

Lewis & Clark College Professional Mental Health Counseling & PMHC – Specialization in Addictions--MHC 509--Practical Skills for Counselors--Spring 2018

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.

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	
Debate	
Class Visitor / Guest Lecturer	

Off-Campus / Field Visit	
Other: Session transcripts	X
Feedback Assignments	X
Role-play sessions	X

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements and 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	Exceeds expectations on 80% of skills	Meets expectations on 80% of skills	Meets expectations on less than 80%	Unacceptable performance on any of the skills assessed	MHC 509 Counseling skills eval form/Tape #3 And	Clinical Skill (2 of 5)

individuals and families	assessed, all others Meets expectations	assessed, all others emerging	of skills assessed		Recommendation to practicum	
Submission Method: Instructor rates						

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 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	Demonstrates clear	Demonstrates basic	Is under confident	Overestimates competence	MHC 509 Professional	Self as

awareness of competence and limitations	awareness of competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.	awareness of competence and limitations and seeks supervisory support	or inconsistent in awareness of limitations, unsure when to seek supervision	does not recognize limitations	Qualities/Dispositions Evaluation	Counselor (4 of 5)
Submission Method: Instructor rates in Taskstream						

MHC 509 – Practical Skills for Counselors – Spring 2018
Thursdays 1:00-4:15, 3 semester hours, Prerequisite: CPSY 503, 513

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Office hours:
Mon. 12:00-2:45
Tues. 12:00-2:45
+ other times when arranged by email

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

Other necessary equipment: A recording device is needed for recording sessions. You must have enough space on your device/media storage to record a 50 minute session. You may use a camera, your computer, phone, etc. You may check out ipads, tripods, and cords for transferring videos from media services in the library

Essential Goals: Students will establish a foundation for their professional role as effective counselors through the practice of counseling microskills, 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.

Awareness and articulation of a personal worldview creates a foundation of accountability when considering the worldview of their clients and the impact of issues of social justice as they contribute to a client's well-being and quality of life. The following program objectives as well as objectives defined by CACREP are the standards for "helping relationships" These broad objectives will be pragmatically and experientially integrated into the classroom experience.

1. An orientation to wellness and prevention as desired counseling goals
2. Counselor characteristics and behaviors that influence helping processes
3. An understanding of essential interviewing and counseling skills

"Before graduation, counseling students must develop skills to deal effectively with clients' relational and emotional difficulties. The concerns of their clients can also trigger discomfort and stress for student counselors. The skills that we, as counselor educators, are teaching can be developed neither directly from information in books nor in the absence of a counselor trainee's personal growth (Yagar & Tovar-Blank, 200, p 143)."

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 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 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.

Note: 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 (x7156). 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.

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.

Evaluation: Each student will be evaluated in the areas of demonstration of skills, self-awareness, empathetic presence, integration and application of skills, ethical considerations, effectiveness of oral and written communication, and openness to feedback. Factored into the possible points earned for each assignment will be a final evaluation of skill demonstration/attainment as well as professional qualities and ethical demeanor.

Assessments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in failure of the class. Final decisions will be made by the class instructor about successful completion of the class as well as readiness to move forward to practicum and clinical work. If there are concerns about a student's work, a meeting with the instructor will be 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. We can meet outside of class time. I am available via email, phone and to meet up in person. 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

Counseling Skills Videotaping

During weeks 2 through 14, you will be paired up with two classmates and you will alternate in the counseling role for a progressively longer sessions, beginning with 15 minutes and culminating in 50-minute sessions.

Four times during the semester, you will video record a session with a classmate real-playing as your client. Three of these times, you will submit a flash drive of your session. These session recordings will be submitted during week 5, week 10 and week 14. You should:

1. Videotape the sessions in their entirety.
2. Download the session to your laptop, then transfer to a flash drive.
3. Submit the flash drive to me with identifying information clearly marked.
4. Please see the assignments below for the specific expectation for both the skills you will demonstrate and the additional assignments that are required in conjunction with the videotaped counseling session.
5. Complete any written assignment that may accompany your tape and submit via Moodle per assignment.

List of counseling skills (microskills) utilized in videotapes:

1. Assessment/Intake skills
2. Listening/Presence/Non-Verbals/Invitational Skills
3. Reflecting Content, paraphrasing
4. Reflecting Feeling
5. Reflecting Meaning and summarizing
6. Challenging Skills/Acknowledging a Discrepancy/Immediacy Skills
7. Goal setting Skills
8. Change techniques
9. Evaluation/Assessment/Termination skills
10. Curative Factors

With each tape, you will submit:

1. A completed self assessment (see appendix A) plus,
2. Assignments associated with specific tapes.

Week 2: Tape #1: focus on being with the client, coping with anxiety, gaining competency with videotaping.

Assignment: Complete a self-assessment. On the date the tape is due, submit:

1. The self-assessment to instructor
2. Reflection about the your own process

Week 3-5: Tape #2 – focus on assessment, intake, listening, presence, non-verbals and invitational

skills.

Assignment: complete a self-assessment. On the date the tape is due, submit:

1. The flash drive containing the session
2. The self assessment to instructor (moodle)

Week 6-10: Tape #3 – focus on reflections.

Assignment: Transcribe a 5-7 minute section of your tape, choosing a selection of the tape where you demonstrated ample reflections and other learned microskills. Transcribe using double spacing. Underneath the transcription of your responses, identify the skills you demonstrated. On the date the tape is due, submit:

1. The flash drive with the session
2. The transcription to your instructor (moodle)
3. The self assessment to your instructor (moodle)

Week 11-14: Tape #4 – focus on change techniques, challenging skills, discrepancy, immediacy skills, goals setting.

Assignment: Transcribe a 6-8 minute section of your tape, choosing a selection of the tape where you demonstrated ample micro-skills. Transcribe using double spacing. Underneath the transcription of your responses, identify the skills you demonstrated. Submit:

1. The flash drive
2. The transcription to your instructor
3. The self assessment to your instructor

Evaluation:

Assignment	Course weight	Date(s) Due
Tape #1 (completion)+ assignments	5%	See course calendar with Moodle updates
Tape #2 + assignments	30%	
Tape #3 + assignments	30%	
Tape #4 + assignments	30%	
Course engagement	5%	

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 ONE HALF GRADE POINT EACH DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT.

Very Tentative Weekly Schedule

Week	Date	Class content
Week 1	1/11	Introductions, syllabus, intro to practical skills, social justice issues as related to practical skills, introduction to the LC Counseling Center, discussion about professional engagement, role-playing, confidentiality, ethics (CACREP C2i.)
Week 2	1/18	Tape #1 Skill development: Invitational skills & behaviors
Week 3	1/25	Skill development: Invitational skills & behaviors/Assessment and Intake Skills (CACREP 5f.)
Week 4	2/1	Skill development: Assessment/ Intake Skills (CACREP 7b.)
Week 5	2/8	Tape #2 Skill development: Reflecting skills: content, paraphrasing (CACREP 5g.)
Week 6	2/15	1-1 with instructor
Week 7	2/22	Skill development: Reflecting skills: meaning and summarizing (CACREP 5g.)
Week 8	3/1	Skill development: Reflecting skills: meaning and summarizing
Week 9	3/8	Tape #3 Skill development: Challenging skills (CACREP 5g.)
Week 10	3/15	1-1 with instructor
Week 11	3/22	Skill development: Challenging skills/change techniques
Week 12	3/29	Spring Break
Week 13	4/4	Skill development: Evaluation/Termination skills
Week 14	4/12	Tape #4 (CACREP 1k.)
Week 15	4/19	1-1 with instructor