



Chaminade University - Honolulu
PSY 603 Intro to Counseling Skills
Winter Masters: January 10, 2022 to March 21, 2022

Instructor: Sheena Galutira, LMHC, NCC **Time:** Mondays 5:30PM – 9:20PM
Phone: 808-739-8557 **Room:** Brogan Education Building 101
Office Hours: Behavioral Sciences #106 **Email:** sheena.galutira@chaminade.edu
By Appointment Only

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

***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.*

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.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Group Work. 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.

Articulation of Characteristics and Values

PSY 603 Intro to Counseling Skills is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to individuals. Each individual is different and students gains knowledge in understanding peer behavior. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through the group counseling process, the attributes above will be demonstrated.

MSCP Core Program Learning Outcomes (PLOs)

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

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. **(PLO #1, # 2)**
2. How to efficiently and succinctly document counseling sessions in a typical chart format, i.e., DAP (description, assessment, and plan), formulate a case, and present the case in an efficient and succinct manner. **(PLO #1)**
3. How the student's own personality and interpersonal style contributes to the manner in which student approaches/conducts counseling sessions, and accepts and acts on feedback. **(PLO #3)**
4. Social, cultural diversity, and how that effects assessment and the counseling process. **(PLO #1, #2, #3)**
5. How research and the scientific method contributes to our ability to evaluate counseling outcomes. **(PLO #1)**
6. Professional/ethical issues such as confidentiality, informed consent, duty to inform and other common issues found in counseling. **(PLO #1, #3)**

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>

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. Effective August 1, 2020, Kōkua 'Ike: Center for Student Learning (Kōkua 'Ike), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

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 a 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, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:

- Email: ada@chaminade.edu
- Phone: 808-739-8305

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

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

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, 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.

Attendance

If you miss more than one class, regardless of reason, you will be given a "C" and you must retake the class. (This is graduate programs policy.)

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.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Class structure

PSY 603 Intro to Counseling Skills is intended to provide students with training in the 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 behavior

- Observation
- Encouraging
- Paraphrasing
- Summarizing
- Reflection of feeling
- Reflection of meaning
- Questioning
- Counselor's personal response
- Confrontation
- Openness to feedback/supervision
- Ability to incorporate feedback

Students will be actively participating in role-playing, video recording, and dyads in a counseling context. Students will also be providing feedback to their peers based on peers' demonstrated counseling skills as documented on the Counseling Skills Proficiency Record. Feedback is meant to provide data to students as a means for improvement and growth as a counselor.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: A video and audio enabled device (laptop, desktop, camera phone) is required. Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video from some external websites or files posted within this course.

Software Requirements: You will need to have some ability play videos or audio (RealPlayer, Windows Media Player, Quicktime, etc.). You will also need to be able to read .pdf files (via Acrobat Reader or similar). These can be downloaded without additional costs.

Grading Scale

Final grades will be determined based on the following:

<u>Assignment</u>	<u>Points</u>
Counseling Skills Proficiencies*	36
Counseling Fitness Survey	10
Dyad Skills Session Documentation	30 (6 @ 5 pts each)
Case Summary	25
Kahneman and Self-Awareness	24
Overall Process Reflection Paper	25
Mid-Term	100 (40 pts Dyad, 40 pts Reflection, 20 pts Proficiencies)
<u>Final Exam</u>	<u>100 (15pts Presentation, 10pts Video, 75pts Transcript)</u>
Total Points =	350

A = 90-100%

B = 80-89%

C = 0-79%

****A score of <20 on the Counseling Skills Proficiency Record will result in a failing grade regardless of other scores earned.***

All assignments are due on the date and time specified on the syllabus and/or Canvas. Late submissions are not accepted. Presentations cannot be made up.

Assessment

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed through all class discussions & case study (scored by rubric), dyads, dyad participation, presentations, midterm, final, and media paper (scored by rubric). You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Kahneman and Self-Awareness	<p>Students will read articles on self-awareness and watch a video on Daniel Kahneman. After reading the articles and watching a video, students will write a reflection paper.</p> <p>The reflection paper should be 2 pages, ~500 words, 12 point, Times New Roman or Arial type font, and 1 inch margins.</p> <p>Articles and videos can be found on Canvas.</p>	24 pts	3, 4, 5, 6
Overall Process Reflection Paper	<p>The Overall Process Paper will be a minimum of 5 pages in length, double spaced, 12pt font, Times New Roman or Arial font, with one inch margins.</p> <p>Students will reflect on their overall personal learning. The process paper will consist of two parts.</p> <p>Part 1: 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/counseling, and how will I address this? What counseling skills did I utilize in this class? How will I build rapport with my clients, and why is it important?</p> <p>Part 2: Why is self-awareness, self-reflection, and humility important as a student in the MSCP program and as a professional counselor? What are my goals moving forward in the MSCP program? (Theoretical Orientation)</p>	25 pts	3, 4, 6
Case Summary	<p>Each student will document the summary for the Partner 2 client that the student was the counselor for. The Case Summary will be presented prior to the Final Exam role-play day. The Case Summary will include the following sections:</p> <ul style="list-style-type: none"> • Identifying information • Reason for referral • History of presenting problem • Developmental history • Social and family history • Psychiatric history • Medical history • Educational history • Clinical impressions • Summary • Discharge plan 	25 pts	2, 3, 4, 5, 6

<p>Mid-Term Dyad and Transcript</p> <p>Mid-Term Reflection</p> <p>Mid-Term Counseling Skills Proficiency</p>	<p>Students will be evaluated on their ability to demonstrate counseling skills as documented on the Counseling Skills Proficiencies Record. The student's Partner 1 (client) will role-play a situation based on the student counselor's emphasis (school, marriage & family, mental health). Role-plays will be 10-15 minutes in length. In addition to the dyad, students will submit a verbatim transcription of their session. Student will identify and highlight the counseling skills that were used in the session.</p> <p>Student counselor will also reflect on their progress and growth from Week 1, and do a self-evaluation on their ability to meet the basic counseling proficiencies using a modified Likert rating scale for skills. The self-evaluation will be done using a blank Counseling Skills Proficiencies Record.</p> <p>The Mid-Term requires the following components:</p> <ol style="list-style-type: none"> 1. Dyad video and transcript (40 pts) <ol style="list-style-type: none"> a. Each student in the role of the counselor will transcribe verbatim the submitted Video Clip of session. Student will identify and highlight the counseling skills that were used in the session 2. Reflection (40 pts) 3. Counseling Skills Proficiencies Self-Evaluation (20 pts) <p><u>Example of Transcript:</u></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>Counselor: "I hear that you want to lose weight and feel better" *nods head* (Paraphrase & Encouraging) "So on one hand you know exercise is good for you, and on the other hand you don't want to do it" (Confrontation)</p>	<p>100 pts</p> <p>(40 pts – Dyad and Transcript</p> <p>40 pts – Reflection</p> <p>20 pts Counseling Skills Proficiencies Self-Evaluation)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Final Examination</p> <p>Includes:</p> <ol style="list-style-type: none"> 1. Case Presentation (15 pts) 2. Video clip of session (10 pts) 3. Transcript of session with identified 	<p>The Final Examination allows students to demonstrate their mastery of the basic counseling skills as documented on the Counseling Skills Proficiencies Record.</p> <p>Only the student in the counselor role will be graded. The student's grade will be based on the student's ability to present and provide evidence of the basic counseling skills. The counseling session scenario will be a continuation from the Week 9 session.</p> <p>The student in the role of the counselor will be</p>	<p>100 pts</p> <p>(15pts – Case Presentation</p> <p>10pts – Video Clip</p> <p>75 pts – Transcript)</p>	<p>1, 2, 3, 4, 5, 6</p>

counseling skills (75 pts)	<p>responsible for submitting 3 required materials for the Final Examination. These required materials are:</p> <ol style="list-style-type: none">1. Case Presentation: each student in the role of the counselor will present their case summary prior to the 15 minute counseling session. Students will present the “client” in an ethical and respectful manner. Students should be able to articulate their case and speak about the direction of the client’s treatment plan, and goals (15 pts).2. Video Clip of Session: each student in the role of the counselor will submit a ~15 minute recording of a counseling session where the counselor displays all counseling skills documented on the Counseling Skills Proficiencies Record form (10 pts).3. Transcript: each student in the role of the counselor will transcribe verbatim the submitted Video Clip of Session. Student will identify and highlight the counseling skills that were used in the session (75 pts). <p><u>Example of Transcript:</u></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>Counselor: “I hear that you want to lose weight and feel better” *nods head* (Paraphrase & Encouraging) “So on one hand you know exercise is good for you, and on the other hand you don’t want to do it” (Confrontation)</p>		
----------------------------	---	--	--

Tentative Course Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	<ul style="list-style-type: none"> • Welcome, Introductions, Course Syllabus • Goals, tone, and agreement • Review skills proficiencies • Self-Awareness • Video 	Ch. 1, 2	
Week 2	<ul style="list-style-type: none"> • Skills: Attending behavior, questioning, observation • Video: Basic Listening Skills • Feedback and Empathic Responding • Class exercise – Practice Skills 	Ch. 3, 4, 5	
Week 3	<ul style="list-style-type: none"> • Mental Status Exam • Intake, assessment, informed consent • Case conceptualizations • Class exercise – Intake Session (Partner 1) 	Ch. 8, 9	
Week 4	<ul style="list-style-type: none"> • Skills: Encouraging, questioning, paraphrasing, summarizing • Case notes • Class exercise – Treatment Planning (Partner 1) 	Ch. 6, 7	Assessment 1
Week 5	<ul style="list-style-type: none"> • Skills: Reflection of feeling, reflection of meaning, counselor's personal response • Cultural humility • Class exercise – Loss 	Ch. 11, 15	Treatment Plan 1 Case Note 1
Week 6	<ul style="list-style-type: none"> • Mid-term Counseling Skills Proficiency 		Mid-term Dyad and Transcript Mid-term Reflection

			Mid-term Counseling Skills Proficiencies Self Evaluation
Week 7	<ul style="list-style-type: none"> • Intake, assessment, informed consent • Class exercise – Intake Session (Partner 2) 	Ch. 12, 13	Kahneman and Self-Awareness
Week 8	<ul style="list-style-type: none"> • Crisis Intervention • Video clips • Class exercise - Crisis 	Ch. 10	Assessment 2
Week 9	<ul style="list-style-type: none"> • Case Summary • Termination and Discharge Plan • Class exercise – On emphasis 	Ch. 14	Counseling Fitness Survey Treatment Plan 2 Case Note 2
Week 10	<ul style="list-style-type: none"> • Final Examination 		Final Examination Case Summary Overall Process Paper