Instructor
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Course Description
This course introduces teachers to the core perspectives of counseling as a form of communication. The intent of this course is for students to examine dyadic and small group communication to assist them in facilitating effective interpersonal interactions. The course combines experiential learning with group discussion, participant observation, and mini-lecture. Topics include the contextual characteristics, processes, and practices of facilitation; varieties of helping mediated by communication; differences in working with individuals or small groups; understanding and negotiating group conflict; cultural dimensions of communication; leadership processes; and collaboration across professional contexts.

Course Objectives
1. To identify and analyze the varieties of interpersonal communication in which one participates as a person and professional.
2. To become familiar with fundamental counseling skills that facilitate communication.
3. To develop an awareness of group processes and an understanding of how to facilitate effective group practice as a member and leader.
4. To become sensitive to cultural differences in communication styles.
5. To appreciate affective and cognitive aspects of conflicts and develop a repertoire of effective responses.

Required Texts
Myers Briggs Type Indicator available on-line at http://www.humanmetrics.com/cgi-win/JTypes1.htm

Course Requirements
1. Class attendance and participation. The emphasis on personal reflection and experiential learning in this course necessitate attendance and participation in class meetings, which includes being active in classroom discussions and participating fully in
class activities. Students are allowed one excused absence. If a student misses a second class meeting, he/she will be required to complete a make-up assignment, the content of which will be determined in consultation with the professor. Makeup assignments will normally be targeted towards material the students misses and can include (1) watching a video and writing a reflection paper on it, (2) doing an independent reading assignment and reflection paper, or (3) viewing a peer’s counseling tape (that the absent student missed) and providing the peer and instructor with written feedback about the taped session. Students who miss more than two classes will normally not pass the course unless they provide documentation warranting extended excused absences. Students are also expected to be on time for class. Also, out of respect for other students, please refrain from using computers or cell phones during class.

2. **Counseling skills demonstration and reflection paper.** This will be a video recording of a 20-30 minute conversation with a peer, friend, or relative in which you demonstrate your ability to establish rapport, paraphrase, reflect client feeling and meaning, and to begin to assess the problem. Try to avoid giving advice (even in the form of a question) or jumping to try to solve the client’s problem right away. I encourage you to make as many tapes as you need in order to present your best work (see assignment rubric for more details on evaluation). After the session you should analyze and reflect upon your work and then discuss in writing the following, making sure to include concepts and terminology from the text:

- How did you show empathy, genuineness, and positive regard?
- Comment on your use of nonverbal attentiveness such as eye contact, head nodding, facial expressions, body posture and tone of voice.
- Use of questions- including quantity and quality of the questions.
- Comment and provide an example of your use of silence, paraphrasing, clarifying, reflection of client feeling and meaning, interpretation, and confrontation.
- What did the client present as the affective, behavioral, cognitive, and contextual dimensions of the problem?
- Write the responses where you specifically stated the client’s problem as you understood it.
- Comment on your session-ending skills, specifically signaling the client that the session was coming to an end, the use of summary, and identifying last steps.
- Identify what worked well for you in this session and what did not work well.

3. **Myers/Briggs Type Indicator-.** Each of you will take this instrument ([http://www.humanmetrics.com/cgi-win/JTypes1.htm](http://www.humanmetrics.com/cgi-win/JTypes1.htm)) and submit your Myers/Briggs personality type from the personality report preview.

4. **Small Group Service Learning Project.** Service learning is a form of experiential learning that links academic course work to community service. In this assignment students will work together in small groups using the P-MOPS (p. 290) model of problem solving to design, implement, and evaluate a 3-hour long
group-oriented (i.e., where you work together) community service project. Following the activity, students will present a summary and analysis of their activities using at least 10 different concepts or terms from the text. The analysis should include reflections of the role each member played in planning and carrying out the activity, interpersonal dynamics, perceptions regarding the outcome of the activity, and an assessment of what could have been done differently. Students should also evaluate the group’s ability to effectively implement the P-MOPS model to achieve the group’s goal. Please refer to appendix A (Making public presentations of the group’s output) when designing the presentation. Additionally, each student will complete a 3-4 page reflection paper in which they summarize their learning from the experience.

5. Group observation paper. This paper is based on an observation you will make of a group session. Observations can be of any group (in which you are not currently a member) that permits you to view group dynamics, stages, and processes in action. These can include task groups, educational groups, counseling/psychotherapy groups, self-help groups, on-line chat communities, or group-oriented reality shows (e.g., survivor, big brother, etc.). For reality shows, you must watch at least 4 episodes. Afterwards, you will write a paper in which you analyze and discuss your observations using at least 10 different concepts or terms from the text. A grading rubric will be distributed in which I describe the assignment in more detail.

6. Final reflection paper. In this paper you will synthesize and reflect upon your learning from the course readings, activities, and discussions. This should include an analysis of your strengths and weaknesses as a group member and leader, as well as reflections about your ability to use counseling skills to facilitate effective interpersonal communication. The paper should also include a discussion of how you will strive to incorporate your learning into your professional and/or personal lives (see final reflection paper rubric for more details on criteria for grading this assignment).

Grading
Grades will not be used to evaluate students in this class. Instead, students who successfully complete all assignments and course requirements will pass the course with a grade of satisfactory. If grades were used, they would be based on the following:

- Class Attendance and Participation: 20%
- Counseling Skills Demonstration and Paper: 20%
- Group Observation Paper: 20%
- Service Learning Project: 20%
- Final Reflection Paper: 20%

Accommodations
Students requiring special accommodations due to a disability should contact the instructor as soon as possible. It is also important that students requiring special needs contact the Office of University Disability Resources, which is the department
responsible for maintaining the Universities compliance with regulations under Section V of the Rehabilitation Act.

**Course Calendar**

**Part I: Listening/Attending Skills**

**September 12**
Introductions, Course Overview

**September 19**
Lecture/discussion: Counseling skills for teachers overview
Self-awareness, introduction to mindfulness and mindful educating
Activities: Mindfulness meditation
Qualities of an effective counselor exercise
Introductory triad activity
Assignments: Kottler and Kottler, chap 1 & 8
Kabat-Zinn- mindfulness
MacDonald & Shirley, chaps 2 & 3

**September 26**
Lecture/discussion: The process of helping/ introduction to active listening skills
Activities: Mindfulness meditation (mindful eating)
Advice activity
Rapport building with/without questions
Assignments: Kottler and Kottler, chaps 2 & 4
Meier/Davis, chaps 1-3, 5.

**October 3**
Lecture/discussion: Directions for Counseling Tape
Activities: Video-Carl Rogers and the Person-Centered Approach
Counseling Demonstration & discussion
Triad work

**October 10**
Lecture/discussion: Important topics in counseling/crisis intervention skills, a brief introduction to interventions
Activities: Triad work cont.
Assignments: Meier and Davis: chap 4 & 6.
Kottler & Kottler: chap 3
Callahan (1998) Crisis intervention models for teachers

**Oct. 17**
Activity: Individual counseling presentations/peer supervision session.
Assignments: Counseling skills demonstration reflection papers due (presenters only).
Oct. 24
Activity: Individual counseling presentations/peer supervision session continued.
Assignment: Counseling skills demonstration reflection papers due (presenters only).

Oct. 31
Activity: Individual counseling presentations/peer supervision session continued.
Assignment: Counseling skills demonstration reflection papers due (remaining presenters).

Part II. Group Dynamics and Effective Communication in Groups.

Nov. 7
Lecture/Discussion: Foundations of communicating in small groups.
Activities: Pass the squeeze, quick touch, ball toss, blind fold line-ups,
Service Learning groups form and begin planning
Assignments: Galanes & Adams: Chapters 1-2.
Kottler & Kottler, Chap. 5

Nov. 14
Lecture/discussion: How I Act in Conflicts, Myers/Briggs Personality Assessment,
Perspectives on leadership.
Activities: Myers/Briggs Personality Types Due
Assignments: Galanes & Adams: Chapters 3, 6, 11
Kottler & Kottler, chaps 6-7

Nov. 21
Activities: Group Observation Presentations.
Assignment: Group Observation Paper due
Assignments: Galanes & Adams: Chapters 7-8 & 12.

Nov. 28
Lecture/discussion: Multicultural awareness and communication in groups
Activities: Bridge-it, Small group discussion
Assignments: Galanes & Adams: Chapters 4-5, 9-10.

Dec. 5
Activities: Service Learning Presentations and discussions
Assignments: Service Learning Individual Reflection Papers Due.
Galanes and Adams, Appendix B- Making presentations.
Dec. 12
Activities: Discuss final reflection papers.
Service Learning Presentations cont.
Assignment: Final Reflection papers due