

Counseling Psychology 200
Santa Clara University
Winter 2005

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Goals

- Acquire the core skills central to counseling and psychotherapy
- Examine and expand personal counseling style
- Investigate literature on counseling
- Learn to be conscious and intentional in the counseling process.

INTENTIONAL INTERVIEWING

“If you continue in the same direction, you’re likely to end up where you are headed” -- Chinese philosopher, Lao Tzu.

This quote can be seen as a warning that we might need to awaken and change directions, it is also a reminder that we can *intentionally* set our course.

Required Texts

1. Ivey & Ivey. *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. Thomson: Brooks/Cole.
2. Rosenberg, M. *Non-Violent Communication*. PuddleDancer Press.

Course Requirements:

- Attending class and participating in discussion, role-plays and experiential exercises.
- Completion of audiotape and videotape assignments.
- Weekly 1-2 paragraph reflections of your development of the skills, noting strengths and weaknesses.

Confidentiality:

This course requires considerable commitment to role-playing and practice counseling, both within the class as home assignments. Professional ethics and competence require the confidentiality that is necessary to maintain basic trust and to safeguard the rights and welfare of practice clients. All exercises involving other students and volunteers for the interview must be treated as confidential material. **Informed consent must be obtained prior to beginning all interviews.** Recording must be safeguarded so that only the student and instructor and T.A. have access to them. All such recording must be completely erased at the end of the academic quarter.

Enlist the help of a partner for these audiotape assignments. You must choose a **classmate or another CP student**. Demonstrate that you have obtained informed consent from your partner: on the tape explain to

your partner that a) the purpose of this assignment is for you to demonstrate competence in new interviewing micro skills, b) you are not providing “counseling” to them, but appreciate the opportunity to practice new basic interviewing skills, c) the tape will be labeled with YOUR name only (not theirs) and will be listened to by your professor or a TA and then returned for erasure, and d) that you will keep the tape and its contents confidential at all time. However, it is important to share with the client that there are limits to confidentiality: if your client **discusses intent to harm self or other** this must be reported immediately. Obtain verbal consent from your partner ON TAPE before beginning the interview. Ask you partner to discuss a topic they feel comfortable discussing with you.

Remember that skills take years to develop fully; you are not expected to demonstrate “expertise” with them at this point. The requirement is to demonstrate a basic knowledge of and competency in their use.

Audiotape assignments and transcription:

All tapes must be clear and easy to understand. Recordings that are difficult to hear or are turned in late **will not be accepted**. Make sure you listen to your tape before you turn it in. The side that contains the segment should be clearly marked with your name. If you don’t have access to a good tape recorder and/or microphone, the SCU Media Services Department (554-4520) will arrange a time when you can audio-tape using their equipment. Cue your tape to the beginning of the session.

Audiotape 1: Due session 2. This is a 10-minute interview demonstrating your “natural interviewing skills.” You will not be graded on this and it will be returned the final day of class.

Audiotape 2: Due session 7. The tape must include a 10-minute interview, where you demonstrate competence in Basic Listening Skills (BLS) attending, encouraging, questioning, paraphrasing, summarizing, searching for positive assets, and reflecting feelings. This **tape must be transcribed** and will be graded.

Final Videotape: Due Session 10. This tape must include a 15-minute interview, where you demonstrate competency in all of the skills covered in the course. 15-minutes is not long enough to move through all 5 stages of an interview, so in this videotape you will focus on rapport building and exploring presenting issues. You will demonstrate the micro skills learned to facilitate a productive interview (attending, encouraging, questioning, paraphrasing, summarizing, positive asset search, reflecting feelings, confronting, focusing, reflecting meaning, influencing skills). You are encouraged to videotape several interview sessions until you conduct one you find to be exemplary of your work. This tape must be transcribed and will be graded. You will need to make individual arrangements to videotape at SCU Media Services 5544520. You may purchase a tape from them or bring your own. **Final Video: (p. 350-370 good sample interview). Compare Final Interview to First interview:** 1 page double spaced Times New Roman. P. 382-Portfolio of Competence (compares first audiotape to the final video tape, identify strengths as well as areas for further development)

Transcriptions: The format for transcription includes: 1) Typing ONLY counselor responses verbatim, 2) Identify and label every rephrase you make to the client (e.g. reflection of feelings, paraphrasing, etc.), 3) provide an alternative response for 3 responses that you do not think were particularly skillful.

Weekly reflections:

The aim of weekly reflections is to give you an opportunity to pause and *reflect* upon the reading and how it relates specifically to you. Discuss main points and strengths and weaknesses you have with the new micro skills. The reflections should be 1-2 paragraphs, typed (Times New Roman double-spaced). **Reflections are not due on days when audiotapes are due.** The length of the reflections is purposely short, so please be thoughtful and precise in your writing. I encourage you to share as deeply as you feel comfortable. However please note that I will NOT follow up on any of the reflections in attempt to give you privacy to share without feeling that you will have to discuss further. If you want to talk to me about something personal, please see me in person.

Grading:

Class participation. Participation will be graded on quality and quantity of class participation. *More than one missed absence will result in half a grade reduction.* Class participation also includes timeliness to class.

- Audiotape 2: 22 points
- Final Videotape: 40 points
- Weekly reflections. 18 points (3 points each)
- Class Participation/Attendance: 20 points

Self-Disclosure/Self-Reflection:

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

Final Quotes:

Do not think the knowledge you presently possess is changeless, absolute truth. Avoid being narrow-minded and bound to present views. Learn and practice nonattachment from views in order to be open to receive others' viewpoints --Thich Nhat Hanh (Be Still and Know)

Class Schedule

Session 1: Chapters 1 & 2 IVEY

Intentional Interviewing and Attending Behavior

Session 2: Chapter 3 IVEY

Questions (Ivey Video)

Turn in audiotape 1: “natural interviewing skills”

Reflection Due

Session 3: Chapters 4 & 5 IVEY

**Observation Skills and Active Listening (Encouragers, Paraphrasing, Summarizing)
(Ivey Video)**

Reflection Due

Session 4: Chapter 6 IVEY, Chapter 4 NVC

Reflecting Feeling (“Cathy” Rogers video)

Reflection Due

Session 5: Chapter 5 & 7 NVC

Needs Underneath Feelings & Empathy

Reflection Due

Session 6: Chapter 7, IVEY

A well formed interview.

Review for Audiotape.

Reflection Due

Session 7: Chapter 8, IVEY

Confrontation/Motivational Interviewing

Audiotape Due

Session 8: Chapter 10 IVEY

Eliciting and Reflecting Meaning

Card Sort

Reflection Due

Session 9: Chapter 11 IVEY

Influencing Skills

Reflection Due

Session 10: Chapter 12 and 14 IVEY

Overview and Open Discussion

Final Competency videotape due