

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

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 communication 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	X
Individual Presentation	
DVD/Video Presentation	
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Recorded transcriptions	X

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Jan 10-Apr 18 2019
Thursdays 1pm-4:15pm
Office hours: please arrange in advance by email

Texts: *“Learning the art of helping: building blocks and techniques”-5th edition by Mark E. Young, “Trauma stewardship” by Laura van Dernoot Lipsky. Additional articles will also be assigned throughout the course.*

Confidentiality and Ethical Guidelines:

It is expected that students will follow the ethical guidelines as defined by the American Counseling Association. The class activities and assignments require utilizing classmates for “counseling interviews” for the purpose of demonstrating motivational interviewing and microskills. It is expected that anything presented by students during transcriptions and in class discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

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.

Evaluation:

Each student will be evaluated in the areas of: demonstrating microskills, 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. Judgments 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 the dynamics and potential outcomes.

For your reference, the Professional Qualities Evaluation (PQE) and the Counselor Readiness Scale are included in the back of the syllabus. These rubrics are used by the instructor to determine the professional dispositions and skills expected of students before progressing to practicum. The professional dispositions of Social and Self-Awareness and Openness, will be a focus of this course.

Weekly readings and agenda

Date	Topic/class activity	Assigned reading	Assignments due
Jan 10	Introductions, class overview	Syllabus	
Jan 17	Counseling foundations, therapeutic relationship	Young Ch 1-3 Lipsky intro-Ch 3	Reflection 1
Jan 24	Therapeutic relationship cont. and invitational skills, Prep for taping 1	Young Ch 4	Worldview paper
Jan 31	Reflecting skills: paraphrasing Process vs content *Taping 1	Young Ch 5 Lipsky Ch 4	Reflection 2
Feb 7	Reflecting skills: reflecting feelings	Young Ch 6	Transcription 1
Feb 14	Reflecting skills: reflecting meaning and summarizing	Young Ch 7	Reflection 3
Feb 21	Challenging skills (identifying discrepancies, giving feedback) *Taping 2	Young Ch 8	Reflection 4
Feb 28	Assessment and goal setting	Young Ch 9-10 Lipsky Ch 8-9	Reflection 5
Mar 7	Outcome evaluation, termination Taping 3	Young Ch 12 Lipsky Ch 10-12	Reflection 6
Mar 14	Multicultural competence skills, change techniques	Young Ch. 11 Article: "why I left my white therapist", additional articles TBD	Reflection 7
Mar 21	Advanced change techniques Taping 4	Young Ch 13	Reflection 8
Mar 28	No class- self care ☺		
Apr 4	Advanced change techniques continued	Young Ch 14	Transcription 2
Apr 11	Putting it all together		Reflective paper
Apr 18	Group presentations		Group presentation

***Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act**

Assignments:

1. Attend and participate in class. Attendance is mandatory (see attendance policy).
2. Complete weekly readings prior to class.
3. Guided reflections (20% of grade): Students will complete weekly journal entries reflecting on their experience of the counseling process. Rather than summarizing the content of each class, students will focus on their internal responses to engaging in experiential activities/counseling practice sessions and the many parts involved in building strong helping relationships. Each journal entry will be about 1 page in length. Please send reflections via email to me by 12pm Friday following each class. I will respond with feedback.
4. Worldview paper (10% of grade-receive full points for turning in): Students will write a paper reflecting on ways that your family of origin (family, culture, race, geography, economics, education, religion etc)/worldview has shaped who you are & how this informs your work with others (include areas of privilege/power or other contexts that have impacted you). Reflect on what may come up for you when working with others. Papers will be about 3-5 pages in length.
5. Transcriptions (40% of grade): Two interview transcriptions are required of each student. Transcriptions are verbatim records of counseling interviews (which you will do with your partner in class). Students will do 4 tapings of sessions overall, with first and last taping transcribed. Each transcription will cover all skills learned to date, with the final transcription demonstrating all skills learned in class over the semester. These assignments will provide each student with an opportunity to self-assess their counseling skills, as well as receive feedback from their partner and instructor. Students who do not initially demonstrate each skill set to the satisfaction of the course instructor may be asked to engage in a session to demonstrate required skills.
6. Reflective paper (20% of grade): Students will write a reflection encompassing:
 - Overall process around self-assessment
 - Areas of growth since the start of the semester
 - Areas that need continued growth
 - Plan on how to improve these areas
 - Strategies on how to maintain self-reflection and self-care as a counselor (utilize Lipsky readings to help with ideas)

This assignment is designed to be depth oriented and give you an opportunity to explore your process as an emerging counselor. The reflection should be about 4-5 pages in length.

7. In class group project (10% of grade): With your small group, you will do a 15-20 minute demonstration of the skills learned in class. Use your creativity! Examples include: creating a game, song, skit, etc.