

EDUC 5704

Counselling Psychology: Skills

SSII 2013

The University of Lethbridge, Faculty of Education

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Office Hours:	By appointment (please email to arrange or see me during class)		

COURSE DESCRIPTION:

This course focuses on the understanding and acquisition of communication skills in interpersonal and counselling contexts. Emphasis will be placed on the identification and development of specific communication skills that are essential for working in helping contexts in particular, and for the development of working alliances in general. The lecture component will develop a theoretical framework for the application of communication skills within the counselling process. The lab component will provide opportunity for skill practice. Exercises, lectures, small group practice, skill demonstrations, peer supervision and instructor feedback will be employed in the teaching of counselling skills. You are encouraged to consult and practice with your peers as much as possible.

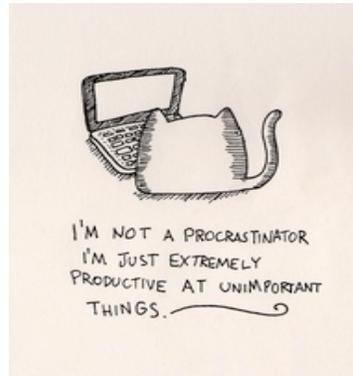
Counselling is a relationship that requires the counsellor's personal involvement. Knowing yourself as a person and as a counsellor are vital parts of this focus. Being present for the client, respecting boundaries, understanding projections, and expanding awareness of your sense of self are some themes that will be addressed.

COURSE OBJECTIVES:

Upon successful completion of this course, participants will be able to:

1. Describe the characteristics and responsibilities of effective helpers;
2. Summarize the literature related to developing working alliances with others.
3. Develop and maintain appropriate professional boundaries;
4. Identify and effectively demonstrate the following groups of core interpersonal communication skills:
 - Structuring skills
 - Engagement or Invitational skills;
 - Reflecting skills
 - Transitional skills

5. Establish a collaborative helping relationship, structure a counselling interview, gain information and clarify client needs;
6. Understand and apply effective counselling approaches and techniques to facilitate client exploration of issues;
7. Examine alternate perspectives and develop appropriate actions with respect to issues presented;
8. Identify the relationships between counselling outcomes and communication skills applied;
9. Engage in self-reflection and self-exploration.



REQUIRED TEXTS:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington: Author.
- Young, M.E. (2013). *Learning the Art of Helping: Building Blocks and Techniques* (5th ed.). Columbus, Ohio: Pearson Education Inc.
- “Coursepack” is online on Moodle

ANTICIPATED TOPICS

- Counselling Psychology as a Profession
- Characteristics of Effective Helpers
- General Counselling Outcomes
- Empathy
- Targets of Intervention: Cognitive, Affective, Behavioural
- Principles of Helping
- Building Relationships
- Attending Skills
- Soliciting Skills
- Reflecting Skills
- Structuring Skills
- Skill Coding and Rating of Skills
- Self-Evaluation
- Peer Supervision

COURSE EVALUATION:

Assignment	Due Date	Percentage
Assignment One: Working Alliance Paper	Friday, July 12	25%
Assignment Two: Skill Demo	Tuesday July 9	Pass/Fail
Assignment Three: Peer Assessment	Monday, July 15	25%
Assignment Four: Skill Demo Video	Friday, July 19 th	50%

GRADING:

A+	97 - 100%	C+	77 - 79%
A	93 - 96%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%	F	Less than 63%

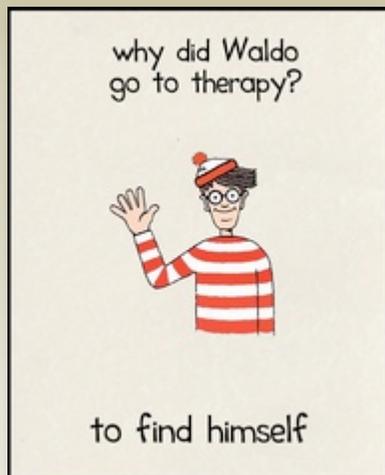
- *Any course with a grade of less than B minus cannot be considered for credit in Faculty of Education Graduate Programs.*
- *Please let me know if you require any accommodations due to a disability. The Disabilities Resource Office can also provide you with necessary information, services, and support.*

ATTENDANCE:

As students in the Faculty of Education, the following professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA) and the Canadian Psychological Association (CPA). Since this is a course which uses experiential learning as a format for skill development, **attendance at all classes is necessary and required**. If you are ill or otherwise unable to attend class, please notify me by phone or email prior to the class. *Non-excused absences will result in a 5% reduction in your final grade.

PROFESSIONAL RESPONSIBILITIES:

- Questions, experiences shared and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.
- Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided and all encounters must reflect **respect for the right of colleagues** to differ and hold various values and opinions.



- All dialogue, interactions, and inclusive pedagogy should reflect the **professional manner** in which one would conduct themselves in any educational setting; refer to Code of Conduct.
- Due to the interactive format of this class and ongoing class-based discussion students are **expected to read the assigned texts prior to class** and participate in all class activities

Intellectual Honesty

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged.

Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction.

However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position.

The [APA website](#) offers information about the citation styles of the American Psychological Association. Since this is your first course, it is not expected that you will have fully mastered APA style. Instead you will be given feedback on APA style.

All written assignments must be completed according to the format described in *the Publication Manual of the American Psychological Association* (6th ed.). We strongly recommend that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment.

Evaluation Component	Reference* and Grading Criteria
Writing Style and Presentation	Chapter 3, Sections 3.05 to 3.16
Spelling and Punctuation	Chapter 4, Sections 4.01 to 4.30
Organization and Heading Style	Chapter 3, Sections 3.02 to 3.04
Quotations and Within-Text Citations	Chapter 6, Sections 6.03 to 6.10
Reference List	Chapter 6, Sections 6.17, 6.22, 6.25, 6.26, and 7.01

*American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The APA website (<http://www.apastyle.org>) offers information about the citation styles of the American Psychological Association.

Assignment One: Research paper: The Working Alliance

Term Value: 25%

Due: Friday, July 12th

The Research Paper is an opportunity to summarize and discuss the literature on the Working Alliance construct and the course material. You will need to include a number of points following the Grading Criteria listed below. The paper should be no longer than 12 pages exclusive of references and an APA cover page.

APA 6 Style **2 marks**
Review the Working Alliance research literature **8 marks**

- Please include a discussion of your own integration of the Working Alliance construct.
- This section should be about half of your paper.

Please consider how you would place yourself in the various components of the Working Alliance **6 marks**

Conclude with a description and discussion of how the microskills model (engagement, structuring and reacting) might contribute to a working alliance. **4 marks**

Assignment Two: Skill Demo

Tape Assignment #1: Best 3 out of 5 (Pass/Fail)

Due: July 9th

Goal: to follow your partner and accurately reflect both feelings and content. In marking this assignment, the emphasis will be on your ability to create topnotch alternative responses and to analyze your responses.

1. Find a partner in class to be your client.
2. Tape a 10-minute interview in which you help a class member to work through a personal concern (do not script or rehearse). This is a first session.
3. Transcribe as few as **three** and as many as **five FULL CONSECUTIVE** (one after another) interactions verbatim (word for word) from the interview. (Start and end the transcription with a client statement.) Encouragers should be included but do not count as part of the total number of responses. Choose the **BEST THREE** of how ever many you have transcribed and highlight your choice in some way. Numbering them is the most straightforward way. (If you do not highlight responses, the first three will be evaluated regardless of the total number.)

Self-Analysis Format

Original Response	Analysis	Alternative Response	Self-Reflection
Word for word	<ol style="list-style-type: none"> Describe and critically evaluate the skill(s) or response (if unskilled) being used; include a description of the actual and/or potential effect of the response (i.e., both observed and inferred)/ Explain briefly how your alternative response is an improvement. 	Include a topnotch alternative even if your original was fine.	Both current and recollected remembered thoughts, feelings, images, judgments, body sensations, etc. in response to the client’s statement.
<p>C1: It was important that I do well in the course, since I wanted to get into the Master’s program. Well, I was just so discouraged when I had studied so hard that I just gave up.</p> <p>H1: You felt that there was...like there wasn’t anything you could do, that nothing that you tried had worked no matter how much effort you put into your studies. So you just decided to give up since every avenue that you explored seemed like a, like a deadend...Is that right?</p>	<p>I paraphrased the content of the client’s message. I captured most of the message—especially the last part where she says that she had tried hard and had given up. However, the response is quite long and rambling. I missed the feeling component entirely...” You felt like there was nothing...” is really a thought. As I responded the client wiggled around in her chair and looked at me with puzzlement. In her next response she says the same thing over again using different words, probably hoping that this time around I would hear her feelings of discouragement. I imagine that she is becoming frustrated with my inability to understand her and doesn’t have much confidence in me. My alternative response is much smoother. I paraphrase the main content and I identify two feelings (frustrated and discouraged). The image of “throwing in the towel” captures “gave up” using different words which would probably feel less mechanical to the client. I also like the feeling with the content demonstrating my understanding of the source of her emotion.</p>	As you came to realize that your repeated tries at acing this course were getting you nowhere, you felt really frustrated and discouraged and decided to just throw in the towel.	I remember feeling a little judgmental towards the client. I wondered about taking off for the reading break instead of staying home and studying. I would have done that if the course was so important to me. I found myself thinking, well you have to work harder and that means staying home and studying! I wanted to ask her to explain further what she had done and to give her advise about what she could have done. I think because I was so busy in my head and not listening well, I felt awkward about giving my response and had the feeling that I was stumbling for words.

Tape Assignment Three: Peer Assessment (25%)

Due: July 15th

In this assignment, you will examine your skill development using a peer review model. An

observer and a **client** will outline observations with a **helper** to help produce a final report on skill development. The **helper** will decide which skills she/he wants to work on.

- Ahead of this class think carefully about two or three skills you, the helper, want to work on. Review previous interviews and reflect on any feedback that you have received from the instructor and peers.
- Make a brief outline of a role play that would allow you to work on the specific skills that you have chosen. This is a first session.
- Go over the skills and role play ideas with your triad. Get their input and further develop the role play.
- Conduct and **audiotape** a 15-20 minute role play.
- Observer role: note the impact of helper responses (watch for verbal and nonverbal responses) on progression through the helping model as outlined in class.
- **Continue to tape a 15-minute discussion** where the helper responses are critiqued as to their effectiveness and impact on the client.
- Write a 4 - 5 page summary in which you:
 - Incorporate feedback from the observer and client
 - Compare your reaction to the interview with their reactions and discuss similarities and difference. How do you account for differences?
 - Discuss the skills you chose to practice (name them, how you would like to improve, improvement since first tape). Use quotes of your interactions from your taped sessions.
 - Reflect on the effectiveness of your interactions throughout the interview. Any improvements? What were they? Obstacles? Use specific examples to support your conclusions.
 - Other questions to consider: What are your strengths as a helper? What skills need improving? How would you compare this tape to your baseline (Assignment Two)?
 - **NOTE:** Use concrete and specific examples from session to support your conclusions.

Assignment Four: Skill Demonstration Video (50%)

Due Date: July 19, 2013

Participants will be required to provide a demonstration of their counselling skills in a simulated context of a first session through the submission of the following elements:

- a minimum of a 15-minute video example of their counselling skills;
- a verbatim transcription of the session; and
- a coding sheet identifying the particular counselling skills used, an evaluation/analysis of the effectiveness and quality of each skill, an alternate response, and an overall summary of the effectiveness of the interaction (self-reflection). The coding sheet is exactly like the one used for Assignment Two.

The focus of the counselling skills demonstration will be on the ability to explore a client/helpee presenting issue. While the emphasis should remain on whatever domain the helpee presents (e.g., affective or cognitive), it is expected that the helper will demonstrate *at least* the following:

- soliciting skills;
- reflections of verbal content;
- reflections of meaning;
- reflections of affect;
- transition skills; and
- effective summaries.

Accuracy, focus and fluency with process will be the bases for assignment evaluation. In particular, attention will be paid to the degree to which the helper:

- accurately coded and evaluated the skills used in the interaction, and summarized the overall effectiveness of the interaction (10 marks);
- used appropriate solicitation techniques to elicit information (10 marks);
- captured the affect throughout the interview (10 marks);
- identified and maintained a focus on the core issue/meaning of the interaction *from the client's perspective*, and avoided a premature movement to a solution (10 marks);
- demonstrated fluency and comfort with managing and structuring the interaction process (10 marks).

