

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

Kabat-Zinn

**Practical Skills for Counselors CPSY 509-01
Community Counseling Program
Lewis and Clark College Fall 2010**

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January 10th to March 15th
Rogers Hall # 218
Monday 1:00-4:15

Catalogue Description CPSY 509 - 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.

Corequisite: CPSY 510.

Prerequisite: CPSY 503, 506, and 512 or 513.

Textbook & Readings (required)

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

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

Trauma Stewardship 2009 Laura van Dernoot Lipsky

Purchase:

Flip DVR camera available at the Lewis and Clark Bookstore

One small photo album: 5x7"

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,

Community Counseling Program Objectives

The Community Counseling program strives to prepare:

- Highly skilled & compassionate mental health professionals
- Excellent counselors/therapists
- Counselors who are effective in providing both individual and group counseling
- Counselors who are effective in diverse settings
- Counselors who emphasize the client-counselor relationship
- Counselors have a thorough understanding of mental health issues
- Counselors who utilize a developmental perspective with clients
- Professionals who are committed to equity and social justice when assisting children, adolescents and adults
- Reflective practitioners
- Ethical practitioners
- Agents of change, advocates for equity and social justice
- Creative leaders
- Lifelong learners
- Contributors to the advancement of the counseling profession

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 students work a meeting with the instructor will be schedule 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 (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.), 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. This paper will not be shared in the class unless an individual student chooses to share something from their own paper.

Self-Care Practice and discussion of Readings (20 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)

Digital Taping in Class First Tape 10 points

All taping will be done in class and digital cameras will be provided.

Tape for Transcription 10 points. This will be a 12 minute tape *demonstrating* the use of basic attending skills including encouragers, paraphrasing, clarifying questions, reflection of feelings as well as summarizing.

Transcription of tape (30 points)

Transcribe the middle 10 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.

Final Tape: (20 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 tape three: (20 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.

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 be 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:

200-180=A 179-160=B Points less than 160 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 two hours of class time may result in **failure to complete class. There are no absences accepted for the first night of class, taping transcript night or final tape night, 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 considerations as covered by the American Disabilities Act.

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.

"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