

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION**

"Preparing professionals to meet our diverse communities' lifelong educational needs"

Diversity & Inclusiveness

- to work in diverse settings
- to promote inclusive and therapeutic environments

Research-Based Practices & Professional Standards

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional values, knowledge, and skills

Impacting Learning and Development

- to ensure students and clients succeed
- to use technology to enhance learning
- to influence policy and provide leadership for organizations

Evidence-Informed Decision Making

- to use evidence to solve problems of practice and enhance therapeutic decisions

FALL Quarter, 2011

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

INSTRUCTOR

Russell D. Miars, Ph.D.

506L Education Bldg.

Office phone: 725-4611 (voice mail messages)

Office Hours by email appointment: Monday 2:30 – 3:30 p.m.

Wednesday 12:30 – 3:30 p.m.

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

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 Practicum Clinic required

ESSENTIAL PRACTICES ADDRESSED IN THIS COURSE:

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

COURSE OBJECTIVES:

1. Demonstrate an understanding of the three-stage, systematic eclectic model of helping as developed by Gerard Egan.
2. Demonstrate beginning skill in counselor-client communication: attending, active listening, reflection of feeling, reflection of content, probing, advanced empathy, immediacy, confrontation, and 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, and planning for change.

TEXTS:

Required text: Egan, Gerard (2010). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (9th ed.). Pacific Grove, CA: Brooks/Cole.

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

SCHEDULE OF READINGS:

September

- 28 Course overview; Egan, Intro & Ch. 1; Knapp: Preface
Practice groups orientation: risk taking and privacy/confidentiality
Class exercise: Strengths & Soft Spots / exploring personal concerns

October

- 5 Egan, Ch. 2; Knapp Ch. 1; class exercise: emotional awareness
- 12 Egan, Ch. 3; Knapp Ch. 2; class exercise: active listening (presence)
- 19 Egan, Ch. 5; Knapp Ch. 3; class exercise: empathy as a skill
- 26 Egan, Ch. 6 & 7; Knapp Ch. 4; class exercise: empathy-probes integration

November

- 2 Egan Chs. 4 & 7; Knapp Ch. 5; class exercise: the challenge of resistance
- 9 Egan Chs. 8 & 9; Knapp Appendix A; class exercise: challenge skills

- 16 Egan, Chs. 10 & 11; Knapp Appendix B; class exercise: immediacy as a skill
- 23 Egan, Ch. 12; Knapp Appendix C; class exercise: immediacy as process-presence
- 30 Egan, Ch. 13; class exercise: skill self-assessment & feedback
→ **DUE: Self-reflection Log**

December

- 7 **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 which 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 role plays.

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 call and leave a voice-mail message of your absence for it 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. Self-reflection Log (20 points) Due: November 30

The focus of the log should be on you (your "self"). 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. 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, 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 3 total pages will be marked down in score, so keep to the page limit.

III. **FINAL EXAM: (60 points)**

Your knowledge and understanding 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

Egan web companion site:

1. type: 'cengage.com Egan' into your browser search
2. pick: [Cengage - Counseling Welcome to Gerard Egan's Catalog](#)
3. at Egan site, pick 9th edition and then 'Companion Site' (for students)