

Chaminade University
Masters of Science in Counseling Psychology
PSY 603: Introduction to Counseling Skills
Spring 2016 Syllabus

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Class Time: Thursdays, 5:30 pm to 9:30 pm Location: Henry Hall 210

First Benchmark Course - PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students.

Catalog Course Description

This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core CACREP (Council for Accreditation of Counseling and Related Education Programs) curriculum areas; with extensive emphasis on basic counseling skills development. Additionally, internet resources, community resources, and referral agencies will be examined.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Counseling Theories and Skills. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Required Texts:

Neukrug, E. & Schwitzer A. (2006). *Skills and Tools for Today's Counselors and Psychotherapists: From Natural Helping to Professional Counseling*, (1st Ed). Cengage Learning Inc.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2012). *Clinical interviewing* (4th Ed.) 2012-2013 Update. Hoboken, NJ: John Wiley & Sons, Inc.

Optional Text:

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Washington, DC, American Psychiatric Association Publishing, 2013.

Course Format

This course is intended to provide you with training in fundamental skills required for counseling, and counseling-related tasks, such as documentation, case conceptualization and case presentation. Emphasis will be placed on developing competencies in skills (sometimes referred to as micro skills) in attending, listening and reflection. Competency in other skills will also be promoted including observation skills, focusing, use of questions, confrontation, reflection of meaning, and interpretation. You will be encouraged to reflect on your own style of relating to clients, your characteristic strengths and limitations regarding counseling skills, and how theory and models of counseling matches your personality.

A fundamental challenge for all students is to increase their own self-awareness relative to the counseling process. While some students in this class may have considerable experience in counseling in various capacities prior to entering the MSCP program, this course does not presume that you have prior counseling experience.

This course will emphasize the practice and review of in-class counseling and assigned counseling exercises. Most classes will begin with a brief review of theory or skills, followed by group activities, and then concluding with a dyad skills session. Video recordings will be required at midterm and in the final class to add data to skill proficiency worksheet.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The skills of attending, listening, and reflecting client experience through focusing the client, questioning techniques, and interpreting client report data.
2. How to conduct specific components of counseling sessions, including the introduction, establishing consent, psychosocial history, formulating homework assignments, and termination.
3. How to efficiently and succinctly document counseling sessions in a typical chart format, i.e., dap (description, assessment, and plan).
4. How to formulate a case and present a case to peers in an efficient and succinct manner.
5. How the student's own personality and interpersonal style contributes to the manner in which he/she approaches/conducts counseling sessions. Reflection and critique of one's counseling abilities.
6. The ability to accept and act on feedback from others through the supervision process.
7. An understanding of social, cultural diversity and how that effects assessment and the counseling process.
8. An understanding of how research and the scientific method contributes to our ability to evaluate counseling outcomes.
9. An understanding of professional/ethical issues such as confidentiality, informed consent, duty to inform and other common issues found in counseling.
10. An understanding of counseling skills in the context of the student's specific emphasis, i.e., school, community, and marriage and family counseling.

You are required to actively participate in video-recording, role-playing, and dyads in a counseling context. Based on these activities, the instructor will provide each student constructive feedback.

Students will demonstrate an appropriate use of the following skills and competencies during their dyad counseling sessions:

1. Attending behavior
2. Observation
3. Encouraging
4. Paraphrasing
5. Summarizing
6. Reflection of feeling
7. Reflection of meaning
8. Questioning
9. Counselor's personal response
10. Confrontation
11. Openness to feedback/supervision
12. Ability to incorporate feedback

Specifics regarding recording will be discussed throughout the quarter.

Assessment

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Assessment	Description	Points	Applicable SLO
Final Examination	This Final Examination will cover all of the required readings assigned from Week 1 through Week 5, and additional readings/handouts.	35 points	1, 7, 8, 9, 10
Dyad Skills Session Participation and Weekly Reflection Paper	Points will be awarded for Dyad Skills Session participation (as the counselor and as the client) and an associated Reflection Paper that contains the following: a) What did I learn from this session; b) what did I do well; c) what do I need to improve on; d) what counseling skills did I utilize this session; and e) what are my goals for my next session. It is recommended that goals reflect basic skills evaluation sheet.	6 @ 5 points each; video reflection 10 points	1, 2, 5, 6, 7, 9, 10
Dyad Skills Session Documentation <ul style="list-style-type: none"> • Assessment 1 • Treatment Plan 1 • Assessment 2 • Treatment Plan 2 • DAP Note 1 • DAP Note 2 • DAP Note 3 (includes Discharge Plan) 	Students will conduct specific components of a counseling session and document professionally and appropriately.	7 @ 5 points each	1, 2, 3, 4, 10
Best Practice Research Paper	Minimum 3 peer-reviewed sources, not including the assigned textbook, on what techniques/approaches have been proven to work (must include data) with a specific mental health challenge or crisis situation. How does culture factor into the analysis? How does the client's environmental context influence their behavior? It is highly recommended that the your topic for this research paper be about (or related to) the case (i.e., topic) you will present about during your "ideal" session. (Approximately 5 – 10 pages in APA format, including a Title page, appropriate in-text citations, and Reference page; in addition, this research paper should be double-spaced, have 1-inch margins and the font size should	15 points	7, 8

	equal 12 pt.)		
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Counseling Fishbowl Exercise	<p>Students will engage in a mock counseling session (topic of their choosing) with the instructor (acting as a client) in front of the rest of the class.</p> <p>Each dyad will last approximately 10-20 minutes.</p> <p>As an observer, your task will be to write a reflection paper summarizing the strengths and weaknesses of each therapist. Your reflection should be formatted as follows:</p> <p>Name of Therapist:</p> <p>Strengths:</p> <p>Areas of Improvement:</p> <p>General Comments:</p> <p>It is important to follow this formatting as I will be sharing what you documented as the therapist's strengths with that person.</p> <p>You will be graded on your reflection not on your performance as the therapist.</p>	20 points	1, 2, 5, 6
Mid-Term Counseling Skills Proficiency Record	Each student will be evaluated on their ability to meet the basic counseling proficiencies using a modified Likert rating scale. In class observations as well as video critique will be utilized as data for evaluation. This evaluation will be based on their progress at mid term. (MSCP requirement for this course)	0 points	1, 5, 6
Final Exam Case Dialogue Presentation	Professional attire required. Each student will present an ideal case. Your explanation of why you did, what you did, is just as important as the content of the counseling. (Approximately 10-15 minutes in length)	20 points	4

Final Exam Case Dialogue and Summary	Each student will document the summary of your ideal counseling session. This summary may include the following sections: Identifying Information, Reason for Referral, History of Presenting Problem, Developmental History, Social and Family History, Psychiatric History, Medical History, Family Psychiatric History, Family Medical History, Educational History, and/or Discharge Plan. This summary MUST include: Diagnostic Impressions, Clinical Impressions (DAP or SOAP).	20 points	3, 4, 5
Final Counseling Skills Proficiency Record	Each student will be evaluated on their ability to meet the basic counseling proficiencies using a modified Likert rating scale. This evaluation will be based on their progress throughout this course including class dyad observations, midterm and final video critique. (MSCP requirement for this course.)	75 points	1, 5, 6

Total Possible Points. = 255

Grading

A = 233 - 260

B = 208 - 232

A student must score 20 points or more on the Counseling Skills Proficiency Record to pass the class, regardless of points earned on other course requirements. If below 20 points, the student will receive a grade of C for the class and must retake the class. Basic counseling skills are the crux of this course, failure to meet basic proficiency will result in at most a grade of “C”. It should be noted that significant feedback and remediation (as necessary) will be provided to the student.

All assignments must be submitted electronically, to my personal email address no later than 5:30 pm on its due date according to the course syllabus. My email address is sean.chaminade@gmail.com. Late submissions will be accepted but 10 percent of the total possible points will be deducted for each day it is late.

Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

Attendance

As stated in the graduate general catalog if you miss more than one class, you will be given a “C” and you must retake the class. Extreme tardiness (over 30 minutes) as well as leaving early from class (30 minutes or more) will be viewed as an absence. Habitual tardiness will negatively impact counseling dyad grade (students will be warned and made aware of any point deduction). Prompt attendance is required; the instructor will not review any material covered prior to the late arrival. If absent, it is the student's responsibility to obtain relevant class material from another classmate.

Since you will be working in dyads throughout this class, it is your professional responsibility to inform the instructor prior to the beginning of class should an emergency prevent you from attending.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research: Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

N= Neukrug, E. & Schwitzer A. (2006). *Skills and Tools for Today's Counselors and Psychotherapists: From Natural Helping to Professional Counseling*, (1st Ed). Cengage Learning Inc.

SS = Sommers-Flanagan, J., & Sommers-Flanagan, R. (2012). *Clinical interviewing* (4th Ed.) 2012-2013 Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Date	Focus	Readings	Assessment Due
Week 1 (10/4/16)	<ul style="list-style-type: none"> Welcome, Introductions, Course Syllabus review Questions about counseling field Choose Dyad partners 		N/A
Week 2 (10/11)	<ul style="list-style-type: none"> Questions regarding assigned readings? Relationship Building, Active Listening, Silence, and Reflection From Natural Helper to Professional Counselor The Stages of the Counseling Relationship. Core Counseling Skills Ethical, Professional, and Cross-Cultural Issues. Assessment Interviewing Group Exercises/Discussions Ethics Case Study Exercises (Dyad session) Conduct Psychosocial Assessment Interview 	SS = 1, 2, 3, 4 N = Section 1 (chapters 1,2,3)	N/A
Week 3 (10/18)	<ul style="list-style-type: none"> Questions regarding assigned readings? Information Gathering (Direct, Open and Closed questions), Verbal and Nonverbal cues (affect) associated with Emotions, Congruence, Getting beyond the Superficial, Providing Choices, and Confrontation Attitudes and Characteristics of the Effective Clinician. Core Counseling Skills: Non-Verbal Behavior, Silence, Pause Time, Listening, Paraphrasing, and Empathy. Video Group Exercises/Discussions Ethics Case Study Exercises Treatment Plan Writing (Dyad session) Conduct Treatment Plan Interview 	SS = 5, 6, 14 N = 4, 5	<ul style="list-style-type: none"> Dyad Skills Session Participation and Weekly Reflection Paper Assessment 1

	<ul style="list-style-type: none"> Choose second Dyad partners (cannot be the same person as your Dyad counselor) 		
Week 4 (10/25)	<ul style="list-style-type: none"> Questions regarding assigned readings? Structuring your first interview, Informed Consent, Confidentiality, and Stages of the Helping Relationship Core Skills Review DSM-V Group Exercises/Discussions Ethics Case Study Exercises Mid-Term Counseling Skills Proficiency Record Self Evaluation/Counselor Evaluation (Dyad session) Filmed Session of your choice 	SS = 7, 8, 10 N = 6,7	<ul style="list-style-type: none"> Dyad Skills Session Participation and Weekly Reflection Paper Treatment Plan 1

Week 5 (11/1)	<ul style="list-style-type: none"> Questions regarding assigned readings? Group Exercises/Discussions Ethics Case Study Exercises Mid-Term Counseling Skills Proficiency Record (individual meeting with instructor) Counseling Fishbowl Exercise Conduct Treatment Plan Interview 		<ul style="list-style-type: none"> Mid-Term Counseling Skills Proficiency Record
Week 6 (11/8)	<ul style="list-style-type: none"> Questions regarding assigned readings? Review Key Concepts from Week 1-5 How to write a DAP Note Group Exercises/Discussions Ethics Case Study Exercises (Dyad session) Session 1 	SS = 9, 11, 12 or 13 N= 7, 9, 10	<ul style="list-style-type: none"> Treatment Plan 2 10 point movie reflection Counseling Fishbowl Exercise Reflections
Week 7	<ul style="list-style-type: none"> How to write a Case Summary (Dyad session) Session 2 	N= 11	<ul style="list-style-type: none"> Dyad Skills Session Participation and Weekly Reflection

(11/15)	<ul style="list-style-type: none"> • Tying Up Loose Ends 		Paper <ul style="list-style-type: none"> • DAP Note 1 • Best Practice Research Paper
Week 8 (11/22)	<ul style="list-style-type: none"> • Terminating a Counseling Session • Providing Referrals • Providing After Care • Your role within Hawaii's mental health and educational system • Group Exercises/Discussions • Ethics Case Study Exercises • (Dyad session) Session 3 		<ul style="list-style-type: none"> • Dyad Skills Session Participation and Weekly Reflection Paper • DAP Note 2
Week 9 (11/29)	<ul style="list-style-type: none"> • Final Examination • Final Exam Case Presentation 		<ul style="list-style-type: none"> • Dyad Skills Session Participation and Weekly Reflection Paper • DAP Note 3 (includes discharge plan) • Final Examination • Final Exam Case Dialogue Presentation • Final Exam Case Dialogue Paper
Week 10 (12/6)	<ul style="list-style-type: none"> • Final Counseling Skills Proficiency Record Self Evaluation/Counselor Evaluation • Final Counseling Skills Proficiency Record (individual meeting with instructor) 		<ul style="list-style-type: none"> • Final Counseling Skills Proficiency Record

Required Skills

	Skill	Description	Proficiency				Comments
1	Attending Behavior	Eye contact, vocal qualities, verbal tracking and body language (Individually/culturally appropriate)	3	2	1	0	
2	Observation	Noticing one's own and the client's verbal and nonverbal behavior as well as discrepancies and incongruities that may occur.	3	2	1	0	
3	Encouraging	Means to help a client continue to talk <ul style="list-style-type: none"> verbal = repeating key words and short statements nonverbal = head nods, smiling 	3	2	1	0	
4	Paraphrasing	Saying back to the client the essence of what has just been said, shortening and clarifying client comments.	3	2	1	0	
5	Summarizing	Similar to paraphrasing, but includes more information; often includes attention to feelings.	3	2	1	0	
6	Reflection of feeling	Identification and articulation of key emotions	3	2	1	0	
7	Reflection of meaning	Identification of client's deeper, often unstated, thoughts about significance	3	2	1	0	
8	Questioning	Counselor intentionally and sparingly asks questions (open, closed, check-out)	3	2	1	0	
9	Counselor's Personal Response	Counselor appropriately reports personal response to what the client has said (i.e., "I feel sad when I hear about your loss.")	3	2	1	0	
10	Confrontation	Counselor identifies incongruity, discrepancies, or mixed messages in client behavior, thought, feeling or meaning	3	2	1	0	
11	Openness to feedback / supervision	Counselor is non-defensive in receiving feedback from colleagues and instructor	3	2	1	0	
12	Ability to incorporate feedback	Counselor demonstrates incorporation of feedback	3	2	1	0	