

Practical Skills for Counselors CPSY 509

Professional Mental Health Counseling

Lewis and Clark College Spring 2012

Antonia Mueller LPC
E-mail: amueller@lclark.edu

January 9th to April 23rd
Rogers 218
Monday 5:30- 8 :45

Catalogue Description CPSY 509 - Practical Skills for Counselors

Overview of basic counseling concepts and skills, including skill development through tapings and simulated counseling experiences.

Prerequisite: Consent of adviser.

Credit: 3 semester hours.

Prerequisite: CPSY 503, 513.

Before graduation, counseling students must develop skills to deal effectively with clients' relational and emotional difficulties. The concerns of their clients can also trigger discomfort and stress for student counselors. The skills that we, as counselor educators, are teaching can be developed neither directly from information in books nor in the absence of a counselor trainee's personal growth (Yagar & Tovar-Blank, 2007, p 143).

Required Textbooks:

Learning the Art of Helping Fourth Edition (2009) Mark E. Young

Trauma Stewardship (2009) Laura van Dernoot Lipsky

Other necessary equipment:

1. Flip DVR cameras are available for purchase at the Lewis and Clark Bookstore or can be loaned out. The graduate school has a camcorder loaner pool for students. They have 25 Flip camcorders for use by graduate students. *Students must email gradloaner@lclark.edu to reserve a camcorder for up to 5 business days. They can pick up the equipment Monday through Friday from 2pm to 4pm in Rogers 214. *Check with grad loaner for current hours of operation**

A digital camera or flip camera must be utilized for the video tapings. Phones or computers are not acceptable devices. You must submit your videos on a **thumb drive** to the instructor at the beginning of the class on nights that tapes are due.

2. One small photo album, blank journal or decorative box/tin for self-care container.

Essential Goals

Students will establish a foundation for their professional role as effective counselors through the practice of counseling micro skills, development of awareness and intentionality in conceptualization of clients and their issues, along with increased awareness of self as an essential component in effective therapeutic interactions. Awareness and articulation of a personal worldview creates a foundation

of accountability when considering the worldview of their clients and the impact of issues of social justice as they contribute to a client's well-being and quality of life.

The following program objectives as well as objectives defined by the CACREP are the standards for "helping relationships" These broad objectives will be pragmatically and experientially integrated into the classroom experience.

- 5 a. An orientation to wellness and prevention as desired counseling goals,
- 5 b. Counselor characteristics and behaviors that influence helping processes,
- 5 c. An understanding of essential interviewing and counseling skills,

Format and Outcomes

Students will demonstrate the understanding and use of counseling skills which includes their relationship to social and cultural contexts. Emphasis will be placed on developing an empathetic and therapeutic relationship within the counseling context. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through textbook reading, class discussions, reflective assignments, as well as various classroom activities. Discussions of social justice, position of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions will be employed.

A required personal worldview paper will be written to demonstrate a student's self-awareness of their cultural and racial heritage, social context, life span and development along with their personal philosophies of life. This self knowledge will be a point of awareness when learning and demonstrating counseling skills as well as when students engage in on going class discussions related to diversity and cultural awareness of others. Students throughout the class will be practicing counseling skills and will provide videotapes demonstrating their understanding and acquisition of counseling skills. The class will be developed as a community of collaborative learners where each will be an active in agent in their own learning experiences. **Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.**

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. The class activities and assignments require utilizing classmates for "counseling interviews" for the purpose of demonstrating microskills. Although guidelines, parameters and boundaries are implemented into the topics utilized for the tapings it is expected that anything presented by students during tapings and in class discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work. .) **There are no excused absences accepted for the first night of class, taping nights, final tape night, tape reviews and the final night of class (any exceptional circumstances may be considered by the instructor.)**

Student with Disabilities Policy

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

Evaluation

Each student will be evaluated in the areas of demonstration of microskills, self-awareness, empathetic presence, integration and application of skills, ethical considerations, effectiveness of oral and written communication, and openness to feedback. Factored into the possible points earned for each assignment will be a final evaluation of skill demonstration/attainment as well as professional qualities and ethical demeanor. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in failure of the class. Final decisions will be made by the class instructor about successful completion of the class as well as readiness to move forward to practicum and clinical work. If there are concerns about a students work a meeting with the instructor will be schedule to discuss the dynamics and potential outcomes.

It is normal to experience occasional discomfort as you go through your training program. Learning itself can be a challenge! Receiving feedback from your peers along with your instructor can be difficult at times, too. While this is a normal part of the process, should you have emotional difficulty throughout the course, the following measures are available to support you:

- 1) Please feel free to contact me to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.
- 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.
- 3) You may also work on these concerns in the context of private counseling.

ASSIGNMENTS

1. Worldview Paper (20 pts)

This is a three to five page paper asking you to explore your family of origin, (family, culture, race, geography, economics, education, religion, etc) what experiences have shaped who you are and how you understand your own personal philosophy of life. In addition, explore:

- Current philosophy of helping (How your philosophies inform your work with others).
- Current understanding of how issues of social justice and diversity fit into your personal helping philosophy
- Summary of how you want to grow and expand your professional growth as a counselor in this course

This paper will not be shared in the class unless an individual student chooses to share something from their own paper.

2. Self-Care Practice (20 pts)

The self –care practice will be exemplified through a personalized photo album, journal or container. Pages will be filled with items of centering, balance and comfort like: pictures, sayings, drawings, comics, recipes, book or movie ideas and well as brief personal insights. We will take class time to complete some self-care practice, including integration from the Trauma Stewardship book. In addition, you will be asked to do some of this self-care practice outside of class.

3. Participation in Class Discussions: (10 points)

4. Tape #1 (15 points) Recording only.

This is an introductory taping which will be shown in class.

All taping will be done in class and students must come prepared with digital cameras on the nights of taping. You will be assigned groups and given instructions for the topics of your videotaped sessions.

5. Tape #2 (15 points) Recording and Transcription (a) This will be a 15 minute tape demonstrating the use of basic attending skills including encouragers, paraphrasing, clarifying questions, as well as summarizing.

(b) Transcription of tape two (30 points)

Transcribe the middle 8 minutes of the tape (should be at least 5 pages).

Label your classmates comments, then label your responses. Underneath your response identify the microskill you are using as well as your conceptualization or intention and make a brief comment on the interaction. Give examples of how you might have phrased your words to increase intention and effectiveness.

6. Tape #3 (15 points) Recording (a) This will be a 20 minute tape demonstrating the use of any of the previous skills as well as reflecting feelings and emotions.

7. Progress to Date Assessment Paper : This will be reflection on all feedback received for your first three tapings and transcript.

8. Tape #4, Final Tape: (25 pts) (a). Students will make a 20-minute videotape demonstrating their counseling skills with a class member. This will include all skills from previous tapes as well as an example of challenging skills (noting a discrepancy), brainstorming and goal setting with a final summarization to end the session. Students will present their tape by showing 10 minutes while describing the context, skills employed and challenges of their work. They will talk about their work showing insight and intentionality. Plan for a 5-10 minute presentation along with viewing 10 minutes of your tape.

(b) Written component for final tape: (20 pts) Students will submit a 2 page outline of their presentation which will include identification of at least six different skills utilized during the session. The outline will include some identification of strong points and things that went well as well as areas for growth and of challenge.

9. Final Paper (20 pts)

This will be a 3 page paper reflecting on what you have learned over the course of the class. Included will some commentary on your self-care practice. The reflections will also express how you perceive yourself as a developing counselor, your strengths and challenges and future learning goals as you move forward into the next level of clinical training.

10. Final Exam (50 pts)

You will be asked to give examples of specific counseling skills in response to written client dialogue as well as some general questions related to your readings and class discussion. You will also fill out an evaluation of your work over the semester.

Grades: *

300-270=A 269-250=B Points less than 250 result in failure of Class

Assignments points are earned for correct information, effort and quality of work-completeness-timeliness and as defined under the evaluation section of syllabus.

Missing Assignments:

Students are expected to do all assignments, any assignments not completed may result in class failure.

Late Assignments:

Assignments are due at the beginning of class (otherwise considered a day late). 5 point deduction for a late assignment per day.

Make-up Work and incompletes: Incompletes will be determined before the final class, including what is expected and the timeframe for completion. All incompletes must be fulfilled before moving forward into clinical practicum & internship.

Laptops and Cell Phones:

Due the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.