

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 509
Practical Skills for Counselors
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1k. strategies for personal and professional self-evaluation and implications for practice
- 5f. counselor characteristics and behaviors that influence the counseling process
- 5g. essential interviewing and counseling skills
- 7b. methods for effectively preparing for and conducting initial assessment meetings

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2l. legal and ethical considerations specific to 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.

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
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
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Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Demonstrates self awareness and emotional stability. Immersing use of self in therapeutic process, uses supervision to continue growth.	Demonstrates self awareness, emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning	Demonstrates self awareness, emotional stability, and willingness to address/remediate problems.	Student demonstrates lack of self awareness or emotional instability that impedes learning or client care.	MHC 503/MHCA 502 Professional Qualities/Dispositions Evaluation MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation	Self as Counselor (2 of 5)
Submission Method: Instructor rates in Taskstream						

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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	
Small Group Discussion	
Large Group Discussion	
Course Readings	
Group Presentation	
Individual Presentation	
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

Practical Skills for Counselors MHC 509
Professional Mental Health Counseling
Lewis and Clark College Summer 2017

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Office hours by appointment – you will be required to meet with instructor 1:1 at least 1X for 20 minutes - outside of class to review video tapes on a 1:1 basis

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 5th or 6th editions (2016) 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 borrowed from the graduate school's educational technology resources,, or your own video camera

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 private 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 in a pair or triad with classmates and you will alternate in the helper role for a 30-50 minute session.

Instructions and Requirements:

1. Videotape the sessions in their entirety.
2. Submit the session via an acceptable storage vehicle (locked thumbdrive) to instructor
3. Please see the assignments below for the specific expectations for: 1. the skills you will demonstrate and 2. 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 – Open ended questions
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

Week 3,4, &5: 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. Recording of 30 minute session to instructor
2. The self-assessment to instructor (moodle)
3. Come prepared to show a 5 - 10 minute section of your tape to your small group and leader, to debrief and consult

Week 6-8: Tape #2 – focus on assessment, intake, listening, presence, non-verbals, invitational skills, and 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. Recording of 40 minute session to instructor
2. The transcription to your instructor (moodle)
3. The self assessment to your instructor (moodle)

4. Come prepared to show a 5 - 10 minute section of your tape to your small group and leader, to debrief and consult.

Week 9, 10: Tape #3 – focus on invitational skills, reflective skills, change techniques, challenging skills, discrepancy, immediacy skills. Submit:

1. Recording of 45 minute session to instructor
2. The self assessment to your instructor
3. Come prepared to show a 5 - 10 minute section of your tape to your small group and leader, to debrief and consult

Week 11 – 12: Tape #4 – Focus on all learned skills and; change techniques, termination skills, curative factors. 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. Recording of 50 minute session to instructor
2. The transcription to your instructor
3. The self assessment to your instructor
4. Come prepared to show a 5 - 10 minute section of your tape to your small group and leader, to debrief and consult

Small Learning Communities:

You will be assigned to a small learning community (aka "book club") with approximately 3 other students. 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. Please submit your journal to moodle if it is electronic.

Creative Skills Demonstration (extra credit):

For extra credit, you will provide an (approximate) 15 - 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	null	June 7th
Tape #2	40	June 28th
Tape #3	45	July 12th
Tape #4	50	July 2th
Small Learning Book – guided questions	15	TBD by small group
Journal	25	Random collection dates
Professional participation	25	
Extra credit: Skills demonstration	Up to 10 points	See calendar and sign up

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 10	Introductions, norms, activity Syllabus, intro to practical skills,	Read: Chapters 1-3
Week 2	May 17	Skill development: Invitational skills Skills demonstration: Invitational skills	Read: Chapter 8 Choose journal prompt
Week 3	May 24	Technology inservice Skill development: Assessment/ Intake Skills /goal setting Skills demonstration: Intake /Assessment/ initial goal setting Meet your small group leader	Read: Chapter 4 Guided book questions
Week 4	May 31 Class until 7:00	Guided book group Skill development: Reflecting skills: content, paraphrasing Skills demonstration: Reflecting content/ paraphrasing	Read: Chapter 5 Choose journal prompt
Week 5	June 7	Tape #1 Due Skill development: Reflecting skills, feelings Skills demonstration: Reflecting feeling	Read: Chapter 6 Guided book questions
Week 6	June 14	Guided book group Skill development: Reflecting skills: meaning and summarizing Skills demonstration: Reflecting meaning and summarizing	Read: Chapter 7
Week 7	June 21	Skill development: Challenging skills Skills demonstration: Challenging skills	Read: Chapter 8 and 9 Choose journal prompt
Week 8	June 28	Tape # 2 Due Skill development: Goal setting/change techniques Skills demonstration: Goal setting	Read: Chapter 10 Guided book questions
Week 9	July 5	Guided book group Skill development: Change techniques Skills demonstration: Change techniques	Read: Chapter 11 Journal prompt
Week 10	July 12	Tape #3 Due Skill development: Evaluation, reflection and termination Skills demonstration: Evaluation/ reflection/termination	Read: Chapter 12

Week 11	July 19	Skill development: skills for helping those who are different than us	Choose journal prompt
Week 12	July 27	Tape #4 Due Skills review	Guided book questions
Week 13	August 2	Guided book group Skills review	

Book Suggestions

Please choose a book that is approximately 300 – 350 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, Carl Jung

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, there are SO many more! You all have a wealth of
knowledge and resources within yourself. I ask three things in your decision
making process:

- 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!