



SCHOOL of PHARMACY AND HEALTH PROFESSIONS  
Department of Rehabilitation

# Advanced Counseling Skills, Techniques, and Practices

## General Information

|                       |   |   |
|-----------------------|---|---|
| Program               | : | Master in Rehabilitation Counseling                   |
| Academic Term         | : | Spring 2022   |
| Course Code           | : | RECN 720  |
| Course Title          | : | Advanced Counseling Skills, Techniques, and Practices |
| Credit Hours          | : | 3 (45 contact hours)                                  |
| Learning Modality     | : |   |
| Meeting Days and Time | : |   |
| Instructor            | : |   |
| Email                 | : |   |
| Phone                 | : |   |
| Office Location       | : |   |
| Office Hours          | : |   |
| Program Assistant     | : |   |
| Email                 | : |   |
| Phone                 | : |   |

## Resources

### Required textbook

Ivey & Ivey, (2016) *Intentional Interview and Counseling 9th edition: Facilitating Client Development in a Multicultural Society*,

### Recommended References and Resources

Victoria E. Kress, V.E. & Paylo, M. J. (2014). *Treating those with Mental Disorders: A Strength Base, Comprehensive Approach to Case Conceptualization and Treatment*, Pearson

Kilgus, M., & Rea, W. (2014). *Essential psychopathology casebook*. W.W. Norton and Company Inc. New York

Neukrug, E., & Schwitzer, A. (2006). *Skills and tools for today's counselors and psychotherapists: From natural helping to professional counseling*. Monterey, CA: Brooks/Cole

**Prerequisite:** Prerequisites or co-requisites for this course are found in the graduate program handbook or catalogue.

**Required Materials:** Each student will need access to a video recording device. The office does have 3 Go Pro recorders which a student may check out for 24 hours when a deposit is remitted, If a recorder is checked out and not returned: failure to return the recorder, on time, the first time shall result in a small fine. Repeated failures may result in termination of your ability to check out the camera. Please remember we have a limited number of cameras. You must consider the need of fellow students. You will also need to have access to a laptop for in class assignments.

## **Purpose:**

This course will examine advanced concepts and practices in current counseling modalities. The course addresses counseling strategies as it relates to common client issues, such as behavioral and emotional disorders; symptomatology for psychoses; and maladaptive behavior patterns. This course is designed to be an advanced course in counseling which allows rehabilitation counselors to conceptualize behavioral, substance abuse and mental health disorders within various schools of counseling theory that underline clinical practice. A survey of the various cognitive, psychodynamic, behavioral, humanistic-existential and family systems theories of psychopathology will be discussed

After completion of this course, students will be able to:

- 1. conduct individual counseling sessions with consumers;
- 2. develop and maintain a counseling relationship with consumers;
- 3. establish, in collaboration with the consumer,
  - individual counseling goals and or objectives
  - follow up services as needed
- 4. assist the consumer with crisis resolution;
- 5. facilitate the consumer's decision-making and personal responsibility in a manner consistent with the individual's culture and beliefs;
- 6. recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;
- 7. explain the implications of assessment/evaluation results on planning and decision-making;
- 8. assist the consumer in developing acceptable behavior in various settings;

- 9. adjust counseling approaches or styles to meet the needs of individual consumers;
- 10. demonstrate the ability to terminate counseling relationships with consumers in a manner that enhances their ability to function independently;
- 11. demonstrate the ability to recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;
- 12. interpret diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer;
- 13. assist consumers in modifying their lifestyles to accommodate individual functional limitations; and
- 14. assist consumers to successfully deal with situations involving conflict resolution and behavior management.
- 15. Understand various ethical and appropriate treatment approaches for each disorder, including the influence of current managed care systems

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Course Competency Goals: To develop understanding and basic skill in CACREP Criteria

CACREP Criteria Addressed Section 5 D.2 Clinical **Rehabilitation Counseling**

| KPI Indicator | Course Objective  | CACREP Standard | Assessment   |
|---------------|---|-----------------|--|
|               | Roles and settings of rehabilitation counselors   | 5D-2a           | <ul style="list-style-type: none"> <li>a. Reading assignment</li> <li>b. Lecture</li> <li>c. Class discussion</li> </ul> |
|               | relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams | 5D-2b           | <ul style="list-style-type: none"> <li>a. Reading assignment</li> <li>b. Lecture</li> <li>c. Class discussion</li> </ul> |

|  |  |       |  |
|--|--|-------|--|
|  | rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs | 5D-2c | <ul style="list-style-type: none"> <li>a. Reading assignment</li> <li>b. Review of selected websites</li> <li>c. Lecture</li> <li>d. Discussion</li> </ul> |
|  | rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks                 | 5D-2d | <ul style="list-style-type: none"> <li>a. Reading assignment</li> <li>b. Review of selected websites</li> <li>c. Lecture</li> <li>d. Discussion</li> </ul> |
|  | operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities   | 5D-2e | <ul style="list-style-type: none"> <li>a. Reading assignment</li> <li>b. Review of selected websites</li> <li>c. Lecture</li> <li>d. Discussion</li> </ul> |
|  | diagnostic process   | 5D-2f |  |
|  | potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders  | 5D-2g |  |
|  | impact of crisis and trauma on individuals with disabilities   | 5D-2h |  |
|  | impact of biological and neurological mechanisms on disability   | 5D-2i |  |

|  |   |       |  |
|--|---|-------|--|
|  | effects of co-occurring disabilities on the client and family   | 5D-2j |  |
|  | effects of discrimination, such as handicaps, ableism, and power, privilege, and oppression on clients' life and career development   | 5D-2k |  |
|  | classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation                                | 5D-2l |  |
|  | effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational) | 5D-2m |  |
|  | role of family, social networks, and community in the provision of services for and treatment of people with disabilities   | 5D-2o |  |
|  | environmental, attitudinal, and individual barriers for people with disabilities  | 5D-2p |  |

|  |   |  |       |   |
|--|---|--|-------|---|
|  | cultural factors relevant to rehabilitation counseling  |  | 5D-2s |   |
|  | record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling                  |  | 5D-2u |   |
|  | professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling |  | 5D-2v | <ul style="list-style-type: none"> <li>a. Reading assignment</li> <li>b. Lecture</li> <li>c. Class discussion</li> <li>d. Secure list of relevant entities</li> </ul> |
|  | legal and ethical considerations specific to clinical rehabilitation counseling   |  | 5D-2w | <ul style="list-style-type: none"> <li>a. Reading assignment</li> <li>b. Lecture</li> <li>c. Class discussion</li> <li>d. Written assignment</li> </ul>               |

### Methods utilized in this course:

- A. Discussions by the instructor.
- B. Modeling of behavior by the instructor.
- C. Audio visual aids.
- D. Small group work (in pairs {dyads}, (triad's {groups of three} or larger groups), for practicing helping/counseling skills.
- E. The observation of the student's ability to provide accurate observation and documentation of effective counseling skills and abilities.
- F. The use of large group work for the purpose of practicing individual counseling skills
- G. The observation of student's active participation in discussion
- H. The use of individual counseling work with the instructor.
- I. The use of video recordings or counseling and the related skills
- J. The provision of feedback to the student
- K. The provision of feedback by the student
- L. Active in class participation by the student
- M. Group/class discussion

### Course Requirements:

- 1. Class: Please be on time and prepared for each class. Please submit your video assignments 24 hours prior to class.**
- 2. ATTENDANCE:** University policy excuses the absence of students for illness (self or dependent), participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, e.g. medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. Once the classroom door is closed, you will be considered absent without a valid written excuse. A corresponding amount of credit will be deducted from classroom participation for that date.
- 3. Accommodations:** Students capable of success, regardless of their disabilities are admitted to the university. The faculty and staff of the University of Maryland Eastern Shore work cooperatively to assist their students in achieving their educational goals. Moreover, students with disabilities are accommodated in accordance with both federal and state laws. To receive special accommodations for a disability, the student must register with the Office of Services for Students with Disabilities before any accommodations can be granted. At the time of registering for disability services, please bring documentation to support your claimed disability. The documentation must be recent and provided by a licensed professional with expertise in the special disability area. If you have any questions about disability services or accommodations, please contact Dr. Darling K. Joseph at (410) 651-6461. The Office of Services for Students with Disabilities is located in the Student Development Center (SDC, Suite 2200).
- 4. Electronic Distractions**

All cell phones, pagers and other electronic media must be turned off before class begins. It is not permissible to answer a call or page during class. A corresponding amount (to be determined by the instructor) of credit will be deducted from classroom participation for that date.
- 5. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- 6. Demonstrations.** All students must participate in the counseling activities outside of class (lab). The in class demonstrations are also extremely important to help the instructor keep in touch with you and your progress.

## **Assignments: Videos/Papers/Transcripts/Interviews.**

### **A. Video assignment's**

- a. ***(Baseline Session): Student will make one (1) 10 to 15 minute video of themselves serving as a natural helper (see text) in a counseling session. Recruit a classmate, fellow student or friend to serve as the client. Be sure to get them to sign a release. (See attached release example or look one up on line). You are***

***to ask the person you use as a volunteer to talk to you about something genuine. You are to use whatever abilities you have to serve as a natural helper. This is a baseline video (a recording of the skills you have now) so there is no correct or wrong way to behave in the video. Be sure your face is visible in the recording.***

- b. ***Counseling Skills Videos: You will make two counseling skills videos.*** The assignments require videotaping your work with a practice “client” outside of class. Please remember to get your practice client to sign a release prior to taping. For these videos (TBA) create a 15-20 minute video, and for the next Assignment (TBA) create a 20-25 minute videotape. Both videotapes will be examined to determine if you are clearly portraying counseling skills during this practice interview/counseling session with a “client” of your choice outside of class. The “client” may be another class member, an undergraduate volunteer, or another person you do not know well. If you do not receive a grade of a B or better on all of your counseling skills videos the instructor will give you the opportunity to complete up to four (4) additional videos to bring your grade up to a satisfactory level. If you have not mastered the required techniques after the completion of these videos, you will need to repeat this class.
  
- c. ***Final Video project:*** The Final video assignment 30 to 40 minutes requires that you videotape your work with a practice “client” outside of class. Please remember to get your practice client to sign a release prior to taping. For the final video project, you are expected to make a tape of a counseling session with a practice client that shows in detail the skills that you have acquired in this class. (See the attachment for a list of counseling skills you are expected to have.) You may not use the same person for all of your videotapes. This video will be rated using the skills form attached.
  
- d. ***Remedial Video tapes:*** If your instructor does not give you a grade of B or better on all of your video tapes then you will be given the opportunity to improve your grade in this area. You will be allowed to create up to 4 (four) tapes to demonstrate sufficient improvement in this area. (if you do not attain a rating of B or better in your clinical skills you will be required to retake this class.)

## **B. Writing Assignments**

- a. After making your first video, (see “A” above, ) of yourself conducting a counseling session as a natural helper, write a paper, (no less than 500 words) describing that experience. Answer the following questions:
  - 1. What was this experience like for you
  - 2. What thoughts and feelings did you experience before and during the exercise?
  - 3. What did you learn from the Client Feedback Form?
  - 4. Describe what you feel you did well in this session.
  - 5. Identify one (or more), thing(s) related to this activity that you would like to improve on in your next session?
  - 6. 4.What strengths do you bring to interviewing overall?

Conclude this paper with your description of your thoughts on what you take away from the experience as a whole.

**b. A Multicultural Assessment:** *In this (750 word) paper please take a moment to address the following: 1) your assessment of yourself as a cultural person. (In other words, what is your culture and how does it play a role in your life. As you may have already concluded, the intention here is for you to consider how your culture affects you as a counselor. 2) What role do you feel your culture may have on your interactions with others? 3) Could it make a difference in your reaction to someone from another culture (race, gender, age group, SES, gender preference group, disability group etc...? Do you think that culture is an important factor to consider where counseling is concerned? (Explain why or why not.)*

**c. In the Analysis of your final video project paper Writing assignment III**

**Reaction to recording E (Final Video).** For the final video assignment, submit the tape along with a typewritten transcript of the session. The transcript should include a verbatim account of the interaction—plus your own running commentary indicating your own thoughts, feelings, attitudes, and other reactions to the session you recorded. The commentary should highlight exemplary counselor responses and identify alternatives for responses you believe could be improved. **Then summarize your counseling session.** This portion of the paper (**one to two pages**) should discuss (a) your own strengths and weaknesses as you see them, based on your observation of the recording/ demonstration (b) areas of interest, model behaviors, and areas for critique observed in the video segments; and personal goals resulting from viewing the segments.

**Baseline Video and Analysis** will be evaluated for your beginning use of attitudes and characteristics of the effective clinician; and foundational skills.

**Counseling Skills Videos** will be evaluated in an effort to identify your ability to demonstrate counseling skills at a level that marks greater competency using effective clinical attitudes and characteristics, and foundational skills, as well as the competent use of the commonly used skills discussed in the textbook, viewed on tape or explored in class.

## **Graded Assignments**

## **Points/Percentage**

|   |                                     |     |      |
|---|-------------------------------------|-----|------|
| A | Baseline Video                      | 5%  |      |
| B | Baseline Analysis                   | 5%  |      |
| C | Multicultural Assessment            |     | 5%   |
| D | Counseling Skills Video (2 vids +?) | 15% |      |
| E | Final Video #3                      |     | 15 % |
| F | Final video write up                | 20% |      |
| G | Quiz's                              |     |      |
|   | Quiz I (Chapters 1–3)               |     |      |
|   | Quiz 2 (Chapters 4–7)               |     |      |

|              |                        |             |
|--------------|------------------------|-------------|
|              | Quiz 3 (Chapters 8–11) |             |
|              | <b>Total Quiz's</b>    | 15%         |
| H            | In Class Participation | 20%         |
| <b>Total</b> |                        | <b>100%</b> |

**Course Grading:**

90-100 = A

80- 89 = B

79 - Below = you must repeat this course to move forward

## **Course Topics**

**Introduction and overview**

**Multicultural competence and concerns**

**Attending, Empathy and observation Skills**

**Questioning and opening communication**

**Encouraging, paraphrasing and Summarizing**

**Observing and reflecting feelings**

**How to conduct a five stage counseling session**

**Focusing the interview**

**Empathic confrontation**

**Reflection of meaning and interpretation**

**Influencing client actions**

**Skill Integration**

**Crisis counseling**

**Determining personal style**