

Syllabus Cover Sheet
Lewis & Clark College
Professional Mental Health Counseling
Professional Mental Health Counseling Specialization in
Addictions
MHC 509-03 Practical Skills for
Counselors Spring 2021

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) **C2I.** 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 Moodle and/or Taskstream. The instructor rates the assignments and provides feedback. 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	
DVD/Video Presentation	x
Supervised Small Group Work	x
Individual/Triadic Supervision	x
Group Supervision	x
Case Study	x
Debate	
Class Visitor / Guest Lecturer	
Off---Campus / Field Visit	
Other:	x
Role (“Real”)---play, self---assessment, transcription	x

Resolve to Love, Agree to Differ, Unite to Serve, Break Bread Together

**Lewis and Clark College
Spring 2021
Professional Mental Health Counseling
Professional Mental Health-Specialization in Addictions
MHC 509-03
Practical Skills for Counselors
Syllabus**

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Please schedule an appointment via meeting invitation through the Lewis and Clark College Google Calendar, and include the Zoom or Google Meet link. Please check your Lewis and Clark College e-mail or Google calendar to make sure I have confirmed the appointment.

Catalog Description: An overview of basic counseling concepts and skills, including skill development through role-playing and simulated counseling experiences.

Textbook:

Neukrug, E. (2019). Counseling and helping skills: Critical techniques to becoming a counselor. Cognella.

*This course will use the active learning platform to increase student learning. Please choose the textbook that includes a code to access active learning, or use the information sheet provided in Moodle to request access to the active learning platform. Please view Moodle for active learning video topics.

Course textbook readings are listed on the course calendar in the syllabus and in Moodle. Additional readings and resources will be posted to the Moodle page.

Recommended Readings:

American Counseling Association. Code of ethics and standards of practice.

Alexandria, VA: Author. (Available at www.counseling.org).

National Board for Certified Counselors. Code of ethics. Alexandria, VA: Author. (Available at <http://www.nbcc.org>).

Additionally, all students must also purchase an **IronKey hardware-encrypted Basic series flash drive, s250 and d250 or higher**, if they will be viewing “client” related material away from the clinic. Your IronKey will also be required in Practicum for the same reason, so you will be able to reuse it at that time. **IronKey Basic series** is the flash drive that has been approved by leaders in our profession for securing client files, so you must use this specific brand.

Essential Goals: Students will establish a foundation for their professional role as effective counselors through the practice of counseling 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 counseling/therapeutic interactions. Most of all, students will focus on maintaining empathy at all levels and be able to use empathy and connection with “clients” toward counseling/therapeutic goals.

Boundaries: Awareness and acknowledgement of boundaries are extremely important in this course. Since class members will be participating both as counselors and as “clients” in their authentic selves (i.e., “real” plays rather than role-plays), it is essential that each member of the course be aware of what they are willing to disclose as “client” and what they are not. Counselors will be following the emotional openings and providing an empathic environment that encourages disclosure, so it is up to the “clients” to be aware of when to say “stop” or “I don’t want to go there right now” or other ways of placing or presenting a boundary. We will discuss this issue at length in class, but please contact me with specific questions and concerns if they are not answered or addressed in class.

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 counseling/therapeutic relationship within the counseling context. Ethical principles, self-awareness, personal counseling style, and honoring diversity will be examined through readings, class discussions, reflective assignments, and various classroom activities.

Discussions of social justice, power and privilege, marginalization, oppression, and discrimination in counseling interactions will be employed. Throughout the class, students will be practice counseling skills and 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 participant 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.

Note: If you have a disability that may impact your academic learning and performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7156). Visit the Student Support Services webpage at https://www.lclark.edu/offices/student_support_services/.

After you have submitted documentation and completed the required and appropriate paperwork for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

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 provided 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 phone. Laptops and cell phones may of course be used on breaks. Please come prepared to take handwritten notes. If a disability requires the use of a laptop, please inform the instructor at the beginning of the semester.

COURSE REQUIREMENTS AND ASSIGNMENTS

- 1. Attendance and Active Participation (30 Points @ 2 Points per class)** are a necessary and vital part of the course. Active participation includes attending each class session, completing reading assignments prior to class sessions, and participating in peer observation, peer counseling, and contributing substantive feedback. Chronic absence from class and/or nonparticipation will result in points being deducted and/or dismissal from class. See rubric provided by instructor. All participation rubrics are due in Moodle by 11:30 p.m. on Sunday of the week of class.

PLEASE EMAIL INSTRUCTOR IF YOU ARE UNABLE TO ATTEND CLASS. PERSISTENT ABSENCES OR TARDINESS WILL RESULT IN GRADE REDUCTION, OR BEING WITHDRAWN FROM THE COURSE.

- 2. Mid-Term Self-Evaluation Video (10 Points):** The mid-term self-evaluation video is an opportunity for you to reflect on your initial peer counseling experiences. Upload the video in Moodle as an attachment. You are also welcome to summarize your thoughts in the textbox of Moodle, but it is not required. Videos should be 5 – 10 minutes of content and should discuss the following areas:
 - Your current strengths in regard to your basic counseling skills. Be thorough, specific and concrete.
 - Your current areas in need of improvement in regard to your basic counseling skills. Be thorough, specific, and concrete.
 - Personal values that might affect your ability to work with specific populations.
 - Any personal concerns regarding your development as a counselor, including an assessment of personal characteristics that may help or hinder your development as a counselor.
 - A short-term plan that will enable you to continue to work on issues that affect you as a counselor and for continued improvement in your counseling skills during this course.

3. **Final Self-Evaluation Paper (10 Points):** The final paper will encompass your experiences with your peers and your overall experience in this class. Papers should be 5 pages of content, not including cover page, in **APA 7th edition** format including **complete cover page, page headers and numbering, headings, and double-spacing** and should discuss the following areas:
- Discuss in a specific and concrete manner your current strengths.
 - Discuss in a specific and concrete manner the progress you have made in the development of counseling skills.
 - Discuss in a specific and concrete manner your current areas in need of improvement.
 - Describe and discuss areas of personal/professional growth and awareness. What insights have you gained regarding your counseling skills, personal concerns, or interpersonal relationships? How do these insights enhance your skills as a counselor? What are some of your personal values that might affect your ability to work with specific populations?
 - Develop a plan that addresses your professional development needs in preparation for practicum.
4. **Videotapes (P/NP – Proficient or Not Proficient):** Each student will enter this course with a unique level of ability to display effective core counseling skills. In order to complete this course, each student must demonstrate a minimum ability to display these core skills, and each student must demonstrate an increase in their skill level throughout the course. Students who are unable to demonstrate a minimum ability to display core counseling skills will be asked to meet with the instructor to discuss how he, she, or they can improve his, her, or their ability. If the student is unable to improve in his, her, or their counseling skills ability, then the possible options are listed below:
- Retake the class
 - Withdrawn from the class

In order to achieve proficiency, students will prepare **3 (baseline and integrative tape)** practice videotaped counseling sessions with in-class peers. The **first tape** will be a baseline tape of **30 minutes** to help students see their initial areas of strength and areas for improvement. All tapes will be graded as P/NP (Proficient or Not Proficient) and feedback will be provided. The **second tape** will be **45 minutes**. The **third tape** will be **50 minutes**. The **fourth tape** will be **50 minutes** if proficiency is not met from the other tapes. Students will be given a counseling skills checklist in which he, she, or they will be able to evaluate their counseling skills. Students will also be expected to complete a **“Tape Transcript”** and **“Self-Assessment of Abilities”** with all tapes. Students will answer the following questions for each tape; upload the tape transcript with the self-assessment of abilities as one document in Moodle.

Self-Assessment of Abilities Questions:

1. What do you see as the three things you did best on the tape?
2. What are three things you would most like to change on this tape?
3. What do you see as your three most important areas for growth at this point?
4. What do you plan to do to move forward in these areas for growth?

Students are **highly encouraged to videotape practice sessions with peers as often as possible throughout the course** in order to achieve the necessary level of skill to complete the course. However, only three tapes are required for evaluation (Proficiency Grading) and feedback. Each student will prepare videotapes that demonstrate the synthesis and integration of the microskills of counseling learned over the course of the semester. These tapes will be prepared with fellow students from the class (Dyad/Triad) and will be **30, 45 and 50** minutes in length. Students must be able to demonstrate the ability to perform a range of counseling skills to receive a passing grade in this class. Tapes are also graded as a **P/NP (Proficient or Not Proficient)**. The taping process will be discussed in detail in class, along with additional guidelines and relevant Informed Consents. Students' level of demonstrated skill for delivery of the basic counseling skills will be evaluated using a rubric. Students will be instructed in the use of this rubric so that it can be used when providing feedback to peers.

5. **Exams:** Two exams (**midterm and final exam @ 25 Points for each exam – 50 points total**) will be given to assess students' knowledge of material from texts, handouts, class lectures, and discussions. Each exam will be 25 questions, multiple choice, and worth 1 point for each question.

EVALUATION and GRADING

Evaluation: This is a proficiency-based course in that you are expected to master all of the skills. Each student will be evaluated in the areas of demonstration of skills (Skills rubric) and Professional Qualities Evaluation (PQE). Factored into the grades for each assignment will be a final evaluation of skill demonstration/attainment as well as professional qualities and ethical demeanor. All students will receive an A if they master the proficiencies (see rubric) and the competencies listed on the PQE (for course level), which includes course assignments. Students may receive less than an A if, by the end of the course, they are still not at a Level 4 on the skill in question, if there are concerns on the PQE, or if the course assignments have not been completed successfully.

Assessments about what constitutes satisfactory performance will be made by the class instructor which, if not satisfactory, might result in the need to re-enroll in the course. 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, address concerns, and identify potential outcomes. Students or the instructor may initiate this meeting.

Moreover, it is normal (or typical) to experience occasional discomfort as you matriculate through your training program. Learning can be challenging, and receiving feedback from your peers and the instructor may be difficult at times. While this is a normal (or typical) 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:

- Please contact me via e-mail as soon as possible to discuss your concerns or thoughts outside of class time.
- You can expect fair, direct, and open communication from me as your instructor.
- Class time may not be used to share these thoughts and concerns as it relates to your own personal development.
- Contact your program advisor or another administrative ally in the counseling program to discuss your concerns or needs, but please communicate with the instructor of record to receive support during the semester.
- You may also work on these concerns or needs in the context of private counseling.

Grading: This course is graded using a 4.0 GPA in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook.

Attendance and Active Participation	30
Midterm Self-Evaluation Video	10
Final Self-Evaluation Paper	10
Video Tapes X3	(P/NP) – Proficient or Not Proficient (30, 45, 50 minutes)
Midterm Exam	25
Final Exam	25
Total:	100

http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- F = 0.0.

ASSIGNMENTS SUBMITTED LATE WILL HAVE ONE LETTER GRADE REDUCTION FROM THE GRADE OF THE ASSIGNMENT.

Counseling Skills Videotaping

During weeks 2 through 14, you will be paired with two or three classmates and alternate in the counseling role for progressively longer sessions, beginning with 30 minutes and culminating in 50-minute sessions.

Week 6: Tape #1 (30 minutes) Focus on being present with the client, coping with anxiety, gaining competency with videotaping.

Week 10: Tape #2 (45 minutes) Focus non-verbal skills, encouragers, questions (mainly ability NOT to use questions), reflecting—paraphrasing, reflecting--feelings

Week 14: Tape #3 (50 minutes) Focus on advanced reflecting—depth, overall empathy and overall unconditional positive regard. Focus on weaving empathy and counseling skills.

Counseling Skills Utilized in Videotapes

Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.
Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...” Questions Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions).
Reflecting - Paraphrasing	Basic Reflection of Content – Paraphrasing, Summarizing, etc.
Reflecting— Reflecting feeling	Reflection of Feelings.
Advanced Reflection (<i>Depth</i>)	Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level).
Overall: Therapeutic Environment-- Empathy	Counselor expresses appropriate empathy & care. Counselor is “present” and open to client.
Overall: Therapeutic Environment— Unconditional Positive Regard	Counselor expresses appropriate respect & unconditional positive regard.
Confrontation (Selected skill)	Counselor challenges client to recognize & evaluate inconsistencies.
Goal Setting (Selected skill)	Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals.
Focus of Counseling (Selected skill)	Counselor focuses (or refocuses) client on his/her therapeutic goals i.e., purposeful counseling.

Tapes

All tapes should be of a **real counseling interview**. The tapes **should not be scripted** and should demonstrate mastery of the skills learned. The final tape should show competence of all the skills learned in the first six chapters of the text, cross-cultural competence, and ethical practice. A grading rubric will be distributed in class to assess skills demonstrated for the graded tapes.

Real-Playing in Class

Students are expected to actively participate in “Real-Playing” during class and to practice their skills out of class. Ongoing in-class feedback will be provided by the instructor and other students.

Week	Date	Class Content and Assignments
Week 1	1/14/2021	Introductions, syllabus, introduction to practical skills, social justice issues as related to practical skills, introduction to the LC Community Counseling Center, discussion about professional engagement, “real playing,” boundaries, confidentiality, ethics
Week 2	1/21/2021 Chapter 1	Characteristics of the Effective Counselor Practice “Real-Plays” in Class
Week 3	1/28/2021 Chapter 2	Foundational Skills Practice “Real-Plays” in Class Non-verbal skills: Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc., minimal encouragers
Week 4	2/4/2021 Chapter 2 & 3	Essential Skills Practice “Real-Plays” in Class Non-verbal skills: Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc., minimal encouragers
Week 5	2/11/2021 Chapter 4	Commonly Used Skills Practice “Real-Plays” in Class Reflecting—paraphrasing, reflecting—feelings (practice not asking questions)
Week 6	2/18/2021 Chapter 5 30 min. Tape	Information-Gathering and Solution-Focused Questions Practice “Real-Plays” in Class Practice asking questions during initial intake/interview More reflecting, etc. Tape #1 & Transcript Due in Moodle by 11:30 p.m. Transcription: focus on nonverbal skills, encouragers, questions (mainly ability NOT to use questions), reflecting—paraphrasing, reflecting—feelings; focus on being with the client, coping with anxiety, gaining competency with videotaping
Week 7	2/25/2021 Chapter 6	Specialized Skills Practice “Real-Plays” in Class Choose a specialized skill and practice in dyad or triad.
Week 8	3/4/2021 Chapter 7	Case Management Practice “Real-Plays” in Class Midterm Self-Evaluation Video due by 11:30 p.m.

Week 9	3/11/2021 Chapter 8	Case Conceptualization, Diagnosis, and Treatment (Intervention) Planning Practice “Real-Plays” in Class Advanced reflection—depth, empathy, unconditional positive regard Midterm Exam – (25 Questions; chapters 1-7)
Week 10	3/18/2021 Chapter 9 45 min. Tape	Culturally Competent Helping Advanced reflection—depth, empathy, unconditional positive regard Practice “Real-Plays” in class Tape #2 & Transcript Due in Moodle by 11:30 p.m. Transcription: focus on nonverbal skills, encouragers, questions (mainly ability NOT to use questions), reflecting—paraphrasing, reflecting—feelings
Week 11	3/25/2021 Chapter 10	Ethical, Legal, and Professional Issues Spring Break – March 22-28, 2020 – No Class!
Week 12	4/1/2021 Article	Develop a case conceptualization in class as a PowerPoint or Prezi in your dyad or triad; include an intake that includes background information, an assessment, a proposed treatment or intervention plan, and an ethical dilemma . This assignment is a participation grade assignment. Please upload this assignment with your participation rubric in Moodle. Use the ACA Code of Ethics and previous program and course learning as a reference to assist you in developing your case conceptualization presentation. Choose a peer in class who is not serving as a peer client for counseling.
Week 13	4/8/2021 Article	Practice “Real-Plays” in class Final Self-Evaluation Paper due by 11:30 p.m.
Week 14	4/15/2021 Article 50 min. Tape	Practice “Real-Plays” in class Tape #3 & Transcript Due in Moodle by 11:30 p.m. Transcription: focus on nonverbal skills, encouragers, questions (mainly ability NOT to use questions), reflecting—paraphrasing, reflecting—feelings; focus on advanced reflecting—depth, overall empath, overall unconditional positive regard, weaving empathy and counseling skills
Week 15	4/22/2021 Article	Final Exam (25 Questions; chapters 8-10)