

"We don't set out to save the world; we set out to wonder how other people are doing and to reflect on how our actions affect other people's hearts." Pema Chodron

Practical Skills for Counselors CPSY 579-01 Lewis and Clark College Fall 2005

Rogers Rm 220
Monday 5:30-8:30 p.m.
September 11th- November 13th

Office hours: Wednesday 3:00-5:00
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Instructor: Margaret Eichler Ph.D. NCC

Catalogue Description

CPSY 579 - Practical Skills for Counselors

Overview of basic counseling concepts and skills, including skill development through role-plays and simulated counseling experiences.

Prerequisite: Consent of adviser.

Credit: 2 semester hours.

Textbook & Readings (required)

"Learning the Art of Helping" Third Edition 2005

Mark E. Young

(Purchase of one tape for tapings required)

Essential Goal

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

Format and Outcomes

Students will demonstrate the understanding and use of counseling skills as well as basic counseling theories, which includes their relationship to social and cultural contexts. 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.

A required personal worldview paper will command and demonstrate a student's self-awareness of their cultural heritage 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 three 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.

ASSIGNMENTS

Worldview Paper (20 pts)

This is a two to three page informal paper asking you to define in some ways where you came from (family, culture, race, geography, economics, education, religion, etc.), what experiences have shaped who you are and how you perceive yourself. A loose format might be:

Worldview Life circumstances you were born into.

Philosophy of life, How you perceived your experiences and made sense of life which then developed into how you choose to see your world and live your life.

Helping Others: How your philosophies inform your work with others.
Summarized by a reflection on how you want to grow and where you want to expand your professional growth as a counselor.

This paper will not be graded, but all points will be earned for completion. This paper will not be shared in the class unless an individual student wants share something from their paper. Only the instructor will be reading these papers after which they will be returned to the student.

Self-Care Practice (15 pts)

Design and implement a do-able self-care practice please cite three different resources that you investigated in considering your practice. Present this in any written or illustrated format and include your sources.

Quizzes (5 from readings 10 points each equals 50 points)

Various presentations, possible open book multiple choice, essay or group work on the reading assignments due that night. Application of material and class discussions critical, rote memorization not emphasized.

Participation in Class Discussions: (20 points)

Two Skills Tapes: (30 points each =60 pts)

Students will videotape a 10-minute session interviewing a classmate demonstrating their counseling skills.

Tape Transcription: (35 pts)

Transcribe the middle 6-7 minutes of tape number two. Label your comments, client responses and then make a brief comment on the interaction or rephrase how you might have phrased your words.

Final Tape: (40 pts)

Students will videotape a 15-minute session demonstrating their counseling skills with a class member. They will present their tape by describing context, skills and challenges of their work. They will talk about their work showing insight and intentionality. Students may bring notes and plan around a 3-5 minute presentation along with showing 7-10 minutes of their tape.

Self Evaluation (20 pts)

Using the micro skills evaluation form and readiness to move forward with future objectives completed.

Reflective Writing (40 pts.)

This will be a 3-page paper on your experience of class processes and learning experiences. The reflections will also express how you perceive yourself as a developing counselor, your strengths and challenges and future learning goals as you move into your first practicum.

Grades:

300-270=A 269-240=B 239-209=C < 209 Failure of Class
Assignments evaluated on points earned for correct information, effort/quality of work-completeness-timeliness.

No Make-Up for missed Quiz**Late Assignments:**

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

Absences:

Please notify instructor. Missing more than three hours or one class results in an additional class assignment at the discretion of the instructor. Missing more than one class in any amount of time is **automatic failure to complete class.**

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the **American Disabilities Act.**

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education

Course Name	Practical Skills for Counselors
Course Number	CPSY 579-01
Term	Fall 2006
Department	Counseling Psychology
Faculty Name	Margaret Eichler Ph.D.

Catalogue Description (*copy from current catalogue*):

Practical Skills for Counselors

Overview of basic counseling concepts and skills, including skill development through role-plays and simulated counseling experiences.

Fundamental Competencies Addressed in Course:

Fundamental Competencies	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	X
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -10 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 1,2 & 3 of this syllabus (student performance includes goals, evidence, and levels of performance).

