

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

Practical Skills for Counselors CPSY 509
Lewis and Clark College SPRING 2011

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JAN 12 – MARCH 16, 2011
Rogers 105: 5:30 – 8:30

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.

Textbook & Readings (required)

"Learning the Art of Helping...Building Blocks and Techniques" 2009 Mark E Young

"Trauma Stewardship...An Everyday Guide to Caring for Self While Caring for Others"
(Preparation for practicum and internship)

Purchase:

2GB memory stick (or CD). All three taped sessions will remain on the memory stick (or CD). At the end of class the recordings 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 micro skills, development of 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 or hinder to a client's quality of life.

The following objectives as 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 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, 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 command and 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 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 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, theoretical knowledge, integration and application, 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

"Out beyond ideas of wrongdoing and right doing, there is a
field.
I'll meet you there." Rumi

ASSIGNMENTS!

Worldview Paper (25 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 Plan (25 pts)

Create a two page self care plan that depicts an integrated self-care plan. Journal some notes for yourself so you can put some thoughts about this in your reflection paper. Include a minimum of 3 warning signs of trauma exposure response that you identify and/or may foresee as a challenge for you in the future. Follow each response by listing self care skills that may provide a balancing perspective. One page may be reflected in a design/drawing).

Participation in Class Discussions: (15 points)

Three Skills Tapes: (15 points each =45 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 15 minute tape **demonstrating** the use of basic attending skills including encouragers, paraphrasing, clarifying questions, reflection of feelings and meanings as well as summarizing.

Tape three: Students will videotape a 20-minute session 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 5 -6 minutes and 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 5-6 minutes of your tape.

Tape Transcription of tape (30)

Transcribe the middle 10 minutes of the tape.

Label your classmates comments, then label your responses as **well as identify the microskill you are using. Underneath your responses identify 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.**

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. Reflective 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 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). **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 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 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.