



Chaminade University - Honolulu
PSY 603-90-3 Introduction to Counseling Skills
Fall 2021
10/4/2021 – 12/13/2021

<u>Instructor:</u>	Kacie Cohen, LMHC, NCC	<u>Time:</u>	5:30 – 9:20pm
<u>Phone:</u>	808-735-4745	<u>Room:</u>	School Counseling Online Cohort
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<u>Hours:</u>			

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*

*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.

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.

MSCP Core Program Learning Outcomes (PLOs)

This course develops and assesses the skills and competencies for the MSCP program core student learning outcomes of:

- 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts
- 2) Students will demonstrate the ability to facilitate the counseling process with clients
- 3) Students will identify the relationship between adaptation and change and the counseling process.

Student Learning Outcomes (SLOs)

Students will demonstrate their knowledge of:

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

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 online counseling and assigned counseling exercises. Each student will use their student email, Canvas online and Zoom to submit weekly assignments and video dyads.

Course Delivery and Technology:

The course will be delivered in person and on the Canvas Learning Management System. You will be able to use Canvas to access the syllabus, modules, announcements, assignments, check grades for assignments, and videos for discussions.

To get started, go to: <https://chaminade.edu/current-students/> and follow the instructions for logging in and accessing class information. Please check the Canvas website for this class on a regular basis.

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free online software. If you need assistance with locating software, please feel free to contact Chaminade Help Desk or me at helpdesk@chaminade.edu or (808) 735-4855.

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	Appli- c-able 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 choose 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 an “intake” counseling session where the counselor displays counseling skills 1-10 of the	30 points	1, 7, 8, 9, 10

	<p>Counseling Skills Proficiencies Record form. (10 Points)</p> <ul style="list-style-type: none"> 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>Example of Transcript & Highlighted Skills Used:</p> <p>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.”</p> <p>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>		
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>	60 points	1, 2, 5, 6, 7, 9, 10
Mid-Term Counseling Skills Proficiency Record	<p>Each student will be evaluated and self-assess their ability to meet the basic counseling proficiencies record using a modified Likert rating scale and the This evaluation will be based on their progress at mid-term. (MSCP requirement for this course)</p>	20 points	1, 5, 6

Weekly Video Counseling Dyads and Self-Reflection: (4 sessions)

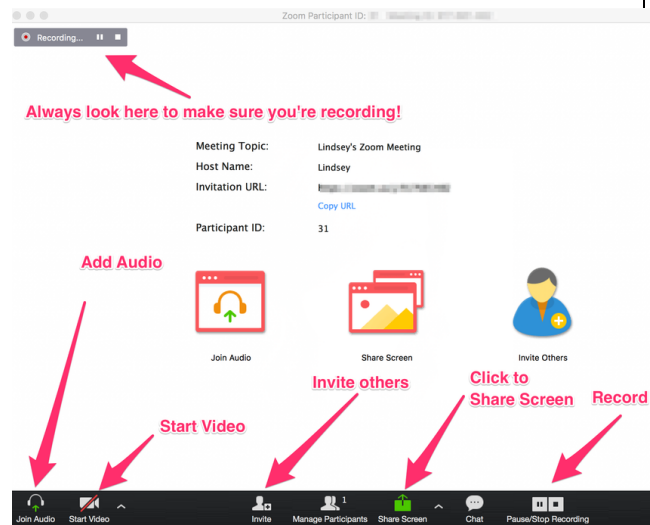
Students will complete a 10-15 minute dyad with an individual *assigned by the instructor from their class via **Zoom or IN person**. For online sessions, the student in the counselor role will RECORD the Zoom counseling session.

40 Points

1, 2, 5, 6, 7, 8, 9

Recording sessions should have both client and counselor in the frame.

*For help on Zoom Recording click on video: (<https://youtu.be/IZHSAMd89JE>).



Recorded counseling sessions will be uploaded to the assignment on Canvas for the instructor's to review and assess.

Each dyad will last approximately 10-15 minutes. After the first dyad concludes, the roles are switched following the same instructions for this exercise.

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 your areas of strengths and improvements. You will also identify what actions or steps you will take to improve your skills.

Helpful hints: Prior to this exercise, students will research best practice approaches in dealing with 1) Anxiety 2) Depression.

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 Disc Charge Plan)	Students will conduct specific components of a counseling session and document professionally and appropriately.	15 points (5ea)	1, 2, 3, 4, 10
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	25 points	3, 4, 5
Final Dyad #4 Examination	Each student will be evaluated on his or her 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 dyad exercises, their Final Examination and feedback from the instructor will influence the grading of this assessment. (MSCP requirement for this course.)	25 points	1, 5, 6
MSCP Counselor Scale	Complete and submit the Counselor Scale Week 3 and Week 10	20 points	

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 submitted online by the stated due date. 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, 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 class early) will be recorded as one absence. If a student arrives to class one (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.

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Smarthinking online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> The center can be contacted at (808) 735-4815 or advising@chaminade.edu The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as the first week of class, so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

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| 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

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.

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

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>

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.

1. 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.

1. 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.

1. 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.

1. 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.

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

Tentative Course Schedule

***Please refer to the Canvas Learning Management System (MODULES) tab for weekly updates or changes**

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 ● Video: Listening skills ● https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C3401959 	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 ● Theoretical Evaluation Sheet 	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 Attending Skills / Methods to build Rapport ● Group Exercises/Discussions ● Dyad #1 	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 ● Reflection of Dyad #1 	8, 9
Week 5	<ul style="list-style-type: none"> ● Chapter Readings ● Diagnosis and Treatment Planning ● Mid-Term Counseling Skills Proficiency Record (individual meeting with instructor) ● Conduct Treatment Plan Interview ● Dyad #2 Follow up from Dyad#1 	10, 11
Week 6	<ul style="list-style-type: none"> ● Chapter Readings ● Multicultural Humility and Personal Biases ● Challenging Demanding Clients ● Interviewing Young Clients 	12, 13
Week 7	<ul style="list-style-type: none"> ● Counseling Fishbowl Exercise ● Mid-Term Self Evaluation Due ● Dyad #3 	

Week 8	<ul style="list-style-type: none"> • Group Exercises/Discussions • Suicide Assessment • QPR Training • Case Summary and Presentation 	
Week 9	<ul style="list-style-type: none"> • Final Dyad #4 	
Week 10	<ul style="list-style-type: none"> • Final Examination • Final Counseling Skills Proficiency Record (individual meeting with instructor) 	

References, Resources, and Additional 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.