

*"Your Awareness is very big space in which to reside."*  
*Kabat-Zinn*

**Practical Skills for Counselors CPSY 511  
Professional Mental Health Counseling-Addiction  
Lewis and Clark College Spring 2013**

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Jan 8th to April 16nd  
John R Howard Hall, Room 242  
Tuesdays 5 :30- 8 :45p

**Catalogue Description:** This course serves as an introduction to the basic counseling skills and techniques utilized in professional mental health and addiction counseling. Special focus is given to motivational interviewing, the trans-theoretical model of change, and to basic counseling concepts and skills. The various concepts, skills, and techniques presented in the course will be satisfactorily developed through demonstration, role-playing practice, and simulated videotaped counseling experiences.

**Prerequisites:** CPSY 502, CPSY 513, CPSY 535.

**Corequisites:** CPSY 506, CPSY 550.

**Restrictions:** Admission to Professional Mental Health Counseling-Addiction program or consent of program director.

**Credits:** 3 semester hours.

### **Textbook & Required Device**

*Required: "Building Motivational Interviewing Skills" David B. Rosengren*

*Recommended: "Motivational Interviewing Third Edition" Miller Rollnick*

**Purchase/Reserve a recording device (with clear audio and visual) and ability to password protect sessions.**

### **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 motivational interviewing and 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 motivational interviewing skills, 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 students work a meeting with the instructor will be schedule to discuss the dynamics and potential outcomes.

## ASSIGNMENTS

### **Worldview Paper (20 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.) and what experiences have shaped who you are. 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.

### **Participation in Class Discussions: (20 points)**

### **Completion of in Class Exercises/Assignments: (50 points)**

Including: (1) Classroom exercises - 15pts (2) Intake- 10pts (3) Progress Notes- 15pts (4) Treatment Plan - 10pts

**Video Clip & Reflection paper on tape 1-2 (40 points):** This will be a 10-minute clip from taping one or two. The reflection paper will provide a brief summary of the clip, areas of improvement for future sessions, and strengths.

### **In Class Role Play Presentations (25 points)**

Grading will be based on presentation of skills.

**Transcription of tape 3 (30 points).** This will be an 8-minute section of tape 3 demonstrating the use of basic attending skills including encouragers, paraphrasing, clarifying questions, as well as summarizing. Label your classmates comments, then label your responses. Underneath your response identify the skills 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.

**Final Presentation: (25 pts)** Students will give a 15-minute presentation on sessions with assigned class member. This will include comments regarding reflecting on the usefulness of microskills and motivational interviewing skills. The presentation will also incorporate feedback from assigned class member.

**Written component for final tape: (20 pts)** Submit a 1-2 page outline the presentation which will include identification of at least six different skills utilized during the session five and six.

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. Include commentary on your ability to perform microskills and motivational interviewing skills. 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 (50 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.

### **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.**