

**COURSE SYLLABUS**  
Lewis & Clark College  
Professional Mental Health Counseling/Addictions  
Dept of Counseling, Therapy, and School Psychology



**COURSE INFORMATION**

Course: MHC-509-02  
Title: *Practical Skills for Counselors (3 cr)*  
Room: LCCCC (Barbour Blvd), Room 205-E  
Day/Time: Tuesday, 1:30-4:45 PM  
Term: Spring 2024 (1/9 - 4/16)

**INSTRUCTOR**

Rafe McCullough, Ph.D., LPC, LMHC, NCC  
Office: Rogers 309  
Office hours: After class and by appointment  
Phone: **(503) 768-6144**  
Email: rafemccullough@lclark.edu

**COURSE MATERIALS**

**REQUIRED TEXTS & ARTICLES:**

Young, M.E. (2021). *The art of helping: Building blocks and techniques* (7<sup>th</sup> ed.). Pearson.

**Articles & Book Chapters from LC Library, online, or Moodle:**

American Counseling Association. (2014). *2014 ACA code of ethics*.

Chen, M., & Giblin, N. J. (2018). The journey through the jungle. In Chen, M. & Giblin, N. J. (Ed.), *Individual counseling and therapy: Skills and techniques* (3rd ed., pp. 25-37). Routledge.

Sackett, C., Lawson, G., & Burge, P. L. (2012). Meaningful Experiences in the Counseling Process. *Professional Counselor*, 2(3), 208-225.

**COURSE DESCRIPTION**

This course serves as an introduction to the basic counseling skills and techniques utilized in professional mental health and addictions counseling. Special focus is given to basic counseling concepts and skills. The various concepts, skills, and techniques presented in the course will be satisfactorily developed through demonstration and simulated videotaped counseling experiences.

**COURSE OBJECTIVES**

At the conclusion of this course:

1. Students will establish a foundation for their professional role as effective counselors through the practice of counseling micro skills that include but are not limited to; paraphrasing, reflection of emotions, reflection of meaning, non-verbal communication behaviors, challenging/pointing out discrepancies, and treatment plan collaboration.

2. Students will begin to develop an awareness and intentionality in conceptualization of clients and their issues (content vs process) and how to utilize the counseling micro skills to appropriately guide the therapeutic exchange.
3. Students will develop an increased awareness of self as an essential component in effective therapeutic interactions.
4. 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.
5. Students will learn how to use empathy to understand and communicate understanding of client worldviews.

### **Related CACREP 2016 Standards**

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
  - k. strategies for personal and professional self-evaluation and implications for practice
5. COUNSELING AND HELPING RELATIONSHIPS
  - f. counselor characteristics and behaviors that influence the counseling process
  - g. essential interviewing, counseling, and case conceptualization skills
7. ASSESSMENT AND TESTING
  - b. methods of effectively preparing for and conducting initial assessment meetings

### **Section 5 C: Clinical Mental Health Counseling**

2. CONTEXTUAL DIMENSIONS
  1. legal and ethical considerations specific to clinical mental health counseling

### **COURSE INSTRUCTIONAL METHODS**

This course employs a range of instructional methods to promote high-quality learning. Methods may include the use of (a) small-group and whole-class discussion; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) role-plays and/or simulations.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

A. Assignments:

Assignment	Points Possible	Due
<p><b>Video 1</b> Using all the counseling skills you have learned up to this point, record a “real-play” counseling session with a member of your cohort outside of class time. The session must be 10-12 minutes in length. Include a verbatim transcript of your recorded session. See “<b>Video Transcription Example</b>” to show what format you will use. Additionally, you will include a short <b>2-page reflection</b> section at the end of your transcript to answer the following questions:</p> <ol style="list-style-type: none"> <li>1) What did you do well in this session?</li> <li>2) What are some places that you got stuck?</li> <li>3) What are some things that you need to work on more in your skills practice in class...</li> <li>4) (Optional) Questions for my instructor...</li> </ol> <p><b>Grading &amp; Turn in:</b> Turn in only the transcript and reflection on Moodle on one document.</p> <p>For grading purposes, consider this assignment pass/fail. This is more of a formative assessment. If you do it and you tried your best, you will get full points.</p>	25	2/13
<p><b>Video 2</b> Using all the counseling skills you have learned up to this point, record a “real-play” counseling session with a member of your cohort or friend/acquaintance outside of class time. This recording should attempt to highlight “advanced reflection skills”, such as reflections of meaning and the various summaries, and also “challenging skills”, such as confrontations and immediacy. The session must be 15-20 minutes in length. Include a verbatim transcript of your recorded session. See “<b>Video Transcription Example</b>” to show what format you will use. Additionally, you will include a short <b>2-page reflection</b> section at the end of your transcript to answer the following questions:</p> <ol style="list-style-type: none"> <li>1) What went well in this session? What are some places that you got stuck?</li> <li>2) Did you hear and identify any recurring client themes anywhere? Explain. Did you miss a recurrent theme, but caught it on the recording later? Explain.</li> </ol>	50	3/12

<p>3) What have you learned about yourself as a counselor so far from reviewing your recorded sessions and transcribing them?  4) (Optional) Questions for my instructor...</p> <p><b>Grading &amp; Turn in:</b>  Turn in the transcript and reflection on Moodle on one document. Student will sign up for an individual feedback session with instructor to view recording together and discuss. Student will be given verbal feedback.</p> <p>Grading will be based on the earnest attempt to execute advanced reflections skills and challenging skills. Though perfection of these skills is neither required nor desired, students should be engaging in adequate risk-taking to be able to make partially successful executions of these skills to receive a passing score on this assignment.</p> <p><b>Sign Up Here:</b>  Zoom Feedback Session:  <a href="https://calendly.com/drrafemccullough/practical-skills-video-2-zoom-feedback-session">https://calendly.com/drrafemccullough/practical-skills-video-2-zoom-feedback-session</a></p> <p>In-Person Feedback Session:  <a href="https://calendly.com/drrafemccullough/practical-skills-video-2-in-person-feedback-session">https://calendly.com/drrafemccullough/practical-skills-video-2-in-person-feedback-session</a></p>		
<p><b>Practical Skills Formal Assessment</b>  The Final Video assignment will be a demonstration of all the skills covered in class. An example of some of these skills are as follows: <i>invitational skills</i> (e.g., nonverbals, minimal encouragers, silence, door openers), <i>reflecting skills</i> (e.g., paraphrasing, reflecting feeling, reflecting meaning, summarizing), and <i>challenging skills</i> (e.g., giving feedback, confronting, immediacy, and goal setting). The assessment will include all skills learned in the class. This video is a “real-play” and should attempt to use advanced reflecting and challenging skills that can take counseling to a deeper level (e.g., values, meaning, and core beliefs). Only 25 minutes will be reviewed of your recorded session, so in the brief narrative please indicate the beginning and ending time of which 25-minute section you would like your instructor to review.</p> <p><b>Turn in:</b>  Submit final recording to instructor via Google Drive and make sure instructor has been given access to view the video. You will be given the “Practical Skills Final Evaluation Form” partway through the class. This form will be used to assess your practical skills in the video you submit. Regardless of your overall grade, you must have a minimum grade of 20/25 on this formal assessment in order to pass the class.</p>	25	4/9

B. Grading:

94-100 points	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

C. Course Expectations:

***Participation in the Learning Community:*** Becoming a counselor involves looking closely at ourselves, our values, our beliefs, and biases. Treating colleagues with respect and being open to diverse world views is expected, and encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. Class discussion and interaction with colleagues are fundamental to the process of learning.

***Assignments:*** All assignments are due by 11:59 pm on the due date. Late assignments will generally not be accepted. Assignments will lose 5% of the points for each day late unless an extension is approved in advance, or a disability accommodation plan is already in place. All assignments must be successfully completed to pass the class.

***Attendance:*** In-person class attendance is expected and required. There is no Zoom option for this class, which is heavily experiential. It is expected that you arrive on time and stay to the end of each class. Any missed class time may 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 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 will be seen as an absence that requires make-up work.

***Readings and Discussion:*** All assigned readings are to be completed prior to the beginning of class. The readings are essential to your conceptual understanding of practical counseling skills. Readings will be discussed in class and we will operationalize the concepts in the reading by generating realistic examples, practicing in a large group, and then in triads. Fun and engaging discussions depend on your willingness to take risks, which will help cultivate a climate of openness and intellectual humility.

***Professional Behavior & Ethics:*** Students are expected to conduct themselves in an ethical and professional manner as outlined in the program’s handbook and “Professional Qualities Evaluation” document. Students’ behavior in class should be consistent with the role of a professional counselor who is operating outside of a clinical context (e.g., not with clients). Students must always adhere to the current ACA Code of Ethics.

***“Real-Plays”:*** Rather than engaging in role-plays, our class will utilize “real-plays” instead. Real-plays are essential to simulating the counseling experience. The real-plays will be

performed in dyads, in triads or in small groups, and sometimes in front of the class. In real-plays, it is necessary for students to function in multiple roles as the client, counselor, and observer/feedback-giver. To simulate accurately the content, verbal, and nonverbal behaviors of the client in a counseling session, it is suggested that the scenarios used in the real-plays be based on current personal experiences. The types of issues appropriate for real-plays will be discussed in class. This type of experiential learning affords students the opportunity to self-observe skill development as well as receive feedback from both the instructor and peers.

**Please note the following:**

- *Information shared during real-plays is considered private and students are not to discuss real-play content outside of class with members of the class or with anyone not in class. \*As in all group settings, confidentiality cannot be guaranteed, but students are expected to conduct themselves as counselors would and protect classmates' privacy.*
- As a counselor-trainee, students are not providing personal counseling or therapy.
- In order to keep classroom exercises within the boundaries of an academic experience and not move into the realm of personal counseling, students are strongly encouraged **not** to use personal issues that are so emotionally volatile that disclosure to a classmate or the group may cause unnecessary emotional distress to themselves or others.

**Evaluation:** Each student will be evaluated in the areas of demonstrating micro skills, self-awareness, empathetic presence, integration and application of skills, ethical considerations, effectiveness of oral and written communication, and openness to feedback. There will be a final evaluation of skill demonstration/attainment, as well as professional qualities. Decisions about what constitutes satisfactory performance will be made by the class instructor, which if not satisfactory, might result in the need to retake 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 student work, a meeting with the instructor will be scheduled to discuss the dynamics and potential outcomes. For your reference, the Counselor Professional Qualities Evaluation (CPQE) is the assessment used to evaluate student readiness and can be found in your student handbook. The instructor uses this rubric to determine the professional dispositions and skills expected of students before progressing to practicum.

**SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS**

<b>Date</b>	<b>Topics</b>	<b>Readings Due</b>	<b>CACREP Standard</b>	<b>Assignments Due</b>
<b>Class #1 1/9/24</b>	Welcome & Introductions Expectations and Syllabus Self of the Counselor	<i>Young (2021), Ch 1</i>	5f, Contextual Dimensions: C.21	
<b>Class #2 1/16/24</b>	Reflective Practice Cultivating Therapeutic Relationships	<i>Young (2021), Ch 2, 3</i>	1k, 5f, Contextual Dimensions: C.21	

<b>Date</b>	<b>Topics</b>	<b>Readings Due</b>	<b>CACREP Standard</b>	<b>Assignments Due</b>
<b>Class #3</b> 1/23/24	Invitational Skills: nonverbals, minimal encouragers, opening skills, silence	<i>Young (2021), Ch 4</i>	5f, 5g	
<b>Class #4</b> 1/30/24	Reflecting Skills: Paraphrasing Perception Check, Key Words	<i>Young (2021), Ch. 5</i>	5f, 5g	
<b>Class #5</b> 2/6/24	Reflecting Skills: Reflecting Feelings	<i>Young (2021), Ch. 6</i>	5f, 5g	
<b>Class #6</b> 2/13/24	Advanced Reflecting Skills: Reflections of Meaning & Summarizing	<i>Young (2021), Ch. 7</i>	5f, 5g	<b>Transcription 1 Due 2/13</b>
<b>Class #7</b> 2/20/24	Advanced Reflecting Skills: Reflections of Meaning & Summarizing	<i>Review: Young (2021), Ch. 7</i>  <i>Triad Skill Practice Outside of Class (90 mins)</i>	5f, 5g	
<b>Class #8</b> 2/27/24	Challenging Skills: Feedback, Confrontation, Immediacy	<i>Young (2021), Ch. 8</i>	5f, 5g	
<b>Class #9</b> 3/5/24	Challenging Skills: Feedback, Confrontation, Immediacy	<i>Review: Young (2021), Ch. 8</i>  <i>Triad Skill Practice Outside of Class (90 mins)</i>	5f, 5g	
<b>Class #10</b> 3/12/24	The Counseling Process Summary of all Skills	<i>Sackett et al. (2012)</i>	1k, 5f, 5g	<b>Video &amp; Transcription 2 Due 3/12</b>
<b>Class #11</b> 3/19/24	Assessment & Goal Setting	<i>Young (2021), Ch. 9</i>	7b	
<b>NO CLASS 3/26---SPRING BREAK</b>				
<b>Class #12</b> 4/2/24	Evaluation, Reflection, and Termination	<i>Young (2021), Ch. 12</i>	7b	
<b>Class #13</b> 4/9/24	The Journey of Acquisition of Counseling Skills Review & Wrap Up	<i>Chen &amp; Giblin (2018)</i>	1k	<b>Counseling Skills Formal Assessment Due 4/9</b>
<b>Class #14</b> 4/16/24	Make-up Skills Assessments			

### **Notice to Students Regarding Disabilities, Mental Health Crises & Medical Emergencies:**

*If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle ([503-768-7192](tel: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.*

*Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficult concentrating and/or lack of motivation. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable.*

*Lewis & Clark College services are also available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via:*

*[https://www.lclark.edu/offices/counseling\\_service/](https://www.lclark.edu/offices/counseling_service/)*

*[https://www.lclark.edu/offices/counseling\\_service/emergency/](https://www.lclark.edu/offices/counseling_service/emergency/)*

### **Academic Integrity:**

The following policy regarding academic integrity is stated in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.” We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite!

### **Links to Lewis & Clark Graduate School essential policies**

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws.

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](https://www.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](https://www.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](https://www.lclark.edu/titleIX).

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



## Video Transcription Example

Speaker	Verbatim Session Transcription	Process/Reflection Comments
Client	Things have just not been going well since that job offer was rescinded. Umm...I can't seem to motivate myself to do anything. I sit in the front of the TV. I don't seem to care about how I look. I make promises to call people regarding work and I don't. I'm just a mess.	
Counselor	Ever since the job offer was pulled, you've been on a downward spiral. And, and...it's impacted your motivation and how you feel about yourself.	I paraphrased here and it wasn't too wordy this time. I think it went well because she continued to talk about her situation and feelings.
Client	Exactly. I think I was really hoping that the new job would make me feel like part the world again. I don't even have anything to talk about with my friends anymore. (client appears morose)	
Counselor	I am really struck by your statement about not feeling "part of the world" right now. I hear in your voice how lonely and isolated and you feel. You're afraid you don't have much to contribute to your group of friends right now.	I used a reflection of feeling and key words here and I think it went well.  Should I say "sounds like" you feel lonely and isolated, or just state it? Am I imposing myself too much the client?
Client	I guess so... (client stops talking for about a minute)	I wasn't sure what to do here. She stopped talking and I felt like I wanted to jump in a keep the conversation going, but I resisted saying something and tried to use silence. Now I'm worried that I made her feel worse by bringing up her bad feelings and leaving it there.

### Final Skills Evaluation Rubric

	<b>Does Not Meet Expectations</b>  (less than 17 pts)	<b>Needs Improvement</b>  (17-19 pts)	<b>Meets Expectations</b>  (20-22 pts)	<b>Exceeds Expectations</b>  (23-25 pts)
<b>Final Video Evaluation</b>	<ul style="list-style-type: none"> <li>• No demonstration of active listening. Did not respond appropriately to client statements. Excessive use of questions.</li> <li>• Changes topic and/or employs detracting behaviors (e.g., personal opinions, advice giving).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some active listening.</li> <li>• Inconsistent use of reflecting skills.</li> <li>• Inconsistent use of challenging skills, or challenging skills may not be present at all.</li> <li>• May be too passive and/or use excessive minimal encouragers, rather reflections.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates consistent active listening.</li> <li>• Consistently focuses on the counseling session.</li> <li>• Uses a variety of reflecting and challenging skills with accuracy.</li> <li>• May not encourage client to examine deeper levels of self-understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits consistently strong focus on client, and active listening skills.</li> <li>• Demonstrates strong advanced reflecting and challenging skills.</li> <li>• Skills are utilized with significant intentionality and consistently encourage client to examine values and meaning, and develop insight to move to deeper levels of self-understanding.</li> </ul>

**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)

- C2I. 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 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	
Supervised Small Group Work	X
Individual/Triadic Supervision	X
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	