

Course Title: Counseling Skills I

Course Number: PC6104

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Office Hours by appointment

Text:

Sommers-Flannagan, R. & Sommers-Flannagan, J. (2003). Clinical Interviewing (3rd ed.). New York: John Wiley & Sons, Inc.

Murphy B. C., & Dillonj, C. (2003). Interviewing in Action: Relationship, process, and change. Pacific Grove, CA: Brooks/Cole.

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 as well as surviving the ‘first’ session will be focused. Discuss theoretical orientation and its implications during the therapy session.

Course Objectives

Students will be able to demonstrate the following:

- 1) Ability to identify the difference between a therapeutic hour and a ‘regular’ conversation.
- 2) Ability to demonstrate basic attending and listening skills.
- 3) Ability to think about how therapy brings about change.
- 4) Ability to think about what goes into a therapeutic hour.
- 5) Ability to think about the role of the therapist in the therapeutic relationship.

Methods of Instruction

This course will be delivered in a **blended format**, including in-class lecture, role plays, and discussion combined with online instruction. Besides the two required weekend

classes 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 18^t, 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 therapeutic relationship; an introduction to child and adolescent psychotherapy; and an introduction to the connection between psychotherapeutic orientation and clinical techniques.

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

Students are to summarize 2-3 chapters (depending of the number of students in class) into 2-3 pages. The assigned student is responsible to post summary and provide some discussion questions. Other students are to respond to the discussion questions. The purpose of this is to help you prepare for the final exam. Each student is required to read the assigned chapters.

Week 1 (3/1): Choose which chapters to present. Submit the instructor what classes were taken and previous clinical experience.

Week 2 (3/5): Sommers-Flanagan Chapters 1, 2, 3, 4, & 5
Murphy & Dillon Chapters 1, 2, 3, & 4

Week 3 (3/12): Sommers-Flanagan Chapters 6, 7, 8, 9, & 10
Murphy & Dillon Chapters 5, 6, 7, 8, & 9

Week 4 (3/19): Sommers-Flanagan Chapter 13
Murphy & Dillon Chapters: 10, 11, & 12

Week 5 (3/26): Will be assigned

Week 6 (4/2): Will be assigned

Week 7 (4/9): Will be assigned

Week 8 (4/16): Will be assigned

CLASS ASSIGNMENTS

Class Participation: Class attendance at all sessions is mandatory. In case of emergency, each student is responsible to notify the instructor as soon as feasible.

First Paper: Write 2-3 page paper on the reason why you choose to become a psychotherapist. Due at the beginning of the class on March 17.

Summary: Choose 2-3 chapters and summarize them into 2-3 pages (including discussion questions). Write-up is required to post in Embanet.

Video Project: Tape 15-20 session and show it in the class. Write 5-7 page paper on the interview. You are to choose a volunteer and conduct an initial therapy session with this individual. **DO NOT choose a classmate, anyone currently in therapy, anyone with a history of mental illness, family members, friends or children.** Due at the beginning of the class on April 21.

Prior to the session you must obtain written consent from the individual explaining that the video is for a training purpose. You will explain the nature of the therapy session if the person doesn't know about it. Ask the person to choose a benign issue from their life to discuss with you (e.g., job decision, school decision) before taping.

Conduct the session as if it were a first therapy hour. Please leave out the 'paper work' portion of the session. The focus, on your part, is the use of techniques explored in chapters 3 and 4 in *Clinical Interviewing* as well as chapters 3, 4, and 5 in *Interviewing in Action*.

Write-up includes the following: Identifying data, the presenting problem, history, mental status exam, and behavioral observations, as well as your experience of interviewing (i.e., reflection, techniques you used).

Final Exam: Multiple-choice questions on April 22.

Final Paper: Write 3-5 page reflection paper for clinical interviewing. Due on April 22.

Student Performance Evaluation Criteria and Procedures:

Class Participation	20%
First Paper	15%
Summary	15%
Video project	20%
Final Exam	15%
Final Paper	15%

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

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.

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.

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

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	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.