

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

Course Title Counseling Skills I

Course Number PC 6104

Section & Times Spring I: 1/8/07 – 2/28/07
Onsite Weekends: 1/20 – 21/07
2/17 – 18/07

Instructor & Contact Information:

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Required Text(s)

Sommers-Flannagan, R. & Sommers-Flannagan, J. (2003). Clinical Interviewing. Third Edition. New York: John Wiley & Sons, Inc. ISBN: 0-471-41547-2

Recommended Text

Kottler, Jeffrey A. (2000). Nuts and bolts of helping. Allyn and Bacon publishers. ISBN:0-205-30888-0

Course Description

This course provides an introduction to counseling skills and provides 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. Theoretical orientation and how it affects the therapeutic hour will be discussed.

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 the week of January 8, 2007, meets on the weekends of January 20th and 21st and February 17th and 18th 2007, and concludes on February 28, 2007.

Content Areas: A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophic bases of helping processes: basic helping/counseling skills, client and helper self-understanding and self-development, and facilitation of client change.

ASSIGNMENTS

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) Develop and **bring to the Saturday January 20th class** three 'vignettes' a client might bring to therapy. Each vignette must be on a separate page and may be no longer than 5 lines. These will be used for role play during class. Critical info to include: gender, age, name and presenting problem of client. ***Please do not use children, couples or family vignettes.* **Example:** Erica is a 41 year old Caucasian woman who has come to therapy to talk about the unhappiness she feels in her 20 year marriage. Her husband is an alcoholic and while they get along fairly well, she has recently found herself attracted to other men.

Online Schedule of Assignments – Online assignments must be posted by **Midnight Sunday:**
Week 1-Due **Jan. 14th** – Log into Argosy Online. **Email to my Argosy address** your phone number and email address.

Week 2- **Jan. 21st** – Write a minimum of three pages talking about your decision to pursue a career as a psychotherapist. ****NOTE: Email this as an attachment to my email address to insure confidentiality**

Week 3, **Jan. 28th** - Read Ch. 11 and answer 1 question (listed below)

Week 4, **Feb. 4th** – Read Ch. 12 and answer 1 question (listed below)

Week 5, **Feb. 11th** – Read Ch. 13 and answer 1 question (listed below)

Questions: Pick one of the following four questions to answer after doing readings specific to weeks 3, 4, and 5, and write one to three paragraphs: What did you learn? What surprised you? What did or didn't you like? How does what you read help you or hinder you in developing your identity as a counselor and voice?

Week 6, **Feb. 18th** – Study and prepare for final exam to be given the afternoon of Sunday February 19th. This will be multiple choice and short essay. It will cover all readings and class material. Post any questions you may have at this point regarding course material.

Week 7, **Feb. 25th** – Write 2 paragraphs on your experience of receiving feedback in class on your videos. Additionally, Reflect on Week Two's paper and write about the following: How have your ideas about therapy changed as a result of this class? What areas of potential professional strength/weakness can you identify at this point? Which skills did you find easy/difficult to learn/display?

Prior to second weekend:

1) VIDEO Paper and Presentation

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, 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 how a therapy session goes, if they have not experienced one. 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, and **must be VHS.**

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*.

You will present a **5 to 10** minute segment of your videotape in class. You should 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 (VHS)!!

Write a **5 page paper** evaluating how you did in your video tape in regards to practicing basic attending, listening and action skills. **Give specific examples of these skills** and talk about your experience of yourself and your client. **Paper is due no later than end of class on Sunday February 18, 2007.**

Grading Criteria 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, 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).

Additional Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Grading Criteria 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? Did you turn it in on time?

5 points: Organization of paper. Is it well thought out? Are your thoughts presented clearly and coherently? Did you turn in a rough draft or a final copy?

5 points: Grammar, style, spelling punctuation etc. Is yours a well written, graduate level paper? Practice APA formatting and style.

Additional Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

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 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.**

Class Participation Evaluation Criteria (30 points)

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
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Personal goals	Pursues goals with appropriate high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

Note: Member goals include timely submission of email assignments and online posting as well as being to class on time, and returning from breaks on time.

Grading

Video Presentation 20%

Paper about video 20%

Personal reflection paper 10%

Class Participation 30% - Includes email/online portions of class

Final Exam 20%

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C

70-72
69 below

C-
F

Academic Dishonesty/Plagiarism

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.

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.