

CPSY 200: Psychology of Interpersonal Communication
Department of Counseling Psychology
Santa Clara University

Shauna L. Shapiro, Ph.D.

Office Phone:(408)554-4436

E-mail: slshapiro@scu.edu

Office Hours: Monday 3-5pm, Tuesday 11:30-12:30

If needed I am also available to come in at times outside office hours. Also, I am available on my cell phone, please feel free to call or text: (650) 387-2892.

Course Description

CPSY 200, Psychology of Interpersonal Communication, is a foundational course for the Counseling Psychology program. This course involves the acquisition of basic skills essential to counseling psychology, including the cultivation of attention and presence, learning to ask questions, to paraphrase and encourage, to reflect feeling and meaning and deepen our empathy and compassion. The course allows students the opportunity to examine and expand their personal counseling style through deep investigation of the professional literature as well as personal self-reflection. The goal of the course is for students to be conscious and intentional in their communication in the counseling process, and to gain knowledge and experience that will guide them as they begin their journey in the CPSY program. The course teaches students basic skill sets and then asks that students practice these, learning through experience as well as intellectual understanding.

Course Objectives

- Acquire the core skills central to counseling and psychotherapy
- Examine personal values, cultural identity, and beliefs about human nature and the therapeutic ingredients that lead to change.
- Distinguish intentional vs. non-intentional communication in professional contexts
- Reflect on how issues of bias, assumptions, power, and privilege may affect work with future clients.

Learning Outcomes

- Students will be able to conduct an interview session using basic attending skills, listening skills, and other microskills covered in class
- Students will become aware of their interpersonal communication and discern between intentional and non-intentional communication
- Students will become aware of the role bias, assumptions, power and privilege play within the therapeutic context.
- Students will learn the importance of presence as the foundation of counseling skills.

Required Texts

Ivey, A.E. & Ivey, M.B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th Edition). Pacific Grove, CA: Brooks/Cole.

Rosenberg, M. 2003. *Non-Violent Communication*. Encinitas, CA: Puddle Dancer Press.

Required Audio

Mindfulness MP3 can be downloaded at drshaunashapiro.com

Recommended Texts

Shapiro, S.L., & Carlson, L.E. 2017. *The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions*. Washington, D.C.: APA Books.

Dass, R. 1985. *How Can I Help?* New York, Knopf Publishing Group.

Sue, D.W., Sue, D. (2016). *Counseling the Culturally Diverse: Theory and Practice 7th Edition*. Hoboken, New Jersey, John Wiley & Sons, Inc.

Course Requirements

- Attendance. If the first class is missed, except for extenuating circumstances as determined by the Professor, students will not be admitted to the course and will have to withdraw if they are already enrolled.
- Participation in discussion, role-plays and experiential small group interviewing exercises.
- Completion of weekly audiotape, self-assessment of micro-skills and client feedback form and Weekly 1 page reflections based on the readings (all classes except first, midterm and final, total = 7 (3 points each)
- Mid-term Digital Video Recording Interview
- Final Exam: Digital Video Recording Interview
- Participation will be graded on quality and quantity of class participation. ***Two missed classes will result in a grade reduction. More than two missed classes will result in an incomplete.*** Class participation also includes timeliness to class.

Course Requirements + “Course Rewirements”

My hope is that most students will take this course not just because they want to learn about theories of how to help others live a healthier, happier life— instead, **I want students to take this course because they personally want to live a healthier, happier life themselves, and to draw from this lived experience in their work with others.**

As you’ll see in the first week of class, science shows that merely learning about the empirical findings and theories is not enough to achieve real behavior change. The path to learning requires more than just cognitive understanding of the material— it involves actually putting in work to set up the right habits and mindset. As you’ll learn more in the next few weeks, putting in this sort of work is the only way to rewire your brain and behaviors. **What you practice grows stronger.**

And that’s why **this course includes both academic learning and experiential learning.** The only way this course will help you grows news pathways and behaviors is if you practice what

we learn. **The Course Requirements can be thought of as “Course Rewirements”).** The goal of the rewirements is “rewire” your automatic habits, strategies, styles of communication, etc.

The rewirements include mindfulness exercises, small group practices and real play interviews aimed at growing your skills and resources. These practices are essential to the course and sometimes involve *even more time and hard work* than the midterm and final exam even though they won’t be factored into your final course grade. But if you’re taking this course to improve your life and your capacity as a therapist, then please take the rewirement practices just as seriously as the other course requirements.

Grading

Your course grade will be based on the following calculation:

Assignments	Points
7 Weekly reflections and self-assessment(21%)	21
Audio competency midterm (25%)	25
Final video (44%)	44
Class participation (10%)	10
TOTAL	100pts

Confidentiality:

This course requires considerable commitment to experiential practice of counseling, both within the class and at 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 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 video recording assignments. You must choose a **classmate as your partner** and 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.

Video Recording, Self-assessment forms, Client Feedback Forms:

It is essential to engage in consistent practice of the skills presented in order to acquire basic competence in their use. Each week you are required to conduct a 10-minute practice session of the micro-skills with a partner from the class. At the end of each interview have the client fill out a **Client Feedback Form**. Later, listen to your practice session and complete the **self-assessment form** critiquing your work. You will turn in the client feedback form and assessment form each week and my TA will enter them into the grade book. I will review the reflections however I will not review the practice digital recordings. If you would like me to review your digital video recording email me the video through Google drive. Then make an appointment with me during office hours where we can review it and discuss it together.

Important: as part of this exercise, it is highly recommended that you video record each session (not to be turned in) in order for you to rate and analyze your video to not only reduce anxiety but also to improve effectiveness.

In Class Small Group Interviews

Each week the class will divide into groups of three to practice specific microskills. Each group will consist of a Therapist, Client and Observer. It is essential to give honest feedback in these groups if they are to be of most benefit. Feedback will be given in a structured way, first the Therapist will share one thing she or he could have improved and one thing she or he did well, and then will ask for feedback from the Client following the same pattern: 1) Constructive Criticism and 2) Positive Feedback. Finally, the observer will give both 1) Constructive Criticism and 2) Positive Feedback. During these exercises, the Professor and T.A. will come around to each group and offer feedback and will suggest specific alternative responses for the interview.

MIDTERM Digital Video Recording: Due session 6. The video must include a 10-minute interview, where you demonstrate competence in Basic Listening Skills (BLS) attending, encouraging, questioning, paraphrasing, summarizing, and reflecting feelings, and one alternative response. This **video must be transcribed and typed**. This will be graded. Upload the video recording to Google drive and email it to both Dr. Shapiro and the T.A.

All videos must be clear and easy to understand. If the recording is difficult to hear or turned in late **will not be accepted**. Make sure you watch to your video before you turn it in. The digital video recording name should be clearly marked with your name. If you don't have access to a video recorder, the SCU Media Services Department (554-4520) will arrange a time when you can record using their equipment. Or you can email CPSY@scu.edu and arrange to use a therapy room with video recording. If you are recording multiple sessions keep them on file in case you don't want to submit the later recordings.

Final Video Recording: Due last week of classes. This video 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 video recording you will focus on rapport building and exploring presenting issues. You will demonstrate the micro skills learned to facilitate a productive interview. You are encouraged to video several interview sessions until you conduct one you find to be exemplary of your work. This video recording must be transcribed and will be graded. You will need to make individual arrangements to video record at SCU Media Services 5544520. You may purchase a CD from them or bring your own. Or you can email CPSY@scu.edu and arrange to use a therapy room with video recording. You can bring a flash drive to put the video file on to upload it to your computer, so you can email the video file through Google drive to both Dr. Shapiro and the TA. **Please provide a stamped self-addressed envelope otherwise the final exam will be shredded.**

Transcriptions: The format for transcription includes: 1) Typing BOTH counselor and client responses verbatim, 2) **Identify and label every response** you make to the client (e.g. reflection of feelings, paraphrasing, etc.) – do not label Encouragers after the first one; and 3) provide an alternative response for ONE response that you do not think was particularly skillful. Insert the alternate response **DIRECTLY** underneath the response you are replacing. **Provide complete transcriptions for Midterm and Final.**

***Students will also transcribe audio recordings each week, however only the counselor responses, NOT the client need be transcribed. Please turn these in with the weekly assessment forms.**

Weekly reflections:

The aim of weekly reflections is to give you an opportunity to pause and *reflect* upon the reading. Discuss main points and strengths and weaknesses you have with the new micro skills. The reflections should be 1-page, typed (Times New Roman double-spaced). 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 about your experience of the readings and how they relate to your life. 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.

At the bottom of the reflection paper add a daily meditation chart by checking each day you meditated, like so:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
X	X		X		X	X

9 Gold Nuggets

At the end of the quarter you will turn in a lists of 9 nuggets. Each nugget will be one important thing that you want to remember from that class period. You can write each nugget

down at the end of the class. By the end you should have a list of 9 nuggets for each class session.

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.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you

have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through [Ethicspoint https://www.scu.edu/hr/quick-links/ethicspoint/](https://www.scu.edu/hr/quick-links/ethicspoint/)

COURSE SCHEDULE

Week/Date/Deliverables	Course Content and Assigned Readings
Class One <i>Ice Breaker</i> → <i>chain exercise</i> Reading: In Class Handout, Chapter 1 IVEY	Welcome. Cultivating Attention; Review of Syllabus
Class Two Reflection and “Natural” Transcription Due Chapters 2, 3 & 6 IVEY	Active Listening (Encouragers, Paraphrasing, Summarizing)
Class Three Chapters 4 & 5 Ivey, Chapter 3 NVC Reflection, Transcription, Feedback Forms Due	OBSERVING and QUESTIONS (open questions and closed questions)
Class Four Chapter 7 IVEY, Chapter 4 NVC <i>Fears of being a therapist exercise</i> Reflection, Transcription, Feedback Forms Due	REFLECTION OF FEELING
Class Five Read Chapter 5 NVC; Reflection due on practicing reflection of feeling with friend or self. (Reread Chapter 4 NVC optional) Practice Midterm Due (Self grade using Midterm Feedback Sheet)	Part 2: Reflecting Feelings and MIDTERM REVIEW (Transcript example below or reference page 98 in Ivey)
Class Six Chapters 7, 8, & 9 NVC <i>Vulnerability TED Talk</i> MIDTERM DUE (Transcription/ video recording)	Empathy and Unconditional Positive Regard
Class Seven Chapter 11 IVEY Reflection of Meaning Reflection, Transcription, Feedback Forms Due	Eliciting and Reflecting Meaning
Class Eight Chapter 9 IVEY Reflection of Meaning Reflection, Transcription, Feedback Forms Due	Overview and Review for Final Video
Class Nine Chapter 13 IVEY; Chapter 12 NVC <i>Motivational Interviewing Video</i> Final Competency video recording and Transcription due	Common Factors/Processes: Presence and Therapeutic Relationship
Class Ten Chapter 15 IVEY <i>Potluck</i> List of 9 Nuggets	Strengths and Directions for Growth

Sample Transcript:

Student Name
 CPSY 200
 Mid-term Interview

Speaker	Transcription	Micro-skill Label
Student	Hi, How can I be of help today?	Open-ended Question
Interviewee	-----	-----
Student	Breath.	Mindfulness Practice EXTRA POINT!!!
Interviewee	-----	-----
Student	Right. Mmmhmm.	Encourager (I continued to nod and verbally encourage throughout the interview)
Interviewee	-----	-----
Student	So seeing that movie earlier today really brought back some memories.	Paraphrase

When **TRANSCRIBING:**

- Use Control K to slow down in Quicktime
- Download (for free) Express Scribe to slow down the audio

Alternative Response Example for MIDTERM and FINAL

Interviewee	-----	-----
Student	You friend seems to have a lot on her plate and maybe that is why she started the fight with you and is not talking to you anymore.	Paraphrase
Alternative Response:	You are very hurt that the fight resulted in both of you not speaking to each other because you care about your friend and she is an important person you want in your life.	Reflection of Feeling Reflection of Meaning
Interviewee	-----	-----

Name _____

CPSY 200 Psychology of Interpersonal Communication

Self-Assessment

- Was I present? Did I breathe?
- Paraphrasing: Did I paraphrase the client after she spoke to make sure I had heard and understood her? Did I paraphrase FIRST before asking another question?
- Open questions: Did I use these to open conversation and elicit non-directed information?
- Closed questions: Did I use these to elicit specific details and to gather specific information.
- Did I reflect feelings to elicit the clients explicit and implicit emotions?
- Did I reflect meaning to elicit the clients underlying value and meaning making processes?
 - Did I ask a question that specifically addresses meaning, perspective, interpretation?
 - Did I paraphrase the client's response.
- Did I use the summary as a way to review what the client said and make sure that I had heard and understood all of it.
- Was I aware of issues of power in the interview?
- What I aware of issues of bias, beliefs or assumption in the interview?

*One thing you did well?

*One thing you could improve?

Extra: Positive Asset Search:

- a. Did I ask a question that specifically addressed positive assets or resources?
- b. Did I paraphrase the client's positive assets clearly and specifically?

Name _____

**CPSY Psychology of Interpersonal Communication
Client Feedback Form**

- 1. What was one thing that stood out for you from this session?**
- 2. What might you remember and take home with you?**
- 3. Did you feel heard and understood?**
- 4. What, if anything, did the interviewer miss that you would have liked to explore?**
- 5. What did you find most helpful?**

Midterm Feedback Sheet- Total 25 points
CPSY 200 Psychology of Interpersonal Communication
Shauna L. Shapiro, Ph.D.

SELF-GRADED (25)

Date:

Mandatory Confidentiality Statement _____

(4 points)

- Closed Questions and Open Questions ____

(5 points)

- Summary _____

(6 Points each)

- Paraphrase ____
- Reflection of Feeling____

(4 points) Alternative Response: Find one response that could be improved upon. Highlight the response and write the “alternative response.” You will be graded on the alternative response and not on the original response. _____

***Extra credit point for Deep Breath* ____**

TOTAL: _____

CRITERIA	EXEMPLARY	GOOD	ACCEPTABLE	REVIEW REQUIRED
Confidentiality Statement	Statement flows smoothly and naturally and combines all components: Not doing actual therapy only practicing microskills, obtains verbal informed consent, covers confidential at all times, covers requirement of reporting intent to harm self or others.	Statement covers all basic components but does not flow smoothly and naturally.	Statement covers most of the key components but does not clearly state several components or may be choppy and difficult to understand.	Statement misses several key components such as not covering and obtaining confidentiality, intent to harm policy and that this is a microskill exercise and not actual therapy.
Closed & Open Questions	Student clearly asks both an open and closed question during the video interview (*or labels at the end of the interview that it flowed so smoothly there was no need to ask a closed question). Questions asked are extremely well-timed, skillful and enhance the interview.	Students asks both an open and closed question (*) during the interview and does so skillfully without detracting from the client. The questions are well-timed and fit with the content being covered.	Student asks both an open and closed question (*) but does not do so skillfully and is not in tune with the clients content. The question may be unnatural, choppy, difficult to understand or poorly timed.	Student misses asking both open and closed question or the questions asked clearly detract from the clients experience and are unskillful.
Paraphrase	Student very skillfully reflects back the client's content in a clear, concise and precise manner that matches perfectly with their experience. (Ex: Saying just enough to let client know they have been heard and understood, and to help deepen the clients story).	Student accurately reflects back the client's content in a clear and concise manner.	Student reflects the client's content but is not completely attuned to the client and misses key aspects of the client's story. The student is with the client enough to keep their story going but detracts from their overall meaning.	Student is out of tune with the client's story and does not accurately reflect back content. This misalignment is strongly detracting from the client's story and inhibiting the interview and their experience.
Reflection of Feeling	Student very accurately captures the client's emotions and feelings	Student accurately reflects back	Student reflects back feelings that are close to the client's	Student is out of tune with the client's emotions and either reflects their feelings

	and reflects them back in a clear and concise manner that matches perfectly with their experience. Often feelings are reflected back using words close to, but beyond the overtly expressed feeling words.	the client's expressed feelings and emotions overtly expressed by the client.	emotional content but misses slightly and therefore detracts from the client's feeling experience.	inaccurately or misses the expressed feelings completely. This misalignment strongly detracts from the client's feelings and inhibits their connection to the emotional content of their story.
Reflection of Meaning	Student very accurately reflects the meaning and values of the client and what is important to them in a clear and concise manner that matches perfectly with their experience. Often meaning is reflected back using words close to, but beyond the overtly expressed meaning words and values.	Student accurately reflects back the client's expressed meaning and values that are overtly expressed by the client.	Student reflects back the client's expressed meaning and values in a manner that is close to the client's content but misses slightly and therefore detracts from their experience.	Student is out of tune with the client's meaning and values and either reflects them back inaccurately or misses the expressed meaning completely. The misalignment strongly detracts from what is important to the client and inhibits their connection to what is meaningful to the client.
Summary	Student extremely accurately reflects back to the client a synopsis of the most important aspects of the interview including prevalent feelings, meanings, thoughts, important story-lines and insights. The interview overview is concise and clearly stated.	Student accurately reflects back to the client a synopsis of important aspects of the interview in a clear and concise manner touching on important story-lines and the client's experience.	Student reflects back to the client an overview of their story that captures some of the important aspects of their experience but may miss key aspects, be unclear or overly lengthy, or detract slightly from the client's experience.	Student does not accurately reflect back the client's story demonstrating a lack of connection to the client by being unable to reflect back a substantial portion of their story.
Alternate Response	Student chooses their least skillful response and demonstrates a highly skillful response	Student chooses a response that could be	Student chooses a response and in their restatement improves upon the response	Student chooses a response that is already skillful and does not need to be changed or restates a response in a

	that improves upon their earlier response greatly and clearly and concisely connects with the client.	improved upon and restates their response skillfully by improving on the original response in a clearly and concisely reflecting the client's experience.	making it only slightly more skillful, clear, and concise.	manner that either makes it less skillful or detracts from the client's experience.
*Unskillful Interventions or mistakes which will be deducted for:	Not paraphrasing first. Overly lengthy paraphrases.	Not staying professional with the client (acting like friend).	Mislabeled responses. Overly lengthy summaries.	Not highlighting alternate response. Lack of focus during the interview.