





**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
			
<p>Diversity and inclusiveness–Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards–Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development–Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making–Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

DEPARTMENT OF COUNSELOR EDUCATION

SPRING Quarter, 2013

**COUN 543: INTERPERSONAL RELATIONSHIPS II
(Therapeutic Communication & Essential Counseling Skills)**

INSTRUCTOR

Russell D. Miars, Ph.D.

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Office Hours by email appointment request: Wednesday 2:00 – 3:45 p.m.

Email (miarsr@pdx.edu) in advance to confirm an appointment during my office hours

Note: I will use your PSU @pdx email account for all communication regarding this course; if your PSU email is not your primary account, please set your pdx account to forward to your personal account. I will not entertain any complaints that you did not receive course/program messages because you do not routinely check your pdx account.

If you require accommodations (e.g., interpreter, note-taker, etc.), please see me immediately. I will work with you to facilitate getting any needed supports from the Disability Resource Center.

COURSE DESCRIPTION

COUN 543 provides an understanding of the philosophic bases of helping processes in the context of an eclectic model of therapeutic helping, and introduces the student to basic helping/communication skills and helper self understanding and development.

Prerequisite: Concurrent enrollment in 1st term Practicum Clinic required

ESSENTIAL PRACTICES ADDRESSED IN THIS COURSE:

- Develop effective helping and intervention skills
- Develop ethical clinical practice (confidentiality)
- Create interpersonal environments that enhance professional and clinical practice
- Use updated research and knowledge to enhance professional practices
- Learn diversity sensitive counseling practice

COURSE OBJECTIVES (CACREP & CORE standards):

1. Demonstrate an understanding of the three-stage, systematic eclectic model of helping as developed by Gerard Egan (2014)
2. Demonstrate beginning skill in counselor-client communication: attending, active listening, reflection of feeling, reflection of content, probing, advanced empathy, immediacy, challenge/confrontation, and counselor self-disclosure.
3. Demonstrate core interpersonal skills in the counseling process: empathy, respect, genuineness, concreteness, and immediacy.
4. Demonstrate the skills of information giving, structuring (pacing), problem-solving, goal setting, and planning for change.

TEXTS:

Required text: Egan, Gerard (2014). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (9th ed.). Belmont, CA: Brooks/Cole.

Required text: Knapp, H. (2007). *Therapeutic Communication: Developing Professional Skills*. Los Angeles: Sage.

SCHEDULE OF READINGS:

April

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| 3 | Course overview; Egan, Intro & Ch. 1; Knapp: Preface
<u>Practice groups orientation:</u> risk taking and privacy/confidentiality
<u>Class exercise:</u> Strengths & Soft Spots / exploring personal concerns |
| 10 | Egan, Ch. 2; Knapp Ch. 1; <u>class exercise:</u> emotional awareness |
| 17 | Egan, Ch. 3; Knapp Ch. 2; <u>class exercise:</u> active listening (presence) |
| 24 | Egan, Ch. 4; Knapp Ch. 3; <u>class exercise:</u> empathy as a skill |

May

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| 1 | Egan, Ch. 5; Knapp Ch. 4; <u>class exercise:</u> empathy-probes integration |
| 8 | Egan Chs. 6 & 7; Knapp Ch. 5; <u>class exercise:</u> the challenge of resistance |

- 15 Egan Chs. 8 & 9; Knapp Appendix A; class exercise: challenge skills
- 22 Egan, Chs. 10 & 11; Knapp Appendix B; class exercise: immediacy as a skill
- 29 Egan, Ch. 12 & 13; Knapp Appendix C; class exercise: immediacy as process-presence

June

- 5 Egan, Ch. 14; class exercise: skill self-assessment, goal setting, practice group feedback
→ **DUE: Self-reflection Log**
- 12 **FINAL EXAM**: comprehensive over Egan and Knapp texts

DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies that are not corrected will be cause for disciplinary action which may include termination from the Department.

METHODS OF INSTRUCTION: Class lecture/discussion of intervention model, communication skills, and practice guidelines; Breakout practice trios for skills practice and counselor-client role enactments.

COURSE REQUIREMENTS:

I. Class attendance / active participation in practice exercises (40 points)

Class attendance: this is critical to your learning and I expect each of you to be here for each class and on time. No more than one absence for any reason will be excused without an automatic 1/2 point (e.g., A to B+) reduction in your course grade. If you must miss a class, have a classmate get any handouts and lecture notes for you. As it is difficult for me to remember the plans of many different students, do not tell me verbally you will not be in class; please have the courtesy to send an email in advance for your absence to be excused.

Practice Group Participation: In this course active participation in practice groups is especially critical to your clinical training. I expect you to be on time for practice exercises—lateness is abusing other group members' precious practice time. I also expect that you will take the exercises seriously, withhold judgment on the merits of an exercise until after you have completed it, and that you will risk pushing yourself just beyond your comfort zone and try new things in the spirit of personal-professional growth. Asking for, and giving feedback to other group members, is a standing expectation in your practice groups. What occurs in your practice group must be guarded as private/confidential per professional ethical standards. I (and my Training Assistant if I have one) will be observing you for these qualities as well as giving you feedback on your skill development.

II. Personal self-reflection Log (20 points) Due: June 5

The focus of the log should be on you (your "self") and your inward awareness. It should contain 9 weeks of entries, 3 dated entries typed, single-spaced per page (3 pages maximum). The first 9 entries should be your self-reflections following that week's class exercise in your Practice Group, or alternately, from your Practicum Clinic experience for the week. The 10th entry should be a short summary statement of your learnings from the prior 9 weeks of keeping your log. The content of your log may address several areas derived from class activities and/or your experience in Practicum Clinic. You may choose to address such things as: your perceptions of yourself, self-acceptance, self-concept, belief system, stages of personal-professional growth, change, loneliness, trust, self-defeating behaviors, your response to others and their responses to you, issues you have with challenge/confrontation or immediacy skills, the role of being a counselor, etc. Whatever you choose to

highlight, each log entry should be brief and reflective in nature, *showing your developing sense of personal-professional self-awareness as a counselor*. The purpose of the log is to document your process of self-reflection, **not** reveal all the content and nuances of things you are surely discovering about yourself. Logs that are longer than 3¼ total pages will be marked down in score, so keep to the page limit. Your log is returned at the time of the final exam

III. FINAL EXAM: (60 points)

Your knowledge and understanding of therapeutic communication skills, and Egan's model of helping will be tested through a short-answer final exam.

Course Grade:

40 points - Class attendance/ exercise participation
20 points - Self-reflection Log
60 points - Final Exam
120 points total for course

Note: Because continuation in Practicum Clinic is contingent on completion of this course, no incompletes (I) are possible except under the most extreme, and clear medical necessity
