

"I am history, A memory inventing itself, I am never alone, I speak with you always, I move in the dark, I plant signs." Octavio Paz

Practical Skills for Counselors CPSY 579-02 Lewis and Clark College Spring 2009

SCCC 114
Thursdays 5:30-8:30
September 4th - November 6th, 2008

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Catalogue Description CPSY 579 - 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" Fourth Edition 2009

Mark E. Young

"What Therapists Say and Why They Say It" First Edition 2007

Bill and William McHenry

Purchase:

One mini cassette DV tape, 60 minutes. All three taped sessions will remain on the tape, not taped over. At the end of class these tapes will be collected and maintained in a locked file with the student's clinical evaluation forms.

One 5x7 sketch book.

One glue stick

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

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.

The following objectives as defined by the CACREP standards for helping relationships where students will develop:

- 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 heritage 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.

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. 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.

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.

ASSIGNMENTS

Worldview Paper (20 pts)

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

Worldview Life circumstances you were born into. 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 wants share something from their own paper.

Self-Care Journals (20 pts)

Each week students will bring in one poem or paragraph, and one picture, image, or drawing related to some dimension of personal growth as related to your learning. Journals will be passed to each other at the beginning of class where your items will be placed in another’s journal. During the week you will respond with a short reflection related to the entry of your classmate combined with perspectives of your class room experiences. These will be handed in at the end of the semester.

Participation in Class Discussions: (15 points)

Two Skills Tapes: (20 points each =40 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 10 minute tape *demonstrating* the use of basic attending skills including encouragers, paraphrasing, clarifying questions as well as reflection of feelings and meanings and summarizing.

Tape Transcription of tape two: (25 pts)

Transcribe the middle 6-7 minutes of tape two. (Should be about 5 pages) Label your comments, client responses as well as identify the microskill you are using. Make a brief comment on the interaction or how you might have phrased your words to increase intention and effectiveness underneath your comments to clients.

Final Tape: (30 pts)

Students will videotape a 15-minute session demonstrating their counseling skills with a class member. This will include skill level of previous tapes as well as an example of challenging skills and goal setting skills with a final summarization to end the session. They will present their tape by describing context, skills and challenges of their work. They will talk about their work showing insight and intentionality. Plan around a 3-5 minute presentation along with showing 7-10 minutes of your tape.

Final Tape Write Up (20 points)

Write up a two page paper that describes the general context of the interaction, the cognitive and emotional components of the interaction and a conceptualization of the intent of your work. Please identify at least eight skills you employed in your "session."

Self Evaluation (10 pts)

Using the "micro skills evaluation form" to checklist the skills you employed and identify at least four future learning objectives on the "readiness to move forward" form.

Reflective Writing (20 pts.)

This will be a 3-page paper on your experience of class processes and learning experiences. The reflections will also express how you perceive yourself as a developing counselor, your strengths and challenges and future learning goals as you move into your first practicum.

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). **10 point deduction for a late assignment per day.**

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.

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 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.

"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

Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Group Counseling with Children/Adolescents
Course Number	CPSY 514
Term	
Department	Counseling Psychology
Faculty Name	

Catalogue Description: Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curriculum for specific issues such as divorce, substance use, grief, and social skills.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
Learning and Living Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Disciplinary Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
Professional Practice Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
Professional and Technological Resources Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
Assessment Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5 th or 6 th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).