

Chaminade University of Honolulu

PSY 603-01-3 Introduction to Counseling Skills

Instructor: Desrae Kahale

Room: Henry Hall 210

Contact Number: (808) 722-2437 or (808) 263-1923

Time: 5:30-9:40

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Required Text: Guindon, Mary H., A Counseling Primer: An Introduction to the Profession

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. The Counseling Skills Proficiency Record is used. The minimum score to pass the course is 20 points. Below 20, the student is assigned a "C" for the course and must retake the course.

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.

Course Description

This course will teach the student the helping process stages with discussions of essential attending and listening skills. Students will learn counselor characteristics and behaviors that influence the helping process. The student will develop a foundation and understand the CACREP curricular standards and ethical practice. Self reflection will be an essential part of this course. Students will gain self-awareness and self-monitoring skills through dyad counseling sessions, case studies, charting, and feedback.

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.

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.
 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, mental health, and marriage and family counseling.
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1. **TFAC –Thoughts, Feelings, Actions and Context.** You will keep a journal in which you record your own thoughts, feelings, actions, and context from which you view the world and of which you become aware of your strengths and weaknesses. This assignment will allow you to discover how you interpret others through your own experiences. As a Mental Health Counselor, Marriage and Family Therapist or School Counselor, self-awareness is important in developing therapy skills. TFAC's will be turned in at the beginning of each class. **7 TFAC's @ 10 points ea.=70 points total**
 2. **Quizzes –** Quizzes will be given at the start of each class as scheduled on the syllabi. If you miss a class and you do not notify the instructor before class begins, you will not be able to make up the quiz you missed. **Best 6 out of 7 quizzes @ 10 pts ea. = 60 pts total.**
 3. **Attendance -** If you miss more than one class, you will be given a "C" and you must retake the class. If you miss an assignment or quiz because of a missed class and did not notify the instructor, you will not be able to make up the assignment or quiz. Please contact your instructor when absent by email, text or telephone before class begins. You must also notify your DYAD partner out of common courtesy. You will be given credit per attended class. Being late or leaving early of more than 45 minutes will be considered an absence. Your participation and contributions to a positive learning environment will be

graded. Please respect the appropriate opinions and intellect of all class members. 10 classes @10 pts ea. = 100 pts

4. Research Paper = 100pts. – You will research a diagnosis from a list. Your research paper should include research data from at least 3 journal articles. Keep your paper within the suggested length (writing in a concise manner is one aspect of scholarly writing); what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately. Length: 5-7 pages not including the resource page

Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. Be sure to adhere to Chaminade University's Academic Integrity Policy.

Please address the following in your paper:

<ul style="list-style-type: none">• One specific diagnosis from DSM V
<ul style="list-style-type: none">• Identify each article and briefly describe the main contribution(s) this research has made to the study of the psychiatric diagnosis that you have chosen.
<ul style="list-style-type: none">• Include data about the <u>symptoms, triggers, age of onset, coping strategies, types of effective treatment, effective therapeutic techniques and best therapy environment</u> that would apply to the treatment of an individual or group with this particular diagnosis.
<ul style="list-style-type: none">• Compare and contrast the data from your research articles. You must use at least 3 articles.
<ul style="list-style-type: none">• Your reflection of feeling is important in the field of counseling. Identify how it would feel to be contemplated with this mental diagnosis.
<ul style="list-style-type: none">• Finally discuss what factor(s) you think (environmental, professional, personal) may have impacted or will impact your views on the diagnosis. This portion of your paper needs to be 1 page in length.

4. DYADs = 100 pts. – Each student will participate in a DYAD session that will be graded according to the Counseling Skills Proficiency standards. Be aware that the CSP structure will be used as a tutorial and assessment to determine your level of skill in this class. Each dyad will be approximately 30 minutes in length. If you will be absent for your DYAD please be sure to inform me and your partner before class so that you will be able to reschedule another date to complete your DYAD. If you do not call or email your reason for missing class/DYAD, you will not be given the privilege of rescheduling your DYAD.

Assessment

7 TFAC Journal @ 10 pts ea. = 70 pts

Quizzes (best 6 out of 7) @ 10 pts ea. = 60 pts

Participation @ 10 pts ea. = 100 pts

Research paper = 100 pts

DYADs 2 @ 36pts ea= 72 pts

Counseling Skills Proficiency record = 36 (minimum score of 20 to pass skill base of this class and will not be included in your final grade)

Grading

A = 402-392

B = 391-382

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>

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center at: [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

ACADEMIC HONESTY STATEMENT:

Academic honesty is an essential aspect of all learning, scholarship and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidents of academic dishonesty to an Instructor, or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the Instructor, who must make a report with recommendations to the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' grade for the course, to suspension or dismissal from the University.

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.

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.

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

DATE	CLASS	ASSIGNMENTS
10-3-2017 1 st class	Introduction to class TFAC chart DYAD schedule Research paper Video	Read Ch. 1: Guidon (in class)
10-10-2017 2 nd class	Review Ch. 9 Basic attending skills Quiz 1; Ch. 1 DYAD sessions	Read Ch. 9: Guidon TFAC Journal 1 due
10-17-2017 3 rd class	Ch. 10 Review Responding skills Quiz 2; Ch.9 DYAD sessions	Read Ch. 10: Guidon TFAC Journal 2 due
10-24-17 4 th class	Ch. 11 review; Questioning skills Quiz 3; Ch. 10 DYAD sessions	Read Ch. 11; Guidon TFAC Journal 3 due
10-31-17 class cancelled	HALLOWEEN	HALLOWEEN
11-07-2017 5 th class	Ch. 12 review Affect/Understanding skills Quiz 4; Ch. 11 Mid Term Evaluations	Read Ch. 12; Guidon TFAC Journal 4 due Research paper due
11-14-17 6 th class	Ch. 13 review Responding to thoughts and behaviors Quiz 5; Ch. 12 DYAD sessions	Read Ch. 13; Guidon TFAC Journal 5 due
11-21-17 7 th class	Ch. 7 review Processes, phases, procedures Quiz 6; Ch. 13 DYAD sessions	Ch. 7; Guidon TFAC Journal 6 due Video
11-28-2017 8 th class	Ch. 2 Review Counselors and Clients Quiz 7; Ch. 7 DYAD sessions	Ch. 2 ; Guidon
12-5-2017 9 th Class	Ch. 6 review Settings and Surroundings DYAD sessions	Ch. 6; Guidon TFAC 7 due
12-11-2017 Closure	Make up quizzes/DYADS	

***Class agenda may be adjusted during the term**