

Syllabus Cover Sheet: Lewis & Clark College Professional Mental Health Counseling & PMHC – Specialization in Addictions--MHC 509--Practical Skills for Counselors--Spring 2020

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 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	Overestimate s 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	
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	X
Group Supervision	X
Case Study	X
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 2019
Mondays 1:00-4:15, 3 semester hours, Prerequisite: CPSY 503, 513

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Office hours:
Tues 1:30-3:00
Thurs. 12:30-3:00
+ 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!

Note: There is a possibility that Andrea Redeau, LPC, one of our long-time clinic supervisors, will become the instructor for this class after the first 1-2 weeks due to changes in administration. If this happens, the requirements for the class and all other aspects will remain the same.

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.

Additionally, all students must also purchase an **IronKey hardware-encrypted Basic series flash drive, s250 and d250 or higher**, if they will be viewing “client” related material away from the clinic. Your IronKey will also be required in Practicum for the same reason, so you will be able to reuse it at that time. **IronKey Basic series** is the flash drive that has been approved by leaders in our profession for securing client files, so you must use this specific brand.

Essential 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 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 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 (Skills rubric) and Professional Qualities (PQE). Factored into the grades 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 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

Counseling Skills Videotaping

During weeks 2 through 16, 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. Other (process) assignments and course readings will be posted to Moodle.

List of counseling skills utilized in videotapes:

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

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

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

Week 4-8: Tape #2 – non-verbal skills, encouragers, questions (mainly ability NOT to use questions), reflecting—paraphrasing, reflecting--feelings

Week 9-13: Tape #3 – focus on advanced reflecting—depth, overall empathy and overall unconditional positive regard.

Week 14-16: Tape #4 (optional for students who video-taped early) – focus on initial interview, weaving empathy and counseling skills with intake question-gathering.

Evaluation: This is a proficiency-based course in that you are expected to master all of the skills up to Tape #3. All students will receive an A if they master the proficiencies (see rubric) and the competencies listed on the PQE (for course level). Students may receive less than an A if, by the end of the course, they are still not at a Level 4 on the skill in question or if there are concerns on the PQE.

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

The schedule in this course depends on how quickly the skills are mastered. **Students often master the skills at different rates.** Schedule will be adapted to these different rates of learning. Check Moodle daily for changes for the most updated schedule and readings!

Week	Date	Class content
Week 1	1/6	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/real playing, boundaries, confidentiality, ethics
Week 2	1/13	Tape #1: focus on being with the client, coping with anxiety, gaining competency with videotaping
Week 3	1/20	No school—MLK Holiday
Week 4	1/27	Non-verbal skills: Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc., minimal encouragers

Week 5	2/3	Reflecting—paraphrasing, reflecting—feelings (practice not asking questions)
Week 6	2/10	More reflecting, etc.
Week 7	2/17	Non-verbal skills, encouragers, questions (mainly ability NOT to use questions), reflecting—paraphrasing, reflecting—feelings
Week 8	2/24	Tape #2: non-verbal skills, encouragers, questions (mainly ability NOT to use questions), reflecting—paraphrasing, reflecting—feelings: Feedback Thursday and Friday
Week 9	3/2	Tape #2: Tape #2: non-verbal skills, encouragers, questions (mainly ability NOT to use questions), reflecting—paraphrasing, reflecting—feelings: Feedback Thursday and Friday
Week 10	3/9	Advanced reflection—depth, empathy, unconditional positive regard
Week 11	3/16	Focus on advanced reflecting—depth, overall empathy and overall unconditional positive regard
Week 12	3/23	Spring Break
Week 13	3/30	Focus on advanced reflecting—depth, overall empathy and overall unconditional positive regard: feedback Thurs and Friday
Week 14	4/6	Tape #3
Week 15	4/13	Tape #3
Week 16	4/20	Feedback week