Introduction to Counseling Skills
Psychology 603
Fall 2021

Instructor: *Tracy Trevorrow, Ph.D.*
Room: *Eiben 201*
Online Zoom address: https://chaminade.zoom.us/j/9452137620
Meeting times: *Tuesday 5:30 - 9:30*
Office Hours: *4:30 - 5:30 Tuesday or by appointment*
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Text
Young, Mark E. (2017). *Learning the Art of Helping: Building Blocks and Techniques*, 6th Edition, Pearson Merrill Prentice Hall. ISBN-13: 978-0134165783; ISBN-10: 0134165780

Journal articles to be provided as needed.

Catalog Course Description
PSY 603 INTRODUCTION TO COUNSELING SKILLS (3) 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. 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.

Course Description
This course is intended to provide you with training in fundamental skills required for counseling, and counseling-related tasks, such as report writing, 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.

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 be conducted in person, with the possible necessity of transitioning to online Zoom classes, depending on the circumstances of the COVID-19 pandemic. Dyad counseling sessions will be recorded and reviewed through Zoom. Class time typically includes presentation of professional, ethical, and counseling models and skills, reflection activities and group discussions, and dyad counseling practice and review.

Students must demonstrate adequate levels of counseling proficiencies to receive a passing grade in this course. As such, this course serves as a gateway regarding a student's progression in the MSCP program (and the field of counseling). Students may fail to pass this course based on their evaluated counseling proficiencies alone. Repeated failing of this course may result in dismissal from the MSCP program.

Program Learning Outcomes (PLO)
This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of the following:
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

During this course each student will demonstrate;
1. skills of attending, listening, and reflecting client experience (PLO 2).
2. skills such as focusing the client, questioning, and interpreting client report (PLO 2).
3. how to conduct specific components of counseling sessions, including introduction, establishing consent, psychosocial history, formulating homework assignments, and termination (PLO 1, 2).
4. how to efficiently and succinctly document counseling sessions in a typical chart format, i.e., DAP (PLO 1, 3).
5. how to formulate a case and present a case to peers which is efficient, succinct, yet complete (PLO 1, 3).
6. an understanding of how your own personality and interpersonal style contributes to the manner in which you approach/conduct counseling (PLO 3).
7. the ability to accept and act on feedback from others.
8. an understanding of cultural diversity and how that effects assessment and the counseling process (PLO 1, 2, 3).
9. an understanding of how research and the scientific method contributes to our ability to evaluate counseling efficacy (PLO 1, 3).
10. an understanding of ethical issues such as confidentiality, informed consent in counseling (PLO 2).
11. an understanding of how a client-centered approach to counseling would work in the context of the practice you expect to have after your completion of the MSCP program (PLO 1).

Your progress will be monitored and evaluated by the following…

1. Participation and engagement in class (Outcomes 1-7).
   You will be expected to attend every session and to be prepared to discuss your reading assignments, provide thoughtful feedback to peers, and have completed other assignments for that week. More than 1 absence will result in you having to retake the course, tardiness, lack of preparation/engagement may lower your grade.
2. Quizzes of course material (Outcomes 1-6, 8-11).
3. Dyad case notes, client notes (Outcomes 4).
4. Dyad videotape presentations and review of transcripts, and a summary of skill accomplishment (Outcomes 4, 7) As part of each of your dyad videotaped presentation you must include a transcript of an approximately 4 pages of the session.
5. Report regarding your personality/interpersonal style and how it is reflected in your counseling (Outcomes 6).
6. A 4-page typed, double-spaced paper on how a client-centered counseling approach would match or fail to match the needs of clients you are likely to have in your practice and what other approaches and skills may be needed in addition to a client-centered approach (Outcome 11).
7. A 4-page typed, double-spaced paper on how you understand your personality and in how your personality may shape the manner and approach to your counseling (Outcome 6).
8. You will present your client to the class in a case presentation (Outcome 5).
9. Your ability to reflect on your counselor disposition, such as humility and openness, reflexivity, psychological flexibility and adaptability, emotional stability and self-control, Self-awareness, self-monitoring and self-care, and empathy (Outcome 1,2, 6, 7, 8).

Grading

Participation	9
Quizzes (2 X 12)	24
Dyad counselor case notes (5 X 2)	10
Dyad client experience notes (5 X 1)	5
Dyad video presentation/self-evaluation	10
Paper on Client Centered Approach	5

Paper on Your Personality and Counseling	5
Case presentation	6
Counseling Competencies	36
Total	**100**

A = 90 +; B = 80—89

Note: *To pass this course, students must be able to show that they can produce evidence of these skills in a video session.* A record of success in achieving this learning objective will be kept in each student's file. A score of less than 20 (out of 36) on this form will result in a student failing the course irrespective of performance on other aspects of the course.

Students with Disabilities: The Kokua 'Ike Center for Student Learning, within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities. To assist students to be able to participate in programs, services, and activities of the institution, Kokua Ike requires students to establish their status regarding disability and necessary accommodation by contacting Kristin Hirata, Tutor Coordinator, Kristin.hirata@ Chaminade.edu. (808) 739-8305

Title IX: 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.

Hardware Requirements: You will need a computer/laptop that has video camera and microphone capability. You will also need access to a reliable internet connection. Our class is based on the Canvas platform that is accessible from both PC and Mac computers. You will need to be able to access video including websites or files posted within this course in the Doc Sharing section. You should thus have access to speakers or headphones that allow you to hear audio. It is not recommended that you take this course should you not have access to these technologies.

Software Requirements: You will need to listen to audio in an mp3 format (via Real Player, Media Player, or similar) as well as Acrobat Reader to read .pdf files. These can be downloaded without additional costs.

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 Chair of MSCP program. Punishment for academic dishonesty will be determined by the instructor and the Chair of the MSCP program.

Course Schedule
(subject to change)

Class # & Date	Topics	Activity/Presentation	Text/Exercises/Video
1(10/5)	Introductions Syllabus Dyads Assignments & schedule Skills review Counselor disposition	Class introductions Review syllabus, expectations Form dyads Schedule presentations Review skill evaluation form	None
2 (10/12)	Self-reflection Stages of counselor development Ethics of this course First skills: Attending	Qualities of an effective counselor	Chapters: 1, 2, 3, 4 Complete Counselor Disposition self-rating
3 (10/19)	Initial client meeting: Confidentiality, informed consent Charting Reflecting skills	Agendas of 1st meeting Assessment activity Mental Status Exam Dyad example Review of transcript and initial note Carl Rogers & Gloria discussion Reflection activities	Chapter 9 Chapters: 5, 6, 7 Carl Rogers & Gloria
4 (10/26)	Gender & Culture	Gender & culture activity Dyad sessions 1 (chart/client notes)	Person-centered approach paper due
5 (11/2)	Questions, confrontation	**Quiz #1** Dyad video present 1: Shannon 2: Ji 3: Matt Dyad sessions 2 (chart/client notes)	Chapter 8 Video: Confrontation

| 6 (11/9) | Skill integration, working within a model | Dyad video present 3: Gavin 4: Heather

Dyad sessions 3 (chart/client notes) | PP of theoretical models |
|---|---|---|---|
| 7 (11/16) | Personality & interpersonal style | Dyad video present 5: Jessica 6: Kaylie

Dyad session 4 (chart/client notes) | Handout: Personality |
| 8 (11/23) | Termination | Dyad video present 7: Kapesi 8: Martika

Dyad session 5 (terminal) | Chapter 12

Personality Paper

Handouts: Case conceptualization |
| 9 (11/30) | Case conceptualization | **Quiz #2** | PP of theoretical models |
| 10 (12/7) | Review of skills and skill attainment | Self-evaluation

Case Presentations

Movie examples of counseling and therapy | none |

How this course reflects Chaminade University and Marianist characteristics and values

This course is consistent with and shaped by Marianist Educational Values (see below). It is particularly relevant, that your education at Chaminade emphasize the value of serving for justice and peace considering our current circumstances with the COVID-19 virus, recent increased social awareness of racism and other forms of discrimination, and ongoing environmental degradation. Our current experience underscores the importance of understanding and having empathy for those who suffer, be that from illness, discrimination, poverty, or the stress of social and environmental change.

With the rapid change we are witnessing regarding health challenges, social inequities, and political events, all citizens need to adapt and change. Father Chaminade said, "new times call for new methods." I hope that this course helps you appreciate how you must adapt to our rapidly changing world and that you see the field of psychology as one that is constantly changing to further our understandings of human thought and behavior.

APPENDIX. MARIANIST EDUCATIONAL VALUES

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.

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.

Dispositions Valued by the Faculty in Counseling Students

The dispositions the MSCP program faculty value in counselors are derived from its *Philosophy, Beliefs and Theoretical Foundations.*

1. Recognize that counseling is both an art and a science.
2. Recognize that counseling is a confidential process focused on the present relationship between counselor and client/s.
3. Recognize that in the counseling relationship one must be genuine, empathic, non-judgmental, focus on the whole person, and practice no maleficence.
4. Recognize that learning is a lifelong, continually changing, developmental process wherein children, adolescents and adults discover how to functionally adapt to their ever-changing environments.

5. Recognize that counseling is an integration of theory to practice and practice to theory.
6. Recognize that human behavior occurs and must be understood within the context of various interrelated, interpersonal, intrapersonal, educational, familial, community, organizational, and societal environments.
7. Recognize that all individuals and groups have the right to be respected, treated with dignity, and evaluated in a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socio-economic status.
8. Accept, respect, support, guide, challenge and assist all their clients in helping them adapt to the many culturally diverse, interrelated, community environments wherein they live and function.
9. Adapt to the unique perspective of each client.
10. Non-maleficence (do no harm).
11. Provide all pertinent information to their clients/parents/guardians so they are able to make an informed decision regarding commitment to and continuation in counseling.
12. Promote the welfare of their clients.
13. Recognize that counseling is fundamentally about helping (cognitively, affectively, and behaviorally) children, adolescents and adults help themselves relative to functionally adapting to their continually changing interpersonal, intrapersonal, familial, social, cultural, organizational, and educational environments.
14. Recognize the importance of self-monitoring for health and psychological well-being, to include, as needed, seeking and engaging in supervision and consultation with supportive mentors and colleagues. (see below ACA Ethical Guidelines)
15. Accept the responsibility to keep up with current evidence-based recommendations for assessment and interventions.

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

Articles for your review re: Self-Care and Self-Monitoring

In Pursuit of Wellness: The Self-Care Imperative (2020). Barnett, J. E., Baker, E. K., Elman, N. S., & Schoener, G. R. *Professional Psychology: Research and Practice*, 2007, Vol. 38, No. 6, 603– 612

Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care (2020).

Posluns, K., & Gall, T, L. *International Journal for the Advancement of Counselling*. 42:1–20
https://doi.org/10.1007/s10447-019-09382-w

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.

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Research Design in Counseling
Heppner, Kivlighan, and Wampold

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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.

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Research Method In Social Relations
Kidder

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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.

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Methods In Behavioral Research; Cozby

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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