

## **SDS 6401: Counseling Skills for Non-Counselors Fall 2006**

---

INSTRUCTOR: Meggen Sixbey, Ph.D., NCC, LMHC

E-MAIL: sixbey@counsel.ufl.edu

CLASS: Mondays, periods 9-11; RM 260

OFFICE HOURS: by appointment

TEACHING ASSISTANT: Jennifer Heard EMAIL: jennmichelle100@hotmail.com

VISTA WebCT: <http://lss.at.ufl.edu/services/webct/>

CLASS LIST SERVE: FALL-3621-L@lists.ufl.edu

---

### **I. COURSE OBJECTIVES**

The goal of this course is for students to develop knowledge, skills, and attitudes that will facilitate their use of counseling skills in both dyadic and small group interactions. More specific objectives include the following:

- Increase awareness of the communication styles of self and others
- Examine the impact of personal, social, and cultural influences on personal development and interactions with others
- Facilitate personal growth and enhance the overall efficacy of interpersonal interactions on both personal and professional levels
- Use the Thinking, Feeling, and Acting (TFA) model to conceptualize helping relationships and integrate techniques from a wide variety of approaches
- Develop skills in effective rapport-building, interviewing, giving and receiving feedback, active listening, reflection and clarification, and problem-solving
- Develop and practice relevant applications of basic counseling skills, thereby creating a framework for more effective interpersonal interactions and helping relationships
- Explore selected theories related to counseling and client change

### **II. REQUIRED TEXTS**

Ivey, A. E. & Ivey, M. B. (2007). Intentional interviewing and counseling: Facilitating client development in a multicultural society (6th ed.). Pacific Grove, CA: Brooks/Cole.

Yalom, I. D. (1989). Love's executioner and other tales of psychotherapy. New York: HarperCollins.

#### Recommended Text

Meier, S. T. & Davis, S. R. (2005). The elements of counseling (5th ed.). Belmont, CA: Brooks/Cole.

### III. CLASS REQUIREMENTS

#### A. Exams **100 points** *50 points each*

Two exams, consisting of multiple choice, true/false, short answer, and essay questions, will be given. These exams will consist primarily of information covered in your assigned textbook readings, regardless of whether the material is specifically discussed in class. However, exams may also include information from lectures, guest speakers, class discussions/activities, and presentations. **No makeup exams will be given unless prior arrangements have been made.**

#### B. Written Assignments **70 points**

Format: All written assignments must be typed (double-spaced, 12pt. font, 1-inch margins). Please include a cover page, with the following information: name, e-mail address, title, and date. **Points will be deducted for late papers or those not submitted in the proper format.**

##### 1. Annotated Bibliography/Article Reviews *20 points*

Students will choose 5 articles relevant to the course material and their specific area of professional activity and provide a review of the key concepts and ideas discussed in each article as well as their personal thoughts, reactions, and recommendations. This assignment will be made available for peers to reference on WebCT.

##### 2. Theory/Application Paper *50 points*

The final paper for this class includes the following components:

(a) identify your personal theory of counseling/helping relationships. Please consider such areas as: your view of human nature, how you define counseling, the relevant qualities of a therapeutic relationship, how people become emotionally “unhealthy,” the catalysts for seeking help, how rapport is developed, how change occurs, factors that influence success/failure, and how effectiveness and/or growth is measured. Please discuss how your theory is congruent (and incongruent) with your personal values and life experiences and discuss your strengths/weaknesses as a helping professional; and (b) describe a scenario reflective of your profession and discuss how you would practically apply your theory, the counseling skills you have learned, and other significant aspects of this course to your area of professional activity. What challenges and/or resistance do you anticipate? What are the potential obstacles and/or benefits to the application of your theory? What are the implications for your profession and you?

#### C. Participation **60 points**

##### 1. Attendance/Participation *30 points*

The effort that we put into our awareness, enlightenment, and personal growth is a choice each one of us must make. Since this class is largely experiential, each of you will benefit from being in class. Every moment in this class (as in life) is a learning opportunity, and the process of purposefully experiencing this course will teach you the content. Your contributions are significant and vital to your success, the cohesion of your small groups, and the overall class dynamic. What you get out of this class is predominantly dependent on what you are willing to put into it, and your level of investment will be noted.

2. WebCT discussions 30 points

Participation in discussion board dialogues will help students personalize course materials and provide opportunities for peer learning and feedback. **Over the course of the semester, each student must post a minimum of one original message and/or one reply to a peer posting each week (for a minimum semester total of 15 postings where the last posting accepted will be on November 20th)** . Please note that an “original” posting can be by creating a “new” posting or by posting original material in a response to an existing posting. These should be *quality* messages that show thoughtful consideration of class material and depth of insight. They are an attempt to gauge student reactions to course materials and should include: questions or reflections sparked by aspects of the reading and/or class discussion that students found confusing, intriguing, and/or particularly relevant to personal/professional growth. Students are also expected to respond to discussions and/or assignments posted by the instructor or TAs.

D. Small Groups **40 points**

Each week students will meet in small discussion groups. My hope is that these groups will provide valuable opportunities to practically apply the concepts learned in class and to openly discuss relevant course issues that are meaningful to you as individuals, as a group, and as a part of various larger communities.

1. Group Leadership 20 points

Each student will be responsible for leading a group discussion with the class about a topic relevant to this course. You will be expected to: (1) facilitate and process a group activity; and (2) engage the class in thought-provoking conversation using the facilitative model. Each group is responsible for generating a presentation schedule and submitting to their TA. This assignment should be approximately 30-45 minutes in length and include a visual aid for the class.

2. Media Review 20 points

Evaluate a video clip(s) in terms of the effectiveness of the therapeutic relationship portrayed. The clips must be viewed in class and group members should be prepared to illustrate and critique specific interpersonal interactions as well as engage the class in a discussion of relevant “counseling” issues associated with the clip. Presentations should be approximately 15 minutes in length.

E. Extra Credit Opportunities **15 points** (5 points each)

You may earn up to 15 points extra credit by completing one or more of the extra credit assignments listed on the next page. All papers must follow the format detailed in section IIIB, and I encourage you to consult with me to make sure you understand my expectations.

Extra Credit Assignments

1. Select and view a movie depicting a counselor-client relationship. Write a paper describing the counseling issues depicted and the nature of the interaction as well as the roles portrayed by the counselor and client. Questions to explore may include: How are stereotypes concerning counselor or client roles and/or counseling issues either supported or refuted? Is the counselor's behavior ethical and/or effective? What does the counselor's personality and behaviors as depicted in the film say about counseling? What is the message to non-professionals? What is at least one struggle, either intrapersonal or interpersonal, that the counselor must resolve? How does he/she do it? How did culture, power, gender, age, or sexual orientation influence the interaction?
2. Interview a professional in the community that has experience in a field that is relevant to your current personal or professional development goals. Due to the nature of this course, please include a discussion of the individual's thoughts about the relevance of coursework in counseling skills for your chosen field. Write a reaction paper that includes a summary of your findings as well as personal reactions to the experience (What were you hoping to discover? What did you observe about your interactions with the interviewee?). You must also include a list of your interview questions as well as a brief biography of the person you interviewed.
3. Challenge your own stereotypes or lack of experience in a particular area by immersing yourself in a culture different from your own and/or participating in an activity/volunteering somewhere in the community that causes you to step outside of your comfort-zone. Write a summary/reaction paper explaining how you chose the experience and detailing your thoughts/feelings throughout the process.

F. Grading Scale:

**270 Total Points**

100 - 90%	A	270 - 242 pts.
89 - 87%	B+	241 - 234
86 - 80%	B	233 - 215
79 - 77%	C+	214 - 207
76 - 70%	C	206 - 188

#### IV. MISCELLANEOUS

- A. Confidentiality: To the extent that students are comfortable, personal information and ideas will be shared throughout the semester. As a member of this class, each person is expected to maintain confidentiality. Class members are encouraged to discuss their **own** experiences with anyone they choose but should not leave class and discuss what **other** people have said or done.
- B. Office Hours: Although specific office hours are not posted, appointments are welcomed. Consider this your personal invitation to schedule a time to meet with me to discuss questions, concerns, or thoughts about the class.
- C. Course Topic Dates: A tentative class schedule and topic guideline is provided for this course. Given the changing nature of students (and instructors), varying lengths of lectures/class discussions, and guest speaker availability, it occasionally becomes necessary to adjust the schedule to best fit the needs of the class. Adjustments will be announced during class, and it is each student's responsibility to note changes.
- D. Assignment Due Dates: All assignments are due on designated dates. Late assignments will be deducted 2 points per day. Assignments not following presentation guidelines will not be accepted and will be considered late until resubmitted in appropriate form.
- E. Honor Code: Plagiarism or cheating in any form is a sign of disrespect to yourself, your classmates, and this University and will not be tolerated. On all work submitted for credit by the students of the University of Florida, the following pledge is implied: *On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

## Tentative Course Schedule – Fall 2006

<u>Date</u>	<u>Assigned Reading/Topic</u> <i>(reading is to be completed before class on the date listed)</i>	<u>Assignment Due</u>
8/28	Hand out syllabus; Class overview; Group activity	
9/4	Labor Day-NO CLASS	NO CLASS
9/11	Ch. 1- Toward Intentional Interviewing and Counseling Ch. 3- Attending Behavior: Basic to Communication	
9/18	Ch. 4- Questions: Opening Communication Love's Executioner: Love's Executioner	
9/25	Ch. 5- Observation Skills Love's Executioner: Fat Lady	<b>Article Reviews Due</b>
10/2	Ch. 6- The Skills of Active Listening Love's Executioner: "The Wrong One Died"	
10/9	Midterm Exam	<b>Midterm Exam</b>
10/16	Ch. 7- Observing and Reflecting Feelings Ch. 8- Integrating Listening Skills Love's Executioner: "I Never Thought It Would Happen to Me"	
10/23	QPR – Using the skills learned so far to know what to do if there are concerns about a person's level of lethality Love's Executioner: "Do Not Go Gentle"	
10/30	Ch. 9- The Skills of Confrontation: Supporting while Challenging Love's Executioner: Two Smiles	
11/6	Ch. 10- Focusing the Interview Love's Executioner: Three Unopened Letters	<b>Theory Paper Due</b>
11/13	Ch. 11- Helping Clients explore Values and Beliefs Love's Executioner: Therapeutic Monogamy	
11/20	Ch. 12: Influencing Skills: Six Strategies for Change Love's Executioner: In Search of the Dreamer	<i>Extra Credit Due</i>
11/27	Final Exam (same place, same time)	<b>Final Exam</b>
12/4	Culminating Experience (scheduled exam time)	