

EDP 661 Techniques of Counseling  
Fall 1999  
Monday & Wednesday 9:00 to 11:00 a.m.

Pam Remer, 251 Dickey Hall-office #251, Office Hrs.:

Recommended

Egan, G. Exercises in helping skills: A training manual  
(Brooks\Cole)

Evans et al Essential interviewing. (Brooks/Cole)

Passons, W. Gestalt approaches in counseling (Holt, Rinehard,  
Winston)

Watson & Tharp Self-directed behavior: Self-modification for  
personal adjustment (Brooks/Cole)

Course Objectives

1. To acquire basic counseling skills, as follows:

Stage I

- a. Attending
- b. Primary level accurate empathy
- c. Respect
- d. Genuineness, congruency
- e. Concreteness

Stage II

- a. Information giving
- b. Summarizing
- c. Advanced level accurate empathy
- d. Self-involving, self-disclosing
- e. Immediacy
- f. Confrontation

Stage III

- a. Goal setting
- b. Specification of action change plan
- c. Support

2. To become familiar with a variety of techniques from different counseling theories and to understand the applicability of these techniques for a variety of cultural and ethnic populations.

3. To begin integrating counseling theories, skills and techniques.

4. To explore personal and interpersonal areas that are

facilitative of or limiting to your effectiveness as a counselor.  
To be aware of how your own values and socialization may affect counseling interactions (especially sexism, racism, etc.)

5. To become more aware of the cultural, societal, familial and personal differences affecting interpersonal and therapeutic communication and personal development.

6. To be knowledgeable about the APA Ethical Principles.

Required Assignments: (For a "B" Grade)

1. Active class participation, including prompt, regular class attendance. EDP 661 is a "lab" course. A student may receive a failing grade for the course if more than 2 class periods are missed.

2. Write and hand in a weekly log. In the log you should relate your reactions to readings, class experiences and relate how you are applying the skills you are learning in your daily interactions. The log is also a place you may self-reflect on your development as a therapist. The log should be written for yourself and will not be graded. However, you do have a responsibility to turn it in on a regular, weekly basis. (Hand in every Wednesday.)

3. Do "self-counseling" and workbook exercises as assigned which give practice on each counseling skill.

4. Read a book which details a particular counseling theoretical orientation. (The book must be approved in advance by the instructor.) Lead a class session experientially on the theory and some of its techniques. Use Kluckhohn's model to overview the theory. A handout will be provided.

5. Display minimal competence in counseling skills (see page one of this syllabus). Demonstrate a willingness and ability to self-explore and be open to constructive feedback about your use of these skills.

6. Do three observations of counseling sessions in the CPS. Meet with the counselor following the session to "debrief" and do a write-up of the session. See #2a under "A" grade requirements for further details.

7. Meet for 3 one-hour sessions with each of 2 clients. You will meet additional times face-to-face with your counseling supervisor during the period you are counseling the 2 clients.

8. Make and critique one typescript of part of one of your counseling sessions. The typescript will include 3 two-minute segments from one session of one of your clients. DUE Dec.8.

9. Be enrolled in the departmental liability insurance plan.

Required Assignments: (For an "A" grade)

1. Complete all required "B" work and attain required levels of skills' competencies.

2. Contract for and complete an extra project chosen from the following options. DUE December 1.

a. Observe 5 additional "CPS" counseling sessions, attend and participate in the "debriefing supervision" sessions in connection with each counseling session and turn in a 2-3 page written analysis of each of the counseling sessions. These written analyses will be read by Dr. Remer and shared with the counselor(s) and the counselor's supervisor. **These written analyses are due within 72 hours of the session observed.** These analyses should either be written as DAP's or should analyze the session from a chosen and indicated perspective. **At the conclusion of your five observations, write a three page summary** of what you have gained/learned from the observation process (e.g., comparing the sessions, counselor styles, your reactions, etc.). (Formal paper.)

b. Modify a specific behavior and write a detailed account of the process you used. (Formal paper.)

c. Choose a particular counseling orientation/theory which you are interested in applying as a therapist. Select 5 major techniques from that orientation. Define the counselor behaviors, the counseling goals and theoretical rationale for each technique. Discuss the appropriateness/inappropriateness of each technique for various client populations and stages of counseling. (Formal paper.)

d. Propose and negotiate an alternative project with the instructor.

The purpose of this extra project is to facilitate your integration of counseling theory and techniques. Any of the chosen projects should reflect a knowledge of both areas.

Additional Considerations

1. "I" or incomplete grades will be given to those students who do not meet (in the professor's opinion) the acceptable levels of counseling skills outlined on page 1 of this syllabus.

Students will be given a grade change when these levels have been met. Students with an "I" grade in 661 will be barred from taking Practicum (EDP 664 or 665) or any other courses for which 661 is a prerequisite, until the completion of the course with a grade of "B" or better (EDP 661 is a minimal competence course).

A student who received an "I" grade must negotiate a new contract with Dr. Remer to satisfy the course requirements. This contract must be completed within two months (unless extenuating circumstances exist). If the new contract has not been fulfilled at that time, then the professor reserves the right to assign a grade (A thru E) which reflects the work completed and the skills attained.

2. Maintaining confidentiality is the primary ethical principle of a psychologist. If a student fails to maintain the confidentiality of clients or classmates, the student will be given an automatic failing grade in the course. In addition, the breach of confidentiality will be referred by the instructor to the Counseling Psychology Area Faculty for possible disciplinary action, including probable dismissal from the program.