

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**

COURSE OUTLINE

**Counseling Skills and Process
PSYC 410**

Prepared by: Bruce A. Kenna

**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF SOCIAL SCIENCES
March 2015**

PSYC 410 – Counseling Skills and Process

- A. **TITLE:** Counseling Skills and Process
- B. **COURSE NUMBER:** PSYC 410
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** N/A
- E. **COURSE LENGTH:** 15 Weeks
- F. **SEMESTER(S) OFFERED:** Fall and/or Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 hours of lecture and classwork per week.
- H. **CATALOG DESCRIPTION:** An examination and practice of the skills, techniques, and process of counseling for students entering one of the helping professions. Specific techniques will be described, demonstrated and practiced. The stages of the counseling process and the goals and methods of each stage will be discussed and practiced.
- I. **PRE-REQUISITES/CO-COURSES:** PSYC 310 Counseling Theories and Practice with a grade of “C” or better or permission of the instructor.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**

<i>Course Objective</i>	<i>Institutional SLO</i>
a. Describe the process of counseling, its common stages, and the goals appropriate to each stage.	2. Crit. Thinking 3. Prof. Competence
b. Demonstrate the techniques commonly used at different stages in counseling and the helping process.	2. Crit. Thinking 3. Prof. Competence 4. Inter/Intrapersonal Skills
c. Develop a personal style in the performance of counseling techniques and demonstrate an understanding of their effective uses.	1. Communication 3. Prof. Competence 4. Inter/Intrapersonal Skills
d. Evaluate one’s own performance of counseling skills and take corrective action when necessary	2. Crit. Thinking 3. Prof. Competence 4. Inter/Intrapersonal Skills
e. Demonstrate and explain the uses of counseling methods as applied to a variety of problems and hypothetical scenarios.	2. Crit. Thinking 1. Communication 4. Inter/Intrapersonal Skills
f. Examine and describe the difficulties encountered (resistance, transference, etc.) and how to deal with them.	1. Communication 2. Crit. Thinking 3. Prof. Competence

- K. **TEXT(S)**: Determined by Instructor; possible texts:
 The Professional Counselor by Hackney & Cormier, 2013, Pearson.
 Learning the Art of Helping 2nd Edition by Mark Young (2001), Merrill/Prentice Hall
 The Skilled Helper 9th Edition by Gerard Egan, (2010), Brookes/Cole
 The Practical Counselor: Elements of Effective Helping by Lauver & Harvey, (1997),
 Brookes/Cole
 Communication Skills in Helping Relationships by Vonda Long, (1995) Brookes/Cole
- L. **REFERENCES**: (including, but not limited to)
 Intentional Interviewing & Counseling 7th Edition by Ivey, Ivey, and Zalaquett (2010),
 Brookes/Cole
 Case Approach to Counseling and Psychotherapy 7th Edition by G. Corey (2011),
 Brookes/Cole
 Becoming a Helper 6th Edition by Marianne & Gerald Corey (2011), Brookes/Cole
 The Clinical Assessment Workbook by Pomeroy and Wambach (2003), Brookes/Cole
 Fundamental Skills for Mental Health Professionals by L. Seligman (2009), Merrill/Pearson
- M. **EQUIPMENT**: Seminar room with chairs instead of desks. Other needs to be determined by
 the Instructor
- N. **GRADING METHOD**: A – F
- O. **MEASUREMENT CRITERIA/METHODS**: To be determined by the instructor, but may
 include:
 Students will be evaluated based upon their class participation, ability to perform techniques,
 class presentations and role playing, written exams and papers.
- P. **DETAILED TOPICAL OUTLINE**
- I. **Nature and varieties of human dilemmas**
 1. **Listening, hearing, & attending**
 2. **Awareness of biases, judgments, & assumptions**
 - II. **The helping/problem solving process**
 1. **Brammer’s Model of the Helping Process**
 2. **Egan’s Model of Skilled Helping**
 - III. **The Counseling Process, stages, tasks, and models**
 - A. **General Stage Models**
 1. **Doyle’s Transitional Stages of Counseling**
 2. **Cormier and Hackney’s Stages of Counseling**
 3. **Egan’s Skilled Helper Model**
 4. **Ivey’s Microskills Model**
 - B. **Tasks of the counseling process**
 1. **Rapport Building**
 2. **Assessment of the client, the problem, needs and strengths**
 3. **Mutual framing & understanding of the problem**
 4. **Negotiating goals**
 5. **Developing & implementing a plan of change**
 6. **Assessment & termination**
 7. **Case management and coordination of services**
 - C. **Organizing the process: the goals and tasks of each stage**

- IV. Qualities and values of a counselor**
 - A. Barriers to listening and hearing**
 - B. Empathy**
 - C. Acceptance and non-judgment**
 - D. Openness and willingness to go deeper**
 - E. Beneficence and concern for others**
 - F. Immediacy, focus, and presence**
 - G. Integrity**
 - H. Postures and non-verbal behavior**
 - I. Managing professional boundaries**
 - J. Embracing learning as an ongoing process**

- V. Basic Communication Skills**
 - A. Active listening**
 - B. Repetition, paraphrasing selective emphasis**
 - C. Reflection of emotion**
 - D. Questions and probes**
 - E. Challenging and confrontation**
 - F. Encouraging**

- VI. The Counseling Session**
 - A. Opening and Structuring**
 - B. Building Rapport**
 - C. Increasing disclosure**
 - D. Clarifying skills**
 - E. Summarizing**
 - F. Skills for promoting insight**
 - G. Confrontation and challenging**
 - H. Directing the process**
 - I. Requesting specifics and examples**
 - J. Identifying implicit thoughts, beliefs, and feelings**
 - K. Identifying themes and motives**

- VII. Skills for early stages of counseling**
 - A. Skills for rapport building**
 - B. Skills for increasing disclosure and the use of probes**
 - C. Identifying problems, issues, concerns, and themes**
 - D. Summarizing, clarifying, and getting specifics**

- IIIX. Skills for the Middle Stages of Counseling**
 - A. Framing and Reframing**
 - B. Confrontation skills**
 - C. Skills for clarifying problems, issues, concerns**
 - D. Restating complaints and concerns as goals**
 - E. Clarifying conflicts, dilemmas, and inconsistencies**

- IX. Motivating Clients in later stages**
 - A. Forms of confrontation**
 - B. Increasing awareness of problems, difficulties and suffering**
 - C. Reframing problems as goals**
 - D. Examining costs and benefits**
 - E. Planning for barriers and set-backs**
 - F. Using intrinsic values and extrinsic incentives**

- X. Applying Theoretical Models**
 - A. Working with Feelings - Emotion Focused and experiential Skills**

- B. Working with thoughts and beliefs –Skills from Cognitive Therapy**
- C. Working with basic behavior - Social skills and learning approaches**
- D. Working with families – Family Systems**

Q. LABORATORY OUTLINE: N/A