

Chaminade University
Masters of Science in Counseling Psychology
PSY 603
Introduction to Counseling Skills
Summer 2019

Instructor: Kacie K. Cohen, NCC, LMHC
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Office Hours: By appointment only

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Class Time: Monday 5:30 to 9:30pm

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 on the Counseling Skills Proficiency Record 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.

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:

Sommers-Flanagan, J, R. (2017): Clinical Interviewing. Hoboken, New Jersey: John Wiley & Sons, Inc.

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.

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, community, and marriage and family counseling.

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. **You must pass the Assessment portion of this course with at least a B percentage AND get a minimum of 20 points on the Final Counseling Skills Proficiency Record in order to pass the course.**

Assessment	Description	Points	Applicable SLO
Final Examination	<p>This Final Examination will allow you to demonstrate your mastery of the basic counseling skills as documented on the Counseling Skills Proficiencies Record form attached to this syllabus.</p> <p><u>Reminder: *Minimum total score to pass proficiency is 20 points. Below 20, the student is assigned "C" for the course and must retake course.</u></p> <p>The Final Examination will require each student to be paired with a partner forming a dyad.</p> <p>Each dyad will submit (the student in the counselor role will be responsible for all required materials associated to this Final Examination) the following:</p> <ul style="list-style-type: none">• A 15 minute video tape of a counseling session where the counselor displays counseling skills 1-10 of the Counseling Skills Proficiencies Record form. (10 Points)• The counselor will submit a transcript of the counseling session identifying where in the counseling session counseling skills 1-10 was used. (20 Points) <p>Only the student in the counselor role will be graded. The student's grade will be based on his/her ability to present and provide evidence of the use of counseling skills 1-10</p>	30 points	1, 7, 8, 9, 10
Final Reflection	<p>This Final Reflection paper will consist of two parts:</p> <p>Part 1 will allow you to articulate your growth from week 1 to week 10 of this course: What did I learn from this class? What did I do well in class? What counseling skills did I utilize this class? What are my goals going forward in the MSCP program?</p> <p>Part 2 will allow you the opportunity to answer the question: How will I build rapport with my clients, and why is it so important? What listening skills do I need to improve on? What fears do you have in therapy? Explain what skills worked best and what you had the most difficulty performing? (Theoretical Orientation)</p> <p>The Reflection paper should be at least five double-spaced pages in length using a 12 pt font, one-inch margins and double spaced throughout. (Arial or Times Roman will be accepted)</p>	50 points	1, 2, 5, 6, 7, 9, 10

<p>Dyad Skills Session Documentation (*as time permits)</p> <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) 	<p>Students will conduct specific components of a counseling session and document professionally and appropriately.</p>	<p>10 points (5ea)</p>	<p>1, 2, 3, 4, 10</p>
<p>Mid-Term Counseling Skills Proficiency Record</p>	<p>Each student will be evaluated and self-assess their ability to meet the basic counseling proficiencies using a modified Likert rating scale. This evaluation will be based on their progress at mid-term. (MSCP requirement for this course)</p>	<p>25 points</p>	<p>1, 5, 6</p>
<p>Reading / Video / Class Reflections, Activities, and Questions</p>	<p>Students will participate in class activities, chapter reading questions, and or video responses.</p>	<p>30 points</p>	<p>1, 7, 9, 10</p>
<p>Counseling Fishbowl Exercise</p>	<p><i>Prior to this exercise, students will research best practice approaches in dealing with <u>anxiety, depression, crisis, death etc..</u> to prepare for the situations that will be presented.</i></p> <p>Students will be randomly paired for this exercise. Half of the class will be subjects (client and therapist) while the other half of the class will be observers.</p> <p>The subjects will each have the opportunity to be a client and a therapist. The client will be given a scenario at the beginning of class. The therapist will be tasked to address the crisis using a systemic/solution-focused approach. The therapist will utilize his/her counseling skills to create a welcoming environment for the client, obtain historical information, get a feel for where the client is at, and then provide the client options.</p> <p>Each dyad will last approximately 15-20 minutes. After the first dyad concludes, the roles are switched following the same instructions for this exercise.</p> <p>Once all of the subjects were a client and a therapist, the subjects will then become the observers while the observers become subjects.</p> <p>As an observer, you will have the opportunity to observe the various dyads. 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: Strengths:</p>	<p>20 points</p>	<p>1, 2, 5, 6, 7, 8, 9</p>

	Areas of Improvement: General Comments: It is important to follow this formatting as I will be sharing what you documented as the therapist's strengths with that person. *You will be graded on your reflection not on your performance as the therapist or the client.		
Case Presentation	Each student will present the case he/she was the counselor for in their Dyad Skills Session. (Approximately 5-10 minutes in length)	10 points	4
Case Summary	Each student will document the summary of his/her Dyad Skills Session that he/she was the counselor for. <u>This summary will include the following sections:</u> 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, Diagnostic Impressions, Clinical Impressions, Summary, and Discharge Plan.	25 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 the student's progress throughout this course. The student's performance in the Counseling Fishbowl Exercise, their Final Examination and feedback from peers will influence the grading of this assessment. (MSCP requirement for this course.)	200 points	1, 5, 6

Total Possible Points = 400

Percent Grading

A = 90-100

B = 80-90

C = 79 and below

All assignments will be collected at the start of class. If you choose to submit your assignments electronically they are due in my Chaminade inbox no later than 5:30 pm on its due date according to the course syllabus. My email address is Kacie.cohen@chaminade.edu Late submissions will be accepted but 10 percent of the total possible points will be deducted for each class day it is late.

Attendance

If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy)

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.

Please note that regardless of reason, more than one (1) missed class will result in a failing grade.

Academic Honesty

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 incidence 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. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' 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 **The Counseling Center, 735-4845**, 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 Statement

Chaminade University of Honolulu (CUH) 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| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role

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

Date	Focus	Chapter Readings
Week 1	<ul style="list-style-type: none"> ▪ Welcome, Introductions, Course Syllabus review ▪ Chapter Readings and Questions ▪ Intro to Clinical Interview / Preparation ▪ Group Exercises/Discussions ▪ Courage Activity ▪ Physical Setting Activity ▪ Skills Proficiency Self Evaluation 	1, 2
Week 2	<ul style="list-style-type: none"> ▪ Chapter Reading and Application worksheet ▪ An Overview of the Interview Process / Non-directive Listening / Directive Listening Skills ▪ Counseling Skills Proficiency Record Self-Evaluation ▪ Video: Attending Skills / Methods to build Rapport ▪ Theoretical Evaluation Sheet ▪ Notes 	3, 4, 5
Week 3	<ul style="list-style-type: none"> ▪ Chapter Reading ▪ Skills for Directing Client Toward Action / Evidence-Based Relationship ▪ Skills for Directing Clients Toward Action ▪ Evidence Based Relationship ▪ Video: Listening skills Alexander Street ▪ Notes ▪ Group Exercises/Discussions 	6, 7
Week 4	<ul style="list-style-type: none"> ▪ Chapter Readings ▪ Intake Interviewing and Report Writing ▪ Mental Status Examination ▪ Video: The Initial Clinical Interview: Goals, Process, and Procedures ▪ Structuring your first interview, Informed Consent, Confidentiality ▪ Review DSM-V ▪ Learning Activity 	8, 9
Week 5	<ul style="list-style-type: none"> ▪ Chapter Readings ▪ Suicide Assessment ▪ QPR training ▪ Diagnosis and Treatment Planning ▪ Mid-Term Counseling Skills Proficiency Record (individual meeting with instructor) ▪ Conduct Treatment Plan Interview 	10, 11
Week 6	<ul style="list-style-type: none"> ▪ Chapter Readings ▪ Chapter Assignments / Application to practice ▪ Challenging Demanding Clients ▪ Interviewing Young Clients ▪ (Dyad session) Session 1 	12, 13
Week 7	<ul style="list-style-type: none"> ▪ Counseling Fishbowl Exercise ▪ (Dyad session) Session 2 	

Week 8	<ul style="list-style-type: none">▪ Group Exercises/Discussions▪ (Dyad session) Session 3	
Week 9	<ul style="list-style-type: none">▪ Final Exam Case Presentation▪ Final Counseling Skills Proficiency Record Self Evaluation/Counselor Evaluation▪ Work of Final Examination	
Week 10	<ul style="list-style-type: none">▪ Final Examination▪ Final Counseling Skills Proficiency Record (individual meeting with instructor)	

Chaminade MSCP PSY 603 Counseling Skills Proficiency Record

<u>Student Name</u>	<u>Term</u> Winter Spring Summer Fall	
	<u>Year</u>	
<u>Instructor</u> Kacie K. Cohen, NCC, LMHC	<u>Proficiency Score</u> = ____/36 Minimum total score to pass proficiency is 20 points. Below 20, the student is assigned "C" for the course and must retake course.	
<u>Instructor Signature:</u> _____	<u>Date</u> _____	<u>Emphasis</u>
<u>Student Signature:</u> _____	<u>Date:</u> _____	SC MH MF

Skill	Description	Proficiency				Comments
		3	2	1	0	
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	

Notes: