

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

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**COVER PAGE**

**Lewis & Clark College**  
**Professional Mental Health Counseling Program**  
**MHC 509/MHCA 511**  
**Practical Skills for Counselors / Practical Skills for PMHC-A Counselors**  
**Syllabus Cover Sheet**

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 5b. counselor characteristics and behaviors that influence helping processes;
- 5c. essential interviewing and counseling skills;

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

Additional Objectives

Students will establish a foundation for their professional role as effective counselors through the practice of counseling skills and development of intentionality in conceptualization of clients and their issues.

Students will develop an increased awareness of self as an essential component in effective therapeutic interactions.

Students will begin to articulate a of a personal worldview that creates a foundation of accountability when considering the worldview of their clients and the impact of issues of social justice as they contribute or hinder to a client's quality of life.

Students will learn how to use empathy to understand and communicate understanding of client worldviews.

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

**Key Required Assignments/Student Learning Outcomes**

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Program Objective Met
Students develop therapeutic communications skills emphasize the client-counselor relationship with individuals and families	Exceeds expectations on 80% of skills assessed, all others Meets expectations	Meets expectations on 80% of skills assessed, all others emerging	Meets expectations on less than 80% of skills assessed	Unacceptable performance on any of the skills assessed	MHC 509/MHCA511 Counseling skills eval form/Tape #3 (Adults)  And Recommendation to Practicum	Clinical Skill (1 of 5)
Submission Method: Instructor rates in Taskstream						
	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Program Objective Met

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

Students facilitate and manage the counseling process with individuals and families	Exceeds expectations on 80% of skills assessed, all others Meets expectations	Meets expectations on 80% of skills assessed, all others emerging	Meets expectations on less than 80% of skills assessed	Unacceptable performance on any of the skills assessed	MHC 509/MHCA511 Counseling skills eval form/Tape #3 And Recommendation to practicum	Clinical Skill (2 of 5)
Submission Method: Instructor rates in Taskstream, tape NOT uploaded						

Self as Counselor	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Demonstrates self awareness and emotional stability. Immerging use of self in therapeutic	Demonstrates self awareness, emotional stability and a beginning	Demonstrates self awareness, emotional stability, and willingness to address/mediate problems.	Student demonstrates lack of self awareness or emotional instability that impedes learning or client care.	MHC 503/MHCA 502 Professional Qualities/Dispositions Evaluation	Self as Counselor (2 of 5)

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

Submission Method: Instructor rates in Taskstream	process, uses supervision to continue growth.	understanding of impact of self in relationships with clients, seeks assistance for continued learning			MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation	
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	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidence by:	Program Objective Met
Demonstrates awareness of competence and limitations	Demonstrates clear awareness of competence and limitation	Demonstrates basic awareness of competence and limitation	Is under confident or inconsistent in awareness of limitations	Overestimates competence does not recognize limitations	MHC 509/MHC A 511: Professional Qualities/Dispositions Evaluation	Self as Counselor (4 of 5)
Submission Method: Instructor rates in Taskstream	s, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.	s and seeks supervisory support	s, unsure when to seek supervision			

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

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Instructor: Tom Shrewsbury, MSW, LCSW, BCD, MAC, CADC III

E-mail : [Shrewsbury@lclarck.edu](mailto:Shrewsbury@lclarck.edu)

Cell: 503-820-9666 (OK to text – please remember to state your name so I know who you are)

Dates: January 12, 2016 through April 27, 2016; Times: 5:30 p.m. – 8:45 p.m.

- *Nota Bene:* We will use the entire class time. Short breaks will be provided. As we are working through evening hours, I ask that you please eat dinner before class. Snacks and drinks are allowed, but meals will interfere with our work. The vending machines may not be available, so please come to class prepared.

Class location: Lewis & Clark Counseling Center: 4445 SW Barbur Blvd, Suite 205, Portland, OR 97239

**Catalogue Description:**

This course serves as an introduction to the basic counseling skills and techniques utilized in professional mental health and addiction counseling. Special focus is given to motivational interviewing, the transtheoretical model of change, and to basic counseling concepts and skills. The various concepts, skills, and techniques presented in the course will be satisfactorily developed through demonstration, role-playing practice, and simulated videotaped counseling experiences.

**Course Description:**

This course is designed to provide students with a foundation of counseling concepts, skills, and techniques essential for the practice of professional mental health and addiction counselors. Specifically, students will learn fundamental motivational interviewing techniques and counseling micro skills, a working understanding of the process of change, a development of basic case conceptualization skills, and an increased awareness of self as an essential component in facilitating change through the establishment of effective therapeutic relationships.

**Textbooks:**

Young, M. (2013). *Learning the art of helping: Building blocks and techniques* (5<sup>th</sup> ed.). Pearson: Boston, MA.

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

**Additional Readings:**

Supplemental readings and videos will be provided throughout the term. These will be provided via email, DropBox, or Moodle.

**Course Purpose & Objectives:**

Students will demonstrate the understanding and use of basic motivational interviewing techniques and counseling skills utilized in professional mental health and addiction counseling. Additionally, the theoretical underpinnings of the various skills and techniques will be examined and a topic of discussion and exploration. Ethical principles for mental health and addiction counseling, self-awareness, personal counseling style and honoring of diversity will be examined through readings, 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. Students throughout the class will be practicing and demonstrating various motivational interviewing techniques and counseling skills and will provide five videotapes demonstrating their understanding and acquisition of counseling skills. 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.

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.

**CACREP COUNSELING OBJECTIVES & STUDENT LEARNING OUTCOMES**

- II.K.5.a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- II.K.5.b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

**CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES**

AC.A.3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.

AC.A.5. Understands a variety of models and theories of addiction related to substance use and other addictions.

AC. C.8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

**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 motivational interviewing and 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.

**A note about language:** Students are expected to use person-first language, instead of referring to clients by their psychiatric diagnoses or challenging behaviors. For example, students will refrain from labeling persons as “schizophrenic,” “alcoholic,” “drug addict,” “bipolar,” “borderline,” “Axis II,” etc. Instead, students might say, “This client has been diagnosed with Borderline Personality Disorder. Specific behaviors include...”

As helping professionals, our first directive is to do no harm. Avoiding “shortcut” labels preserves a person’s dignity and reduces pathologizing. Person-first language demonstrates a commitment to seeing the client holistically, with the intention to reduce stigma that many experience in society.

**Evaluation:**

Each student will be evaluated in the areas of demonstration of motivational interviewing skills, 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



**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

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 student's work a meeting with the instructor will be scheduled to discuss the dynamics and potential outcomes.

### **GRADING/EVALUATION**

Your final grade will be based on 100 points possible, broken down as follows:

- Attendance and class participation 20 points
- In-class demonstration of counseling skills 20 points
- Transcription assignment 20 points
- Responses to weekly questions 20 points
- Therapeutic relationship paper 20 points

Grading policies will follow those of the institution. For more information, please see <http://docs.lclark.edu/graduate/policyprocedures/registration/grades/>.

### **WEEKLY ASSIGNMENTS**

#### **Week 1 – Jan. 11-15, 2016 – First week of term**

- Introductions – no readings due

#### **Week 2 – Jan. 18-22, 2016**

- Readings/videos will be sent via email and made available in DropBox.

#### **Week 3 – Jan. 25-29, 2016**

- By 01/26/16: Read: Young (2013), Ch. 1 – Helping as a Personal Journey
- By 01/26/16: Respond to the weekly questions.

#### **Week 4 – Feb. 1-5, 2016**

- By 02/02/16: Read: Young (2013), Ch. 2 – The Nuts and Bolts of Helping
- By 02/02/16: Respond to the weekly questions.

#### **Week 5 – Feb. 8-12, 2016**

- By 02/09/16: Young (2013), Ch. 3 – The Therapeutic Relationship
- By 02/09/16: Respond to the weekly questions.

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

**Week 6 – Feb. 15-19, 2016**

- By 02/16/16: Read: Young (2013), Ch. 4: Invitational Skills
- By 02/16/16: Respond to the weekly questions.

**Week 7 – Feb. 22-26, 2016**

- By 02/23/16: Read: Young (2013), Ch. 5 – Reflecting Skills: Paraphrasing
- By 02/23/16: Respond to the weekly questions.

**Week 8 – Feb. 29 – Mar. 4, 2016**

- By 02/30/16: Young (2013), Ch. 6 – Reflecting Skills: Reflecting Feelings
- By 02/30/16: Respond to the weekly questions.
- Mid-term: Student self-evaluations & instructor feedback

**Week 9 – Mar. 7-11, 2016**

- By 03/08/16: Read: Young (2013), Ch. 7 – Reflecting Skills: Reflecting Meaning and Summarizing
- By 03/08/16: Respond to weekly questions.

**Week 10 – Mar. 14-18, 2016**

- By 03/15/16: Read: Young (2013), Ch. 8 – Challenging Skills
- By 03/15/16: Respond to weekly questions.

**Week 11 – Mar. 21-25, 2016**

- SPRING BREAK

**Week 12 – Mar. 28 – April 1, 2016**

- By 03/29/16: Read: Young (2013), Ch. 9 – Assessment and the Initial Interview
- By 03/29/16: Respond to weekly questions.

**Week 13 – April 4-8, 2016**

- By 04/05/16: Read: Young (2013), Ch. 10 – Goal-Setting Skills
- By 04/05/16: Respond to written questions.

**Week 14 – April 11-15, 2016**

- By 04/12/16: Read: Young (2013), Ch. 11 – Change Techniques
- By 04/12/16: Respond to weekly questions.
- **Transcription Assignment Due no later than April 12, 2016 at 11:59 p.m.**

**Week 15 – April 18-22, 2016**

- By 04/19/16: Read: Young (2013), Ch. 12 – Outcome Evaluation and Termination Skills

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

- By 04/19/16: Respond to written questions.
- **Therapeutic Relationship Paper Due no later than April 19, 2016 at 11:59 p.m.**

Week 16 – April 26, 2016 – Last day of class

- No readings or written responses due.
- End of term: Student self-evaluations & instructor feedback

**GRADED ASSIGNMENTS**

**Attendance and class participation**

Skills building activities will occur during class, so attendance is vital. See below for the program attendance policy. Please see me privately if you have circumstances that will impact your attendance.

**In-Class Demonstration of Skills**

Students will practice counseling microskills in class, based on fictitious role plays and/or “real plays” (see description below). The primary purpose of the practice activities is to help students to build **competence** and **confidence** in your counseling abilities. Students will receive constructive feedback from the instructor and peers. Students will also complete self-evaluations at the midterm and end of term.

**Transcription Assignment**

Students will make video recordings of their simulated counseling work with peers. The purpose of this assignment is to provide you with the opportunity to directly observe yourself as you work. You will be asked to provide feedback to yourself and elicit constructive feedback from your peers and the instructor.

Equipment: Students will need to purchase an encrypted flash drive for video storage. I will provide more details about this in class.

Watching recordings of yourself may be uncomfortable for some, and that is normal. This was true for me. If you hang in there, you will become more comfortable with viewing your work. The goal is for you to develop self-observation and self-acceptance skills, for the purpose of growing as a counselor. Video recordings can be one of the most useful tools in your work, and I appreciate your willingness to challenge yourself.

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

After the midterm, you should have practice in basic counseling skills (using correct body language and nonverbal communication, counseling relationship, accurate empathy, asking open ended questions, reflecting content/feelings/meaning, etc.). After recording a simulated counseling session, you will select 8 minutes and complete a verbatim transcript. After listening to the recording and transcribing the session, you will make written comments to (1) identify your choice of interventions, (2) identify the microskills you used, (3) share about the personal reactions (feelings, thoughts, bodily experiences) that you experienced in the moment, and (4) identify alternative ways you would have approached the situation (such as an alternative intervention). It is important that you identify the skills you used to determine their frequency and appropriateness. —Use only the names of the building blocks (i.e., counseling microskills) that have been discussed in the Young (2013) text or in class.

**You will make mistakes and that is OK!!!!!!!!!!!!!!** This is a skills building course and mistakes are to be expected...through the rest of your careers. The global purpose of this exercise is to give you practice in ***reflexivity*** and ***self-awareness***. These are arguably the most important tools since they allow you to pay attention, modify your approach, recognize areas for self-improvement, recognize your strengths, evaluate clinical progress, etc. In short, these tools will help you to build the strongest therapeutic relationships possible, with increasing proficiency.

**Responses to Weekly Questions**

I will post questions weekly, which correspond to the readings. The purpose of the questions is to further your understanding and critical thinking about the course content.

*Nota bene:* I will assign additional readings/videos through the term that are not listed on this syllabus. I will email you in advance when there are supplemental readings/videos.

**Therapeutic Relationship Paper (APA style, 8 pages maximum)**

The purpose of this assignment is to help you think reflexively and critically about what the therapeutic relationship means to you and why it is important in your counseling work.

I encourage you to use a “peer-review” process before turning in the final draft of your paper. This involves a “paper exchange” with a classmate who can provide constructive feedback on: organization, clarity, depth, grammar, fidelity to APA style, etc. When completed, please email your finished papers to me by the deadline. Please remain within the maximum page limit. I will not read beyond the 8<sup>th</sup> page.

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

Please address all of the following in your paper:

- What is the therapeutic relationship?
- What are the most important features of the therapeutic relationship?
- What is unique about the therapeutic relationship? For example, how is the therapeutic relationship different from other relationships (such as a friendship or acquaintanceship)?
- What cultural variables do you need to consider when establishing a therapeutic relationship? Refer to the Diversity Wheel. Provide two examples.
- Why is the therapeutic relationship critical to effective counseling work?
- How do you build the therapeutic relationship as a professional counselor? Provide an example to explain this process.
- What challenges might you face when building the therapeutic relationship?
- What specific factors do you observe to determine if a strong therapeutic relationship exists? Be specific.
- What specific factors do you observe to determine if a weak therapeutic relationship exists? Be specific.
- What strategies will you take when you need to improve a therapeutic relationship? What would you say to a client when you notice a weak therapeutic relationship that needs to be strengthened? Be specific.
- Final paragraph: What has this paper helped you to discover about yourself as a counselor?

**Diversity Wheel**



**Rubrics for Writing Assignments**

Please refer to the supplemental rubrics matrix for further details.

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

**Missing Assignments:** Students are expected to do all assignments; any assignments not completed may result in class failure.

**Late Assignments:** Assignments are due as indicated on the syllabus. **5-points will be deducted each calendar day an assignment is late.**

**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.

**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 makeup work.

**Laptops and Cell Phones:**

Due to 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.

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

**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

**Informed Consent to Voluntarily Participate in Experiential Learning Activities (Including “Real Plays”)**

This course will introduce you to evidence-based and client-centered skills that you can use in your counseling work. The course will involve a number of learning activities, including “real plays.” These are personalized role plays based on your own experiences. The role plays are intended to help you to integrate counseling procedures through experiential learning. Your participation is strictly voluntary. I am happy to provide an alternative learning activity should you choose not to participate in the experiential activities. Your grade will not be affected if you choose to opt out.

Due to the sensitive nature of using personal experiences, you are responsible for maintaining strict confidentiality about what is shared. This means that you cannot discuss any aspect about what is shared outside of the classroom. You may not discuss any type of personal information about others in academic, professional, or personal settings (even if you do not disclose the person’s identity). Again, outside of the classroom, you may not discuss what is shared, even with the person who shared about her/his personal experience. If this happens, I am ethically responsible for reporting this to your academic advisement team, as it may constitute a violation of the conduct agreement you have entered with the Lewis and Clark Counseling program.

You are also responsible for maintaining a respectful, ethical, and multiculturally sensitive attitude that will create a safe space for personal sharing. As a mandatory reporter and in accordance with local, state, and federal regulations, I am ethically and legally responsible to report the following information to appropriate authorities should it be disclosed: (1) reports of imminent danger to yourself or others, and (2) reports of abuse or neglect to vulnerable populations, including (but not limited to): minors, elderly persons, and individuals with developmental disabilities. In addition, I am ethically and contractually responsible to report concerns to your academic advisement team, should you demonstrate behaviors that represent serious violations to applicable ethical codes.

Finally, please be advised that the real plays will be audio or video recorded for review in the classroom only. The purpose of the recording procedures is to allow the class to observe your simulated counseling work and provide direct, constructive feedback about your unique strengths and areas of improvement. The recordings will be deleted at the end of each class. You have the right to opt out of video recordings at any time during the term.

If you choose to participate in the real plays, you are encouraged to share past or present events experiences that are not extremely personal. This will minimize the risk of re-experiencing painful events or exposing others to intimate details about your life. I am available



**Course Syllabus: MHCA 511**  
**Practical Skills for Professional Mental Health & Addiction Counselors**  
**Lewis and Clark College Spring 2015**

---

to privately assist in helping you to find supportive resources should you experience distress that requires professional or outside help.

I am available to speak privately with you to address any personal or sensitive concerns you may have. Please contact me privately if you wish to opt out of these activities. You may opt out at any time during the term.

Please indicate whether you agree to voluntarily participate in or opt out of the experiential learning activities.

- I understand the purpose, nature, conduct expectations, and benefits/risks that are involved in the experiential learning activities. I give my informed consent to **voluntarily participate** in such experiential activities.
  
- I understand the purpose, nature, conduct expectations, and benefits/risks that are involved in the experiential learning activities. I elect to **opt out** of participating in the experiential activities. I agree to complete alternative assignments in lieu of these classroom exercises.

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Student's Printed Name

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Date

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Student's Signature