



The Citadel Graduate College
 School of Education
 Division of Counselor Education

EDUC 624: Basic Counseling Skills Fall 2017	
<i>Instructor:</i> Guy Ilagan, Ph.D.	<i>Class Day:</i> Tuesday
<i>Office:</i> Capers 332C	<i>Class Hours:</i> 5:30p- 8:00p
<i>Telephone:</i> 843-953-5326 (see below)	<i>Meeting Room:</i> Capers 402
Email : gilagan@citadel.edu *Fastest: I typically return course-related email within 24 business hours.	<i>Office Hours:</i> By appointment, T-W-Th afternoons and evenings. I am happy to speak with you.
<i>Credit Hours :</i> 3	

Required Materials:

Hackney, H., & Comier, S. (2016). *The Professional Counselor: A Process Guide to Helping (8th ed.)*. Old Tappan, NJ: Allyn & Bacon.

Conceptual Base of the School of Education:

Leadership for Learner-Centered Education:
 A Conceptual Framework

Developing Principled Educational Leaders for P-20 Schools – The Citadel’s Professional Education Unit prepared principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation and preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel’s Professional Education Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel’s Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

LEARNING AND DEVELOPMENTAL GOALS, EVALUATION METHODS and CORRELATION TO THE CONCEPTUAL BASE:

The course will provide students with the following CACREP Standards and The School of Education conceptual framework (CF):

1. Develop an understanding of themselves and how they can impact the counseling relationship. **CF: 1-3, 5-7, 10-15; CACREP G.5.b.**
2. Develop an understanding of the stages of the counseling and consultation process. **CF: 1-3, 5, 9, 10, 13, 14; CACREP G.5.c., G.5.f.**
3. Increase their understanding of and competence in using basic attending and listening skills. **CF: 1, 2, 5, 6-14; CACREP G.5.c**

4. Understand and demonstrate the core conditions of empathy, unconditional positive regard and genuineness. **CF: 1, 6-8, 10; CACREP G.5.c.**
5. Learn how to reflect, question, paraphrase, summarize, probe, and clarify in order to obtain information from clients. **CF: 1, 2, 5, 7, 8, 10-14; CACREP G.5.c.**
6. Learn how to set goals with clients and develop strategies and interventions to meet these goals. **CF: 1, 2, 5, 7, 10-14; CACREP G.5.c.**
7. Develop confidence in one's ability to utilize these basic counseling skills. **CF: 1-15; CACREP G.5.c.**
8. Understand counseling theories that provide the student with models to conceptualize client presentation and that helps the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. **CF: 1, 2, 5, 6, 9; CACREP G.5.d, G.5.e.**
9. Understand how cultural factors impact the counseling relationship and counseling process. **CF: 1, 2, 5, 7-14; CACREP G.5.f.**
10. Examine legal and ethical considerations in the facets of the counseling process and consultation. **CF: 1, 7, 14; CACREP G.5.g.**
11. Understand crisis intervention and suicide prevention models; including the use of psychological first aid strategies. **CF: 11; CACREP G.5.a.**
12. Develop an orientation to wellness and prevention as desired counseling and goals. **CF: 11; CACREP G.5.a.**

Legend: CF= Conceptual Framework Objectives. C=CACREP 2009 standards.

Course Description

This course is designed to provide the beginning counselor with the skills necessary to establish, develop, maintain and terminate a counseling relationship. This course will focus on the development of the student's understanding and proficiency with respect to selected counseling skills, techniques and practices involved in the counseling process. Students will have the opportunity to discuss, to observe, and to demonstrate effective counseling behavior. This course will be heavily experiential since it is only by doing counseling that we learn how to counsel. A variety of role plays, small group experiences, and self-exploration activities will be the primary learning experiences. Some discussion and lecture of the text readings will take place; however, the bulk of the class will be spent practicing the counseling skills. Each student will complete videotaped counseling sessions that will include a partner(s) from class.

The instructor recognizes that learning these new skills and being evaluated on your ability to perform them can be threatening. Encouragement of improvement of skills will be emphasized. There will be ample demonstration of the skills, many opportunities for practice of the skills, and feedback on your skills through individual and small group supervision.

Course Requirements and Evaluation:**Scoring**

Class Components	POINTS POSSIBLE	Due
1. Attendance/Informed Participation/ Professionalism/In-class Practice and Skill Development in-class	25	Each class session
2. Self-Awareness report – part 1 (Turn in via <i>Citlearn</i>)	10	SEP 04, 11:59p
3. Video 1 (Turn in via <i>Citlearn</i>)	25	SEP 18, 11:59p
4. Video 2 (Turn in via <i>Citlearn</i>)	30	NOV 13, 11:59p
5. Self-Awareness Questionnaire - part 2 (Turn in via <i>Citlearn</i>)	10	NOV 27, 11:59p
Total Points	100	

Grades are determined based upon the following scale:

A = 90 – 100%

B = 80 – 89%

C = 75 – 79%

**A grade below 75% will result in the student repeating the course.
No extra credit is available.**

Disability Disclosure

If you are a student with a disability and need accommodations for this class, please contact Dr. Jane Warner in 103 Thompson Hall at 843-953-6877 to schedule an appointment. If your request for accommodations has already been approved and you have your accommodations letters, please meet with me during my offices hours as soon as possible.

All work is to be completed in a professional manner. Late work is accepted with a deduction of 5 points per day. For all assignments, make sure you have explored the technology required for submission, and are familiar with submission processes.

1. Attendance, Participation & Professionalism: Students will come to class **prepared** to participate in class activities. (CF: 1-8, 11,12,16, 17)
2. Practice and Skill Development: Students will participate in peer counseling sessions and demonstrate the skills appropriate to the current level of development. Feedback will be given of the counseling sessions. **Students will use classroom demonstration and video-taping to demonstrate basic counseling skills**
 - a. Video 1 (To be turned in via **Citlearn**)
 - i. Must include:
 1. Link to a 10 minute session (YouTube) showing your grasp and use of basic skills as we have discussed them thus far
 2. Description: Client Age, presenting problem, your own reflections about the quality of your work
 3. Completed Self-Rating Sheet
 4. Transcription of the entire first 5 minutes
 5. *See detailed instructions in Blackboard*
 - b. Video 2 (To be turned in via **Citlearn**)
 - i. Must include:
 1. Link to a 30 minutes session (YouTube) showing your grasp and use of basic skills and use of goal-setting techniques and use of counseling interventions
 2. Cover sheet with helpees age, concern, your own reflections about the quality of your listening. Identify intervention category, specific interventions used, and state rationale
 3. Transcript of second 5 minutes
 4. Rating sheet
 5. *See detailed instructions in Citlearn*

3. Self-Awareness Reports (Turn in via **Citlearn**):

This is to be submitted on two different occasions so you can observe your perspectives as you progress through the course.

a.) Self-Awareness Report 1:

Your self-awareness report consists of two parts. Combine both, use a cover sheet and observe APA Format with margins and spacing.

- **Complete Self-Awareness Questionnaire items, and Brief MBTI Report.**

A. Self-Awareness Questionnaire items:

Students will complete a **minimum** of 10 items on the self-awareness questionnaire (below). **Some of the elements of the questionnaire are required and marked by an asterisk and must be completed.** The other items are optional. After responding to the questions, analyze your responses with regard to strengths and limitations (see summary questions). A bulleted list of these items is fine, with a brief narrative for the summary questions. No set-length requirement.

B. Brief MBTI Report.

Students will also, as a part of this self-awareness project, compose a brief report based on their MBTI/ Jung Typology Test results, with an emphasis on how the results may influence counseling skills/style. 2-3 pages. Log on and compete: <http://www.keirse.com> (on your own, bring results to class)

b.) Self-Awareness Report 2:

For the 2nd report, address the *Self-Awareness Questionnaire items* and discuss any items where your current perspective differs from what you wrote in your first report. A bulleted list of these items is fine, with a brief narrative for the summary questions. **No set length requirement.**

Self-Awareness Questionnaire

*1) What is my background (i.e., religion, race, economic status, gender, sexual orientation, physical condition, etc.) and how do all of these relate to the person I am now and the counselor that I hope to become?

*2) How would I describe my personality? What are my personality strengths/weaknesses/special characteristics? Would my best friend agree with this description?

3) How do I react to people who are different from me?

4) What are situations in which I feel anxious? How do I deal with anxiety?

5) What are my prejudices and how do I deal with them? Which are the strongest ones?

6) What feelings are difficult to deal with within myself? In others?

*7) With what kinds of people am I uncomfortable /dislike/ fear (e.g., babies, children, adolescents, aged, African-Americans, Jews, Asians, Hispanics, Caucasians, liberals, conservatives, homosexuals, heterosexuals, men, women, drug addicts, criminals, pedophiles, etc.) How do I react to these people?

*8) What are some of my shortcomings / imperfections? How do I deal with them? How do I deal with those same aspects in others?

9) What are some of the wounds / areas of unfinished business in my life? How might these affect / help / hinder my work as a counselor?

10) How do I feel about taking interpersonal risks? Am I willing to confront people and be confronted?

11) What is my tolerance for ambiguity? How do I deal with ambiguity?

12) What is my capacity for intimacy? How do I know this?

13) How well can I tolerate solitude and privacy?

14) How would I describe my spiritual background and development to this point in my life?

15) What type of a sense of humor do I have? How creative am I? In what ways?

*16) What is my tolerance for feedback / constructive criticism? How do I typically react to such feedback? Give an example of a time in which you received feedback that was less than flattering and how you reacted to it?

Summary Questions

17) As I review my responses to selected items, I have the following strengths which will serve me well in a helping relationship:

18) The following is a list of concerns that I have and / or areas to change, which might impair a helping relationship unless I decide to change them in some way:

TENTATIVE CLASS SCHEDULE

Date (Tues)	Topics
Wk 1 8/22	CH 1 Conceptualizing counseling Practice basic skills <ul style="list-style-type: none"> • Log on and complete the Jung Typology Test: http://www.humanmetrics.com/cgi-win/jtypes2.asp Bring results/4-letter type to class.
Wk 2 8/29	CH 2 The language of counseling Discuss MBTI type/Jung Typology Test as related to your counseling approach Practice basic skills
Wk 3 9/5	CH 3 Stages and Skills of Counseling & CH 4 Building a Working Relationship Handouts: Techniques for Active Listening; Core Conditions (in Bb) Practice basic skills <i>Submit Self-Awareness Report 1 (Citlearn) Sep 04, 11:59p</i>
Wk 4 9/12	<i>Do not report to class</i> Self-directed practice & taping with partners
Wk 5 9/19	CH 4 Building a Working Relationship (Cont.) Practice basic skills <i>Video 1 (Citlearn) Sep 18, 11:59p</i>
Wk 6 9/26	Discuss videos, review details for next recordings CH 5 Assessing Client problems Practice Practice basic skills
Wk 7 10/3	CH 6 Developing Counseling Goals Practice
Wk 8 10/10	CH 7 Strategies & Interventions (read this well) Ch 8 Affective Interventions (focus of class discussion and activities) Practice
Wk 9 10/17	<i>Do not report to class</i>
Wk 10 10/24	CH 9 Cognitive interventions Practice
Wk 11 10/31	Self-directed practice & work with partners <i>Do not report to class</i>
Wk 12 11/7	CH 10 Behavioral Interventions Practice
Wk 13 11/14	CH 11 Systemic Interventions <ul style="list-style-type: none"> • <i>Video 2 (Turn in via Citlearn) NOV 13, 11:59p</i>
Wk 14 11/21	FALL BREAK - <i>Do not report to class</i>
Wk 15 11/28	CH 12 Termination Practice

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| | <ul style="list-style-type: none">• <i>Self-Awareness Questionnaire 2 (Citlearn) NOV 27, 11:59p</i> |
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