

Practical Skills for Counselors CPSY 509-01
Professional Mental Health Counseling
Lewis and Clark College Spring 2013

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Dates/Time: 1/7/13- 4/22/13; 1pm-4:15pm

Location: Rogers 220

My philosophy of teaching & supervision: I believe it is my professional responsibility to provide a respectful, supportive and challenging learning environment. Practical activities, dialogue, collaborative learning and personal reflection guide my teaching based on the beliefs that learning is constructed in community and is an active process that allows for new insights, connections and meaning to emerge. I am intentionally relational in my approach with students. Relationships provide the core of the learning experience rather than mere information exchange and recitation. According to Merriam et al., “The central role of experience in adult learning is another point of connection (2007, p. 293).” This emphasis on relationships is also supported by my understanding of Relational Cultural Theory (RCT) which posits that mutual, authentic relationships foster healthy human development (Miller and Stiver, 1998). RCT includes the concept of the Five Good Things of growth fostering relationships:

1. Each person feels a greater sense of “zest” or vitality, energy.
2. Each person feels more able to act and does act.
3. Each person has a more accurate picture of her/himself and the other person(s).
4. Each person feels a greater sense of worth.
5. Each person feels more connected to the other person(s) and feels a greater motivation for connections with other people beyond those in the specific relationship. (Miller and Stiver, 1998)

I see these Five Good Things as a strong foundation for learning. An environment that invites connection, and therefore healthy human development, invites learning. I utilize various supervision models in my work with students as I support and guide them on the journey of seeing clients in their graduate training program.

With your permission, I may videotape portions of our class sessions as required by my doctoral program internship. You will always have the opportunity to remove portions you would not like to be included in the tape.

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 advisor.

Credit: 3 semester hours.

Prerequisite: CPSY 503, 513.

“Before graduation, counseling students must develop skills to deal effectively with clients' relational and emotional difficulties. The concerns of their clients can also trigger discomfort and stress for student counselors. The skills that we, as counselor educators, are teaching can be developed neither directly from information in books nor in the absence of a counselor trainee's personal growth (Yagar & Tovar-Blank, 2007, p 143).”

Required Textbooks:

Learning the Art of Helping Fifth Edition (2009) Mark E. Young

Additional recommended textbooks that may support your learning & skill development:

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

Negotiating the Therapeutic Alliance by Safran & Muran

On Becoming a Better Therapist by Barry L. Duncan

The Gift of Therapy by Irvin D. Yalom

Clinical Pearls of Wisdom by Michael Kerman

What Therapists Say and When They Say It by McHenry & McHenry.

Trauma Stewardship (2009) Laura van Dernoot Lipsky

Other necessary equipment:

1. Flip DVR cameras are available for purchase at the Lewis and Clark Bookstore or can be loaned out. The graduate school has a camcorder loaner pool for students. They have 25 Flip camcorders for use by graduate students. *Students must email gradloaner@lclark.edu to reserve a camcorder for up to 5 business days. They can pick up the equipment Monday through Friday from 2pm to 4pm in Rogers 214. *Check with grad loaner for current hours of operation**

A digital camera or flip camera must be utilized for the video tapings. Phones or computers are not acceptable devices.

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,

COURSE POLICIES

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.

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 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 clinical 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 sessions for the purpose of demonstrating micro skills. Although guidelines, parameters and boundaries are 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.

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. **There are no excused absences accepted for the first night of class, taping nights, presentation days and the final night of class (any exceptional circumstances may be considered by the instructor). You will be required to arrange a time and space to do any make up tapings with your classmate.** Joanie O'Brien in the Registrar's office is in charge of scheduling space on campus: jobrien@lclark.edu; Phone: (503)768-6031

Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, sudden illness, etc.) will be handled on a case-by-case basis. Please notify my in the event of an absence. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Student with Disabilities Policy

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

Evaluation

Each student will be evaluated in the areas of demonstration of micro skills, 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.

It is normal to experience occasional discomfort as you go through your training program. Learning can be challenging! 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. We can meet outside of class time. I'm available via email, phone and to meet up in person. 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 and Micro skills Videotaping

During weeks 4 through 14, you will be paired up with a classmate and you will alternate in the counseling role for a 50-minute session from approximately 7pm-8pm in an assigned location for your first four tapes. (Person A will counsel person B on week 6 and you will switch: person B will counsel person A, for week 7). The whole class will gather at 8pm-8:45pm to debrief and link the sessions to the course material.

Instructions and Requirements:

1. Videotape the sessions in their entirety.
2. Submit the session via Dropbox (<https://www.dropbox.com/>) to your instructor. (I will send you a link to the shared folder and you will need to sign up for dropbox).
3. Please see the assignments below for the specific expectation for both the skills you will demonstrate and the additional assignments that are required in conjunction with the videotaped counseling session.
4. Complete the assignment that accompanies your tape and submit via email to your instructor or to Moodle per assignment.

List of (Micro) skills utilized in videotapes:

- 1) Assessment/Intake skills
- 2) Listening/Presence/Non-Verbals/Invitational Skills
- 3) Minimal Encouragers & Open-ended questions
- 4) Alliance Building/Goals Setting/Treatment Negotiation Skills
- 5) Reflecting Feeling
- 6) Reflecting Content
- 7) Reflecting Meaning
- 8) Challenging Skills/Acknowledging a Discrepancy/Immediacy Skills

See attached schedule for corresponding dates.

1. Week 4 & 5: Tape #1: (25 points) Focus on intake skills, non-verbal attending, presence, data-gathering, listening, building rapport & emotional bond component of therapeutic alliance. Begin to formulate clarity on what the client wants to work on: goal-negotiation/task negotiation

Additional Written Assignment Tape #1: Submit a typed intake form (this will be handed out) based on the data you gathered from your first session with your client.

2. Week 6 & 7: Tape #2 (15 points): Pick two skills that we've gone over to date to focus on in your second session.

Additional assignment for Tape #2: Please respond to the Moodle questions posted for this week. You are responsible for posting your own responses to the questions along with responses to both questions for one peer.

Additionally, you will write a case note for this session that is to be submitted electronically by **Thursday at midnight.**

3. Week 8 & 9: Tape #3 (30 points): Pick an additional two skills (ones you haven't focused on to date) that we've gone over to focus on in your third session.

Additional assignment for Tape #3:

Instructions for your transcription: Find a skill that you were using and transcribe the 2-3 minutes before, during and after your skill. Label your classmates comments, then label your responses. Underneath your response identify the micro skill you are using as well as your conceptualization (why did you use that skill at that time?). Using the attached Gazda scale, rate all interventions you made as the counselor (level 1 through level 4) and explain your ratings. You will be paired with a different peer for this assignment. Send your transcription to your assigned classmate by Friday at 5pm so that your peer has time to respond to your transcription.

Peer feedback on transcription instructions: Using track changes in Microsoft Word, give the counselor feedback on their transcription particularly focused on their conceptualization of the micro skill and their ratings. Your feedback is due at class on Monday. *Email your feedback to the counselor and the instructor by the beginning of class.*

Additionally, you will write a case note for this session that is to be submitted electronically by **Thursday at midnight.**

4. Week 10 & 11 Tape #4 (15 points) Pick two additional skills you have not focused on in a prior tape and begin to discuss and develop a plan for termination.

Additional assignments for Tape #4: Please respond to the Moodle questions posted for this week. You are responsible for posting your own responses to the questions along with responses to both questions for one peer.

5. Week 12 & 13 Tape #5 (30 points) Find a time to meet with your partner outside of class for your final tape. Integration of all the skills learned to date. Demonstrate to the best of your ability all the skills you've learned to this point. This tape should be completed anytime after tape #4 and prior to your presentation.

Additional assignments for Tape #5:

Assessment to Date Paper: Re-watch ALL of your tapes. Write a 5-page assessment to date paper that includes a transcription of three different five-minute chunks of tape #5 and a summary of what you have learned over the course of the class. This reflection should reference concepts and written material covered in the class. You will also express how you perceive yourself as a developing counselor, your strengths, challenges and future learning goals as you move forward towards the next step in your clinical training.

In Class Presentation (30 points): Chose 5 min of one of your first three tapes and 5 minutes of your final tape to compare and contrast your skills development over the course of the semester. You will show these in class and present them within the frame of acknowledging your strengths and areas you'd like to continue to grow. **Obtain verbal permission from your client to show these sections of the video to the class.** This is a 20-minute in class presentation.

Special Notice: Please delete all videotapes at the end of the semester. This includes originals as well as any clips that are stored on your video recording devices or computers.

Class Participation (45 points; up to 3 points per class)

You are expected to actively participate in class discussions, as this is a community of learners in which we all contribute. Participation not only adds to the quality of discussions, but also demonstrates that the class is completing assigned readings and understanding the material. Active participation is essential and will be evaluated in the following way:

Excellent (3 points) - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating the discussion or using a lot of words to say little. This means that there is evidence that you have prepared for class by reading the required material, having the necessary equipment, and have turning in any assignments.

Satisfactory (2 points) - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimal acceptability (1 points) - Passive participation including being present, awake, alert, attentive, but not actively involved.

Unsatisfactory (0 points) - Uninvolved including being absent, late, present but not attentive, sleeping, reading the newspaper, making irrelevant contributions that inhibit the progress of the discussion.

Assignment	Possible Points	Your Points
Tape 1 + Assignments	25	
Tape 2 + Assignments	15	
Tape 3 + Assignments	30	
Tape 4 + Assignments	15	
Tape 5 + Assignments	30	

Presentation	30	
Participation	45	

Grading Scale

A = 190-171 B = 170-152 C = 151-133

Date: _____
 Rating (1.0-4.0 @ .5 intervals): _____

Helper: _____
 Rater: _____

TABLE 14.1 Global Scale Summarized

LEVEL	KEY WORD	RESULTS	HELPER ACTIONS CHARACTERIZED BY	HELPER'S GOAL
1.0	Harmful	Not helpful	Criticism or inaccuracy	Inappropriate; to gratify self by dominating the helpee
2.0	Ineffective	Not helpful	Unsuitable advice	Inappropriate; stated goal to help; real goal is to be important in the eyes of the helpee
3.0	Facilitative	Helpful	Relationship building	To earn the right to help
4.0	Additive	Helpful	Problem solving	To help

Level 1.0 Harmful: Not Helpful

A response in which the helper:

- ignores what the helpee is saying,
- ridicules the helpee's feelings,
- seeks to impose own beliefs and values on the helpee,
- dominates the conversation,
- challenges the accuracy of the helpee's perception, or
- uses problem-solving dimensions in a way that damages the relationship.

Level 2.0 Ineffective: Not Helpful

A response in which the helper:

- communicates a partial awareness of the helpee's surface feelings,
- gives premature or superficial advice,
- responds in a casual, mechanical, or questioning way,
- reflects content but ignores the feelings of the helpee,
- uses problem-solving dimensions in way that impedes the relationship, or
- offers rational excuses for withholding involvement.

Level 3.0 Facilitative: Helpful

A response in which the helper:

- reflects accurately and completely the helpee's surface feelings,
- communicates acceptance of the helpee as a person of worth, and
- clearly communicates caring.

Level 4.0 Additive: Helpful

A response in which the helper:

- demonstrates willingness to help and accurately perceives and responds to the helpee's underlying feelings (empathy),
- appropriately uses one or more of the problem-solving dimensions to:
 - assist the helpee to move from vagueness to clarity (concreteness),
 - reveal perceptions of the helpee in their entirety (genuineness),
 - share similar experiences (self-disclosure),
 - suggest things the helpee might do (expertise),
 - point out discrepancies in the helpee's words and/or actions (confrontation),
 - talk about present feelings between the helpee and helper (immediacy).

Hixson Bibliography

Counseling: General

- Constructing the Self, Constructing America: A Cultural History of Psychotherapy* by Philip Cushman
- Critical Psychology* by Fox & Prilliltensky
- Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy* by Steven C. Hayes
- Skills Training Manual for Treating Borderline Personality Disorder* by Marsha M. Linehan
- The Basics, 2nd Edition, A Curriculum for Co-Occuring Psychiatric and Substance Disorders* by Rhonda McKillip
- The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients* by Irv Yalom
- The Heart and Soul of Change* by Hubble, Duncan & Miller
- The Heroic Client* by Duncan, Miller & Sparks
- The Interpersonal Theory of Suicide; Myths of Suicide; Why People Die by Suicide* by Thomas Joiner
- The Use of Self in Therapy* by Michele Baldwin
- Transformative Family Therapy* by Almeida, Dolan-Del Vecchio & Parker
- Trauma and Recovery* by Judith Herman
- Trauma Stewardship* by Van Dernoot Lipsky & Burk
- We've Had a Hundred Years of Psychotherapy—And the World's Getting Worse* by James Hillman & Michael Ventura
- What Therapists Say and Why They Say It* by Bill McHenry & Jim McHenry

Couples Counseling & Sex Therapy

- The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert* by Gottman and Silver
- The Relationship Cure: A 5 Step Guide to Strengthening Your Marriage, Family, and Friendships* by John Gottman
- And Baby Makes Three: The Six-Step Plan for Preserving Marital Intimacy and Rekindling Romance* After Baby Arrives John Gottman Ph.D. & Julie Schwartz Gottman
- Systemic Sex Therapy* by Hertlein, K., Weeks, G., Gambescia, N.
- Quickies: The Handbook of Brief Sex Therapy* by Shelley K. Green and Douglas G. Flemons
- Resurrecting Sex: Solving Sexual Problems and Revolutionizing Your Relationship* by David Schnarch and James Maddock
- Intimacy & Desire* by Schnarch
- Passionate Marriage* by Schnarch

GLBTQ

- Queer Theory, Gender Theory: An Instant Primer* by Riki Anne Wilchins
- Get Closer: A Gay Men's Guide to Intimacy and Relationships*
- GenderQueer: Voices From Beyond the Sexual Binary*
- Transgender Emergence: Therapeutic Guidelines for Working With Gender-Variant People and Their Families*
- Transgender Subjectivities: A Clinician's Guide* (Journal of Gay & Lesbian Psychotherapy Monographic Separates)
- Undoing Gender* by Judith Butler

Trauma

- Healing Sex: A Mind-Body Approach to Healing Sexual Trauma* by Staci Haines
- Healing and Recovery* by Judith Herman
- The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment* by Babette Rothschild
- Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment* by Dr. John Briere and Catherine Scott
- Trauma and the Body: A Sensorimotor Approach to Psychotherapy* by Pat Ogden, Kekuni Minton, Clare Pain and Daniel J. Siegel
- Prolonged Exposure Therapy for PTSD: Emotional Processing of Traumatic Experiences Therapist Guide (Treatments That Work)*
- Cognitive Processing Therapy for Rape Victims: A Treatment Manual (Interpersonal Violence: The Practice Series)* by Patricia A. Resick, Monica Schnicke
- Reclaiming Your Life from a Traumatic Experience: A Prolonged Exposure Treatment Program Workbook (Treatments That Work)* by Barbara Rothbaum (Author), Edna Foa (Author), Elizabeth Hembree

Relational Cultural Theory

- Relational Practice In Action* By Jordan, J. & Dooley, C.
- The Complexity of Connection* Edited by Jordan, J.V., Walker, M., & Hartling, L.M.
- The Healing Connection: How Women Form Relationships in Therapy and In Life* by Jean Baker Miller & Stiver
- This Changes Everything* by Christina Robb