

Rehabilitation 3000
Microcounseling Section 002
Spring 2010

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Office Hours: 218N Chilton Mondays 12 – 4 p.m.

Course Time/Location: T/TH 12:30 – 1:50 p.m. 270 Chilton

Course Description

This primary purpose of this course is to provide students with a concrete framework for interpersonal communication in their work in human service and other professions. The course will focus on knowledge, skills and attitudes necessary for the application of microcounseling and other communication skills, including effective listening, internal exploration/self-awareness, mutual understanding, and taking action in addressing human problem situations.

Special emphasis is placed on developing the skills of attending, listening, conceptualizing, and responding in ways that allow the student to engage in a productive helping relationship across diverse social and cultural environments. Emphasis is also placed on applying effective communication skills in collaboration with other professionals and co-workers.

As part of their development of microcounseling skills, students will gain increased understanding of themselves and their reasons for pursuing a career in human services or application of microcounseling skills in other professional fields. Students will identify personal strengths and limitation they have in relation to working with other people.

Course Objectives

Upon completion of this course, the student should be able to:

1. Understand and explain the concept of interviewing and microcounseling in rehabilitation and human services.
2. Understand and be able to identify essential communication skills that are a part of the interviewing or microcounseling process.
3. Understand and explain the core ethical principles relevant to the helping professions.
4. Learn about multiple multicultural identities such as race, ethnicity, gender, disability, sexuality, spirituality, and socioeconomic status as they interact in the counseling process.
5. Understand and explain personal accountability concepts involved in the practice of multiculturally-sensitive interpersonal communication in the human services, including professional ethics, scope of practice, confidentiality, professional disclosure.
6. Demonstrate competency in listening skills required for entry-leveling helping professionals.
7. Demonstrate effective responding skills (e.g., minimal encouragers, questioning, paraphrases, reflection of feeling) that effectively communicate understanding of a problem situation.

8. Communicate accurate empathy, unconditional regard, and genuineness with another individual.
9. Demonstrate communication skills necessary to assist another individual in identifying, clarifying, and operationalizing a personal problem situation using a brief, solution-focused approach.
10. Demonstrate ability to use a cognitive behavioral approach to assist in changing a pattern of dysfunctional thinking and behaviors in response to a stressful situation.
11. Demonstrate the ability to plan, organize, prepare, and present an oral presentation on utilizing coping skills in a particular area of trauma or psychosocial distress.
12. Demonstrate ability to plan, organize, and write a comprehensive and thoughtfully written self-reflection paper on why the student “fits” into a rehabilitation/human service career, and in what ways various psychosocial factors, such as the student’s strengths, limitations, values, needs, culture, and experiences, may influence his or her work in human services and in helping relationships.
13. Demonstrate competence at consciously reducing experience of stress through utilization of self-regulation skills.

Required Texts

DeJong, P., & Berg, I. K. (2008). *Interviewing for Solutions* (3rd Ed.). Australia: Thompson Brooks/Cole.

Kleinke, C. L. (2002). *Coping with Life Challenges* (2nd Ed.). Long Grove, IL: Waveland Press, Inc.

**Other articles/readings may be assigned and will be available in the Blackboard Course site.

Instructor Policies

NOTE: Because clear and understandable written communication is an essential skill of all helping professionals, all papers and reports submitted in this course must be typed and be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will not be graded or may be returned for revision before being given a grade. Papers returned for such revision will be treated as late papers.

ALL assignments should be typed, double spaced and created in no less than 12" font. When indicated, assignments should be prepared according to the **6th Edition of the APA Publication Manual** (<http://www.apastyle.org/aboutstyle.html>). Page limits should be adhered to, and are for the text of the paper only. Cover pages and references are not considered part of the text of the paper. Reading assignments and other course assignments are due for the date they are indicated on the syllabus outline.

Incomplete Grade: Students are expected to complete the course within the session time frame. A grade of incomplete will only be given in very special circumstances and with specific requirements to be fulfilled by the end of the following semester. If you fail to complete the course requirements by the due date, you will receive a grade of “F”. Grades of incomplete should be considered as an absolute last resort and are not appropriate for cases of procrastination or poor time management.

Academic Freedom: The academic climate is based on a concept of free and open discussion and exploration of ideas. This freedom to explore carries with it an equally important responsibility to act with integrity in all aspects of the course.

Academic Integrity: Students are expected to follow appropriate guidelines for academic performance by doing their own work and by crediting material from other authors and sources adequately. Cheating or misrepresenting the work of others as your own will result at a minimum in a failing grade in the course. You are encouraged to become familiar with the information posted by the University Center for Student Rights and Responsibilities in the Student Handbook (<http://www.unt.edu/student/>). The policies regarding student conduct and academic dishonesty posted at this location apply to this class.

Professional Behavior Policy: The Department of Rehabilitation, Social Work & Addiction puts an extremely high value on its rapport with students, in part because it is our main task to prepare them for careers in human service professions. ***The goal of PACS' academic programs is to prepare students for ethically and socially responsible leadership roles in public and community service careers within an increasingly diverse and complex world.***

While the great majority of our students can only be described as bright, professional and pleasant to work with, we are disturbed by a large increase in behavioral problems across classes in the entire College (PACS) in the past. As faculty, we are responsible for the maintenance of order and fairness in our classes. We regret that it is necessary to remind some students that the following behaviors are inappropriate and set the stage for serious problems in obtaining and retaining professional employment after graduation. They also can have dramatic effects on our ability to recommend students to graduate programs and employers.

- 1) Expectations of special treatment regarding extra credit make up exams and incompletes; (i.e., demanding that class requirements and activities be modified to accommodate non-academic activities such as family trips and work overtime or that class requirement be altered to assure particular students receive the desired grade)
- 2) Engaging in cross-talk, or carrying on private conversations during lectures and discussions;
- 3) Chronic tardiness;
- 4) Wandering in and out of classes that are in progress;
- 5) Taking or making cell phone calls during class;
- 6) Inappropriate use of laptops in class;
- 7) Expectations that classes will be canceled when professors cannot be present and/or on days adjacent to holiday (this is a policy violation taken seriously by our accreditation boards); and
- 8) Surliness and flippancy in communicating with faculty, staff and other students.

Please know that these behaviors on the part of a few students grieve us deeply because they threaten our ability to assure equal treatment of all students, maintain an environment conducive to learning, and follow a predictable schedule that meets accreditation requirements. It is our deepest desire that each of you receives the fullest possible education that will earn a degree that will allow you to take responsible positions in the community. We sincerely hope that this semester's problems are an anomaly that will not recur. Thank you for helping us to spread the word as to the importance of, and reasons for, these expectations of students.

I have a zero tolerance policy for being on-line or checking e-mail or utilizing them for anything other than note-taking during class. Ten points will automatically be deducted from your final grade if I become aware of unacceptable use.

I am sure these policies will help us in respecting the learning experience and illustrating professional courtesy for all in attendance.

Accommodations

The Department of Rehabilitation, Social Work, and Addictions is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

IMPORTANT:

This syllabus may be modified as the Instructor sees fit over the course of the semester.

Course Evaluation

Quizzes 100 points

Class Presentations 150 points

Recorded Interview and Reflection 100 points

Self-regulation Exercises/Paper 60 points

Final Exam 50 points

410 – 369 A

368 – 328 B

327 – 287 C

286 – 246 D

Course Requirements

Quizzes (100 pts)

There will be 10 weekly quizzes covering the assigned readings for the **current week**, as well as class handouts and lecture information from the previous week. **These quizzes will consist of multiple choice, true/false, matching.** These tests are not easy and will require you thoroughly read and study the week's assigned readings and go over your notes and handouts from the previous week. NO MAKE-UP QUIZZES will be given.

Class Presentation (150 pts)

You (along with fellow classmates) will prepare and deliver a case presentation covering a coping strategy with a particular population as discussed in the *Coping with Life Challenges* textbook. The presentation must consist of a PowerPoint and an in-class demonstration. This is to fulfill part of the university communication requirement.

Each case report/presentation will include:

1. Background information on the challenge (or trauma, or distress) being experienced such as how common does it occur, how is the challenge/trauma/distress defined, what are the incidence rates. You may need to do some research using other sources to complete this portion of the assignment.
2. Are there any assessment tools used by helping professionals to diagnose type and severity of the challenge/trauma? How is treatment progress measured?
3. Demonstrate what a normal course of treatment is in overcoming the obstacles around this life challenge. What was or is used to facilitate growth and overcome the obstacles presented?
4. Case Study: #2 and #3 above can be accomplished by presenting a thorough case study. This can be a real case that respects the person's confidentiality or a fictitious case. A good case study gives the background, history, types of treatments already tried, presenting problem, assessments used, initial goals, progress, treatment, and conclusion. This case study can be presented in many different ways such as demonstrating a succession of

counseling sessions, a video tape, a PowerPoint format or in many different ways...be creative.

5. Create 3 multiple choice questions that will challenge your peers to think about the material you presented. These must be multiple-choice (**not true and false**). In addition to the correct response, try to select two plausible, but not correct alternatives. Try to focus on the main points you want your classmates to remember.
6. You are to submit your PowerPoint via e-mail two days prior to the due date. It will be uploaded to Blackboard for your classmates to access. You are responsible for knowing how to set up and run the PowerPoint program on the classroom equipment. You are welcome to use other media resources as appropriate.

Each student is required to deliver a substantial portion of the report orally to the class. **Presentations should not exceed 30 minutes.** See Course Schedule for presentation dates.

Experiential Practice Sessions – A substantial portion of many classes will be devoted to simulated or “practice” counseling sessions in which students will rotate among the following three roles: counselor, client, and observer. These sessions will occur as triads and must be audio-taped with a microcassette or digital recording device.

The purpose of the triad is to provide you with the opportunity to take on the roles of client/therapist/observer as you practice the integration of counseling and communication skills. Each role is important in your learning experience, requiring you to continuously process, challenge, reflect, and practice each advancing clinical skill within each role. This may take you out of your comfort zone and requires you to embrace your additional role of learner. The Triad Assessment Papers (read below), provide you the opportunity to reflect upon your experience and process the application of skills. Some of the ideal characteristics of each role include:

- *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 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*: A student in this role should exhibit genuineness, openness and a 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 will take notes and complete an observation form to be used as feedback for the Counselor.

Triad Recorded Interview Analyses

Triad Recorded Interview and Self-Reflection (100 points)

Development of target skills will be assessed through a series of triad interviews. There will be no traditional examinations used in the course (other than quizzes). Each of the interviews will be recorded for your independent review and critique; therefore, **you will need to provide some type of recording device** (e.g., microcassettes, digital). Instructions for each check-out will be provided in advance. The tapes will offer an excellent opportunity for self-evaluation in refining skills.

The interviews will be approximately 15 minutes in length, recorded, and conducted with a fellow classmate. More specific instructions will be provided in class, but in general, you will conduct the interview, transcribe no less than 10 minutes of dialogue, label the dialogue according to the skills used (Microcounseling skills), critique your interviewing skills using the Self-Assessment Sheets included, and set goals for improvement. As you identify how you might improve, consider the following example:

Client: I am really sad that I lost my wallet and pretty angry at my roommate too.

Therapist: You sound really upset now.

Client: Yeah, its just that I am feeling so much stress right now and this has to go and happen too. Nothing ever turns out right.

Therapist: So did you talk to your roommate about it?

Better Response: It seems like there is more going on here, than just losing your wallet. You sound really stressed out.

The final submission should also include a 2 page self-reflection paper that focuses on the following questions:

1. What have you learned during this course about your major strengths and weaknesses that you should be aware of in your profession or field of your choice? How will these strengths help you in the career you are planning?
2. What do you believe to be your strengths in listening, attending,
3. What makes you believe you can be effective in working with other people?

Self-regulation exercises (60 points)

You will be practicing a self-regulation exercise in the beginning of each class. The purpose of this is to learn a technique for reducing your stress level, an important consideration for those who are attempting to counsel others who are in distress or crisis. This will involve sitting quietly for approximately 12 to 15 minutes in the classroom while having your pulse monitored with a finger sensor. It is sincerely hoped that you will experience a benefit from these exercises. The number of points awarded is based on completing a minimum of 10 self-regulation sessions using the Freeze Framer program on our classroom computers (you will need to print out a report after each session), and submitting a thoughtful response discussing your progress and growth in learning to self-manage your stress level. It will be important that students remain seated and quiet in their seats from the time the exercise starts until I instruct

you to stop. **It is critical that you arrive to class on time since once we start the exercise students will not be permitted to enter the room.**

Using the results you have obtained from your self-regulation, describe how well you can manage your own physical state of stress or calmness. What has this exercise taught you about yourself that you did not know before? Summarize your gains in (a) counseling, (b) communication, (c) self-awareness, and (d) self-regulation skills since the beginning of this semester. **This paper should be 2 pages in length.**

Extra Credit (10 points possible)

Level of engagement means many things to me. Students in the past who have done well in this course consistently have been those who attended class on time regularly and stayed for the entire period, read the material, practiced the skills, did the assigned work, didn't use the computer in class except for course-related work, and in general were present during the class period. I do pay attention to these things and consider these factors when assigning final grades, specifically when the student's grade is close to a higher grade range. However, I also know that as this course is experiential in nature, some students will be challenged. To address this, there is a possibility of ten extra credit points in class. This credit will be delivered as brief handouts completed just after the start of class. They will be worth 2 points each. They cannot be made-up and will not be handed out after delivered to the entire class; thus, it is important for you to make it to class on time. These activities will be handed out ***unannounced*** over the course of the semester.

Course Schedule

Week	Dates	Topic	Readings	Activities & Assignments Due
1	1/19 1/21	Introduction/Orientation to Course Theoretical Approaches to Interviewing		Nada! Rien! No reading. Powerpoint
2	1/26 1/28	Basic Attending Patterns & Skills; Overview of Microcounseling Skills Experiential Practice	D & B, Ch. 3 Kleinke, Ch. 1	
3	2/2 2/4	Overview of Self-Awareness/Self-regulation Basics of Solution Building Experiential Practice	D & B, Ch. 1 & 2 Kleinke, Ch. 3	Quiz # 1
4	2/9 2/11	The Helping Relationship/ Building Trust <i>Self-regulation Exercise #1</i> Experiential Practice	D & B, Ch. 4 Kleinke, Ch. 2	Quiz # 2
5	2/16 2/18	The "Miracle Question" <i>Self-regulation Exercise #2</i> Experiential Practice	D& B, Ch. 5	Quiz #3
6	2/23 2/25	Building on Strengths/ Formulating Feedback <i>Self-regulation Exercise #3</i> Experiential Practice	D & B, Ch. 6 & 7 Addt'l Readings	Quiz #4
7	3/2 3/4	Confrontation: Supporting while challenging <i>Self-regulation Exercise #4</i> Experiential Practice	D & B, Ch. 8	Quiz #5
8	3/9 3/11	Ethics and Cultural Competence <i>Self-regulation Exercise #5</i> Experiential Practice	D& B, Ch. 12	Quiz #6
	3/16 3/18	NO CLASS – SPRING BREAK		

9	3/23	Terminating/Involuntary Clients	D & B, Ch. 9 Blackboard Reading	Quiz #7
	3/25	<i>Self-regulation Exercise #6</i> Experiential Practice		
10	3/30	<i>Self-regulation Exercise #7</i> Experiential Practice		Quiz #8
	4/1	Crisis Counseling	D & B, Ch. 10 Blackboard Reading	
11	4/6	Conflict Resolution <i>Self-regulation Exercise #8</i>	Blackboard Readings	Quiz #9
	4/8	NO CLASS – NCRE CONF.		
12	4/13	Translating theory to practice Experiential Practice	D & B 13 Blackboard Readings	Quiz #10
	4/15	Class Presentations <i>Self-regulation Exercise #9</i>		
13	4/20	Class Presentations	Groups 7 & 8	
	4/22	Class Presentations <i>Self-regulation Exercise #10</i>	Groups 1 & 2	
14	4/27	Class Presentations	Groups 3 & 9	Self-regulation Paper
	4/29	Class Presentations	Groups 6 & 5	
15	5/4	Class Presentations	Group 4	
	5/6	Course Assessment/Debrief		
	5/11	FINAL EXAM		10:30 a.m. - 12:30 p.m. Final Triad Interview Analysis and Reflection