



**LEWIS & CLARK COLLEGE  
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT 526 Clinical Practice: Counseling Skills in Art Therapy Practice  
SPRING, 2022**

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**Instructor:** Marie Mellberg, MS, CRC, LPC

**Office:** Virtual (Zoom)

**Availability:** (by appointment)

<https://calendar.google.com/calendar/selfsched?sstoken=UURydV9hU0xmRTRhfGRlZmF1bHR8ODUzMThNmNkNGZiOGUINjQxNWO4NjBkNGEzMjhmZTk>

**E-Mail:** [mariemellberg@lclark.edu](mailto:mariemellberg@lclark.edu)

**Credit:** 1 cr.

**Course Location:** Online – Zoom & Class Website

**Zoom:** Meeting ID: 970 6417 5706

Password: 288590

Link:

<https://zoom.us/j/97064175706?pwd=eGljN3AzcW5pVnRrUzZpQnhvM2pmdz09>

**Class Website:** <https://sites.google.com/view/at526-clinpractice-mellberg/home>

**Course Meeting Times:** Monday, 2/21, 2/28, 3/14, 4/4 & 4/18 ~ 9:00AM – 12:00PM  
(5 three-hour sessions, 15 class hours)

**\*\* In order to do the mock sessions during the term, you will need to request a Pro Zoom license. Lewis & Clark has Zoom Pro licenses available for students. Please fill out [this form](#). (Student requests for these licenses will be reviewed weekly).**

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### **COVID 19**

*I want to acknowledge that we're operating in unusual circumstances this term. The current COVID-19 pandemic is affecting all of us in various ways, both big and small. [Lewis & Clark is working to keep the community informed](#), and you are not alone. I've adjusted our course plans to accommodate remote teaching and I anticipate we may have to make additional changes as the term progresses and we learn what is working and what is not working for our course community. Please reach out if you have questions or concerns.*

### **CATALOG DESCRIPTION**

Overview of basic counseling concepts and skills, including skill development through role-playing and simulated counseling experiences in art therapy practice.

### **COURSE DESCRIPTION**

Students engage in simulated counseling practice to understand and develop practical clinical skills. The course focuses on verbal counseling skills, therapeutic intervention strategies, treatment planning and ethics.

## COURSE OBJECTIVES

This course centers on student competency in the following therapeutic communication skills and related areas:

1. Attending Behaviors
2. Effective Questioning
3. Reflecting Content and Feelings
4. Confronting
5. Communicating Feeling and Immediacy
6. Self-Disclosing
7. Interpreting
8. Information Giving
9. Structuring for Exploration, Clarification, and Action
10. Enlisting cooperation
11. Integration of art therapy with counseling skills.

## CAAHEP STUDENT LEARNING OUTCOMES

SLO-E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO- G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
SLO-H	Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of artmaking for promoting growth and well-being.
SLO-J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, taking into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture, to the assessment and treatment of clients.
SLO-L	Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal artmaking to strengthen a personal connection to the creative process, assist in self awareness, promote well-being, and guide professional practice.

## CAAHEP CONTENT AREAS

Content Area	Description	Course Assessment
b.A.4	Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration	Class presentation

i.K.5	Review therapeutic process (relationship building; mid-phase; termination)	Group presentations Role plays Video recordings SOAP notes
i.S.2	Perform interviewing skills	Role plays Video recordings
i.S.8	Provide examples of referral processes and accessing community resources	Role plays Video recordings
I.A.4	Acknowledge transference and countertransference	Role plays Video recordings
i.A.5	Value consultation, collaboration and inter-professional teamwork	Group presentations Role plays Video recordings SOAP notes
j.S.4	Demonstrate use of behavioral observations as indicators of mental disorders	Role plays Video recordings SOAP notes

## GENERAL POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX)

## NONDISCRIMINATION

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

## DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

## **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.

## **DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

## **TECHNOLOGY USE**

In this course, we will be using:

- Zoom video conferencing (link above), for class meetings
- Class Website (link above), where class content will be posted, as well as for assignment submission

**\*\* Several internet service providers have announced free options for students affected by COVID-19 (e.g. Comcast, Charter).**

## **PROFESSIONAL STANDARDS**

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior is essential. As a counselor-in-training, you are expected to be:

- 1) Open to learning
- 2) Flexible
- 3) Positive
- 4) Cooperative
- 5) Willing to use and accept feedback
- 6) Aware of your impact on others
- 7) Able to deal with conflict
- 8) Able to accept personal responsibility
- 9) Able to express feelings effectively and appropriately
- 10) Show initiative and motivation
- 11) Committed to human diversity

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint, show respect for the perspectives of others, and demonstrate cultural humility (see definition below\*)

***\*Cultural Humility definition: operates with a high level of commitment to self-reflection and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.***

## TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

## CELL PHONES & OPEN TABS/WINDOWS

Due to the experiential nature of the class 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. Cellphones may of course be used on breaks. Please come prepared to take notes. Active participation takes many forms; however, students are expected to close other windows and/or tabs to avoid working on other important items so that we can be present in the space.

## CLASS DECORUM

Students are expected to actively mute and unmute themselves to avoid distracting background noise. You don't necessarily need to raise your hand to participate, you can give thumbs up for agreement and as a check for mutual understanding. Remember to minimize interruptions as you would in a dialogue/conversation.

Students are also expected to dress and behave as they would in an on-campus classroom (e.g., no pajamas, no lying down or drinking alcohol during class). Snacking and non-alcoholic beverages are allowed. Students must make arrangements to be able to log into class from a quiet and distraction free environment. ***Students may not log into class while driving.***

## CLASS PREPARATION

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

## REQUIRED BOOKS

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2017). *Essential interviewing a programmed approach to effective communication*. Cengage Learning.

## Suggested Readings

Norcross, J. (Ed.) (2011). *Psychotherapy relationships that work: Evidence-based responsiveness (2<sup>nd</sup> ed.)* Oxford University Press.

## ASSIGNMENTS AND COURSE REQUIREMENTS

*Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class. Failure to do assignments or exams on time will lead to a drop in points and will affect your letter-grade for the class. At the instructor's discretion, an extension without penalty may be given in special cases such as serious illness or family crises that prevent completing an assignment or exam on the due date.*

Each student must satisfactorily complete all of the following:

**1. Punctuality, Internet Etiquette & Participation (10 points)**

Students need to be **on time** to class and from breaks, and to actively participate to honor the importance of making good use of class time. A great deal of our class time will be conducted as a professional dialogue and through activities. We will engage each other. Your participation and positive contribution are valued and important to the success of the class. Participation is a critical component of this course and students are expected to engage in all online activities, which may include but is not limited to, discussion forums, synchronous meetings, and collaborative projects. **Attendance during synchronous class meetings is mandatory.** If there is an extenuating circumstance and a student is unable to attend a class, they must contact the professor *before the class begins*. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. It is recommended that students identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

**→ GRADING RUBRIC: Punctuality + Internet Etiquette + Participation {10 points}**

Expectations	Possible Points
Attended <b>all</b> classes and was on time. <i>Giving attention to the instructor and/or other students when they are making a presentation.</i>	4
Demonstrating ability to recognize and use subtle nonverbal communication cues to <i>assess your impact on your peers</i> and participate in class. Demonstrating ability to be <i>open about discussing the impact of your comments on your peers.</i>	1
<i>Coming to class prepared</i> (having read the assignment for the day) Engaging in the group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
Contributing to in-class discussion based on the topics of discussion and the readings assigned. Contributions may include how you feel about the material but <i>merely articulating your feelings is not sufficient.</i> You are expected to <i>put those feelings in context of your thoughts and analysis of the material.</i>	1
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems or try to integrate the content of the course.	1
Dealing with other students and the instructor in a <i>respectful fashion.</i> Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your <i>participation in small group discussions</i> is also required.	1
<b>TOTAL</b>	<b>10</b>

2. **Comprehensive Client Bio/Narrative:** Each student will be required to create a 4–5-page client bio using the ADDRESSING and/or RESPECTFUL Models. Think: Bio/Psycho/Social. This is a narrative of the client you are portraying; their story, who they are, and what they are struggling with. Include 2 possible presenting concerns. This will be the client you are portraying for all your role-plays.

→ **GRADING RUBRIC: Comprehensive Client Bio**  
{15 points}

Expectations	Possible Points
Student completed a 4–5-page comprehensive client bio that included bio-psycho-social information, using the ADDRESSING and/or RESPECTFUL Models, and 2 presenting problems.	15

3. **Group Presentation w/ Demonstration:** Each study group will be required to present assigned skill(s) (*when to use the skill, how the skill is useful, what to avoid, when not to use the skill, how to incorporate art therapy, etc.*) via PowerPoint, as detailed in Evans, and will also provide a role-play demonstration of the skill(s). (*PowerPoint is to be uploaded onto Class Website by 9 AM on day of presentation*). Each group member is expected to fully participate during the presentations and role-plays (see course outline for dates and assigned skills).

Group A Class 2 – 2/28	Group B Class 3 – 3/14	Group C Class 3 – 3/14	Group D Class 4 – 4/4	Group E Class 5 – 4/18
Eztrella	Hala	Emily	Jo	Ava
Marie	Katie	Maria	Kait	Celina
Paris	Kaylynne	Meredith	Sienna	Charlee

→ **GRADING RUBRIC: Class Group Presentation**  
{20 points}

Expectations	Possible Points
Student fully participated in the group presentation of assigned therapeutic communication skill(s). Content covered <u>when to use the skill, how the skill is useful, what to avoid, when not to use the skill, how you could incorporate art therapy, and any client and/or therapist identity considerations</u>	20

4. **SOAP Notes:** Each student will submit SOAP notes as assigned throughout the quarter. The number and frequency will correspond with student role-plays.

→ **GRADING RUBRIC: SOAP Notes**  
{10 points}

Expectations	Possible Points
Student demonstrated ability to document clinical sessions accurately and completely according to standard practice (Subjective/Objective/Assessment/Plan).	10

5. **Quizzes:** Chapter quizzes will be due on class website

→ **GRADING RUBRIC: Final Recording**  
**{10 points per quiz}**

Expectations	Possible Points
Student completed all quizzes	130

6. **Participation in Study Groups:** Study groups will meet both inside and outside of class time and (ideally) will consist of three students per group. It is expected that groups may meet for up to 1.5 hours each week to practice the skills. Skill proficiency will be demonstrated during in-class role-plays or through video recording described below

7. **Role-Playing:** Students will participate in in-class and out-of-class role-plays to practice the skills learned during the semester. Each student will take turns playing the part of the “therapist”, “client” and “observer” using role-play examples from the Evans text. For all in-class and recorded role-plays where students play the part of the “therapist”, they are to submit a SOAP Note.

8. **Video Recordings:** Each student will complete 3 recordings playing the role of therapist using assigned skill(s) in their study group: One 8–10-minute video recording, a 10-minute midterm video, and a final 20-minute video.

○ **Recordings**

- **Practice Recording:** A 8–10-minute recording demonstrating the skills from Attending behaviors through Reflecting Content and Feeling. *A transcript, SOAP note, and self-critique will be required.*

→ **GRADING RUBRIC: Practice Recording**

Expectations	Possible Points
Student demonstrated proficiency in each of the course identified therapeutic communication skills through enactment of therapist role along with a <u>Transcript</u> , <u>SOAP Note</u> , and a written accurate <u>Self-Critique</u> .	20

- **Midterm Recording:** This will be a 10-minute video demonstrating all counseling skills studied through Self-Disclosing. *A transcript, SOAP note, and self-critique is to accompany this recording.*

→ **GRADING RUBRIC: Midterm Recording**

Expectations	Possible Points
Student demonstrated proficiency in integrating therapeutic communication skills practiced through midterm. <u>Transcript</u> , <u>SOAP Note</u> , and a written accurate <u>Self-Critique</u> identifying areas of strength along with areas requiring additional practice.	30

- **Final Recording:** This will be a 20-minute video demonstrating all skills covered in the course. *A transcript, SOAP note, and self-critique will accompany this recording.*

→ **GRADING RUBRIC: Final Recording**

Expectations	Possible Points
Student demonstrated proficiency in integrating therapeutic communication skills practiced through <u>midterm Transcript</u> , <u>SOAP Note</u> , and a written accurate <u>Self-Critique</u> identifying areas of strength along with areas requiring additional practice.	45

### EVALUATION AND GRADING

**NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.**

Assignments and Exams	Possible Points
Punctuality, Internet Etiquette & Participation	10
Comprehensive Client Bio	15
Group Presentation w/ Demonstration	20
SOAP Notes	10
Quizzes	130
Practice Recording	20
Midterm Recording	30
Final Recording	45
<b>Total</b>	<b>280</b>

<b>A = 94-100%</b>	<b>B+ = 88-89%</b>	<b>B- = 80-82%</b>	<b>C = 73-77%</b>
<b>A- = 90-93%</b>	<b>B = 83-87%</b>	<b>C+ = 78-79%</b>	<b>C- = 70-72%</b>

### COURSE SCHEDULE

Class Date	Topic	Required Readings	Assignments Due
<b>- Week 1 - Class 1</b> 02/21/2022	Review syllabus and class requirements (In addition to this <i>brief</i> review in class, you are expected to review requirements independently and contact the instructor with any questions)	<ul style="list-style-type: none"> <li>● Essential Interviewing               <ul style="list-style-type: none"> <li>- Ch. 1: Programming a Foundation for Learning</li> <li>- Ch. 2: Attending Behavior</li> </ul> </li> <li>● ADDRESSING: Influences &amp; Framework</li> </ul>	

	Organize role play groups  <b>Counseling Skills:</b> ◆ Attending Behaviors	● RESPECTFUL Counseling: An Integrative Multidimensional Model for Counselors	
<b>- Week 2 - Class 2</b> 02/28/2022	<b>Counseling Skills:</b> ◆ Effective Questioning ◆ Reflecting Content & Feeling  Role-play practice and critique, discussion of readings	● Essential Interviewing - Ch. 3: Attending Behavior - Ch. 4: Reflecting Content - Ch. 5: Reflecting Feeling Ch. 6: Integrating Your Listening and Exploration Skills	● Quizzes on Ch. 1 & 2 due no later than 9 AM  ● Comprehensive Client Bio  ● Group A: Presentation w/ Demonstration ➤ Reflecting Content & Feeling ➤ Effective Questioning
<b>- Week 3 -</b> 03/07/2022	<i>~ No Class ~</i>		● Quizzes on Ch. 3, 4, 5 & 6 due no later than 9 AM
<b>- Week 4 - Class 3</b> 03/14/2022	<b>Counseling Skills:</b> ◆ Confronting ◆ Communicating Feeling & Immediacy ◆ Self-Disclosing  Role-play practice and critique, discussion of readings	● Essential Interviewing - Ch. 7: Confronting - Ch. 8: Communicating Feeling and Immediacy - Ch. 9: Self-Disclosing	● Groups B & C: Presentation w/ Demonstration ➤ Confronting ➤ Communicating Feeling & Immediacy ➤ Self-Disclosing  ● Practice Recording with Transcript, SOAP Note and Self-Critique due no later than 9 AM: ➤ Attending behaviors ➤ Effective questioning ➤ Reflecting content & feeling
<b>- Week 5 -</b> 03/21/2022	<i>~ No Class ~</i>		
<b>- Week 6 -</b> 03/28/2022	<i>~ No Class ~</i>		
<b>- Week 7 - Class 4</b> 04/04/2022	<b>Counseling Skills:</b> ◆ Interpreting ◆ Information	● Essential Interviewing - Ch. 10:	● Quizzes on Ch. 7, 8 & 9 due no later than 9 AM

	<p>Giving</p> <p>Role-play practice and critique, discussion of readings</p>	<p>Interpreting</p> <p>- Ch. 11: Information Giving</p>	<ul style="list-style-type: none"> <li>● <b>Group D:</b> Presentation w/ Demonstration <ul style="list-style-type: none"> <li>➤ Interpreting</li> <li>➤ Information Giving</li> </ul> </li> <li>● Midterm Recording with SOAP Note and Self-Critique <b>due no later than 9 AM:</b> <ul style="list-style-type: none"> <li>➤ All skills through Self-Disclosing</li> </ul> </li> </ul>
<p><b>- Week 8 -</b> 04/11/2022</p>	<p><i>~ No Class ~</i></p>		<ul style="list-style-type: none"> <li>● Quizzes on Ch. 10 &amp; 11 <b>due no later than 9 AM</b></li> </ul>
<p><b>- Week 9 -</b> 04/18/2022 <b>Class 5</b></p>	<p><b>Counseling Skills:</b></p> <ul style="list-style-type: none"> <li>◆ Enlisting Cooperation</li> <li>◆ Structuring for Exploration Clarification, and Action</li> </ul> <p>Role-play practice, discussion of readings, preparation for final video</p>	<ul style="list-style-type: none"> <li>● <b>Essential Interviewing</b></li> <li>- Ch. 12: Structuring for Exploration, Clarification, and Action</li> <li>- Ch. 13: Enlisting Cooperation</li> <li>- Ch. 14: Putting It All Together</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes on Ch. 12 &amp; 13 <b>due no later than 9 AM</b></li> <li>● <b>Group E:</b> Presentation w/ Demonstration <ul style="list-style-type: none"> <li>➤ Enlisting Cooperation</li> <li>➤ Structuring for Exploration Clarification, and Action</li> </ul> </li> <li>● Final Recording with SOAP Note and Self-Critique <b>due no later than 11:59 PM:</b> <ul style="list-style-type: none"> <li>➤ All skills</li> </ul> </li> </ul>