



LEWIS & CLARK COLLEGE

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GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
CPSY 526-3 Counseling Skills for MCFT  
SPRING 2013

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**Time & Day:** 1:00pm-4:15pm, Thursdays

**Place:** York Graduate Center, Room 117

**Instructor:** Jessica Loehndorf Hutchison, M.Ed.

**Office Hours:** 11:00am-12:00pm, contact instructor for details

**Contact:** jloehndorf@lclark.edu; 503-333-9387

**Catalog Description:**

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

**Course Description:**

This is an introductory course focusing on the clinical aspects in the practice of marriage, couple, and family therapy. The course provides a brief overview of family therapy and will concentrate on the experiential learning of basic family therapy skills. This class is designed to 1.) provide students with direct experiences of the family therapy milieu in the initial session/treatment alliance phase of therapy via observation and role play; 2.) assist in the development of a working knowledge of the clinical skills of family interviewing, joining, formulating problems, contracting for treatment, and presenting clinical cases; 3.) further the students' awareness of and appreciation for the multiple psychosocial factors which impact families in treatment; and 4.) contribute to the development of a personal conceptualization of the process of therapy. Ethical considerations/dilemmas will be explored. Issues of race, class, gender, sexual orientation, abilities, power, privilege, liberation, and oppression will be examined throughout each lesson.

The skills learned in this course are building blocks for developing beginning competency as a Couple and Family Therapist. In the MCFT program at Lewis & Clark, competency is informed by the American Association for Marriage and Family Therapy Core Competencies, the L&C MCFT program mission, and the Association for Marriage and Family Therapy Review Board knowledge, skills, and awareness domains. The final evaluation of clinical skills is reflected in the Supervisee Evaluation document that you and your supervisors will complete at the end of practicum and each semester of internship. Please review this document to better understand the competencies you are expected to demonstrate by graduation. The Supervisee Evaluation form can be found in the MCFT practicum and Internship Handbook and/or on line at:

<http://www.lclark.edu/dept/cpsy/objects/MCFTSuperviseeEvaluationForm.pdf>

**Course Objectives:**

This course focuses on developing basic clinical skills in the following areas in preparation for supervised clinical practice coursework (practicum and internship):

- Develop and demonstrate an understanding of the communication process
- Understand and develop specific counseling skills
- Demonstrate intentional use of a repertoire of counseling skills
- Gain a basic understanding of the overall process of family therapy
- Engage in critical self-reflection
- Gain an increased awareness of how your personal style and implicit cultural assumptions influence your interpersonal interactions and professional identity
- Recognize and demonstrate ethical and developmentally appropriate professional demeanor in preparation for practicum/clinical work

**Required Text:**

Almeida, R.V., Dolan-Del Vecchio, K., Parker, L. (2008). *Transformative family therapy: Just families in a just society*. Boston: Pearson.

Ivey, A.E. & Ivey, M. B. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society (7<sup>th</sup> ed.)*. Pacific Grove, CA: Brooks/ Cole.

Patterson, J., Williams, L., Grauf-Grounds, C., & Chamow, L. (2009). *Essential skills in family therapy: From the first interview to termination (2<sup>ND</sup> ed.)*. New York: The Guilford Press.

**Required Technology:**

Flash drive

Flip camera (or other video recording device that can be downloaded to a flash drive and/or uploaded to Moodle). Flip cameras may be borrowed from the Graduate School.

**Additional Readings:**

In an effort to keep the course contemporary and relevant, additional readings related to diversity, ethics, social justice and family transitions will be provided throughout the course as topics and interests arise from role-plays, discussions and personal reflection at the discretion of the instructor. Students may also be required to research journals on special topics and discuss them in the class.

**Methods of Instruction:**

This course is taught using multiple formats including lecture, role-play, video, discussions, and PowerPoint. This class is highly interactive with students working in small groups in class each week.

**Course Assignments & Grading Procedures:**

Class participation and attendance:	30 pts. (2x15pts.)
Weekly Logs:	30 pts. (10x30 pts.)
Practice Videotape Assignments:	30 pts. (2x15pts.)
Master Videotape + Final Self-Assessment Paper:	30 pts.

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**Total:** 120 pts.

The grading system used by Lewis & Clark College will be used for final grades:

A = 93-100    A- = 90-92    B+ = 88-89    B = 83-87    B- = 80-82  
C+ = 78-79    C = 73-77    C- = 70-72

A **NO PASS** grade will be given if:

1. You miss more than 2 classes or if you fail to make-up missed practice sessions.
2. You minimally participate in class discussions on a regular basis. You offer very little constructive feedback to other students in the class.
3. The transcription of your videotaped session is poorly done or not representative of microskills in counseling. Your critical analysis is merely descriptive in nature rather than evaluative and does not demonstrate any real understanding of what you as a counselor did correctly, incorrectly, or could have done instead.
4. You receive too many scores of Barely Passing and not enough scores of Outstanding; they should average to adequate overall. You will also not receive credit for this requirement if you receive a score of unsatisfactory on any single item.

**Late assignments & make-ups:** Unexcused late assignments will incur a penalty of **10 points per day** (including holidays, breaks and weekends). You are responsible for all assignments even when you do not attend class. There will be no make-ups for the missed videotape session unless arrangements are approved *in advance*.

**Written submissions:** All written work is to be typed, in 12-point size, in Times New Roman font, and double-spaced. Attention to writing style and expression is important. The ability to express yourself and think critically through writing is an important skill in your professional development. Thus, proof read your writing and maintain a coherent writing style.

### **COURSE ASSIGNMENTS**

#### **Attendance & Participation (30pts.)**

- Regular attendance and active participation is expected for all classes. Students should come to class on time, having carefully read materials and prepared for active and purposeful involvement in class discussions/activities.
- Students who incur two or more absences will have their grade lowered and will be asked to repeat the course or will fail the course.
- Students will participate in practice groups in class. Each practice group is to be videotaped so that the student has a choice of potential videotaped practice sessions to submit for course assignments. Each group member should plan for 20 minutes to practice the therapist role.
- Students must be available to your groups. If you miss a class or practice session your counselor is left without a counselee. Thus, unless another student volunteers, your counselor misses an opportunity to practice skills.
- Active participation is required and is an additional way for the instructor to evaluate students' learning. Participation includes the following:
  - Open discussion within the group regarding theory, content and process of the counseling sessions.
  - Disclosure of client issues for which you need assistance from the instructor and peers

- Facilitating the growth and development of self and others by providing and accepting regular constructive feedback.
- Supervision is a critical tool for learning about how your qualities, style and skills may facilitate or impede therapeutic relationships. In order to facilitate growth in others, you must be able to accept constructive feedback about your own counseling skills. A lack of openness to receiving constructive feedback and responding accordingly in a professional manner will negatively impact your development as a family therapist and your grade for this course.

### **Weekly Logs (30pts.)**

- You will keep a written log of class related experiences with the focus on your self-awareness and growth as a counselor.
- Other homework assigned in class include: assessments/reactions to your student generated role-play (see Counseling Skills Scoring Sheet), reviews of articles and critique of master videotape session (see Master Videotape + Final Self-Assessment Paper).
- The instructor will occasionally provide prompts for the weekly logs at her discretion.

### **Practice Session Videotapes (30pts.)**

- Counseling sessions will be recorded and viewed in class for feedback and evaluation. The objectives for each session will be based on the cumulative skills for each week. Students are expected to demonstrate an understanding of the assigned skill(s) and practice the respective skill(s) on video.
- Openness to feedback from the instructor and other class members is pertinent to the development of microskills building in counseling.
- Students are expected to create original role-play exercises and co-facilitate in groups or for the class.
- Feedback from your instructor should be demonstrated in the next tape.
- **10 points** will be deducted for each session that you miss or you forget to bring your videotape.
- See *Transcript Format* below for details

### **Master Videotape & Self-Assessment Paper (30pts.)**

- A written critique of a 15-minute transcription of Practice Videotape Session I or Practice Videotape Session II as indicated in the **Master Videotape & Final Self-Assessment** assignment (see below).
- You will receive full credit for a critical analysis of your counseling interview. You must provide alternative statements or behaviors that serve a possible improvement what you originally said.
- You will be evaluated on your ability to demonstrate an acceptable level of counseling skills presented in the course. The **Counseling Skills Scoring Sheet** and the **Counseling Readiness Rating Scale** evaluation forms will be used as assessment tools (see attached). The emphasis of this evaluation procedure will be on the actual demonstration of microskills in counseling as well as self-evaluations and peer evaluations. These evaluation instruments contribute to determining your readiness to enter practicum and will be placed in your permanent student file.

- You must demonstrate all skills at an adequate level. A score of Barely Passing on any item will only be acceptable if you receive scores of outstanding on other items. They should average to adequate overall. You will also not receive credit for this requirement if you receive a score of unsatisfactory on any single item.

### **PRACTICE SESSION VIDEOTAPES**

Each student is asked to videotape two counseling sessions of at least 15 minutes in length. The student then is required to transcribe in typescript (see below) at least 5-10 minutes of the session. Take the most interesting part of the session for you and make sure that you have at least eight therapist leads and statements. Transcribe the clients and yourself.

#### **Steps for examining your interviewing and/or counseling style**

1. Plan to conduct an interview with members of your group. This interview should last at least 15 minutes. At this time, we are interested in your natural style of helping before you are involved in too much training.
2. Be sure you have your role-played client's permission to record the session. If you are relaxed about taping, your client most likely to be comfortable as well. Your client should be free to say at any point that he or she does not want the tape used. Feel free to turn the videotape off in the middle of the interview.
3. Develop a 5-10 minute transcript of the session. See **Transcript Format** below. You will find that looking at your own natural style is extremely valuable.
4. Begin the presentation to the instructor with a short one-page description of the client. Please indicate on this page that the client gave permission for you to use the material.
5. If you select five minutes from the middle or end, tell us briefly what happened before you actually show us the transcript.
6. Present the transcript as follows. Just classify the helper's lead (i.e., you (your name)). If you use a skill we haven't covered, do your best to classify it.

#### **Checklist for transcript contents:**

1. Provide a brief statement as to the age and nature of the client and her or his issue to be discussed
2. Type your transcript with at least eight counselor leads
3. Classify your leads. You will be able to identify listening skills but try to classify the other influencing skills you have used. Most important, of course, is noting and classifying your listening skills
4. Make comments on the interview leads
5. Examine your transcript and evaluate your work
6. Note what you did right

## TRANSCRIPT FORMAT

**1. Counselor Statement:** Before we begin, as you know I'm a counselor in training. I'd like to ask if I can videotape our conversation today.

**Client Reaction:** It's okay with me.

**Microskill Used/Purpose:** Closed-ended question asking for the client's informed consent to tape the session.

**Additional Counseling Statement/Skill/Purpose:** How would you feel about me taping our session today, because I'm a counselor in training? / Open-ended question / to illicit client's feelings.

**2. Counselor Statement:** Okay good. Well, what brings you here today?

**Client Reaction:** Well, I've been feeling sad.

**Microskill Used/Purpose:** Open-ended question to illicit information from the client about his/her reason for seeking counseling.

**Additional Counseling Statement / Skill / Purpose:** How are you doing today? / Open-ended question / begin session.

**3. Counselor Statement:** You've been feeling lost?

**Microskill Used/Purpose:** Encourager to get the client say more.

**Additional Counseling Statement/Skill/Purpose:** How have you been spending your time? Clarifying question to better understand why the client might be feeling lost.

**Transference** (unconscious reactions raised in the client by the counselor)/**Countertransference Reactions** (unconscious reactions raised in the counselor by the client): The client's sadness was triggering my own conflicts with sadness from losing people. Because I was so sad, I didn't know what to say, but I thought this intervention allowed him to openly talk about how he was feeling.

## **MASTER VIDEOTAPE & FINAL SELF-ASSESSMENT PAPER**

Students are required to re-submit a 15-minute videotaped session from Practice Videotape Session I or Practice Videotape Session II. The video should demonstrate the culmination of the skills learned in the class. In addition, the student is to write a final self-assessment paper that reviews and reflects on skill acquisition and the culmination of their role-play experiences. The contents of the master videotape should follow the transcription format of the Practice Session Videotape Assignments I and II.

The final assessment paper is to include the following:

1. Assessment of strengths and weakness of the session
2. Reflection on the changes in your counseling style over the course of the semester including detailed exploration of what might account for differences in your counseling style (i.e. client's race, ethnicity, age, religion, gender, sexual orientation), and content issues (e.g. counseling issue similar or dissimilar from your own life, transference/countertransference issues, etc.)
3. Review your readiness to move forward in the MCFT program
4. Plan for the development of therapeutic skills

### **Academic Honesty:**

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear specific acknowledgement of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who wish to include the insights, terms or statements of another person must provide full citation in an appropriate form. Collaboration in studying and preparing for tests, papers and presentations is acceptable. However, all work submitted must be clearly reflective and distinctive of each individual's work. Plagiarism will result in a grade of zero (0%) on the assignment and a failing grade for the entire course. Further academic sanctions may also be taken.

### **Non- Discrimination Policy:**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

### **Special Assistance:**

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

### **Student Conduct:**

Student conduct is viewed as a serious matter by the faculty members at Lewis & Clark College. The faculty members assume that all students will conduct themselves as mature citizens of the campus community and in a manner congruent with university policies and regulations.

**TENTATIVE SCHEDULE FOR COUNSELING SKILLS AND INTERVIEWING**

<b>WEEK</b>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>
Week 1 1-10-13	- Course overview: Introduction to Family Therapy Skills & Interviewing Techniques - Examining Power, Privilege, & Oppression	CPSY 556 Equity in Family Therapy
Week 2 01-17-13	No class; make-up by adding 15 minutes to class for weeks 3-14. Class will be from 1:00-4:15pm	Weekly log- See Ivey, et al., Exercises 2 pp.32, 36-38 Critical consciousness article
Week 3 01-24-13	- Intentional Interviewing - Ethics Multicultural Competence & Wellness - Joining with Multiple Members of the Family	Patterson, et al., (chaps. 1, 2, 3) Ivey, et al., (chaps. 1 & 2) Weekly log
Week 4 01-31-13	- Attending Behaviors - Conducting Assessment - Questioning From a Family Systems Perspective	Patterson, et al., (chap. 4) Ivey, et al., (chap. 3) Almeida, et al., (chaps. 1-2, 4) Weekly log
Week 5 02-7-13	- Observation Skills - Treatment Focus - Communication among Family Members	Patterson, et al., (chap. 5) Ivey, et al., (chaps. 4, 5) <b>Practice Videotape Assignment I</b>
Week 6 02-14-13	- Active Listening - Reflecting Feelings - Integrating - Families & Children	Patterson, et al., (chap. 7) Ivey, et al., (chaps. 6, 7, 8) Almeida et al., (chap. 7) Weekly log
Week 7 02-21-13	- Confrontation - Stories - Meaning - Working with Couples	Ivey, et al., (chaps. 9, 10, 11) Patterson, et al., (chap. 8) Weekly log
Week 8 02-28-13	- Influencing Skills - Skill integration - Co-constructing Stories - Getting Unstuck	Ivey, et al., (chaps.12, 13, 14) Patterson, et al., (chaps. 9,10) Weekly log
Week 9 03-7-13	- Personal Style - De-escalating conflict - Gender and Sexual Orientation	Ivey, et al., (chap.15) Almeida, et al., (chap 3) Aviv, R. (on Moodle) Weekly log



Week 10 03-14-13	- Skill Integration - Determining Personal Style - Exploring Domestic & Community Violence	Patterson et al., (chap. 11) Almeida et al., (chap 8) <b>Practice Videotape II</b>
Week 11 03-21-13	- Termination	Weekly log
Week 12 03-28-13	Spring Break- No class	
Week 13 04-04-13	- Integrating Skills	Weekly log
Week 14 04-11-13	- Integrating Skills	<b>Master Videotape + Final self-assessment paper</b>
Week 15 04-18-13	- Final Class	Weekly log

**CPSY 526-3 COUNSELING SKILLS SCORING SHEET**

<b>Competency</b>	<b>Beginning level 1=1 Point</b>	<b>Beginning level 2=2 Points</b>	<b>Beginning level 3 = 3 Points</b>	<b>Points</b>
Attending Skills	Vocal qualities, eye contact, and body language are not consistently used appropriately throughout the session	Vocal quality, eye contact, and body language are used appropriately throughout most of the session	Vocal quality, eye contact, and body language are used appropriately throughout the entire session	
Joining	Primarily addresses one family member	Addresses all family members, but overall attends to one or more family members over others	Addresses and attends to all family members equally	
Listening Skills	Used same type of questioning throughout the session and did not use reflection and/or summarization with the family. Student is not able to track or respond to verbal/nonverbal cues within the session	Used a limited range of questions and attempted to use reflection and/or summarization a couple times within the session. Student is able to track and respond to one client verbal/nonverbal cue within the session	Used a variety of types of questioning and was able to use reflection and summarization appropriately with the client throughout the entire session. Student is able to track and respond to client verbal/nonverbal cues throughout the session	
Exploring Problem(s)	Primarily asks for and/or listens to only one of the family perspective of the presenting problem	Asks for and listens to two or more of the family perspectives of the presenting problem	Asks for and listens to two or more of the family perspectives of the presenting problem and offers the family at least one additional perspective	
Encouraging new understanding(s)	Encourages family members understanding of each other by “overhearing” conversation with therapist	Encourage family members understanding of each other by asking them to address each other’s points of view	Encourage family members understanding of each other by asking them to address each other’s points of view and contributing at least	

			one unique framework that brings together all family members perspectives with a new understanding	
Identifying family strength and resilience	Does not identify any family strengths or resilience that might help solve the presenting problem(s)	Identifies at least one family strength or area of resilience that might help solve the presenting problem(s)	Identifies two or more family strengths or areas of resilience that might help solve the presenting problem(s)	
Tracking pattern(s) of interaction	Does not explore presenting problems in terms of patterns	Tracks partial patterns of interaction in relationship to presenting problem(s)	Tracks a complete pattern of interaction surrounding presenting problem(s)	
Influencing Techniques	Does not use reframing, give feedback, or confront the family within the session	Attempts to use reframing with the family and attempts to give feedback and/or confront the family one time within the session	Is able to use reframing affectively with the family and is able to give feedback and use confrontation with the family when appropriate	
Recognizes systemic dynamics	Describes problem in linear manner focusing on how one member of the system might affect another contributing to the presenting problem(s)	Identifies at least one relational issue involving two members of the system affecting each other and potentially contributing to the presenting problem(s)	Identifies two or more relational issues involving all members of the system affecting each other and potentially contributing to the presenting problem(s)	
Identifies contextual and cultural factors	Does not identify any cultural or contextual factors that may contribute to the presenting problem(s)	Identifies at least one cultural or contextual factor that may contribute to the presenting problem(s)	Identifies at least one cultural and one contextual factor that may contribute to the presenting problem(s)	
Considers issues of power/privilege, oppress/	Does not identify any issues of power, privilege, oppression or	Identifies at least one issues of power, privilege, oppression or	Identifies two or more issues of power, privilege, oppression or	

liberation	liberation that may contribute to the presenting problem(s)	liberation that may contribute to the presenting problem(s)	liberation that may contribute to the presenting problem(s)	
Counseling Style	Student seems uncomfortable throughout the whole session and does not take risks within the session. Student has not integrated their qualities and style into their role as a therapist	Student does not seem fully relaxed, composed or confident. Student attempts to take risks but sometimes appears uncomfortable. Student has not fully integrated their own qualities and style into their role as a therapist	Student is relaxed, confident and composed and takes risks within the session. Student is able to integrate their own personal qualities and style into their role as a therapist	
Transcription & Critique	Transcription and critiques lack evidence of thoroughness, reflection, insight, self-critique and analysis	Transcription and critiques demonstrate some evidence of thoroughness, reflection, insight, self- critique and analysis	Transcriptions and critiques are thorough, reflective, insightful, critical and analytical	
Disposition	Does not respond well to supervision, finds it difficult to incorporate feedback, demonstrates a lack of awareness of self and impact on client and therapeutic process	Seeks supervision when it is strongly encouraged, struggles to incorporate feedback, is developing awareness of self and impact on client and therapeutic process	Responds well to supervision, incorporates feedback, aware of self and impact on client and therapeutic process	

Name: \_\_\_\_\_

Points: \_\_\_\_\_ Score: \_\_\_\_\_

Scorer: \_\_\_\_\_

Additional Comments: \_\_\_\_\_



## Counseling Readiness Rating Scale

Counseling Student Name: _____ Date: _____
Program: _____ Advisor: _____ Graduation Date: _____
579: Instructor _____ 505 Site: _____

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|----|---|
| R6 | Highly recommend promotion to the next level of supervised experience |
| R5 | Recommend promotion to the next level of supervised experience        |
| R4 | Recommend promotion to the next level with some reservations          |
| R3 | Recommend promotion to the next level major reservations              |
| R2 | Recommend student repeat current level to bring up performance        |
| R1 | Recommend faculty review of student's progress in the program         |

_____ Judgment of READINESS for the next level of supervision
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Instructor's comments:   
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Future Learning Objectives:      
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The signatures below indicate that this evaluation has been mutually discussed and that there is a shared understanding of the basis for and meaning of the rating recorded above.	
Student Signature: _____	Date: _____
Faculty Signature: _____	Date: _____

Cc: Student, Instructor, Practicum Administrator, Student Clinical File, Faculty Advisor