

### Course Information

Semester & Year: Fall 2023

Course ID & Section #: ADCT-15-V5516

Instructor's name: Celia Perez, PsyD, LCSW

Day/Time of required meetings: 6 meetings listed on Syllabus.

Location: n/a

Number of proctored exams: none

Course units: 4

### Instructor Contact Information

Office location or \*Online: call or email

Office hours: by appointment only

Phone number: 707-218-4089 9 (cell)

Email address: [Cperez95567@yahoo.com](mailto:Cperez95567@yahoo.com)

Effective Counseling Skills the practical wording of therapeutic statements and processes 2nd Ed  
Daniel Keeran, MSW  
CP Counselor Publishing  
Victoria, British Columbia, Canada

### Catalog Description

A presentation of the theoretical concepts of counseling for individuals, families, and groups. Processed role-play help student to develop effective core counseling skills. Personal values, ethical, legal, and crisis intervention issues are also addressed.

### Outcomes

- Identify drug classifications, stages of use and effects of drugs on the individual and society.
- Articulate the principles of prevention, treatment, 12-Step programs, enforcement and harm reduction in addressing substance use and abuse.
- Analyze historical themes of drug use and synthesize that information with current scientific knowledge to address individual and societal problems of substance abuse.

### Course Student Learning Outcomes

1. Engage other students (clients) in developing basic life skills, establishing goals and encouraging beneficial actions in their achievement.
2. Individualize counseling strategies selected from appropriate models to facilitate client knowledge and attitudes to maintain treatment and prevent relapse.

3. Facilitate individual and group sessions utilizing concepts and techniques learned in class and lab sessions.
4. Adhere to established code of ethics to maintain professional standards and safeguard clients and classmates.

### **Prerequisites/co-requisites/ recommended preparation**

Knowledge of APA writing stands.

### **Educational Accessibility & Support**

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: [dsps@redwoods.edu](mailto:dsps@redwoods.edu).

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

### **Student Support**

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

### **Evaluation & Grading Policy**

### **Course Assignments:**

Weekly Class Forum Discussion	13 x 10 points	130 points
Zoom course meeting	6 x10 points	60 points
The Know Thyself Life Story Assignment		100 points
Group facilitation as demonstrated in lab		30 points
Role playing demonstrations of counselling techniques in lab		30 points
Comprehensive exam		100 points
		<hr/>
		450 points

### **Fall 2023 Dates**

- **August 18<sup>th</sup>:** Last day to register for classes (day before the first class meeting)
- **August 19<sup>th</sup>:** Classes begin
- **August 25<sup>th</sup>:** Last day to add a class
- **September 1<sup>st</sup>:** Last day to drop without a “W” and receive a refund
- **September 4<sup>th</sup>:** Labor Day Holiday (All Campuses Closed)
- **September 5<sup>th</sup>:** Census Date (20% of class)
- **October 26<sup>th</sup>:** Last day to petition to graduate
- **October 27<sup>th</sup>:** Last day for student initiated withdrawal (62.5% of class)
- **October 27<sup>th</sup>:** Last day for faculty initiated withdrawal (62.5% of class)
- **November 11<sup>th</sup>:** Veterans Day (All Campuses Closed)
- **November 20<sup>th</sup>-25<sup>th</sup>:** Thanksgiving break (no classes)
- **November 22<sup>nd</sup>-24<sup>th</sup>:** No Classes, all campuses closed
- **December 9<sup>th</sup>-15<sup>th</sup>:** Final Examinations
- **December 15<sup>th</sup>:** Last day to file for P/NP option
- **December 15<sup>th</sup>:** Semester Ends
- **December 22<sup>nd</sup>:** Grades due
- **January 5<sup>th</sup>:** Grades available

### **Academic dishonesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## **Disruptive behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## **Setting Your Preferred Name in Canvas**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## **Canvas Information**

### **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

## **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

### Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department- Public Safety](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

The textbook(s) is uploaded onto Canvas under the tab files.

### Week 1: Chapter One:

Introductory Chapter:

Counseling and Therapy by Simon George Taukeni

- Discussion forum:

Week 2: reading from Effective Counseling Skills the practical wording of therapeutic statements and processes, 2nd edition by Daniel Keeran, MSW.

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Cognition, 88

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- **Discussion Forum:**

**Week #10: ADDICTION COUNSELING COMPETENCIES: The Knowledge, Skills, and Attitudes of Professional Practice (find PDF on Canvas under files)**

Technical Assistance Publication (TAP) Series 21

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- **Discussion Forum:**
- **The Know Thyself Life Story Assignment (100 points)**

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- Discussion Forum:
- **Group facilitation as demonstrated in lab** **30 points**

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- Discussion Forum:

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**Week # 15: Role playing demonstrations of counselling techniques in lab**      **30 points**

**Week #16: Final exam**      12/14/2023

### **Course Assignments:**

Weekly Class Forum Discussion	13 x 10 points	130 points
Zoom course meeting	6 x10 points	60 points
The Know Thyself Life Story Assignment		100 points
Group facilitation as demonstrated in lab		30 points
Role playing demonstrations of counselling techniques in lab		30 points
Comprehensive exam		100 points
		<b>450 points</b>

### **Weekly Class Forum Discussion (13 discussion forums) =130 points:**

**In this discussion forum, I want you to discuss the subject matter as the subject relates to you or take-away from the course reading. We will be exploring the subject of Suicide awareness and counseling a suicidal client:**

- **How do you define suicide?**
- **What are some root causes of suicidal ideation?**
- **What are some tips for overcoming suicide ideation?**
- **In your opinion, what is attributing in the raise in suicide rates?**

Support your answer.

You are encouraged to reference a minimum of two sources to inform your work in this post. You must write in complete sentences, and your post must contain a minimum of 300 words. You also need to reply to at least two of your classmates' responses; your replies should be substantive and contain a minimum of 150 words each.

### **Zoom Meeting (6 zoom meetings) =60 points:**

- 1<sup>st</sup> meeting scheduled 09/06/2023 at 6pm.
- 2<sup>nd</sup> meeting scheduled 09/27/2023 at 6pm.
- 3<sup>rd</sup> meeting scheduled 10/11/2023 at 6pm.
- 4<sup>th</sup> meeting scheduled 10/25/2023 at 6pm.
- 5<sup>th</sup> meeting scheduled 11/8/2023 at 6pm.

6<sup>th</sup> meeting scheduled 11/29/2023 at 6pm.

We will be utilizing the same Zoom link for the meetings scheduled. Zoom Meeting link is provided below.

<https://us02web.zoom.us/j/88445069172?pwd=RHNETFISdUIMclpUTkxQdUVXSGRvUT09>

Meeting ID: 884 4506 9172

Passcode: 772208

**The Know Thyself Life Story Assignment** (self-assessment) = 100 points

### **The Know Thyself Life Story Assignment: = 100 points**

Know Thyself Life Story Questionnaire Prepared by Daniel Keeran, MSW, President

College of Mental Health Counselling [www.collegemhc.com](http://www.collegemhc.com)

Instructions: Only say as much as you want to. Skip questions that are too uncomfortable but think about why they are.

Simply completing this questionnaire can be a healing experience in itself.

To understand the deeper meaning of the questions, get this important resource Effective Counseling Skill.

#### **Introduce Yourself**

1. What is your first name?
2. What is your age and gender?
3. What is your marital status? Single, married, separated, or divorced? How long? Explain the reasons for separation(s) or divorce(s). What happened?
4. What is your race, ethnic, or cultural background? Caucasian, Chinese, East Indian, Aboriginal, Other?
5. What are your children's genders and ages? If they are adults, give their occupations and marital situation.
6. Do you live alone or with someone?

#### **What Happened?**

7. What problems and concerns do you have now?

8. What emotions have you been having and what is each one about? Fear, anger, frustration, guilt, sadness, low self-worth, despair, other feelings?
9. How long have you been feeling this way? (for each feeling or problem)
10. What happened at the time you began feeling this way?
11. When have you felt like this in the past and what happened?
12. Any health problems? E.g. epilepsy, diabetes, etc.
13. Any counseling or hospitalized for emotional reasons? How old were you? Please give the reasons.

#### The Family You Grew Up In and Your Childhood

14. How many brothers and sisters do you have? Give each person's gender, age, occupation, and marital situation.
15. Which one are you in the line of birth? First, last, second or third, etc. How many years separate you from the others nearest you?
16. Who were you closest to when growing up?
17. Are your parents still living? What was your age at their death?
18. Have you experienced any other deaths of family members or friends? What was your age?
19. Describe your father's (and step-father's) personality and your relationship to him when you were growing up. Were you close, not so close, distant, affectionate? Give an example of something that happened that shows this and how old you were.
20. Talk about how your relationship with your father (or father figure) during childhood may have affected you in both positive and negative ways.
21. How have the negative experiences with your father figure(s), come up again in your relationships with other people up to now?
22. Describe your mother's (and step-mother's) personality and your relationship to her when you were growing up. Were you close, not so close, distant, affectionate? Give an example of something that happened that shows this and how old you were.
23. Talk about how your relationship with your mother (or mother figure) during childhood may have affected you in both positive and negative ways.
24. How have the negative experiences with your mother figure(s), come up again in your relationships with other people up to now?

25. What were your spiritual or religious beliefs before age 10 and how have your beliefs changed since then?

26. What was your role in the family when you were growing up? Think of a word, e.g. peacemaker, black sheep, victim, outsider, assistant parent, invisible, baby, etc.? Give an example of what happened.

27. Describe your parents' relationship. Were they affectionate? How did they deal with conflict? Give an example of what happened.

28. Was anyone in the family or extended family ever hospitalized for emotional reasons or commit suicide? Any mental retardation?

29. How did family members relate to each other when you were growing up? Give an example.

30. How were feelings of anger, sadness, fear, and guilt expressed? Give an example.

31. Describe a time when you were disciplined that was most painful for you. How old were you? What happened?

32. What personality features do you have which your parents also have?

33. Who was there for you when you were hurt as a child?

34. What messages about your worth and the worth of others, was communicated by each parent both verbally and nonverbally?

35. How old were you when you left home, and why did you leave?

36. If you had miraculous power to change your family when you were growing up and your childhood in any three ways, what would you choose?

37. If your family experience had been different in the ways you mentioned above, how do you imagine your life might be different today?

38. Do you know if your mother had any problems with your birth?

### **Your School Experience and Friends**

39. What was the first day of school like?

40. How many moves and school changes occurred during school years? How old were you, what grades did you move and why?

41. Describe your relationships with teachers.

42. Describe your relationships with peers.



43. Do you believe you achieved your best in school? Why? What grade or education level did you complete? What happened?
44. Did you have a group of friends during the first six grades? If not, why?
45. Did you have one or two very close friends as a teenager? If not, why?
46. Did you tend to be a follower or a leader with friends as a teenager?
47. How old were you when you first started go out with someone (or dated)?
48. Do you have a satisfactory network of friends, family, groups? Describe these briefly.
49. How would you describe the types of people you associate with? (What is your role with friends and acquaintances? Helper, victim, other?)

### **Your Work Experiences**

50. How old were you when you first went to work?
51. What types of jobs have you had and how many? Why did you leave each job?
52. What has been your role at work? Helper, invisible, responsible, victim, other? And how have you gotten along with bosses?

### **Your Social Life and Relationships**

53. What was your first date like for you?
54. How old were you with your first sexual experience? And first intercourse?
55. How many sexual partners have you had over time? And what is your sexual preference or orientation? (heterosexual, homosexual, bisexual)
56. Describe your partner's personality and your relationship. Aggressive, passive, abusive, caring, other? And describe previous meaningful relationships, their personalities, and why they ended.

### **Your Legalities, Use of Substances, Financial Situation**

57. Have you had any past arrests, warrants, charges, suits against you? How old were you and what were they about?
58. What amount of debt do you have?
59. Any drug or alcohol use? Why do you use it? Has anyone complained that you use too much or too often?

## Your Mood

60. Have you ever had suicidal thoughts at any time in your life? How old were you? What happened?

61. What is your mood right now on a scale of zero (0) to 10, with zero meaning 'life is not worth living' and 10 meaning you are very optimistic, and life is wonderful? What number do you give your mood?

62. Any thought of wanting to harm yourself or anyone else?

## **Your Final Thoughts and Understandings**

63. What are your greatest strengths? And what skills or abilities do you currently have the most confidence in?

64. Having looked at your life from early days until now, what do you think may have contributed most to your present difficulties?

65. Of all the questions above, what has been most difficult for you to face?

66. If you were to continue on a path of change and growth what would you hope to achieve or what would be your goals in counselling?

67. What has it been like completing your Life Story Questionnaire?

## **Role playing/demonstration of counseling techniques in lab: 30 points**

Role play exercises are used in everyday life. When preparing for an interview, a big presentation, or any other major event, people often practice ahead of time by running through potential scenarios. This practice allows people to feel more confident in their situation, reduces anxiety, and prepares a person to deal with difficult situations or questions. Role play therapy can be a big benefit to many different people in treatment by preparing them for future situations that they may face.

Role-playing exercises can take place between two or more people and may be applied to virtually any area of life. These exercises are most effectively used to address difficult and unfamiliar topics and may be used to deal with emotionally difficult conversations or to resolve conflict. Acting out scenarios can help identify ways in which people may respond to situations and create new approaches to events. It can also serve to identify behaviors that may be counter-productive or find the most effective ways to handle situations. Role-playing can also provide insight into what others may feel about a situation.

In the context of addiction treatment, role-play exercises can be especially beneficial. This form of therapy is used in individual, group, and family therapies. Role-playing allows clients to identify their own feelings surrounding a given situation while simultaneously learning how others may

feel. These exercises also help clients learn to apply words to their feelings and more successfully navigate any interactions they may have with others.

For this assignment, you will roleplay being a counselor using a therapeutic skill(s). For example (only need to use of skill):

Motivation Interviewing,

Reflective Listening,

Problem-Solving,

Play Therapy, or

even role playing out a situation out with a client.

You are not limited role-playing only the therapeutic skills I typed above. There are so many skills to use (refer to documents I have uploaded on Canvas).

The few I mentioned are the skills I use frequently and interchangeability when working with littles/young adults. Of course, I use harm-reduction and suicide prevention techniques which is combination of using all the skills I mentioned above.

### **Group facilitation as demonstrated in lab (video): 30 points.**

You will learn and set up a group session. You will role play, as a counselor, facilitating a group session. You can get creative in making a video and/or script the group session.

You can set up the group counseling session via Zoom (participants can be friends, relatives and/or peers or classmates). There are 19 students in this course. I would like to see in person (video) group facilitating.

You can invite me to a Zoom meeting you are running (AA/NA or any other support group) as a participant (of course, must have the permission of the group to participate).

One of my peers in graduate school, role played all the varies dysfunctional family roles. He was talented in acting and singing. He role played the therapist and the ct. He used Reflective Listening as therapeutic skill.

### **Your final exam will be Cumulative final: 100 points.**

This means that all the materials used and discussed throughout the whole study period are gathered and used in the formulation of the questions that will be used for the exam. A cumulative exam showcases your ability to comprehend the given materials during the semester. This ensures me that you are not only reading the materials for compliance purposes but are also capable of understanding what you read.

An example of a question (s) on the Cumulative Final Exam could be:

1. Identify and describe the characteristics and behaviors of effective counselors, including but not limited to: cultural awareness, verbal and non-verbal behaviors, self-care, reflecting and

interpretation, challenging discrepancies, goal-setting and behavioral rehearsal, and termination skills.

2. Define the following counseling frameworks Person-Centered/Rogerian, Cognitive and Cognitive-Behavioral, Solution-Oriented/Solution-Focused, Feminist-Multicultural, Gestalt/Process-Experiential, Existential, and Narrative counseling. In addition to defining the counseling framework, which counseling framework would you adopt to use with your clients and why.

3. Identify and apply two concepts related to legal and ethical issues inherent in counseling.