Lewis and Clark College Spring 2019  
Professional Mental Health Counseling & Professional Mental Health-Specialization in Addictions  
MHC 509  
Practical Skills for Counselors  
Syllabus

Instructor: Antonia Mueller LPC  
E-mail: amueller@lclark.edu  
Dates: Jan 9th to April 17th  
Location: Lewis & Clark Counseling Center (Wednesdays only)

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: Encrypted Memory Stick (2GB-4GB)

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 schedule to discuss the dynamics and potential outcomes.

Assignments/Exam:
1. Participation in Class/Small Process Groups: (25 points)
2. Worldview Paper (25 points) *This paper will not be graded, all points will be earned for completion. This is a two to three-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.
3. Tape One 'Basic Reflective Skills & Presence' Handout (15 points)
Details of this assignment will be given in class prior to first taping session
4. Tape Two Transcription = total of (35 points)
This will be a 5-minute section from taping two. Transcribed your classmates comments and your responses. Identify reflective skills used as well as your conceptualization or intention and make a brief comment on the interaction. Make corrections by including specific reflective statements when appropriate to display a greater understanding of intention and effectiveness in relationship to skills.
5. Tape Three Transcription = total of (50 points)
This will be a 8-minute section from taping two. Transcribed your classmates comments, highlight key areas within classmates narrative, and your responses. Identify reflective skills used as well as your conceptualization or intention and make a brief comment on the interaction. Make corrections by including specific reflective statements when appropriate to display a greater understanding of intention and effectiveness in relationship to skills.
6. Tape Four Handout (15 points) - Change/Movement - details given in class
7. Tape Five Handout (15 points) - Closure/Termination - details given in class
8. Reflective Paper (20 points) This will be a 2-page paper summarizing your experience throughout this course (related to student learning outcomes)
9. Final Exam (50 pts) 
You will be asked to identify and give examples of specific counseling skills/techniques in response to written client dialogue and answer reflective questions related to readings and class discussion.
Grades:
250-230=A 229-215=B  Points less than 215 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 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.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Proficient (A)</th>
<th>Benchmark (B)</th>
<th>Emerging (C)</th>
<th>Inadequate/Fail</th>
<th>As evidenced by:</th>
<th>Program Objective Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop therapeutic communications skills emphasize the client-counselor relationship with individuals and families</td>
<td>Exceeds expectations on 80% of skills assessed, all others Meets expectations</td>
<td>Meets expectations on 80% of skills assessed, all others emerging</td>
<td>Meets expectations on less than 80% of skills assessed</td>
<td>Unacceptable performance on any of the skills assessed</td>
<td>MHC 509/MHCA 511 Counseling skills eval form/Tape #3 (Adults) And Recommendation to Practicum</td>
<td>Clinical Skill (1 of 5)</td>
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<td>Submission Method: Instructor rates in Taskstream</td>
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<td></td>
<td>Proficient (A)</td>
<td>Benchmark (B)</td>
<td>Emerging (C)</td>
<td>Inadequate/Fail</td>
<td>As evidenced by:</td>
<td>Program Objective Met</td>
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<tr>
<td>Students facilitate and manage the counseling process with individuals and families</td>
<td>Exceeds expectations on 80% of skills assessed, all others Meets expectations</td>
<td>Meets expectations on 80% of skills assessed, all others emerging</td>
<td>Meets expectations on less than 80% of skills assessed</td>
<td>Unacceptable performance on any of the skills assessed</td>
<td>MHC 509/MHCA511 Counseling skills eval form/Tape #3 And Recommendation to Practicum</td>
<td>Clinical Skill (2 of 5)</td>
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<tr>
<td>Submission Method: Instructor rates in Taskstream, tape NOT uploaded</td>
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<td></td>
<td>Self as Counselor</td>
<td>Proficient (A)</td>
<td>Benchmark (B)</td>
<td>Emerging (C)</td>
<td>Inadequate/Fail</td>
<td>As evidenced by:</td>
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<tr>
<td>Self as Counselor</td>
<td>Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.</td>
<td>Demonstrates self awareness and emotional stability. Immersing use of self in therapeutic process, uses supervision to continue growth.</td>
<td>Demonstrates self awareness, emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning</td>
<td>Demonstrates self awareness, emotional stability, and willingness to address/remediate problems.</td>
<td>Student demonstrates lack of self awareness or emotional instability that impedes learning or client care.</td>
<td>MHC 503/MHCA 502 Professional Qualities/Dispositions Evaluation MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation</td>
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<td>Submission Method: Instructor rates in Taskstream</td>
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<td>Demonstrates awareness of competence and limitations</td>
<td>Proficient (A)</td>
<td>Benchmark (B)</td>
<td>Emerging (C)</td>
<td>Inadequate/Fail</td>
<td>As evidenced by:</td>
<td>Program Objective Met</td>
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<td>Demonstrates clear awareness of competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.)</td>
<td>Demonstrates basic awareness of competence and limitations and seeks supervisory support</td>
<td>Is under confident or inconsistent in awareness of limitations, unsure when to seek supervision</td>
<td>Overestimates competence does not recognize limitations</td>
<td>MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation</td>
<td>Self as Counselor (4 of 5)</td>
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**Methods of Instruction for this Course**

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