

"Your Awareness is very big space in which to reside."

Kabat-Zinn

**Practical Skills for Counselors CPSY 509-01
Professional Mental Health Counseling
Lewis and Clark College Spring 2012**

Margaret Eichler PhD LPC NCC ASC
E-mail, meichler@lclark.edu

January 9th to April 23rd
Rogers Hall # 218
Monday 1:00 to 4 :00

Catalogue Description CPSY 509 - Practical Skills for Counselors

Overview of basic counseling concepts and skills, including skill development through tapings and simulated counseling experiences.

Prerequisite: Consent of adviser.

Credit: 2 semester hours.

Prerequisite: CPSY 503, 513.

Textbook & Readings (required)

"Learning the Art of Helping" Fourth Edition 2009 Mark E. Young

Trauma Stewardship 2009 Laura van Dernoot Lipsky

Optional

"What Therapists Say and Why They Say It" 2007 Bill & William McHenry

Purchase:

One small photo album: 5x7"

Flip DVR camera available at the Lewis and Clark Bookstore - OR

Check out from gradloaner@lclark.edu

Flip cameras will format sizing so they can be uploaded to our class moodle page. You will have to contact Information Technology Dept to see how to condense and upload tapings recorded with other brand DVR equipment. **If you already have a camera and IT says it can't be up loaded to moodle a flash drive may be utilized. Absolutely no filming on digital phone for confidentiality reasons. Laptops do not capture the picture or sound required for easy viewing. Use a DVR camera and upload to moodle.**

Essential Goals

Students will establish a foundation for their professional role as effective counselors through the practice of counseling micro 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. 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 the CACREP are the standards for "helping relationships" These broad objectives will be pragmatically and experientially integrated into the classroom experience.

- 5 a. An orientation to wellness and prevention as desired counseling goals,
- 5 b. Counselor characteristics and behaviors that influence helping processes,
- 5 c. An understanding of essential interviewing and counseling skills,

Format and Outcomes

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 textbook reading, 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.

A required personal worldview paper will be written to demonstrate a student's self-awareness of their cultural and racial heritage, social context, life span and development 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 on going class discussions related to diversity and cultural awareness of others. Students throughout the class 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 in 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.

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.

Evaluation

Each student will be evaluated in the areas of demonstration of 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.

“How simple can listening be? Is it humanly possible to listen without adding interpretations, judgments, conclusions?” Toni Packer

ASSIGNMENTS

Worldview Paper (15 pts)

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

Worldview Life circumstances you were born into **as described above.**

Comment on position of power and privilege, or other context of social justice impacting you and your family of origin.

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. Reflect on issues of social justice and awareness of diversity.

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 on time. This paper will not be shared in the class unless an individual student chooses to share something from their own paper.

Self-Care Practice (15 pts)

The self-care plan will be exemplified through a personalized photo album. Pages will be filled with items of centering, Balance and comfort like: pictures, sayings, drawings, comics, recipes, book or movie ideas and well as brief personal insights. Integrate this with ideas and examples from *Trauma Stewardship* book. On the syllabus will be a few different class nights that you are asked to bring in your self-care “book” to share with classmates.

Participation in Class Discussions: (10 points)

These points may be impacted by absences from class.

Four Quizzes on readings from the Mark Young PhD, *Learning to be a Helper* (40 points)

These will be true false or fill in the blank utilizing main ideas from the readings not small details.

Digital Taping in Class First Tape (10 points)

All taping will be done in class students must bring digital cameras. This tape will be a practice of basic paraphrasing (reflecting content skills) without the use of any questions. This tape will be reviewed in class.

Tape Two for Transcription (15 points.) This will be a 12 minute tape *demonstrating* the use of basic attending skills including encouragers, paraphrasing, clarifying and a minimal amount of open questions, as well as summarizing.

Transcription of tape two (20 points)

Transcribe the middle 8 minutes of the tape (should be at least 5 pages.)
Label your classmates comments, then label your responses. Underneath your response identify the microskill you are using as well as your conceptualization or intention and make a brief comment on the interaction. Give examples of how you might have phrased your words to increase intention and effectiveness.

Reflection Paper for Tape Two (10)

This is a one or two page paper focusing on key elements of your taping and transcript identifying skills you want to work on as well as some key insights.

Tape Three for Transcription 15 points.

This will be a 20 minute tape demonstrating the use of any of the previous skills as well as reflecting feelings and emotions.

Transcription of tape three (25 points)

Transcribe the middle 10-12 minutes of the tape (should be at least 7 pages.)
Label your classmates comments, then label your responses. Underneath your response **identify the microskill you are using as well as your conceptualization or intention and make a brief comment on the interaction. Give examples of how you might have phrased your words to increase intention and effectiveness.**

Reflection paper for tape three 15 points : This will be reflection on all feedback received for your taping and transcript. Identify strengths and challenges, skills you want to work on and develop as well insights are your developing work.

Tape Four for in class viewing (15) (Maybe changed to an in class practice depending on timeframe of class progress)

This tape will be a practice of reflecting meanings and reflecting challenges. And will only be viewed in class.

Final Tape and Presentation: (25 pts)

Students will make a 15-minute videotape demonstrating their counseling skills with a class member. This will include all skills from previous tapes as well as an **example** of challenging skills (noting a discrepancy), brainstorming and goal setting with a final summarization to end the session. Students will present their tape by showing 3-5 minutes while describing the context, skills employed and challenges of their work. They will talk about their work showing insight and intentionality. Plan for a 5 minute presentation along with viewing 3-5 minutes of your tape.

Written component for final tape: (10 pts) Students will submit a 1-2 page outline of their presentation which will include identification of at least six different skills utilized during the session. The outline will include some identification of strong points and things that went well as well as areas for growth and of challenge.

Final Reflective Writing (20 pts.)

This will be a 3-page paper reflecting on what you have learned over the course of the class. Included will some commentary on your self-care practice. The reflections will also express how you perceive yourself as a developing counselor, your strengths and challenges and future learning goals as you move forward into the level of clinical training.

Final Exam (40 pts)

You will be asked to give examples of specific counseling skills in response to written client dialogue as well as some general questions related to your readings and class discussion. You will also fill out an evaluation of your work over the semester.

Grades:

300-270=A 269-250=B Points less than 250 result in 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.

Missing Assignments: Students are expected to do all assignments, any assignments not completed may result in class failure.

Late Assignments:

Assignments are due at the beginning of class (otherwise considered a day late). **5 point deduction for a late assignment per day.**

Make-up Work and incompletes: Incompletes will be determined before the final class,

including what is expected and the timeframe for completion. **All incompletes must be fulfilled before moving forward into clinical practicum & internship.**

Absences:

Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor. Missing more than 10% of class time over the whole semester may result in **failure to complete class (4.5 hours.)** **There are no absences accepted for the first night of class, taping nights or final tape night, tape reviews and the final night of class (any exceptional circumstances may be considered by the instructor.)**

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.

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

“We don’t set out to save the world; we set out to wonder how other people are doing and to reflect on how our actions affect other people’s hearts.”

Pema Chodron