

**ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA
SYLLABUS**

COUNSELING SKILLS I

PC 6104

Spring 2-2007

In Class Weekends: 3/17-18/2007 and 4/21–4/22/07

Online instruction: 3/01/07 to 4/22/07

Instructor

Kim Huselid, MFT

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Office hours by appointment

Required Texts

Sommers-Flannagan, R. & Sommers-Flannagan, J. (2003). **Clinical Interviewing**. Third Edition. New York: John Wiley & Sons, Inc.
ISBN: 0471415472

Kottler, Jeffrey A (2000) **Nuts and Bolts of Helping**. Boston: Allyn & Bacon. ISBN: 0205308880

Course Description

The goal of this course is to provide an introduction to counseling skills and to gain an understanding of the relationship between the therapist and the client. Listening and attending skills will be focused on as well as surviving the 'first' session. We will begin to talk about theoretical orientation and how it affects the therapeutic hour.

Course Objectives

Students will be able to demonstrate the following:

- 1) Ability to identify the difference between a therapeutic hour and a 'normal' conversation.
- 2) Ability to demonstrate basic attending and listening skills
- 3) Ability to think about how therapy brings about change

- 4) Ability to think competently about what goes into a therapeutic hour.
- 5) Ability to think about the role of the self of the therapist in the therapeutic relationship.

Methods of Instruction – This course will be delivered in a **blended format**, including in class lecture and discussion, video, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the **entire** term of the course. This course begins online March 1, 2007, meets on the weekends of March 17th and 18th, and concludes on April 21st and 22nd 2007. The online portion of the course ends on April 22, 2007.

Content Areas: This is an introductory counseling skills course and covers basic counseling skills. Content areas include: basic attending, listening and actions skills; self development of the clinician; the nature of the helping relationship; an introduction to child and adolescent psychotherapy; and an introduction to the connection between psychotherapeutic orientation and clinical technique.

ONLINE ASSIGNMENTS: Online assignments begin on Mondays (except for Week One which begins on Thursday 3/1) and are due Sundays at midnight. Check ebanet weekly for specific assignments beginning Thursday March 1, 2007.

Week 1: due Sunday 3/04/07	Topic: Introduction
Week 2: due Sunday 3/18/07	Topic: Learning Helping Skills
Week 3: due Sunday 3/25/07	Topic: Helping Relationships
Week 4: due Sunday 4/01/07	Topic: Processes and Stages
Week 5: due Sunday 4/08/07	Topic: Exploration Skills
Week 6: due Sunday 4/15/07	Topic: Working with Children
Week 7: due Sunday 4/22/07	Topic: Self Evaluation

CLASS ASSIGNMENTS

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Prior to the first weekend:

1) Read *Clinical Interviewing* chapters 1 through 10. You are responsible for material in the chapters regardless of whether the material is covered in class.

2) Write out three questions, to be handed in **Saturday morning March 17th**, related to the readings. Make sure you keep a copy of these for yourself. These questions should be of interest to you and hopefully ones you don't already have answers to!

3) Write a **minimum of three pages** talking about your decision to pursue a career as a psychotherapist. This paper is due by 5pm on Saturday **March 17, 2007**, it will be handled confidentially and returned to you on our second weekend together.

Prior to second weekend:

1. Read *Clinical Interviewing*, chapters 11 through 13.

2. Bring video(assignment follows) and be prepared to show a 5 to 10 minute section you think demonstrates your skills. See assignment for more details. You will be turning in an **8 to 10 page** paper about your experience. **Paper is due no later than end of class on Sunday April 22, 2007, instructions for this paper follow.**

3. Study for a final exam to be given on **Sunday afternoon April 22, 2007**. This will be multiple choice and short essay. It will cover all readings and in class material.

VIDEO ASSIGNMENT:

You are to choose a volunteer and conduct an initial therapeutic session with this individual. **DO NOT choose a classmate, anyone currently in therapy, anyone with a history of mental illness, family members,**

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spouses or children. Preferably this is an acquaintance and not someone you know very well.

Prior to the session you must obtain written consent from the individual explaining that the video is for training purposes. You will tell them a bit about a therapy session, if they don't know anything. Ask them to choose a benign issue from their life to discuss with you (i.e. job decision, school decision, etc.), before you sit down and begin the taping. The tape needs to be about 50 minutes long.

Conduct the session as if it were a first therapy hour. Please leave out the 'paper work' portion of the session. (i.e. confidentiality, informed consent etc.) The focus, on your part, is the use of techniques explored in chapters 3 and 4 in *Clinical Interviewing*.

The **8-10 paper** you are to write is an evaluation of how you did in your video tape as regards basic attending, listening and action skills. **Give specific examples of these skills** and talk about your experience of yourself and your client.

You will present a **5 to 10** minute segment of your videotape to the class. You can choose a segment that you think demonstrates your skills or one that was particularly difficult. **In either case, I want you to be able to talk in an informed way about what you noticed.**

Video tapes must be audible and brought to class on Saturday of the second weekend cued to the segment you want to present to the class. MAKE SURE YOUR EQUIPMENT IS COMPATIBLE WITH THE MACHINES WE HAVE AVAILABLE IN CLASS!!

Grading for video presentation (20 points total)

10 points: Organization of presentation. Understanding of terms used to talk about skills you see yourself using, or not using. Self reflection,

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discussion of awareness of self. Do you talk in an **informed way** (i.e. do you know the difference between open and closed questions?) about what you noticed? Do you talk about nonverbal communication?

10 points: Set up of video tape, preparation. Did you rehearse your presentation? Clarity of speech and presentation of self. Does your video work on our equipment. Are you ready to go? Are you comfortable with your material or are you simply reading your paper? (**points off for reading**)

Grading for paper based on video experience (20 points total)

10 points: Do you give specific examples of the techniques you see yourself using, or not using? Do you use material from course readings and include references? Do you talk about yourself and your experience in an honest, aware manner? Do you meet the length requirement?

5 points: Organization of paper. Is it well thought out? Are your thoughts presented clearly and coherently?

5 points: Grammar, style, spelling punctuation etc. Is yours a well written, graduate level paper? Since this is not a research paper I am not so concerned about APA style, but do consider the framework in terms of paper clarity and organization!

Class Participation and Lateness: Class attendance at all sessions is mandatory. I certainly understand there are emergencies in life, but this is an experiential course that is not easily made up. Please let me know if you will be late as I take 2 points off your class participation grade for every 15

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minute increment of lateness. See the chart below for specific in class grading criteria for participation. **Late papers and/or assignments will be graded down. Please talk to me if you think an assignment will be late. I take class participation very seriously. Let me know if you think this will be a problem for you!**

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

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GRADES

Video Presentation 20%

Paper about video 20%

Personal reflection paper 10%

Class Participation 30% - Includes email portion of class

Final Exam 20%

GRADING SCALE

93-100 A

90-92 A-

A. 87-89 B+

B. 83-86 B

C. 80-82 B-

D. 77-79 C+

E. 73-76 C

F. 70-72 C-69 below F

Academic Dishonesty/Plagiarism

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In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

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ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.

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