

Practical Skills for Counselors MHC 509-1
Professional Mental Health Counseling
Lewis and Clark College Summer 2016

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Office hours by appointment
5:30pm -9:00pm

Welcome to our class. I am grateful to be on this learning journey with you. This class is designed to introduce you to basic counseling skills. We will be highly engaged in learning and practicing skills while also exploring our thoughts, beliefs and reflections in response to the counseling process. I invite you to bring your experiences and ideas to our class and stay open to opportunities for deep learning, self-reflection, collaboration and discourse. Together, I am hoping we build an authentic learning community by creating an atmosphere that fosters open and respectful communication and feedback. I hope to cultivate a curious and dynamic examination of counseling skills and process as we courageously address the strengths and limitations of our course content.

Required Textbook:

Learning the Art of Helping Fifth Edition (2012) Mark E. Young.

Second required book:

You will choose to read and participate in a peer-facilitated small learning community. Please see book suggestions at the end of this syllabus.

Other necessary equipment:

A recording device is needed for recording sessions. You must have enough space on your device/media storage to record a 50 minute session. You may use a camera, your computer, phone, etc. We will be using a private youtube link to view sessions

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 CACREP are the standards for "helping relationships" These broad objectives will be pragmatically and experientially integrated into the classroom experience.

1. An orientation to wellness and prevention as desired counseling goals
2. Counselor characteristics and behaviors that influence helping processes
3. An understanding of essential interviewing and counseling skills

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 advisor.

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, 200, p 143).”

COURSE POLICIES

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. Throughout the class, students 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 agent in their own learning experiences. Students will participate in creating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of clinical work.

CPSY Departmental Attendance Policy

Class attendance and participation is a critical factor to your success in the course. As you develop your professional identity as a counselor, I encourage you to subsume professional behaviors such as timeliness, attentiveness and engagement in the class. You are adult learners, making professional and personal decisions. I encourage you to be involved in this course participating to the best of your ability, use effective communication skills, and directly express your ideas, needs, desires, conflicts, and/or relevant learning.

We will have initial and ongoing discussions around acceptable class norms, breaks, etc. I appreciate your honest input and continued engagement in this process.

Class attendance is expected and required. ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course.*** 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.

You will be required to arrange a time and space to tape with your classmate. Joanie O'Brien in the Registrar's office is in charge of scheduling space on campus: jobrien@lclark.edu; Phone: (503)768-6031

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 micro skills, 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.

Assessments 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 and address concerns and identify potential outcomes.

It is normal to experience occasional discomfort as you go through your training program. Learning can be challenging, and receiving feedback from your peers along with your instructor can be difficult at times, too. While this is a normal developmental process,

should you have emotional difficulty throughout the course that is consistent and interferes with your participation, the following measures are available to support you:

- 1) Please feel free to contact me as soon as possible 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 needs.
- 3) You may also work on these concerns in the context of private counseling.

COURSE ASSIGNMENTS

Counseling and Micro skills Videotaping

During weeks 3 through 12, you will be paired up with a classmate and you will alternate in the counseling role for a 50-minute session.

Instructions and Requirements:

1. Videotape the sessions in their entirety.
2. Submit the session via a private Youtube link to your instructor
3. Please see the assignments below for the specific expectation for both the skills you will demonstrate and the additional assignments that are required in conjunction with the videotaped counseling session.
4. Complete any written assignment that may accompany your tape and submit via Moodle per assignment.

List of (Micro) skills utilized in videotapes:

1. Assessment/Intake skills
2. Listening/Presence/Non-Verbals/Invitational Skills
3. Reflecting Content, paraphrasing
4. Reflecting Feeling
5. Reflecting Meaning and summarizing
6. Challenging Skills/Acknowledging a Discrepancy/Immediacy Skills
7. Goal setting Skills
8. Change techniques
9. Evaluation/Assessment/Termination skills
10. Curative Factors

With each tape, you will submit:

1. A completed self assessment (see appendix A) plus,
2. Assignments associated with specific tapes. And finally,
3. Some of the journal reflections will be tied into specific taping assignments (see journal prompts)

Week 2,3 &4: Tape #1 – focus on assessment, intake, listening, presence, non-verbals and invitational skills. Assignment: complete a self-assessment. On the date the tape is due, submit:

1. The tape via private youtube link
2. The self assessment to instructor (moodle)

Week 5-8: Tape #2 – focus on reflections. Assignment: Transcribe a 5-7 minute section of your tape, choosing a selection of the tape where you demonstrated ample reflections and other learned micro-skills. Transcribe using double spacing. Underneath the transcription of your responses, identify the skills you demonstrated. On the date the tape is due,

submit:

1. The tape via private Youtube
2. The transcription to your instructor (moodle)
3. The self assessment to your instructor (moodle)

Week 9, 10 & 11: Tape #3 – focus on change techniques, challenging skills, discrepancy, immediacy skills, goals setting. Assignment: Transcribe a 6-8 minute section of your tape, choosing a selection of the tape where you demonstrated ample micro-skills. Transcribe using double spacing. Underneath the transcription of your responses, identify the skills you demonstrated. Submit:

1. The tape to Youtube
2. The transcription to your instructor
3. The self assessment to your instructor

Small Learning Communities:

You will be assigned to a small learning community with 3 other students. With this community, you will debrief your taped sessions (on the nights your tapes are due) and you will also complete a 'book study'.

Book Choice

Choose a book with your identified learning community. Each student in the small learning community will be responsible for leading and documenting one group discussions throughout the term. On your assigned week, upload to moodle, a document outlining your questions based on your group's weekly assigned reading and a summary of your group's conversation.

Journal:

Weekly journal assignments. There will be weekly journal assignments for students to complete. Journals will be collected at random, read and feedback provided. Journals can be completed in electronic or journal/paper format, and *must* be completed weekly.

Journals can be kept in paper or electronic formatting. If your journal is written in electronic format, please share it with me in a google.doc format. This way, I can embed comments into your journal.

Journals will be collected at random times. If you choose to keep an electronic journal, and your journal is collected at the beginning of a specified class, please electronically share your journal with me by 9:30 pm that evening. If your journal is not shared with me by this time stamp, it will be graded as late.

Creative Skills Demonstration:

You will work in dyads to provide an (approximate) 20 minute demonstration of the identified skills listed above. This presentation is your creative effort in helping to make this/these skill/s 'stick' in the minds of your classmates. ***The more creative demonstration, the better.*** Please use the content and information in your text and support resources to guide you. Examples of demonstrations might include; creating a game, a skit, a song, creating an interactive theater, interactive art, etc.

Evaluation:

Assignment	Point Value	Date(s) Due
Tape #1	35	
Tape #2	45	
Tape #3	50	
Small Learning Book – guided questions	10	
Journal	20	
Skills demonstration	20	
Professional participation	20	

Total possible 200 points

Grading scale:

186 - 200 = A	154 - 159 = C+
180 - 185 = A-	146 - 153 = C
174 - 179 = B+	140 - 145 = C-
166 - 173 = B	139 and below = F
160 - 165 = B-	

A note about late work: late work will be accepted, with the reduction of possible point de-value of one letter grade increment per day the late assignment is turned in, e.g.

1 day A to A-

2 days A- to B+

3 days B+ to B

4 days B to B-

5 days B- to C+

6 days C+ to C

7 days C to C-

Late work will not be accepted after 7 days.

Weekly Schedule

Week	Date	Class content	Next week/class
Week 1	May 11	Introductions, ice-breakers, Syllabus, intro to practical skills Chapters 1-3	Read: Chapters 1-4 Journal: Choose journal prompt
Week 2	May 18	Youtube inservice (and taping practice!) Skill development: Invitational skills Skills demonstration: Invitational skills	Read: Chapter 5 Guided book questions
Week 3	May 25	Guided book group Skill development: Assessment/ Intake Skills Skills demonstration: Intake /Assessment skills	Read: Chapter 9 Choose journal prompt
Week 4	June 1	Tape #1 Due Skill development: Reflecting skills: content, paraphrasing Skills demonstration: Reflecting content/ paraphrasing	Read: Chapter 6 Choose journal prompt
Week 5	June 8	Skill development: Reflecting skills, feelings Skills demonstration: Reflecting feeling	Read: Chapter 7 Guided book questions
Week 6	June 15	Guided book group Skill development: Reflecting skills: meaning and summarizing Skills demonstration: Reflecting meaning and summarizing	Read: Chapter 8 Choose journal prompt
Week 7	June 22	Skill development: Challenging skills Skills demonstration: Challenging skills	Read: Chapter 10 Choose journal prompt
Week 8	June 29	Tape #2 Due Skill development: Goal setting Skills demonstration: Goal setting	1:1 prep
Week 9	July 6	1:1 with instructor (please sign up for your time)	Read: Chapter 11 Guided book questions
Week 10	July 13	Guided book group Skill development: Change techniques Skills demonstration: Change techniques	Read: Chapter 12, 13.14 Choose journal prompt
Week 11	July 20	Skill development: Evaluation/ Termination skills Skills demonstration: Termination/	

		Evaluation skills Skill development: Curative Factors	Guided book questions
Week 12	July 28	Guided book group Tape #3 Due Skills demonstration: Curative Factors	
Week 13	August 3		

Book Suggestions

Please choose a book that is approximately 275-325 pages in length
(or a combination of two shorter books)

Love's Executioner: & Other Tales of Psychotherapy, 2012 by Irvin Yalom

Anything by Louis Cozolino, Dan Seigal, or Van Der Kolk

Quiet by Susan Cain

Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others, 2009

by Laura Van Dernoot Lipsky, Connie Burk

Anything by Carl Rogers, Irvin Yalom,

Or combine two shorter books

Daring Greatly by Brene Brown

The Last Lecture by Randy Pausch

Man's Search for Meaning by Victor Frankl

These are just examples! You all have a wealth of knowledge and resources within yourself. I ask two things:

- 1. You have not read this book before**
- 2. Your entire small group agrees on the book/s chosen**
- 3. Your choice/s should reflect some connection to counseling and/or the counseling profession**

Thank you!