



CM528 Helping Relationships and Skill Development
3 Hours
Fall 2019

Course Introduction

Instructor:	Linda Robinson, Psy.D, LCPC
Course Section #	CM528-A
Course Meeting Day/Time	Wednesdays 1:00 pm - 3:50 pm
Office and Hours:	Mon. - Thurs. – 12:00 pm to 8:00 pm
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E-mail:	lrobinson@thechicagoschool.edu (Best Method of Contact)
Course Website:	https://tcsedsystem.instructure.com/courses/42284

Official Course Description

This course provides a comprehensive knowledge base of essential counseling and interviewing processes in a multicultural society, including the development of basic listening and attending skills. Counseling methods and strategies, and counselor self-awareness are integrated into the course. (3 credits)

Institutional Learning Outcome Addressed

Scholarship

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

- Students will competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation

By the end of this course, students will be able to:

Identify and make use of evidence-based counseling strategies and techniques for prevention and intervention (F.5.j)

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- Students will demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling
 - **By the end of this course, students will be able to:**
 - Identify multicultural counseling competencies (F.2 c)**
 - Identify the effects of power and privilege for counselors and clients (F.2.e)**
 - Recognize and respond to help-seeking behaviors of diverse clients (F.2.f)**
 - Recognize the impact of spiritual beliefs on clients' and counselors' worldview (F.2.g)**

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- Students will show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
 - **By the end of this course, students will be able to:**
 - Identify strategies for personal and professional self-evaluation and implications for practice**
 - Identify self-care strategies appropriate to the counselor role**
 - Articulate the role of counseling supervision in the profession**

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- **By the end of this course, students will be able to:**
 - demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.**
 - Identify counselor characteristics and behaviors that influence the counseling process (F.5.f)**
 - Demonstrate essential interviewing, counseling, and case conceptualization skills (F.5.g)**

Required and Optional Texts and Electronic Reserves

Required Texts

Title (APA Format)	ISBN-13	Publisher's Price
Hill, C. (2014). <i>Helping Skills: Facilitating Exploration, Insight, and Action. 4th Ed.</i>	9-781433-816789	American Psychological Association \$79.95

Articles:

These articles can be located on Canvas:

Gehart, D. (2016). *Case documentation in counseling and psychotherapy: A theory informed, competency-based approach*. Boston: Cengage. Chapters 5 and 6.

Hays, P. (1996). *Addressing the complexities of culture and gender in counseling*. Journal of Counseling and Development: 74(4), 332-337.

Knox, S., Adrians, N., Everson, E., Hess, S. Hill, c. & Crook-Lynn, R. (2011). *Client's perspectives on*

therapy termination. *Psychotherapy Research*: 21(2), 154-167.

MacNeil, C., Hasty, M., Conus, P. & Berk, M. (2010). *Termination of therapy: What can clinicians do to maximize gains?* *Acta Neuropsychiatrica*. <https://doi.org/10.1111/j.1601-5215.2009.00443.x>

Penn, L. (1990). *When the therapist must leave: Forced termination of psychodynamic therapy*. *Professional Psychology: Research and Practice*: 21, 379-384.

Optional Texts and Readings:

Teyber, E. & Teyber F. (2017). *Interpersonal Process in Therapy, 7th Edition*. 978-1305271531 Cengage.

Course Rubric

CACREP STANDARDS MET THROUGH CLASS			
CACREP Standard Code	CACREP Standard	Manner Taught	Manner Assessed
II. F.5.j	evidence-based counseling strategies and techniques for prevention and intervention	<ul style="list-style-type: none"> • Lecture; Videos; Article Discussion • Readings; Demonstration; Practice 	<ul style="list-style-type: none"> • Roleplays • Interview Critiques • Exam
II. F.2. c	multicultural counseling competencies	<ul style="list-style-type: none"> • Lecture; Videos; Article Discussion • Readings; Demonstration; Practice 	<ul style="list-style-type: none"> • Roleplays • Interview Critiques • Exam
II. F. 2. e	the effects of power and privilege for counselors and clients	<ul style="list-style-type: none"> • Lecture; Videos; Article Discussion • Readings; Demonstration; Practice 	<ul style="list-style-type: none"> • Roleplays • Interview Critiques • Exam
II. F. 2.f	help-seeking behaviors of diverse clients	<ul style="list-style-type: none"> • Lecture; Videos; Article Discussion • Readings; Demonstration; Practice 	<ul style="list-style-type: none"> • Roleplays • Interview Critiques • Exam
II. F. 2.g.	the impact of spiritual beliefs on clients' and counselors' worldviews	<ul style="list-style-type: none"> • Lecture; Videos; Article Discussion • Readings; Demonstration; Practice 	<ul style="list-style-type: none"> • Roleplays • Interview Critiques • Exam
II. F. 5. f	counselor characteristics and behaviors	<ul style="list-style-type: none"> • Lecture; Videos; Article Discussion • Readings; Demonstration; Practice 	<ul style="list-style-type: none"> • Roleplays • Interview Critiques

	that influence the counseling process		<ul style="list-style-type: none"> • Exam
II. F. 5. g	essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> • Lecture; Videos; Article Discussion • Readings; Demonstration; Practice 	<ul style="list-style-type: none"> • Roleplays • Interview Critiques • Exam

Learning Outcomes Addressed	Demonstration Level 1 No ability to understand	Demonstration Level 2 Basic ability to understand	Demonstration Level 3 Intermediate ability to understand	Demonstration Level 4 Advanced ability to understand
Evidence-based counseling strategies and techniques for prevention and intervention	1	2	3	4
Multicultural counseling competencies	1	2	3	4
The effects of power and privilege for counselors and clients	1	2	3	4
Help-seeking behaviors of diverse clients	1	2	3	4
Counselor characteristics and behaviors that influence the counseling process	1	2	3	4
Essential interviewing, counseling, and case conceptualization skills	1	2	3	4

Course Requirements

1. Attendance and Participation (50 points)

Attendance is essential. Students are expected to notify instructor of absences in advance (if at all feasible). Excusing an absence is left to the discretion of the instructor. Two absences will result in *one full final course letter grade reduction* (e.g., a “B” would become a “C”). Three absences will result in *failure of the course* (i.e., a letter grade of “F”).

Class participation is a requirement, and students are expected to come to class prepared and having read the assignments. **This course actively depends on student initiative and**

persistence in keeping up with readings and making lively contributions to class discussions.

2. Interview Critiques: (2 interviews/25 points each) Due 9/25 & 10/23

Significant practice in the use of interviewing skills helps to facilitate counseling skill competency and overall performance confidence. Hence, the peer interview activity provides students with additional opportunity for their interviewing skills to be formally critiqued by themselves and their interviewee. **Directions:** Students will schedule two 30 minute video taped interviews with a student in the class. It is expected that the interviewer will utilize all the counseling skills learned as of the date of the assignment. After the interview, both the interviewer and interviewee will complete their respective forms (**Typed**) located at the end of this syllabus. The forms are due to the professor on Canvas on the due date of the assignment. The video tape does not have to be submitted but is left in your possession for review and critique. The interview critiques will be discussed in class.

3. Final Exam: (100 points) Due 11/28

This exam will be a multiple choice test covering basic concepts from texts, lecture and discussions. If you miss the exam without notifying and receiving permission from the instructor prior to the exam, you will not be able to make it up. The exam will be administered on Canvas.

4. Self-Reflection Paper #1 - (50 points): Due 10/9

In this paper, you will reflect upon and critique your own interviewing ability to this point. You are to discuss:

- a. Your strengths at this point in your development as an interviewer.
- b. Your weaknesses at this point in your development as an interviewer.
- c. **How you plan to integrate cultural/diversity into you interviewing.**
- d. Your immediate counseling skill goals that you want to focus on in the next few weeks.
(2-3 pages, double-spaced, with a cover page **that does not count toward the 2-3 pages**).

5. Final Interviewing Project  (150 points)

This project has 4 parts as follows:

- a. A video interview
- b. A transcript of the entire interview.
- c. The 4 page self-reflection paper (reflection paper #2).
- d. An oral presentation of your session with a bullet point outline.

For your final project, you will complete a 40 minute session with a classmate utilizing counseling skills. This classmate should not be the one(s) you interviewed for the 2 critiques. Each of you will complete interviews in which you are the client and one in which you are the counselor. You will need to video record the session and submit a verbatim transcript. For 8 of your responses in the session, you will identify the kind of skill you used, your rationale or goal for using it, and offer one alternative response skill that you believe could also have been effective at that moment in the session. Along with your transcript and skill report, you will submit the 4 page self-reflection paper.

The 4 page Self Reflection Paper (#2).

Below is the outline for the Self-Reflection Paper (#2) for the Final Interviewing Project:

- a. Discuss your understanding of the helping relationship.
- b. Discuss your understanding of the need of helping skills development.
- c. Discuss how your helping skills have advanced.
- d. Discuss your goals in terms of your helping skills.
- e. Discuss your sensitivity to cultural factors when interviewing.

You will also provide a 20 – 30 minute presentation regarding your interview. Be prepared to show a 10 minute clip of your video session. You must also provide a bullet point handout (paper copy) to your peers and your professor on the day of presentation.

The outline for the presentation and handout is as follows:

- a. Client demographics. Name, marital status, employment status, etc.
- b. Client's cultural profile via the Hays model.
- c. Presenting issues/problems.
- d. Counseling skills utilized:
 1. During the initial phase of the interview
 2. During the middle phase of the interview
 3. During the end of the interview.
- e. Your countertransference responses.
- f. The therapeutic nature of the interview (how did the interview help the client?)
- g. Showing of the video clip.
- h. Self-Critique.
- i. Critique from professor and peers.

The transcript should be outlined as follows:

Example Transcript

C = Counselor

CL = Client

- C1: What would you like to talk about today?
CL1: I don't know. I guess my depression.
C2: Tell me more about your depression.
CL2: It's about my sister. I don't like how she talks to me.
C3: So, what I'm hearing you say is that your depression is about how your sister talks to

- you.
 CL3: She’s disrespectful and it makes me feel sad.
 C4 So you’re feeling sad.
 CL4: Yeah, and I don’t know what to do about it.

Continue this format for the remainder of your session. Be advised that the transcription must be verbatim, not rephrased or shortened. As stated above, select 8 responses and identify the skill used, rationale and an alternative response.

Examples:

C2: Tell me more about your depression.

Skills used: A prompt

Rationale: To stimulate further discussion regarding the depression.

Alternative response: “So you think it may be the depression” (restatement)

C3: So what I’m hearing you say is that your depression is about how your sister talks to you.

Skill used: A restatement

Rationale: To act as a mirror for the client with the hope that the client will “hear herself think” and reflect deeper on what she said.

Alternative response: How does she talk to you? (open question).

Again, you will need 8 of the above examples from your transcript.

Course Rubric Levels

Assignments for this course are as follows:

Learning Objective	Assignment	Measurement	Expected Result
1 - 5	Attendance & Participation	50 points	90% of students will achieve 90% or higher
1-5	Exam	100 points	90% of students will achieve 90% or higher
1 - 5	Interview Critiques	50 points	90% of students will achieve 90% or higher
3 – 5	Self-Reflection Paper #1	50 points	90% of students will achieve 90% or higher
1 – 5	Final Interviewing Project and Self Reflection Paper #2	150 points	90% of students will achieve 90% or higher

Total **400 points**

Final course grades will be assigned as follows:

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	94-100%	376-400 points
A-	4	90-93%	360-375 points
B+	3	88-89%	352-359 points
B	3	83-87%	332-351 points
B-	2	80-82%	320-331 points
C	1	70-79%	280-319 points
F	1	69% and below	279 points or lower

Class Schedule, Assignments & Grading					
<u>Week</u>	<u>Topic</u>	<u>Course Learning Outcomes</u>	<u>Readings and Assignments</u>	<u>Points/ Due Date</u>	<u>Assessment Method</u>
Week 1 8/28	Introduction and Overview. Syllabus Review The Hill Model Overview The Hays ADDRESSING Model Role Play	1	Hill chap. 2, 5 Hays article Role play Video	N/A	Interview critique Self-reflections Exam Final Interview Project
Week 2 9/4	Ethical Issues in Counseling Self-Awareness Countertransference	1-4	Hill chaps. 3, 4 Role play	9/5	Interview critique Self-reflections Exam Final Interview Project
Week 3 9/11	Hill Exploration Stage Skills for Attending,	1-4	Hill chaps. 6, 7	9/12	Interview critique

	Listening and Observing.		Role play Hill exercises Discussion of Critiques Video		Self-reflections Exam Final Interview Project
Week 4 9/18	Skills for Exploring Thoughts, Feelings and Narrative	1-4	Hill chaps. 8, 9 Role play Hill exercises	9/19	Interview critique Self-reflections Exam Final Interview Project
Week 5 9/25	Hill – Integration of the Exploration stage; Overview of the Insight Stage Interview Critique 1 Due on Canvas (25 pts.)	1-4	Hill chaps. 10, 11 Role play	9/26	Interview critique Self-reflections Exam Interview critique Self-reflections
Week 6 10/2	Challenge and Insight Skills	1-4	Hill chaps. 12, 13 Role play Hill exercises Video	10/3	Interview critique Self-reflections Exam Final Interview Project
Week 7 10/9	Immediacy Hill Action Stage Self-Reflection Paper Due on Canvas (50 pts.)	1-4	Hill chaps. 14, 16 Role play Hill exercises Video Discussion of Critiques	10/10	Interview critique Self-reflections Exam Final Interview Project
Week 8 10/16	Action Steps in Counseling	1-4	Hill Chap 17	10/17	Interview critique

			Role play Hill exercises		Self-reflections Exam Final Interview Project
Week 9 10/23	Termination Interview Critique 2 Due on Canvas (25 pts.)	1-4	Hill pages 429 to 432 Role play Articles: MacNeil Knox Penn	10/24	Interview critique Self-reflections Exam Final Interview Project
Week 10 10/30	Process Notes, Documentation, and Treatment Planning	1-4	Articles: Gehart, chaps. 5 & 6	10/31	Interview critique Self-reflections Exam Final Interview Project
Week 11 11/6	Final Interview Project Due with Self Reflection #2 Interview Project Presentations (150 pts.)	1-4	4 presentations Role play	11/7	Interview critique Self-reflections Exam Final Interview Project
Week 12 11/13	Interview Project Presentations (150 pts.)	1-4	4 presentations Final Exam Review Role play	11/14	Interview critique Self-reflections Exam Final Interview Project
Week 13 11/20	Interview Project Presentations (150 pts.) Final Exam Opens on Canvas.	1-4	3 presentations Role play	11/21	Interview critique Self-reflections Exam

					Final Interview Project
Week 14 11/27	Interview Project Presentations (150 pts.) Final Exam Due 11/28. Exam Closes at 11:59pm (100 pts.)	1-4	3 Presentations Role play	11/28	Interview critique Self-reflections Exam Final Interview Project

Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

POLICY CLICK HERE FOR SYLLABUS PART 2: POLICIES	
INTRODUCTION	
3. COMMITMENT TO DIVERSITY	
ACADEMIC POLICIES AND PROCEDURES	
<ul style="list-style-type: none"> • CLASS CANCELLATION • CREDIT HOUR • GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE • LEAVE OF ABSENCE <ul style="list-style-type: none"> ○ MILITARY LEAVE OF ABSENCE 	
FINANCIAL AID AND STUDENT ACCOUNT POLICIES	
STUDENT RIGHTS AND RESPONSIBILITIES	
<ul style="list-style-type: none"> • ACCESSIBILITY ACCOMMODATIONS • STUDENT CONDUCT <ul style="list-style-type: none"> ○ ACADEMIC INTEGRITY ○ PROFESSIONAL COMPORTMENT • RELIGIOUS ACCOMMODATIONS • TECHNOLOGY <ul style="list-style-type: none"> ○ ELECTRONIC COMMUNICATION ETIQUETTE ○ USE OF COMPUTING RESOURCES 	
STUDENT SERVICES, HEALTH, AND SAFETY	

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>

- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

Student Wellness

Whenever you are in need of support, please call **855-460-6668**. This is a free, confidential, counseling network that will assist you in finding someone to speak to regarding your concerns and needs. Below is the counseling network's link with more helpful information:

<https://my.thechicagoschool.edu/community/studentlife/Pages/Counseling.aspx>.

In addition, please feel free to browse the wellness page located below for additional strategies and helpful guidance:

<https://my.thechicagoschool.edu/community/studentlife/Pages/studentwellness.aspx>

Feedback Form Interviewee

Student Interviewee: _____

Name of student who interviewed you: _____

Date: _____

Did you feel heard? Why or why not?

Did you feel comfortable? Why or why not?

Comment on the interviewer's:

Body language

Voice – pitch, volume, rate

Facial expressions and eye contact

Did you feel encouraged to talk? Why or why not?

What did you like about the interview?

What did you not like about the interview?

What are your recommendations?

Did you feel that the interviewer was empathetic?

Do you feel that your interviewer considered your cultural differences?

Feedback Form Interviewer

Student Interviewer: _____

Name of the student you interviewed: _____

Date: _____

Did you feel that you were able to convey your thoughts well? Why or why not?

Did you feel comfortable? Why or why not?

Comment on your:

Body language

Voice – pitch, volume, rate

Eye contact

Did you talk too much? Too little? Just enough? Explain.

What counseling skills did you utilize?

What did you like about the interview?

What did you not like about the interview?

What are your recommendations for yourself?

Do you feel that you considered your interviewee's cultural differences?