

"While he spoke, spoke for a long time, while Vasudeva was listening with a quiet face, Vasudeva's listening gave Siddhartha a stronger sensation than ever before, he sensed how his pain, his fears flowed over to him, how his secret hope flowed over, came back at him from his counterpart. To show his wound to this listener was the same as bathing it in the river, until it had cooled and become one with the river. While he was still speaking . . . , Siddhartha felt more and more that this was no longer Vasudeva, no longer a human being, who was listening to him, that this motionless listener was absorbing his confession into himself like a tree the rain, that this motionless man was the river itself . . ."

from Siddhartha by Herman Hesse

Practical Skills for Counselors CPSY 579-01 Lewis and Clark College Spring 2008

Class location: 220 Rogers Hall
Thursdays 5:30-8:30 p.m.
January 10th to March 13th 2008

Instructor: Jeanne Mariah Lilly, Ph.D.
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Catalogue Description

CPSY 579 - Practical Skills for Counselors: Overview of basic counseling concepts and skills, including skill development through role-plays and simulated counseling experiences.

Prerequisite: Consent of adviser. **Credit:** 2 semester hours.

Textbooks

Required: *Learning the Art of Helping*, Third Edition (2005) by Mark E. Young

Optional: *What Therapists Say and Why They Say It*, First Edition (2007) by Bill and Jim McHenry

Purchase one minicassette DV tape, 60 minutes. All three taped sessions will remain on the tape, and not be taped over. At the end of class, these tapes will be collected and maintained in a locked file with the student's clinical evaluation forms.

Essential Goal

Students will establish a foundation for their professional role as effective counselors through the practice of counseling microskills, development of intentionality in conceptualization of clients and their issues, and increased awareness of self as an essential component in effective therapeutic interactions.

Format and Outcomes

Students will demonstrate the understanding and use of counseling skills as well as basic counseling theories, which includes their relationship to social and cultural contexts. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through textbook reading, class discussions, reflective assignments, and various classroom activities.

A required personal worldview paper will demonstrate a student's self-awareness of their cultural heritage along with their personal philosophies of life. This self knowledge will be a point of

awareness when learning and demonstrating counseling skills, as well as when students engage in ongoing class discussions related to diversity and cultural awareness of others. Students throughout the class will be practicing counseling skills and will provide three 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 generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.

Evaluation

Each student will be evaluated in the areas of demonstration of microskills, self-awareness, theoretical knowledge, integration and application, ethical considerations, effectiveness of oral and written communication, and openness to feedback. 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.

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. The class activities and assignments require utilizing classmates for “counseling interviews” for the purpose of demonstrating microskills. Although guidelines, parameters and boundaries are implemented into the topics utilized for the tapings, it is expected that anything presented by students during tapings and in class discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

ASSIGNMENTS

Worldview Paper (15 pts)

This is a two to three page informal paper asking you to define in some ways where you came from (family, culture, race, geography, economics, education, religion, etc.), what experiences have shaped who you are, and how you perceive yourself. A loose format might be:

Worldview Life circumstances you were born into

Philosophy of life How you perceived your experiences and made sense of life, which then developed into how you choose to see your world and live your life

Helping Others How your philosophies inform your work with others

Summarized by a reflection on how you want to grow and where you want to expand your professional growth as a counselor

This paper will not be graded, but all points will be earned for completion. This paper will not be shared in the class unless an individual student wants to share something from their paper.

Participation in Class Discussions: (10 points)

Presentations: (15 points)

Each student will be part of a chapter presentation to be assigned in class. This will be a summary of chapter highlights, lasting no more than ten minutes per presenter. You are also

encouraged to include other outside material relevant to the chapter. Presentations will include a Powerpoint, with no more than five slides and no more than five lines of text per slide.

Two Skills Tapes: (20 points each =40 pts)

Tape one: This will be a 10 minute tape *practicing* the use of basic attending skills including encouragers, paraphrasing, clarifying questions.

Tape two: This will be a 10 minute tape *demonstrating* the use of basic attending skills including encouragers, paraphrasing, clarifying questions as well as reflection of feelings and meanings and summarizing.

Tape Transcription: (25 pts)

Transcribe the middle 6-7 minutes of tape two. Label your comments, client responses, identify the microskill you are using and then make a brief comment on the interaction or how you might have phrased your words to increase intention and effectiveness

Article Write-Up (15 pts)

Read any article of interest to you, which has been cited in the text. Write a brief 2-page paper summarizing the article, and addressing how the information may be useful to you in your work in the counseling field.

Final Tape: (30 pts)

Students will videotape a 15-minute session demonstrating their counseling skills with a class member. They will present their tape by describing context, skills and challenges of their work. They will talk about their work showing insight and intentionality. Plan around a 3-5 minute presentation along with showing 7-10 minutes of your tape.

Final Tape Write Up (20 points)

Write up a two-page paper that describes the general context of the interaction, the cognitive and emotional components of the interaction and a conceptualization of the intent of your work. Please identify at least eight skills you employed in your “session.”

Self Evaluation (10 pts)

Use the “micro skills evaluation form” to check the skills you employed and identify at least four future learning objectives on the “readiness to move forward” form.

Reflective Writing (20 pts.)

This will be a 3-page paper on your experience of class processes and learning experiences. The reflections will also express how you perceive yourself as a developing counselor, your strengths and challenges, and future learning goals as you move into your first practicum.

Please bring a self addressed stamped envelope for the return mail of your work.

Grades:

200-180=A 179-160=B 160-150=C less than 150 Failure of Class

Assignments points are earned for correct information, effort and quality of work-completeness-timeliness and as defined under the evaluation section of syllabus.

Late Assignments:

Assignments are due at the beginning of class (otherwise considered a day late). **10-point deduction for a late assignment per day.**

Laptops and Cell Phones:

Due the experiential nature of the class, laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency, you may exit the class to use your cell. Laptops and cells phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop, please let the instructor know at the beginning of the semester.

Absences:

Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor. Missing more than two hours of class time may result in **failure to complete class. There are no absences accepted for taping nights, tape reviews and the final night of class (any exceptional circumstances may be considered by the instructor.)**

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