University of Oregon, College of Education  
Couples and Family Therapy Graduate Program  
CFT 609: Micro-Counseling Skills  
Fall, 2014

Faculty: Tiffany B. Brown, Ph.D., LMFT  
Class Details: Monday’s (9/29; 10/6; 10/13; 10/20; 10/27; 11/3; 11/10) from 10-11:20am  
Location: 107 Esslinger  
Office Hours: HEDCO 263; by appointment (call/cancel 24 hours in advance)  
Phone: 541-346-2117 (office)  
Email: tiffanyb@uoregon.edu

Course Description
This class is designed to provide students with an overview of beginning micro-counseling skills, including the components of cultural competency and the basic listening sequence (attending behavior). The skills selected for this course are the initial skills needed for clinical work. Each week a new concept will be introduced that builds on the previous week in order for students to develop a thorough repertoire of therapeutic skills for clinical practice.

Course Learning Outcomes
By the end of the course, students will be able to:
1) Articulate the basic components of cultural competency in clinical practice
2) Demonstrate the use of basic micro-counseling skills by decision making of what skills are needed for what clinical situations
3) Demonstrate the skills of the basic listening sequence
4) Demonstrate influencing skills and strategies

Below is a list of assignments that link to the Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

Course Format
The format of this course will rely heavily on student involvement and participation. Students will be introduced to a new micro-counseling skill each week and class time will be spent practicing this specific skill. This class will involve a combination of instruction and student role-plays. There will be no outside work for this class as it is heavily weighted on student involvement during class.

Course Assignments
Attendance and Readings (50 points; SLO1)
Attendance, including arriving on time to every class, is essential to successful mastery of course material. Our time together will be very focused and dependent on your attendance. There should be no need for student use of electronic devices in this class. If you do want to take notes on a laptop, please ensure that you are not on any social networking sites. Cell phones should be turned off during class unless you are awaiting a call from someone re: an urgent matter. Please inform me of your need to leave your cell phone on during class before class begins. Your colleagues deserve the respect of their time through your engagement in class. There will be a few readings throughout the course. Please log onto the Blackboard course site to access the electronic articles and chapters. The readings will be labeled by the week and there may not be readings assigned for every week. You need to complete the readings before the class meets that week. In other words, if the documents are labeled Week 3 readings, they should be read before we meet for class during week 3.
Role Plays (25 points; SLO1, SLO3, SLO4)
Students will be in groups of two or three and will remain in these groups the entirety of the term. Each week, you will have the opportunity to “try on” the skill of the week. This will require your full participation in both the therapist and client roles. For this reason, your grade is primarily focused on your participation in the role-plays each class period. You will be deducted 4 points for each role play you choose not to participate in during class.

Observation of micro-skills (25 points; SLO1, SLO4)
CFT students will observe their 2nd year CFT match student at the Center for Family Therapy as they are conducting a therapy session with a current of client. CPSY students will observe one role play in (a) Dr. Karrie Walters child/family practicum class (contact Karrie for scheduling at kwalters@uoregon.edu), or (b) observe role-play tapes from the adult or child/family practicum. Students will watch for the micro-skills that the therapist/counselor is using and how well these micro-skills seem to be working in practice. Students should write a 2-3 page, double-spaced reflection paper about your experience doing this observation and the micro-skills you were able to observe. Write about how you might use micro-skills similarly and differently as well as the effect you noticed the micro-skills having on the therapy process and/or the client/pseudo-client. Be sure to include a discussion of cultural competency and how you will adjust your micro-skills as appropriate.

Student Engagement Inventory

<table>
<thead>
<tr>
<th>Education Activity</th>
<th>Hours</th>
<th>Student Engaged</th>
<th>Explanatory Comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance (includes Roles Plays)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>5</td>
<td></td>
<td>This will vary depending on student</td>
</tr>
<tr>
<td>Clinical Observation</td>
<td>2</td>
<td></td>
<td>This includes both the preparation and the actual observation</td>
</tr>
<tr>
<td>Total Hours:</td>
<td>17</td>
<td></td>
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Course Evaluation

Your grade will be determined by your performance in the assigned areas specified previously and summarized as follows.
Course Grading:  
≥ 80 Pass  
≤ 80 No Pass

Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Role Plays</td>
<td>25</td>
</tr>
<tr>
<td>Observation</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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Policies

Respect for Diversity
This class embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. I aim to honor and value diverse ways of learning, knowing, and experiencing. I also hope to create a forum where dialogues can take place that foster individual as well as collective self-awareness and growth. In
keeping with our commitment to these values, I ask that everyone partner in a shared responsibility to build inclusion, equity, and respect of diversity. This can only happen if we continue to reflect on how our cultural backgrounds and diverse life experiences influence our work with clients. Thus, while we each bring unique perspectives to our professional work, I expect that as human service professionals, we will strive toward competency in meeting our clients' diverse needs and respecting all people.

**Ethical Standards of Practice**

Each MFT student is expected to maintain the highest ethical standards of clinical practice, including strict adherence to the maintenance of client confidentiality. Specifically, students agree to the following:

- Familiarity with and behavior in accordance with the AAMFT Code of Ethics at all times.
- Maintaining client confidentiality by never disclosing client names, identifying information, or discussing cases outside of the observation or supervision areas.
- Removing oneself from any involvement (observation of sessions, team participation, any inquiry about treatment or progress, etc.) in a case in which the student knows one or more of the clients.
- Maintaining a professional and respectful manner when observing or interacting with clients.

**Disclosure of Personal Information**

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have established policies for informing applicants and students regarding disclosure of their personal information (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential and remain only in the classroom unless an exception to confidentiality applies. The AAMFT Code of Ethics states in standard 4.7 (2001) that Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. With this in mind, the program would like to highlight that clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care.

**Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Academic Honesty**
Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website: "Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.” A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person's actual words or replicates all or part of another's product;
2. One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

(ftp://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu. Outside the College, you can contact:  

- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm  
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabidGrievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

**Inclement Weather Policy**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at [http://hr.uoregon.edu/policy/weather.html](http://hr.uoregon.edu/policy/weather.html).

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather
than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: [https://education.uoregon.edu/academics/incompletes-courses](https://education.uoregon.edu/academics/incompletes-courses)

**Cell Phones & Laptops**
Due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill family member), and need to be on standby for a possible cell phone call, please let me know and set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please contact me on the first day of class about this. Additionally, if you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. Computer laptop Internet surfing and/or chatting is prohibited during class.

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### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>9/29/14, Class #1</td>
<td>Introductions to each other and the course Open and Closed Questions</td>
</tr>
<tr>
<td>10/6/14, Class #2</td>
<td>Cultural Competency; Attending Behavior</td>
</tr>
<tr>
<td>10/13/14, Class #3</td>
<td>Encouraging; Paraphrasing; Summarizing</td>
</tr>
<tr>
<td><strong>Guest Teacher: Dr. Benedict McWhirter</strong></td>
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<tr>
<td>10/20/14, Class #4</td>
<td>Reframing; Reflection of Feeling; Empathy Skills (basic and additive)</td>
</tr>
<tr>
<td>10/27/14, Class #5</td>
<td>Normalizing; Circular Questions</td>
</tr>
<tr>
<td>11/3/14, Class #6</td>
<td>Pacing; Self-Disclosure; Counselor body language</td>
</tr>
<tr>
<td>11/10/14, Class #7</td>
<td>Motivational Interviewing (brief introduction)</td>
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***Observation Assignment is due: December 2\textsuperscript{nd} by 4pm in Dr. Brown’s box on the 2\textsuperscript{nd} floor of HEDCO.***
**University of Oregon CFT Educational Outcomes**

**Student Learning Outcomes**: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

- **SLO1.** Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

- **SLO2** Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

- **SLO3.** Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

- **SLO4.** Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

- **SLO5.** Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

**Faculty Outcomes**: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

- **FO1.** CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

- **FO2.** CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

- **FO3.** CFT faculty will foster a rich learning environment that demonstrates inclusión, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

**Program Outcomes**: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

- **PO1.** Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

- **PO2.** Students will demonstrate critical analysis of culturally-competent, systemic practice.

- **PO3.** Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.