



MULTNOMAH UNIVERSITY

COU620 Advanced Counseling Skills

COHORT # 20

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Office hours: by appointment– email for appointment

Section Information: Zoom found in Email

Date/Time: Thursday 6-10pm

THE MISSION OF MULTNOMAH UNIVERSITY

“To educate, equip, and enrich Christian students through accessible undergraduate and graduate education to become biblically competent, academically proficient, spiritually formed, and culturally engaged servant leaders, shaped to be a transforming force for their church, community, and the world.”

MASTER OF ARTS IN COUNSELING MISSION

The Masters of Arts in Counseling (MAC) program strives to create a Christ-centered community where students can excel as professional counselors. To achieve this, we infuse the following core values throughout the program:

Spiritual integration

Healing presence

Advocacy & diversity

Professional identity

Educational excellence

GENERAL COURSE DESCRIPTION

Discusses practical counseling skills for clients, overviewing a broad range of techniques and interventions for a variety of mental health issues. Emphasizes the practice of such skills. Also reviews various paperwork and other practice management issues in clinical mental health counseling.

For more information: [MAC Course Catalogue](#)

COMMITMENT TO DIVERSITY

Multnomah University’s Graduate School of Counseling is committed to treat all people with love, respect, dignity, and fairness with the desire to be a program where all students flourish, possessing equal opportunity for success. We acknowledge and honor the uniqueness of each person regardless of evangelical background, race, ethnicity, nationality, sexual orientation, socioeconomic status, ability or gender.

For more information: [Multnomah University Diversity Mission Statement](#)

CONFIDENTIALITY

SHAPE students into professional counselors in community

While staff and faculty in the MAC program desire to support students in their ongoing development, they cannot ensure confidentiality of student material or conversations-- whether via class sessions, class assignments or conversations outside of the classroom. Material that is deemed as related to professional development may need to be shared with the MAC Director or others in consideration of the student's ongoing process of development. In addition, material that is related to discrimination, sexual assault, child abuse, elder abuse, disabled person abuse or mental health abuse (present or past, if the victim is still a minor or other children may be at risk) may be reported to appropriate institutional or community authorities. Please see Multnomah University's Title IX information in the Student Handbook and Oregon's Revised Statute 419B.005 Reporting of Child Abuse for more information.

For more information: [Title IX Notebook of Policies and Procedures](#)

VIDEO RECORDING

As we have moved to remote learning, MU has developed a policy for recorded lectures and I am tasked with making sure you all know that all or portions of the course may be audio or video recorded by the University and/or the teacher. **By participating in this course, you agree that such audio and video recording may occur and may be used and displayed for educational and other related purposes in the discretion of the teacher and the University.** If you do not wish to be audio or videotaped, please consider making your video unavailable but you are required to participate in the class through audio and be responsive to the class. Multnomah University is FERPA compliant and dedicated to your privacy, these recordings are commonly used for educational purposes”.

COURSE TEXTBOOK AND MATERIALS

Required:

Hackney, H. L., & Bernard, J. E. (2016). *The professional counselor: A process guide to helping* (8th ed.). San Francisco, CA: Pearson. ISBN-13: 978-0134165776.

Thompson, C. (2015). *The soul of shame: Retelling the stories we tell about ourselves*. Pittsburg, PA: InterVarsity Press. ISBN – 978-0830844333.

Strongly Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN-13: 978-1433805615

Recommended:

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner* (6th ed.). Hoboken, NJ: Wiley. ISBN: 978-1119629931].

COURSE OBJECTIVES, STANDARDS AND OUTCOMES

	COURSE OBJECTIVES: It is intended that as a result of this course the student will be able to:	CODE
1	Demonstrate essential interviewing and counseling skills, building from a Person-Centered model.	MAC H1; CACREP Section 2: F.7.b. & 2: F.5.g.
2	Complete an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	MAC H2; CACREP Section 5: C.3.a.

3	Articulate a variety of theories and models related to clinical mental health counseling.	CACREP Section 2: F.5.a. & 5: C.1.b.
4	Apply specific models to creating developmentally relevant, biopsychosocial treatment plans for a variety of mental and emotional disorders, with measurable outcomes and appropriate referrals to community-based resources.	CACREP Section 2: F.5.h.,i.,k & 5: C.1.c., & 5 :C.2.b.
5	Utilize research to identify evidence-based counseling practices for various diagnoses and disorders, and critically evaluate their application to actual clients.	MAC E3; CACREP Section 2: F.8.b. & 2: F.5.j.
6	Grasp strategies for working with more severe cases, including suicide prevention models; crisis intervention models; and community-based strategies, such as Psychological First Aid.	CACREP Section 2: F.5.l., m.
7	Demonstrate appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	MAC H3; CACREP Section 2: F.7.c.
8	Utilize a variety of techniques and interventions for the prevention and treatment of a broad range of mental disorders, stemming from a variety of modalities.	MAC H2; CACREP Section 5: C.3.b.
9	Articulate strategies for interfacing with integrated behavioral health care professionals and operating as members of interdisciplinary community outreach and emergency management response teams.	CACREP Section 2: F.1.c. & 5: C.3.d.
10	Demonstrate appropriate record keeping and grasp third party reimbursement and other practice and management issues in clinical mental health counseling.	CACREP Section 5: C.2.m.
11	Progress toward developing a personal model of counseling.	CACREP Section 2: F.5.n.
12	Articulate a view of human nature and transformation that integrates counseling theory and Christian theology, while recognizing the impact of these spiritual beliefs on the counselors' worldview and engaging them in an ethical and professional manner.	MAC S1; CACREP Section 2: F.2.g

TEACHING METHODS

Lecture, case vignettes, reading, zoom discussion, presentations, role play, writing, self-reflection etc.

CLASS POLICIES

Professionalism- Student Professional Disposition is assessed after each course and in the mid-program evaluation. All students receive feedback after the mid-program evaluation (i.e., end of the third semester). They will also receive feedback earlier or later if there are significant issues that need to be addressed outside of this window.

- Factors considered in **Professional Disposition** include but are not limited to student ability and demonstration of being positive, responsible, open and approachable, flexible, emotionally grounded, spiritually minded, self-aware, integrous, oriented towards the profession, non-defensive, articulate and loving.
For more information: [MAC Handbook](#)
- Students may lose class participation points if they are not showing expected professionalism during class.

Attendance- Students are expected to attend all 8 weeks of instruction as in accordance with the MAC attendance policy. Students are expected to be in class on time. Excessive absence and tardiness are unprofessional. Please contact the instructor via email if there are conflicts with arriving on time or attendance.

SHAPE students into professional counselors in community

Points will be deducted. Students cannot miss more than 15% of class. Any time beyond 15%, including tardiness, may result in automatic failure of the course.

- If a student is absent, they are responsible for knowing the material and for turning in any assignments for that day. MAC recommends that students exchange phone numbers and emails with several classmates so they can move forward successfully.

Class Credit	Hours of Class Time (approximately)	15% of class (approximately)
1	10 hours	1.5 hours
2	20 hours	3 hours
3	30 hours	4.5 hours

Class Participation- Active participation is critical to student learning. Each student is expected to share reactions and thoughts. Active participation can include the following:

- Attempts to answer questions asked of the class (answers need not be correct; genuine and serious attempts to answer questions is encouraged);
 - Asks thoughtful questions about the material being discussed;
 - Shares with the class/small group and instructor relevant information found outside of class;
 - Contributes positively to the class discussion and small group activity.
- **The Personal Challenge-** MAC courses do not solely require the use of the “intellect.” Student are challenged to learn in both the “cognitive” (thinking) and “affective” (feeling) domains – each being central to how humans make meaning in the world. Students may struggle to let go of the need to impose their views, to tell their “truths,” to direct others, and to attempt to quickly solve problems. It is important to note that more talkative students may sometimes need to focus on pausing and listening as a part of their development. Skills all students will be developing are patience, intensive listening, and the ability to respond to ongoing demands of experiences in graduate school and outside life in a manner that is professional and leads towards flexibility and self-regulation. Mature and professional conduct is expected at all times. The hope is for all students to have a greater empathic interest in others’ experiences while honoring the clinical relationship and Christ’s love, grace and hope.

Assignment Expectations- All readings/ media are expected to be completed prior to class meetings.

Assignments are typically due by 5pm before specified class times. All assignments should be submitted to MU Learn, unless your professor outlines alternative arrangements in the Course Assignments section due to the nature of the assignment (e.g., creative assignment, confidential content).

- **Late Assignments-** The completion of assignments in a timely manner is a professional skill; therefore it is in student’s best interest to stay up to date with their work. Late assignments will receive a 10% grade deduction per day for the first two days. After two days, the assignment will not be accepted for grading unless arranged in advanced with the professor.
- **Extensions** are only given in extenuating circumstances and in advance of the due date (e.g., extended illness, accident, or family emergency).

Technology- Any device that whistles, rings, trembles or dings should be silenced. If a student is expecting a call that will cause them to leave class, they are responsible for informing the instructor at the beginning of

class. The use of technology is permitted as long as it pertains to the discussion at hand (i.e., social media can wait). Points will be deducted for the use of technology that does not pertain to the course, including texting.

The **use of technologies for audio and video recording of lectures and other classroom activities** is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.

Due to the rapid changes of expectations regarding remote learning, it is understandable that not all individuals will have access to the technology, bandwidth, or privacy that is ideal for remote learning. If this is the case, please reach out to your professor as soon as possible to make a plan for possible accommodations.

APA Standards: Students are expected to meet APA requirements. Students may ask the instructor if there are specific requirements or questions for assignment formatting. Writing help and academic support is available through the Academic Support Center on the second-floor of the JCA.

- APA Format Online Assistance:
 - [APA formatting \(General\)](#) and [APA formatting \(Video\)](#)

Plagiarism- Plagiarism is the use of someone else's work, words, or ideas as if they were your own. Students will not claim the words and ideas of another as their own (APA Ethics Code Standard 8.11, Plagiarism). Any form of plagiarism will result in an automatic F.

For more information: [APA Ethical Principles of Psychologists and Code of Conduct](#)

OTHER RESOURCES

Disabilities Services- Any student who has a disability that may reduce her/ his ability to be successful in the classroom is encouraged to speak with the office of Disabilities Services. Review of their website will provide more information and offer instruction about how to initiate resources.

For more information and details: [Disability Services](#) or call 503.251.5311

Mitchell Library- Via Primo, current students, faculty and staff can search the 95,000-volume MU collection, 500,000+ additional volumes through partner libraries, and digital content available via numerous research databases.

For more information and details: [Library](#), [Primo](#) or call 503.251.5322

Academic Advisors- Each MAC student is assigned a Faculty advisor. Students are encouraged to schedule a meeting with their advisor regarding program questions, support, prayer and any life circumstance that may impact academic or clinical performance.

For more information and details: [MAC Faculty and Staff](#) and [MAC Handbook](#)

COURSE ASSIGNMENTS

1. Attendance & Participation

8 x 50 points each week = 400 possible)

Directions: Students are asked to log into class on-time and be fully present and engaged, with thoughtful comments and questions. It is the expectation of the course that each video lecture would be watched *prior to class* and that each student would be prepared to engage in class discussion regarding the material as well as implement skills discussed in videos.

Students are required to answer questions posted on MU Learn each week prior to class. These questions will be worth 200 points.

During class, students will complete practice sessions in groups of 3. Each group will have a therapist, client, and observer and cohort members will rotate who plays each role during the practice sessions. Every student must play the therapist at least once during the practice session.

- *Therapist:* The student playing the therapist role will practice the counseling skills covered in the course. In each practice session, therapists will build upon role play from previous session.
- *Client:* Each student will use authentic self-disclosure (recommended and will be discussed in initial session) or develop a Pseudo-client that they will be for the entire course. Students are encouraged to pick a character or person that they know well to model their pseudo client after. Criteria for Pseudo client:
 - Must be 18 years old or older.
 - Cannot be suffering from a severe mental health disorder or substance use problems.
- *Observer:* Each week, the observers will engage by taking notes of what happened throughout the session, giving overall feedback afterwards. This is part of learning to engage as the observer. It is not acceptable to disengage or not watch session if you are the observer and choosing to do this will impact your participation and class attendance.

At the end of each practice session, all members should take turns providing constructive feedback to the therapist, including positives of session and areas of improvement. The client will give feedback regarding their experience as a client, and the observer will provide feedback regarding what occurred during session.

2. Brief Intake Write-up

(100 points possible)

Directions: Students will complete an intake interview in class. They will be asked to write-up the interview, using clinical language, in the format provided. This intake is considered “brief” as it will not cover all elements found in a typical clinical intake.

Formatting: Students will be provided a template for their intake write-up.

Submission Guidelines: The paper can be submitted as a doc, docx, or pdf format into MU Learn.

3. Treatment Plan

(100 points possible)

Directions: After initial sessions, students will complete a treatment plan for their “client.” This will include a minimum of two SMART goals, to be discussed further in class. This should reflect the “presenting problem” given by the client and written up in clinical language.

Formatting: Students will be provided a template for their treatment plan write-up.

Submission Guidelines: The treatment plan should be submitted as a Word Document.

4. The Soul of Shame – Reading and Writing Shame Story

(100 points possible)

Directions: Throughout the course students are asked to read *The Soul of Shame* and will be required to reflect on your own personal story of shame, how your faith integrates into shame resilience and how this impacts your therapeutic presence.

Formatting: Students should follow rubric posted on MU Learn

Submission Guidelines: Submit Word Document to MU Learn for grading.

5. Mid-Program Evaluation

(100 points possible)

Directions: Students are asked to complete a self-evaluation and MAC evaluation as a part of the mid-program evaluation process. For complete details on the mid-program evaluation, see the MAC Handbook. Please note that faculty will evaluate each student and follow up with written evaluations to each student once the self-evaluation process is complete.

Submission Guidelines: Students can complete both evaluations directly in MU Learn. They will be awarded points simply for completing the evaluations, regardless of their feedback.

6. Video & Final Paper

(200 points possible)

Directions: During or prior to week 7, students will record a 15-minute video of a practice session during class. For the video students will want to submit a video that shows their current development and will practice the experience of submitting tape for review.

Students will also complete a paper on their video and their development as a budding clinician. The paper should include (5 pages maximum):

- a) Provide a brief overview of clinical relationship with client. What they came in to work on, the quality and nature of the therapeutic relationship, and the progress made.
- b) Include brief assessment (DSM language) as well as treatment plan included – this can be copied and pasted from previous assignments with any adjustments needed after grading.
- c) Discuss why you chose the clip you did – Reflect on what you did well and what you wish you could have done differently – this can be in regards to specific skills, reflections made or missed, or the nature and quality of the relationship
- d) Explain how the work you did may be incorporated with a Christian worldview, using Scripture or other resources;
- e) Reflect on how you are as a therapist. This reflects who you are and how you are experienced in the relationship. For example: your humor, your “dad vibes,” your anxious energy, desire to fix, etc. What is important to know about how you are experienced by the other.
- f) Reflect on “what is counseling is” and how that was demonstrated in the session

Formatting: Video should be recorded in a format that can be uploaded to MU Learn. It is recommended that students use the MOV format. Students can record directly from zoom. The case formulation should be written in APA format.

Submission Guidelines: Video and case formulation should be uploaded to MU Learn as a doc, docx, or pdf file.

SUMMARY OF ASSIGNMENTS

Assignment	Due Date	Point Value
Attendance and Participation	All Class	400 Points
Mid-Program Evaluation	6/3/21 by 5pm	100 Points
Intake Write-up	6/10/21 by 5pm	100 Points
Treatment Plan	6/17/21 by 5pm	100 Points
The Soul of Shame Paper	7/8/21 by 5pm	100 points
Video & Final Paper	7/15/21 by 5pm	200 Points
Total		1,000 points

GRADING**GRADING PROCEDURES**

Grades for written work are typically based on completeness and accuracy of assigned work, scholarship, grammar, spelling, appearance, adherence to the use of APA formatting, and promptness. Grades are typically posted through MU Learn. Students are encouraged to check their grades regularly and contact the professor promptly with questions.

GRADING SCALE AND RUBRIC

Letter Grade	Percentage	Points	Rubric
A	93% to 100%	930 - 1000	Student work, professionalism and competency exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concepts and/or process. Student articulates concepts and communicates ideas thoughtfully and clearly.
A-	90% to 92%	900 - 929	
B+	87% to 89%	870 - 899	Student work, professionalism and competency meets expectations. The work completed shows evidence of some creative thought and reflection. Student adequately addresses every component of the task(s), and provides sufficient depth and reflection.
B	83% to 86%	830 - 869	
B-	80% to 82%	800 - 829	Student work, professionalism and competency occasionally meet expectations. Student work does not address all components of the task(s) and/or provides insufficient depth and reflection. Student will have a required meeting with course instructor and/or Academic

			Advisor.
C+	77% to 79%	770 - 799	Student work, professionalism and competency are below expectations. Remediation plan is assigned. Student will have a required meeting with course instructor and/or Academic Advisor as well as an individualized remediation plan to ensure competency in the course material.
C	73% to 76%	730 - 769	
C-	70% to 72%	700 - 729	

*A grade in the D or F range will result in a meeting with the student's advisor as well as the student retaking the class at his or her own expense.

COURSE SCHEDULE

Day of the week	Reading/Videos	Assignments	Accomplished Course Objectives
Session 1 5.27.21	Hackney & Bernard, ch. 3-5; *Videos in MU	Role Play with Intake	Intake & Overview of Therapy; <i>Integration:</i> Deity of Christ Objectives 1, 2, 10, 12
Session 2 6.3.21	Hackney & Bernard, ch. 6-7; Jongsma, Peterson, & Bruce; *Videos in MU	Due: Mid Program Evaluation Role Play with Treatment Plan	Treatment Planning; <i>Integration:</i> Humanity of Christ Objectives 1, 2, 4, 12
Session 3 6.10.21	Articles on MU – Schneidman and Interpersonal Theory *Videos in MU	Due: Intake Write-Up “In Class” Crisis Assessment	Crisis (overview & handling SI/HI) & Interdisciplinary Collaboration; <i>Integration:</i> Unity of Christ Objectives 1, 6, 7, 9, 12
Session 4 6.17.21	Hackney & Bernard, ch. 2; Erickson, chapters 35* Brene Brown: The Call to Courage *Videos in MU	Due: Treatment Plan Role Play	Rogerian (review) & Empathy <i>Integration:</i> Work of Christ Objectives 1, 3, 4, 5, 8, 12
Session 5 6.24.21	Hackney & Bernard, ch. 9, 10; *Videos in MU	Due: Mid-Program Evaluation Role Play	Cognitive (Thought Records) Behavioral Interventions, esp. Visualization & Relaxation Training; <i>Integration:</i> Atonement Objectives 1, 3, 4, 5, 8, 12

Session 6 7.1.21	Hackney & Bernard, ch. 8; *Videos in MU	Role Play	Affective Interventions, esp. Empty Chair; <i>Integration:</i> Salvation Objectives 1, 3, 4, 5, 8, 12
Session 7 7.8.21	Hackney & Bernard, ch. 11; *Videos in MU	Due: Shame Write Up Role Play	Video Recording; <i>Integration:</i> Union with Christ Objectives 1, 3, 4, 5, 8, 12
Session 8 7.15.21	Hackney & Bernard, ch. 12; *Videos in MU	Due: Video & Final Paper Brief Role Play	Video Presentations & Termination; <i>Integration:</i> Adoption Objectives 1, 3, 4, 5, 7, 8, 11, 12

The Instructor reserves the right to make changes to the course schedule or content. If changes are to take place, students will be alerted.

Recommended Resources for Further Reading

- Burns, D. D. (2008). *Feeling good: The new mood therapy*. Harper.
- Davis, M., Eshelman, E. R., & McKay, M. (2008). *The relaxation and stress reduction workbook* (6th ed.). Oakland, CA: New Harbinger Publications.
- Erford, B. T. (2014). *40 techniques every counselor should know* (2nd ed.). San Francisco, CA: Pearson.
- Forshyth, J. P., & Eifert, G. H. (2007). *The mindfulness & acceptance workbook for anxiety*. Oakland, CA: New Harbinger Publications.
- Greenberg, L. S. (2015). *Emotion-Focused Therapy: Coaching clients to work through their feelings* (2nd ed.). Washington, DC: American Psychological Association.
- Greenberg, L. S., McWilliams, N., & Wenzel, A. (2014). *Exploring three approaches to psychotherapy*. Washington, DC: American Psychological Association.
- Harris, R. (2009). *ACT made simple: A quick-start guide to ACT basics and beyond*. Oakland, CA: New Harbinger Publications.
- Hayes, S. C., & Smith, S. (2005). *Get out of your mind and into your life: The new Acceptance and Commitment Therapy*. Oakland, CA : New Harbinger Publications.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and Commitment Therapy: The process and practice of mindful change* (2nd ed). New York: The Guilford Press.
- Jackson-Cherry, L.R. & Erford, B.T. (2018). *Crisis assessment, intervention and prevention* (3rd ed.). New York, NY: Pearson.
- Johnson, S. (2008). *Hold me tight: Seven conversations for a lifetime of love*. New York: Hachette Book Group.
- Johnson, S. (2004). *The practice of Emotionally Focused Couple Therapy: Creating connection* (2nd ed.). New York: Brunner-Routledge.
- Linehan, M. M. (2015). *DBT skill training manual* (2nd ed). New York: The Guilford Press.
- Linehan, M. M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. New York: The Guilford Press.
- McKay, M., Wood, J. C., & Brantley, J. (2007). *The Dialectical Behavior Therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance*. Oakland, CA: New Harbinger Publications.
- McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. New York: The Guildford Press.
- Miller, W. R. & Rollnick, S. (2012). *Motivational interviewing: Helping people change*, (3rd ed.). New York: The Guilford Press.

- Padesky, C. A., (2015). *Mind over mood: Change how you feel by changing the way you think* (2nd ed.). New York: The Guilford Press.
- Padesky, C. A., & Greenberger, D. (1995). *Clinician's guide to Mind Over Mood*. New York: The Guildford Press.
- Perl, F. S. (1992). *Gestalt Therapy verbatim*. Gouldsboro, ME: The Gestalt Journal Press, Inc.
- Perry, W. (2016). *Basic counseling techniques: A beginning therapist's toolkit*, (3rd ed.). Bloomington, IN: AuthorHouse.
- Rosengren, D. B. (2018). *Building Motivational Interviewing skills: A practitioner workbook* (2nd ed.). New York: The Guilford Press.