



PSY 603: Introduction to Counseling Skills
Spring 2020
04/07/2020-06/13/2020

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<u>Appointment:</u>	Email or call for appointments		

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

**See end of syllabus for recommended additional readings and journal articles*

Catalog Course Description

PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. 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 MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

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.

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 applications, etc.**

Class structure 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 counseling and assigned counseling exercises. Most classes will begin with a brief review of theory or skills, followed by online videos, reflections and written activities, and concluding with student dyad counseling videos sessions submitted online.

Student Learning Outcomes

Students will demonstrate an understanding of:

The skills of attending, listening, and reflecting client experience through focusing the client, questioning techniques, and interpreting client report data.

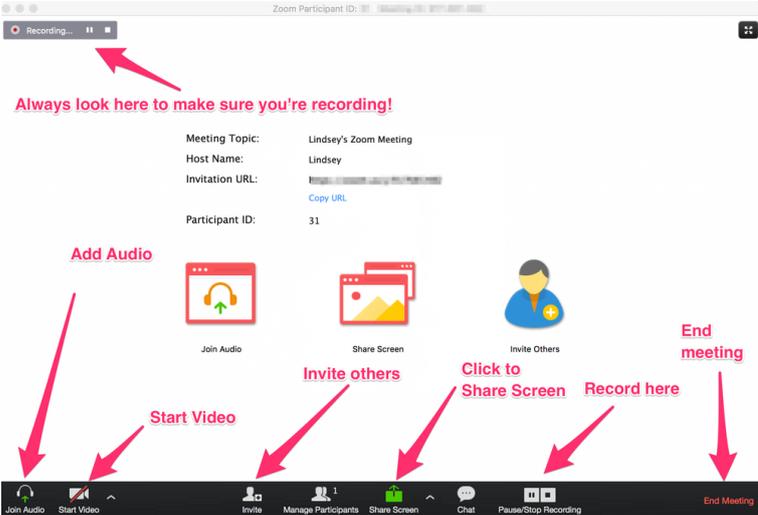
1. How to conduct specific components of counseling sessions, including the introduction, establishing consent, psychosocial history, formulating homework assignments, and termination.
2. How to efficiently and succinctly document counseling sessions in a typical chart format, i.e., DAP (description, assessment, and plan).
3. How to formulate a case and present a case to peers in an efficient and succinct manner.
4. How the student's own personality and interpersonal style contributes to the manner in which he/she approaches/conducts counseling sessions.
5. How to accept and act on feedback from the instructor and from peers.
6. Social, cultural diversity and how that effects assessment and the counseling process.
7. How research and the scientific method contributes to our ability to evaluate counseling outcomes.
8. Professional/ethical issues such as confidentiality, informed consent, duty to inform and other common issues found in counseling.
9. Counseling skills in the context of the student's specific emphasis, i.e., school, mental health, and marriage and family counseling.

Assessments:

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.**

Online Lesson Activities and Assessments:

*Please Note: Activities and Assessments may be modified by instructor at any time.

Assessment & Weekly Lessons	Description	Points	Applicable SLO
<p>Weekly Video Counseling Dyads and Self-Reflection: (4 sessions)</p>	<p>Students will complete a 10-15 minute dyad with an individual from their class via Zoom. Student in the counselor role will RECORD the Zoom counseling session. *For help on Zoom Recording click on video: (https://youtu.be/lZHSAMd89JE).</p>  <p>Recorded counseling session will be saved in the student's OWN Google Drive folder for instructor to review and assess.</p> <p>Each dyad will last approximately 10-15 minutes. After the first dyad concludes, the roles are switched following the same instructions for this exercise.</p> <p>After you have reviewed your counseling session dyad video, you will refer to your proficiency record and specific skills for the week. Then, you will complete a self-evaluation form identifying what your strengths and areas of improvement, as well as identifying what actions or step will you take to improve your skills.</p> <p>Helpful hints: Prior to this exercise, students will research best practice approaches in dealing with 1) Anxiety 2) Depression. *Students will be assigned their dyad partner by instructor.</p>	<p>40 points</p>	<p>1, 2, 5, 6, 7, 8, 9</p>

	*You will be graded on your reflection not on your performance as the therapist or the client.		
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 student in the counselor role will be responsible for all required materials associated to this Final Examination:</p> <ul style="list-style-type: none"> • A 15 minute video tape of an “INTAKE counseling session” where the counselor displays counseling skills 1-10 of the Counseling Skills Proficiencies Record form. (10 Points) • The counselor will submit a FULL transcript of the counseling session identifying and highlighting the counseling session counseling skills 1-10 was used in the session. (20 Points) • The video and transcript will be uploaded to the student’s google drive by the given due date. <p><u>Example of Transcript:</u> Client: “I just don’t have time to exercise, and I don’t have the money to join a gym. But, I really want to lose weight and feel better.” Therapist: “I hear that you want to lose weight and feel better” with head nod (Paraphrase & Encouraging) so on one hand you know exercise is good for you, but yet, on the other hand you don’t want to do it. How do you feel about this conflict?” (Confrontation)</p> <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 and following formating guidelines:</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 were my strengths in this class? What fears do I have in therapy, and how will I address this?</p>	60 points	1, 2, 5, 6, 7, 9, 10

	<p>What counseling skills did I utilize this class? How will I build rapport with my clients, and why is it so important?</p> <p>Part 2: Why is Self-Awareness and Self-Reflection important as a student in the MSCP program and as a professional counselor? What are my goals going forward in the MSCP program? (Theoretical Orientation)</p> <p>***The Reflection paper minimum 5 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>		
Dyad Skills Session Documentation	<p>Students will conduct specific components of a counseling session and document professionally and appropriately.</p> <ul style="list-style-type: none"> ▪ Assessment 1 ▪ Treatment Plan 1 ▪ Assessment 2 ▪ Treatment Plan 2 ▪ DAP Note 1 ▪ DAP Note 2 <p>DAP Note 3 (includes Discharge Plan)</p>	15 points (5ea)	1, 2, 3, 4, 10
Mid-Term Counseling Skills Proficiency Record	<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 and skills used in Dyad #3 at mid-term. (MSCP requirement for this course)</p>	10 points	1, 5, 6
Case Summary for #3 dyad	<p>Each student will document the summary of his/her Dyad Skills Session that he/she was the counselor for.</p> <p><u>This case 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.</p>	25 points	3, 4, 5
Final Counseling Skills Proficiency Record	<p>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 weekly counseling dyad excercises and their Final Examination and feedback from. (MSCP requirement for this course.)</p>	36 points	1, 5, 6



Grading:

100-90% = A

89-80%= B

79-70% = "C" or lower grade (failing grade is C or F) and course will need to be re-taken

All assignments will be due in my Chaminade inbox, Canvas, or google drive 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

Prompt and consistent attendance is expected and will reflect the MSCP program policies. Because of the accelerated semester, a student who misses more than one (1) class has missed a substantial portion of the material presented. **Only one absence is allowed.** No exceptions. If more than one class is missed (***Not logging in and staying online at announced designated time**), the student will fail the class (will be given a "C") and must re-take it the next time it is offered. Tardy- Two (2) **late arrivals or leaving online class early** will be recorded as one absence. If a student **does not log in to online class forum (1) hour after the start time or leaves one (1) hour prior to the dismissal time**, it will be recorded as **one absence**. If an emergency or severe illness occurs, the student must inform the professor in advance of the class.

If you are concerned about your progress in this course, please meet with me early, as very little can be done late in the course to address your potential concerns.

Lastly, please refer to your CUH Student Handbook and carefully read all of the areas addressing policies on plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading. Any student caught plagiarizing materials or using materials previously developed for another class will automatically fail this course.

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. 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, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following:**

***Personal Counseling Center: 808-735-4845**

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

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact the Counseling Center at (808) 735-4845. Once your documentation is submitted, the assessments will be reviewed and the student will be notified. If one qualifies for ADA accommodations, the student will sign an ADA agreement. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified. Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of your disability is confidential. Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received.

Contact the Counseling Center at (808) 735-4845 or e-mail at counselingcenter@chaminade.edu

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

*The above quotes were taken
directly from:*

<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 provide 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.

ACA 2014 Code of Ethics

Section C Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g. Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

“Tentative” Course Schedule

Date	Focus	Chapter Readings due the following week:
Week 1	<ul style="list-style-type: none"> ▪ Welcome, Introductions, Course Syllabus review ▪ Chapter Reading and online assignments in Canvas ▪ Introduction to new “Online” course requirements and instruction ▪ Video: Counselor’s Self-Awareness Essay ▪ Dyad partner pair up for counseling dyads online 	1, 2
Week 2	<ul style="list-style-type: none"> ▪ Chapter Reading and online assignments in Canvas ▪ An Overview of the Interview Process / Non-directive Listening / Directive Listening skills ▪ Video: Power of Vulnerability and Reflection Assignment ▪ Class discussions on Canvas ▪ Review of Intake Form and Questions ▪ Preparations for Zoom dyads and Recordings 	3, 4, 5
Week 3	<ul style="list-style-type: none"> ▪ Chapter Readings and online assignments in Canvas ▪ Skills for Directing Client Toward Action / Evidence-Based Relationship ▪ Skills for Directing Clients Toward Action ▪ Evidence Based Relationship ▪ Video: Methods to build Rapport and Discussion ▪ Video: The Initial Clinical Interview: Goals, Process, and Procedures 	6, 7

Week 4	<ul style="list-style-type: none"> ▪ Chapter Reading and online assignments in Canvas ▪ Chapter 9: Learning Extensions: Personal Beliefs and Attitudes ▪ Intake Interviewing and Report Writing ▪ Mental Status Examination ▪ Structuring your first interview, Informed Consent, Confidentiality ▪ Zoom Dyad 1: Counseling Intake Session (Partner 1) ▪ Learning Activity 	8, 9
Week 5	<ul style="list-style-type: none"> ▪ Chapter Reading and online assignments in Canvas ▪ Self-Reflection of performance and discussions ▪ Diagnosis and Treatment Planning ▪ Conduct Treatment Plan Interview ▪ Video: Multicultural Humility and Online Discussion ▪ Zoom Dyad 2: Counseling Follow-up session (Same Partner 1) 	11
Week 6	<ul style="list-style-type: none"> ▪ Chapter Reading and online assignments in Canvas ▪ Challenging Demanding Clients ▪ Video: Challenging Clients and Online Discussion ▪ Zoom Dyad 3: Counseling Intake Session (Partner 2) 	12
Week 7	<ul style="list-style-type: none"> ▪ Chapter Reading and online assignments in Canvas ▪ Interviewing Young Clients ▪ Journal Article on Out of the Box Techniques ▪ Complete Mid-Term Counseling Skills Proficiency Record for Dyad 3 ▪ Submit Case Summary for (Partner 2) ▪ Chapter Activities and Lesson On Canvas 	13
Week 8	<ul style="list-style-type: none"> ▪ Suicide Assessment and QPR Training Video ▪ Chapter 10: Personal Reactions and Reflection online Canvas Assignment ▪ Zoom Final Video Dyad 4: Counseling Intake Session (Partner 3) 	10
Week 9	<ul style="list-style-type: none"> ▪ Continue Zoom Final Video Dyad 4: Counseling Intake Session (Partner 3) ▪ Final Reflection and Transcript 	
Week 10	<ul style="list-style-type: none"> ▪ Submission of Final Video Dyad and Transcript ▪ Submission of Final Reflection 	



References, Resources, and Recommended Readings

Myers, S. (2003). Reflections on Reflecting: How Awareness Promotes Personal Growth. *The Person Centered Journal*, 10, 3-22. Retrieved from <https://adpca.org/system/files/documents/journal/3%20PCJ%2010.pdf>

Nemec, P., Spagnolo, A., & Soydan, A. (2017). Can you hear me now? Teaching listening skills. *Psychiatric Rehabilitation Journal*, 40(4), 415-417. Retrieved from <https://web-b-ebSCOhost-com.ezproxy.chaminade.edu/ehost/pdfviewer/pdfviewer?vid=24&sid=d84021d4-5d87-44c2-9589-8c697ffb5594%40sessionmgr101>

Jongsma, Arthur E., Peterson, L. Mark. (2003) *The complete adult psychotherapy treatment planner* /Hoboken, N.J. : John Wiley & Sons.

Chaminade MSCP PSY 603 Counseling Skills Proficiency Record

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

	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	