

*"Your Awareness is very big space in which to reside."
Kabat-Zinn*

**Lewis and Clark College Summer 2018
Professional Mental Health Counseling & Professional Mental
Health-Specialization in Addictions
MHC 509-11
Practical Skills for Counselors
Syllabus**

Instructor: Antonia Mueller LPC

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Dates: 05/09/2018-08/08/2018

Location : LC Community Counseling Ctr, Room 205-C

Time: 1p-4:30p

Catalogue Description: This course serves as an introduction to the basic counseling skills and techniques utilized in professional mental health and addiction counseling. 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. More specifically, students will learn fundamental reflective 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/Purchase:

*Required: "Learning The Art of Helping: Building Blocks and Techniques" by Mark E. Young
Encrypted Memory Stick*

Course Purpose & Objectives:

Students will demonstrate the understanding and use basic 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. A required personal worldview paper will be written to demonstrate a student's self-awareness of their cultural and racial heritage, social context, lifespan 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 ongoing 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.

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counseling Association. The class activities and assignments require utilizing classmates for "counseling interviews" for

the purpose of demonstrating reflective skills. 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.

Evaluation:

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

Assignments/Exam:

- **Participation in Class/Small Process Groups: (35 points)**
- **Worldview Paper (25 points)**

This is a three to four-page paper asking you to define in some ways your family of origin (family, culture, race, geography, economics, education, religion, etc.) and what experiences have shaped who you are. A loose format might be:

 - Worldview:** Life circumstances you were born into **as described above.** Comment on position of power and privilege, or other context of social justice impacting you and your family of origin.
 - 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. Reflect on issues of social justice and awareness of diversity.
 - 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.
- **Tape One 'Basic Reflective Skills & Presence' Handout (15 points)**

Details of this assignment will be given in class prior to first taping session
- **Tape Two Transcription = (15 points) & Corrections (25 points) = total of (40 points)**

This will be a 5-minute section from taping two. Next to your responses identify the skills you are using as well as your conceptualization or intention and make a brief comment on the interaction. For corrections you must include an example of an appropriate reflective statements in response to the client's comments.
- **Tape Three Transcription (15 points) & Corrections (35 points) = total of (50 points)**

This will be an 8-minute section of tape 3 demonstrating. Label your classmates' comments, highlight key points, then label your responses. Underneath your response identify the skills you are using as well as your conceptualization or intention and make a brief comment on the interaction. You will be asked to make corrections of how you might have phrased your words to increase intention and effectiveness.
- **Final Taping/Closure 'Preparation/Reflective' Paper (20 points)**

Details of this assignment will be given in class prior to final taping session
- **Final Exam (50 pts)**

You will be asked to identify and give examples of specific counseling skills/techniques in response to written client dialogue. Reflective questions related to your readings and class discussion.

Grades:

235-215=A 214-204=B Points less than 204 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.

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.

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 cellphones may of course be used on breaks. Please come prepared to take handwritten 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.

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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
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 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	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Experiential Learning	X