

Syllabus Cover Sheet: Lewis & Clark College Professional Mental Health Counseling & PMHC – Specialization in Addictions--MHC 509--Practical Skills for Counselors--Spring 2022

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 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/mediate 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
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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	X
Group Supervision	X
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	X
Role ("real")-play, self-assessment, transcription	X

MHC 509 – Practical Skills for Counselors – Spring 2022
Mondays 9:00-12:15, 3 semester hours, Prerequisite: MHC 503, 513

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Office hours:
Tues 2:00-4:00
Thurs. 12:30-2:30
+ other times when arranged by email

Please email me to make appointments for office hours and make sure I have confirmed the appointment through Google Calendar. Appointment times often fill up quickly, especially nearing the end of the semester. Thank you!

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

Required Readings: see Moodle, updated weekly

Textbook: Course readings and resources will be posted to the course Moodle page.

Essential Outcome 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 therapeutic interactions. Most of all, we will focus on maintaining empathy at all levels and being able to use empathy and connection with “clients” toward therapeutic goals.

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 putting up 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 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 therapeutic relationship within the counseling context. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through readings, 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 video recordings 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.

Non-discrimination, professional student conduct, sexual misconduct and academic integrity:

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;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

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 the 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.* Because our course delivery will be online this summer, it is particularly important that you talk to me soon about accommodations and needs.

During this online and in-person term, Student Support Services continues to be available via email (access@lclark.edu) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: (www.lclark.edu/offices/student_support_services/).

Appointments will be conducted either by phone or Zoom.

Technical requirements students need to be aware of as we begin a new partially virtual semester:

The main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your Moodle dashboard. Zoom will be used for synchronous class sessions. Enrolled students will have received information for how and when to log into class through Zoom. If something happens to my internet connection during a synchronous Zoom session (e.g., I'm suddenly gone or I freeze), I will try to get back on ASAP. If I am not back on within a couple of minutes, call me at the cell number listed at the top of this syllabus and I'll let you know what is going on.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

Evaluation: This class uses proficiency grading in order to individualize the goals for each student. All students will be evaluated on relational counseling skills (see Skills Rubric). Additionally, asynchronous learning activities will be assigned each week in order to approach the content in a variety of ways.

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 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 outside of class time. 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

1. **Tape #1** reflection — **10%**
2. **Tape #2** — **30%** (recording, reflection and individual meeting for feedback)
3. **Tape #3** (recording, reflection and individual meeting for feedback; extra recordings as needed to raise outcome scores) — **30%**
4. **Ten (10) weeks of asynchronous activities; 3% each week — 30%**

A Professional Qualities Evaluation will also be completed for each student. This evaluation does not impact the grade unless the evaluation demonstrates a specific cause for concern with regard to Professional Qualities.

List of counseling skills to be utilized and evaluated in video recordings:

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>) Overall: Therapeutic Environment-- Empathy	Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level) 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

The selected skills below will only be evaluated if the individual student has mastered the previous skills

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

This course is organized with proficiency-based objectives in mind, in that students are expected to master all of the skills in the rubric. All students will receive an A (3.71 to 4.0) if they master the proficiencies described in the rubric and if they have completed ALL of the asynchronous weekly activities. Students may receive less than an A if, by the end of the course, they are still not at a Level 4 from the rubric on the skill in question or if they do not complete all of the asynchronous activities.

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

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

Assignments will be points from 1 to 4 that are weighted by percentage and then tallied to a final GPA. The final GPA is translated into a letter grade (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). Total grade points that fall in-between grades will be assigned to the closest available final grade, e.g., 3.49 would be a B+.

Assignments turned in late will have .5 grade points each day subtracted from the grade of the assignment unless the student has spoken with the instructor about alternative arrangements.