Counseling Skills for Health Care Professionals

About the Coursemaster

Contact Information:

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Preferred method of contact: email – will respond within 24 hours during the week, weekends may take longer

In-Person Office Hours: By appointment

Welcome:
Thanks for signing up to spend your summer learning about counseling skills! Counseling skills are very important and have applicability in many settings outside of mental health care. My intention for this course is to provide a variety of learning experiences to give you a basic background in applied counseling skills. This is a broad topic with a lot of flexibility, so please let me know what you want to learn.

Coursemaster Biography:
I am a Clinical Psychologist and faculty member in the Department of Psychiatry. The aims of my research program are to advance the identification and treatment of perinatal mood disorders with the goal to both address maternal suffering and ameliorate risk of intergenerational risk transmission of psychopathology to offspring. Specifically, I am interested in developing psychosocial interventions for perinatal depression that are not only effective in reducing depressive symptoms in mothers, but also in preventing adverse infant outcomes. A key area of focus is on women from impoverished backgrounds where there are substantial barriers to health care and high risks of abuse and neglect of infants and young children. I have found that social relationships during pregnancy are extremely important, and I am working on ways to modify intervention strategies to ameliorate this risk. A key aspect of my work is to determine how perinatal mental health interventions can be delivered to those most at risk. In collaboration with others, I am also investigating neurobiological mechanisms of parenting in postpartum depression. The goal of this study is to develop a mechanistic model of disrupted parenting and its successful treatment using novel fMRI tasks.

I teach psychotherapy to MSW students at the George Warren Brown School of Social Work and to psychiatry residents here at the medical school. I also supervise clinical psychology doctoral students through the Perinatal Behavioral Health Service.
Teaching Philosophy:
This course will involve interactive class discussion, role play, individual and group supervision, technique demonstration, and student case presentations. These teaching strategies will be used to help students master the theoretical approaches and necessary skills needed to implement counseling strategies across a variety of health care settings. It is expected that each student will be actively involved in this course; thus, active participation in class discussion, role-play, and case presentation is mandatory.

About This Course

Required Texts:
• Additional journal articles or other readings will be posted on Blackboard and available electronically. These will be available on the first day of class.

Other Course Materials:
• Other course materials such as videos or websites will be available on Blackboard.

Course Description:
Students learn counseling skills necessary to promote self-care behaviors in individuals including techniques for adapting communication style to cultural needs and developmental differences. Topics will include theoretical models of counseling and ways to apply counseling and behavior change techniques in a variety of healthcare settings including: primary care, pain, exercise, smoking cessation, weight loss, family/caregiver communication, and others. Upon course completion, students are able to identify and demonstrate basic interviewing and counseling skills, recognize barriers to effective communication and generate appropriate counseling strategies, and adapt communication style to the special cultural needs and developmental differences of the individual.

This course will be a discussion-based seminar. Course content will include reading, videos, and skills demonstrations. A variety of learning methodologies will be used including group exercises, role-play practice of skills, self-assessment, and writing.

Goals of the Course:
By the end of this course, participants will be able to:
• Demonstrate knowledge about various counseling models
• Identify and demonstrate basic interviewing and counseling skills.
• Demonstrate increased observational and self-evaluation skills.
• Identify elements necessary for evaluating both the individual and the counselor.
• Recognize barriers to effective communication and generate appropriate counseling strategies.
• Adapt communication style to the special cultural needs and developmental differences of the individual.
• Strengthen skills in giving and receiving feedback through role play activities.

Daily Work/Homework:
Students are expected to complete assigned readings prior to class and be prepared to contribute to in-class discussions. Students are also expected to post answers to reflection questions or other substantial comments about the weekly readings and in-class discussion on the Blackboard discussion board thread.

Major Assignment Descriptions:
End of Class Reflection  14 points
Learning is enhanced if we are given a chance to reflect, review, and personally relate to the material and how we might apply it. At the end of each class students will be given a set of questions to guide reflection on what they learned in class that evening and how it might be applied. Students will also be asked to reflect on their participation in class and goals for future participation.

**Discussion Board Posts** _16 points_
Learning doesn’t occur only during class time. The instructor will provide guided questions to help facilitate student learning from assigned readings. Students will demonstrate knowledge synthesis by posting to the discussion board. Material must be regarding at least one chapter or one assigned journal article. One post per class session is required. Additional substantive posts will be awarded .25 bonus points. Detailed guidelines will be provided during our first class meeting.

**Lead a Seminar Discussion** _20 points_
You will be expected to lead a discussion in class based on course readings. You can provide a role play activity, show video examples, summarize related articles, and/or asked directed questions to accompany the discussion. You are expected to summarize the assigned course reading as part of the discussion. Course readings for each student will be designated on the first course day. We will be using a modified “student-facilitator discussion” approach to this activity. As such, it is very important to note that the ENTIRE class is responsible for the materials discussed in class, NOT JUST THE FACILITATOR! The instructor will participate as a member of the group and will follow the same guidelines unless needed to step out of that role if discussion goes awry. Both facilitation skills and preparation and participation in discussions will count toward final points awarded.

**Final Research Paper** _30 points_
You will be required to write one 4-6 page double-spaced research paper on a counseling topic of interest to you that integrates readings from at least 5 journal articles. The purpose of this paper is to critically evaluate the readings from a professional, real world perspective. Therefore, you can include examples from your own professional experiences within the paper. You are expected to access articles from the American Counseling Association (ACA) journals (see www.counseling.org, for a list of ACA journals) and/or other related counseling and psychological journals on any of the topics below or another topic of interest (please get instructor approval of paper topic):

- Example topics
  - Multicultural issues in Counseling
  - Counseling/Communication theories
  - Dealing with Difficult Clients
  - Legal and Ethical Issues
  - Counseling Health and Wellness
  - Counseling and spirituality

**Class Participation:**
Participation in class discussions and activities is crucial for learning in the class and is therefore required. It is expected that all interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. Students should approach me, the department chair, or an advisor, about any concerns they may have about classroom participation and classroom dynamics.

**Technology Requirements:**
Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, get help in solving it immediately. You may need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
3. Ability to navigate the Blackboard Learning Management System [https://bb.wustl.edu/](https://bb.wustl.edu/).
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
6. Media player such as [VLC Media Player](https://www.vlc.io/).
7. [Adobe Flash player](https://get.adobe.com/flashplayer/) (free).
8. [Adobe Reader](https://www.adobe.com/products/reader) or alternative PDF reader (free).

**Time Requirements**

For face-to-face courses in the CRTC program it is expected that you will be in class 1 hour per week for each credit of the course a week plus travel time (i.e. this is a 3 credit course in 10 weeks so that is 4 hours a week). In addition it is assumed you will be doing homework and reading assignments that take at least double that time. You should anticipate your time commitment for this course to be at least 9-12 hours a week.

**Course Schedule** (subject to modification)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 7</td>
<td>Introductions&lt;br&gt;Review Syllabus&lt;br&gt;Review Assignments&lt;br&gt;Establish course goals&lt;br&gt;Assign presentations</td>
<td>Text chapter 1</td>
<td>Reflection</td>
</tr>
<tr>
<td>June 14</td>
<td>Counseling/Psychological Models&lt;br&gt;Common factors&lt;br&gt;Skills practice</td>
<td>Text chapters 13, 15-16; Class 2 journal articles</td>
<td>Reflection</td>
</tr>
<tr>
<td>June 21</td>
<td>Specific psychological models&lt;br&gt;Challenging behaviors&lt;br&gt;Skills practice</td>
<td>Text chapters 19-20, 24,25; Class 3 journal articles</td>
<td>Reflection</td>
</tr>
<tr>
<td>June 28</td>
<td>Counseling and behavior change&lt;br&gt;Work on student led projects</td>
<td>Text chapters 7-11; Class 4 journal articles</td>
<td>Discussion posts due by 8:30pm</td>
</tr>
<tr>
<td>July 5</td>
<td>Student Led Discussion: Developmental/Life span considerations (1. children/youth and 2. aging)</td>
<td>Text chapters 3-6; Class 5 journal articles</td>
<td>Class Presentations</td>
</tr>
<tr>
<td>July 12</td>
<td>Student Led Discussion: 3. Families/Caregivers/Groups and 4. Using engagement strategies</td>
<td>Text chapter 2; Class 6 journal articles</td>
<td>Class Presentations</td>
</tr>
<tr>
<td>July 19*</td>
<td>Catch-up on readings and discussion board posts, work on student led projects</td>
<td></td>
<td>Discussion posts due by 8:30pm</td>
</tr>
<tr>
<td>July 26</td>
<td>Student Led Discussion: 5. Behavioral economics and 6. Multicultural factors</td>
<td>Text chapter 22; Class 8 journal articles</td>
<td>Class Presentations Make sure to get instructor approval on paper topic</td>
</tr>
<tr>
<td>Aug 2</td>
<td>Student Led Discussion: 7. Technology and counseling and 8. Legal and ethical issues</td>
<td>Text chapter 14; Class 9 journal articles</td>
<td>Class Presentations</td>
</tr>
<tr>
<td>Aug 9*</td>
<td>No in-class meeting – work on final papers</td>
<td></td>
<td>Discussion posts due by 8:30pm Final Paper Due by 8:30pm</td>
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</table>
Assessment/Grading

Summary of Course Assignment Point Values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Class Reflections</td>
<td>14</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>16</td>
</tr>
<tr>
<td>Student Presentations</td>
<td>20</td>
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<tr>
<td>Final Paper</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

Grading Scale: This course utilizes the standard CRTC grading scale. The grade value for each letter grade is as follows:

<table>
<thead>
<tr>
<th>Grades/sub-grades</th>
<th>Course Points</th>
<th>4-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ (98% to 100%)</td>
<td>98-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A (93% to 97%)</td>
<td>93-97</td>
<td>4.00</td>
</tr>
<tr>
<td>A- (90% to 92%)</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+ (88% to 89%)</td>
<td>88-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B (83% to 87%) – minimum for Core courses</td>
<td>83-87</td>
<td>3.00</td>
</tr>
<tr>
<td>B- (80% to 82%)</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+ (77% to 79%)</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C (73% to 77%) – minimum for Electives</td>
<td>73-77</td>
<td>2.00</td>
</tr>
<tr>
<td>C- (70% to 72%)</td>
<td>70-72</td>
<td>1.7</td>
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</table>

Penalties for Late Work:
Late assignments are penalized 10% of the total point value per each day late. For example, if a paper worth 20 points is submitted two days late 4 points (10% of 20 = 2) will be taken off the total grade for that paper.

Attendance Requirement for Face-to-Face Course:
In-class participation is an important part of the coursework taken as part of the MSCI or AHBR programs and the clinical research training programs within the CRTC. Students are expected to physically attend at least 75% of class sessions for each course they take. Watching the videotaped class presentations, if available, is helpful to keep up with missed sessions, but is not a substitute for class attendance. Students whose professional duties or personal circumstances prevent them from meeting this program attendance requirement must receive prior written approval of the coursemaster(s), and agree on an alternate plan to achieve course objectives and earn academic credit.

Technology Usage During Class:
Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities.
in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Feedback and Grading Timeline:
Discussion board posts will be checked twice weekly. Final papers will be graded as soon as possible before final grades are due. Student led discussion grades will be posted after all students have completed their presentations.

Technical Support

If you have any technical problems accessing Blackboard please e-mail crtc@email.wustl.edu. Note, this mailbox is not monitored in the evening or on weekends. If you need immediate help after hours please put a service request into https://wusm.service-now.com.

CTSA Core Competencies for Master’s Degree Candidates

The following Clinical and Translational Science Award (CTSA) competencies are met by this course.

<table>
<thead>
<tr>
<th>Core Thematic Areas</th>
<th>Competencies</th>
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<tbody>
<tr>
<td><strong>I. CLINICAL AND TRANSLATIONAL RESEARCH QUESTIONS</strong></td>
<td>• Critique clinical and translational research questions using data-based literature searches.</td>
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<tr>
<td></td>
<td>• Extract information from the scientific literature that yields scientific insight for research innovation.</td>
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<tr>
<td><strong>II. LITERATURE CRITIQUE</strong></td>
<td>• Conduct a comprehensive and systematic search of the literature using informatics techniques.</td>
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<tr>
<td></td>
<td>• Summarize evidence from the literature on a clinical problem.</td>
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<tr>
<td></td>
<td>• Describe the mechanism of a clinical problem reviewed in a manuscript.</td>
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<td></td>
<td>• Use evidence as the basis of the critique and interpretation of results of published studies.</td>
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<tr>
<td></td>
<td>• Identify potential sources of bias and variations in published studies.</td>
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<td></td>
<td>• Interpret published literature in a causal framework.</td>
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<td></td>
<td>• Identify gaps in knowledge within a research problem.</td>
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<tr>
<td><strong>III. STUDY DESIGN</strong></td>
<td>• Identify a target population for a clinical or translational research project.</td>
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<tr>
<td></td>
<td>• Identify measures to be applied to a clinical or translational research project.</td>
</tr>
<tr>
<td><strong>IV. RESEARCH IMPLEMENTATION</strong></td>
<td>• Compare the feasibility, efficiency, and ability to derive unbiased</td>
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</tbody>
</table>
inferences from different clinical and translational research study designs.

- Assess threats to internal validity in any planned or completed clinical or translational study, including selection bias, misclassification, and confounding.

### VI. STATISTICAL APPROACHES
- Describe the uses of meta-analytic methods.

### VII. BIOMEDICAL INFORMATICS
- Describe the effects of technology on medical research, education, and patient care.
- Retrieve medical knowledge through literature searches using advanced electronic techniques.

### VIII. RESPONSIBLE CONDUCT OF RESEARCH

#### VIII.a. Clinical Research Ethics Competencies
- Determine the need for a risk-benefit ratio that is in balance with the outcomes in clinical and translational research.

### IX. SCIENTIFIC COMMUNICATION
- Communicate clinical and translational research findings to different groups of individuals, including colleagues, students, the lay public, and the media.
- Translate the implications of clinical and translational research findings for clinical practice, advocacy, and governmental groups.

### X. CULTURAL DIVERSITY
- Differentiate between cultural competency and cultural sensitivity principles.
- Critique studies for evidence of health disparities, such as disproportional health effects on select populations (e.g., gender, age, ethnicity, race).

### XI. TRANSLATIONAL TEAMWORK
- Advocate for multiple points of view.
- Clarify language differences across disciplines.

## Course Policies

**Participation (Expectations):**
- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments and prep work for the lab components.

If you are unable to participate in the scheduled class activity or discussions you must notify the coursemaster within the week of that class module or discussion. **An unexcused failure to engage or participate with the class will be counted as an absence; unexcused absences may result in failure.** The coursemaster reserves the right to
make judgment to accept and/or make-up assignments missed because of failed participation in the course activities.

Drop Dates:
If the occasion should arise that you want or need to drop this class, please see me first. You can drop for any reason during the course of the semester, however you may only receive a partial or no tuition reimbursement depending upon how far into the semester you drop the course. See the Academic Calendar for your program for specific dates and reimbursement policies. Note, late withdrawals will also appear on your transcript as a withdrawal.

CRTC Academic Policy Guidelines:
Guidelines regarding CRTC course registration and enrollment, grades, tuition obligation, and academic leave are consolidated in the CRTC Academic Policy Guidelines. Please take a moment to review this document.

CRTC Guidelines for Academic and Non-Academic Transgressions:
By registering for this course you have agreed to the terms of the CRTC Guidelines for Academic and Non-Academic Transgressions. If you have not already reviewed this policy, please be sure to before beginning any CRTC related coursework.

Academic Integrity/Plagiarism:
• Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author’s ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. Plagiarism and cheating are not acceptable.
• Academic dishonesty will be reported to the Office of the Registrar for possible action. The coursemaster will make an academic judgment about the student’s grade on that work and in that course. The CRTC process regarding academic dishonesty is described in the CRTC Guidelines for Academic and Non-Academic Transgressions

Writing Assistance:
For additional help on your writing, consult the expert staff of The Writing Center in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

Disability Resources:
Washington University is committed to providing accommodations and/or services to students with documented disabilities. Washington University’s Cornerstone: Center for Advanced Learning Disability Resources is the University’s official resource for students with disabilities and students with suspected disabilities. DR assists students with disabilities by providing guidance and accommodations to ensure equal access to our campus, both physically and academically. To learn more about its services, initiate the process of formal documentation and/or to arrange for accommodations, please contact Disability Resources at the start of the course.

Mental Health Resources:
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: http://shs.wustl.edu/MentalHealth.

Reporting Policies:
Please also review the CRTC website for policies regarding sexual assault reporting and reporting concerns about bias, prejudice or discrimination.