6:		
C6:		
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C15:		