

**COURSE SYLLABUS**  
**ARGOSY UNIVERSITY: SF BAY AREA CAMPUS**  
**COUNSELING SKILLS II**  
**PC 6105 Fall One 2007**

\*Online portion: Beginning September 7 until October 12, 2007

Class Schedule:

\*In Class Weekend dates: September 8 and 9, 2007 and October 6 and 7, 2007

**Instructor:**

Carol Clancy, Psy.D.

clancyargosy@yahoo.com (the only way to reach me)

office hours by appointment on the scheduled weekends

Course Instructional Methods:

1. Lectures
2. Discussion and class participation
3. Role-play experiential exercises
4. Training videos on different theoretical perspectives in therapy
5. Discussion of readings
6. Guest Presentations

**Final Date to Drop the Class:**

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Fall Full Term (15 week courses): November 12, 2007

**Fall First Session (7 ½ week courses): October 8, 2007**

Fall Second Session (7 ½ week courses): November 29, 2007

**Course Objectives:**

1. To further explore what therapy is. How is a therapeutic relationship different from other relationships? What do we need to know about ourselves and how people change to be helpful as professional therapists?
2. To be able to identify some of the technical differences between theoretical orientations. How to tell what a therapists orientation is by observing and/or experiencing a session.
3. Begin to choose a theory and begin to be able to understand the challenges of conducting a therapy session using that theory.

4. To understand how the therapists personal therapeutic experiences, as well as life experiences, affect their abilities to be helpful or increase the possibilities that they will not.

5. To examine cross –cultural issues in the therapeutic process from the perspective of generational differences: Case study Asian-Americans

Guest Presenter: Dr. Rozzana Verder-Aligia who will present on her original research on the Elderly Female Filipino immigrants.

### **Program Outcomes: Master of Arts in Counseling Psychology**

#### **Program Outcome One: Professional Practice**

##### **Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

##### **Competency 2: Theory**

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

##### **Competency 3: Writing**

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

#### **Program Outcome Two: Research**

**Competency 1:** Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

#### **Program Outcome Three: Interpersonal Effectiveness and Professional Development**

**Competency 1:** Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

#### **Program Outcome Four: Ethics**

**Competency 1:** Using the American Counseling Association’s Standards of Practice /or the

American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

### **Program Outcome Five: Diversity**

#### **Competency 1: Multicultural Skills**

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

#### **Competency 2: Multicultural Awareness**

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

#### **Competency 3: Multicultural Knowledge**

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

### **REQUIRED TEXTS:**

Basch, Michael, Understanding Psychotherapy  
Kottler, Jeffrey On Being a Therapist

### **Required Journal Articles**

Charles Faltz. "Psychologists' Quick Reference Guide to Selected California State Practice Laws"  
The California Psychologist. March/April 2007 Volume 40. Number Two This article is to be read prior to the September 8, 2007 class.

Laurie Meyers. "Asian-American mental health." APA Monitor on Psychology. February , 2006. Vol. 37 No. 2 . This article is to be read prior to the Saturday October 6, 2007 Class in preparation of a guest presentation on a related topic by Dr. Rozzana Verder-Aliga

### **ASSIGNMENTS:**

#### **Email Assignments:**

The online portion of this course center around the book On Being a Therapist by Jeffrey Kottler, Understanding Psychotherapy, Michael Basch and the two articles. You are requested to comment on these readings expressing your understanding of the content and your own opinion,

(do you agree, disagree) on-line by midnight on the due date in order to receive full credit. Due dates for these assignments are as follows.

Assignment #1: Chapter One Kottler, Chapter One Basch and the California Psychologist article. Due by Friday September 7.

Assignment #2: Chapter Two Kottler and Chapter Two Basch Due by Friday September 14

Assignment #3: Chapter Three Kottler and Chapter Three Basch Due by Friday September 21

Assignment #4: Chapters Four and Five Kottler . Chapter Six Basch due by Friday September 28

Assignment #5: Chapters Four and Five Basch, Monitor article Due by Friday October 5

Assignment #6: Chapters Six and Seven Kottler , Chapter Seven Basch by Friday October 12

### **In class assignments:**

1. Select a research article to present in class pertaining to the Kottler's "Patients Who Test our Patience." Basically review an article related to treatment of resistant , difficult, or challenging cases. This article will be submitted as a paper no more than five pages long on the first weekend September 8 and 9 and given as an oral presentation to the class. Select from a professional journal, not internet on-line article.

2.Prepare a video of a clinical interview with an individual of your choosing. Select a theoretical perspective as your interview approach. You will show a 10 minute segment of that interview in class on the second weekend of class October 6 and 7, 2007.

3.. Write a up to a 10 page paper on your reflections on this interview process, noting your own feelings and experiences evoked by the interview, any issues of transference or countertransference that may surface. Comment on how would your interview would differ if you approached it from a Rogerian, Psychodynamic, or Cognitive-Behavioral basis. Be prepared to make an oral presentation of your paper in class. This presentation will be made on the second weekend of class October 6 and 7

### **Final Exam:**

Prepare for a multiple choice exam to be given on Sunday October 7, the last day of class . This exam will be based on the required readings, lectures and training videos, and guest speaker presentation.

### **Final Presentation and Paper:**

**Grading for Part One:** Video Presentation -

Total of 20 points

1.10 points for bringing in a cued up video, standing in front of the class and talking about your subject clearly. The second ten points are earned as follows:

2 points: Organization of presentation. Did you practice ahead of time to make sure you don't go over or under your 10 minute time slot?

3 points: Clarity of presentation. Are your thoughts presented in a clear way?

3 points: Understanding of the theoretical orientation you are presenting and the counseling techniques used by that orientation.

2 point: Presentation of self. Are you prepared, are you speaking clearly and audibly. How do you respond to class questions?

Total 20 points

Paper pertaining to your video presentation.

Answer the following questions in the body of your paper in reference to the theoretical approach you have selected in your interview.

1. What are the roots of the orientation you have chosen? Write about how it was developed and who its main proponents have been.

2. What does this orientation believe about human development and how therapy can be helpful?

3. What does this orientation believe about how change happens and what is the role of the therapist in the change?

4. What do you think about this orientation and how it compares with others?

**Grading of Part Two:** The Paper -

10 points: Do you present a thorough understanding about the theory and the techniques you are presenting? Do you meet the length requirement?

5 points: Organization of paper. Is it well thought out? Are your ideas presented coherently and clearly? Have you used examples of technique to show me you know about such things?

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

**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:**

Class attendance at all sessions is mandatory. There are emergencies in life, but this is an experiential course that is not easily made up. The in class requirement is only four days of instruction. Please let me know in advance if you anticipate that you will be late. Absence for more than one day will result in an incomplete. Missing more than a half day will result in an automatic lowered grade. Chronic lateness will result in a lowered grade. I will discuss more thoroughly in our first class the criteria for grading in class participation.

**GRADING:**

On –line assignments	10%
Class Attendance/Participation/Preparation	20%
Videotape Presentation	20%
Video Presentation Paper	20%
Research Article Paper (journals only, not from Web)	10%
Final Exam (multiple-choice)	20%

**Grading Criteria**

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	

**Library**

*All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

### **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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](http://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.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student

with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

***The Argosy University Statement Regarding Diversity***

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

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.