



ARGOSY UNIVERSITY.

San Francisco Bay Area
COURSE SYLLABUS
PC 6104a Counseling Skills I
Spring 2012

Program:	M.A. - Counseling Psychology
Faculty Name:	Ian J Wallace, PhD
Contact Information:	iwallace@argosy.edu; 510-217-4746 (email preferred)
Format:	On Campus
Class day/time:	Mondays, 2-5pm
Room:	To be determined. See schedule in lobby on first day of class.
Office Hours:	By appointment

Course description: A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophic bases of helping processes: counseling theories and their application, basic advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

Course Pre-requisites: none

Course Length: 15 Weeks **Contact Hours:** 45 Hours **Credit Value:** 3

Final Date to Drop or Withdraw:

- In order to receive a refund of 100%, students must officially drop a course through Student Services by **January 20, 2012**, the final day of the add/drop period.
- After the add/drop period, to receive a grade of “W” (Withdrawal) you must officially drop this class by **March 19, 2012**. You may not withdraw from the course after this date. If you choose to discontinue coursework after the final drop date, you may receive grade of “F” for the course.

Course Objectives (To...):

- 1) Identify the difference between a therapeutic hour and a normal conversation.
- 2) Demonstrate basic attending and listening skills.
- 3) Think about how therapy brings about change.
- 4) Think competently about what goes into a therapeutic hour.
- 5) Think about the role of the self of the therapist in the therapeutic relationship.

Required Texts:

Erford, B. T., Eaves, S. T., Bryant, E. M., & Young, K. A. (2009). *Thirty-five techniques every counselor should know*. Boston, MA: Prentice Hall.

- **ISBN-13:** 9780131702820

Hill, C. E. (2009). *Helping skills: Facilitating exploration, insight, and action* (3rd ed.). Washington, DC: American Psychological Association.

- **ISBN-13:** 978-1433804519

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

- **ISBN-13:** 978-1433805615

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon.

- **ISBN-13:** 978-0205313426

Assessment

Participation (20%; 100 points)

- **Definition:** Be present for the entirety of each class. Missing classes will result in a lowered participation grade (-5 for each missed class after the first missed class). Actively engage in class discussions, lecture, and exercises.
- **Reaction essays:** Write 2 reaction essays (1 page, double-spaced, APA style formatting, but no cover page, references, or citations required) about an experience or topic discussed during class. Essays must be received electronically (as an attached Microsoft Word document) during the week following the class you write about.

Practice Therapy Session: Exercise and Evaluation (40%; 200 points)

- **Exercise:** Conduct a 45-minute individual counseling session. This will take place during class (using a one-way mirror room) and you will pair up with a classmate for this assignment.
 - **As the therapist:** Your primary task is to facilitate a therapeutic session using the basic counseling skills as discussed in Hill's (2009) Exploration Stage. Your secondary task is to use 2 specific skills of your choosing from Erford et al. (2009). The deadline to sign up for this practice exercise is **January 30**.
 - **As the client:** Your job is to present and discuss a *benign* (but real) issue (e.g., job decision, minor stress, annoyances, etc.). **Note: This is a training experience and not meant to be "real therapy".**
 - **As an observer:** Your job is to closely observe the practice session and record your observations on the provided form (please write legibly). You are required to provide written and verbal feedback to the practice therapist.
- **Evaluation:**
 - Write a 3-4 page summary of your experience. Include the following sections: A. Describe your intentions, preparation, and expectations entering the counseling session, and B. Describe your reactions to the experience, challenges, strengths, and weaknesses.

o **Due 2 weeks following the practice therapy session**

Research Paper (40%; 200 points)

- Including cover page and references, minimum 8 pages and maximum 10 pages
- Follow APA style formatting (see Appendix C for detailed information)
- Minimum of 6 references, including at least 3 peer-reviewed journal articles
- Topics must be related to the focus/content of the course (Additional information will be provided). Each paper must have a unique focus (no self-plagiarism). Consult with me as needed.
- **Research paper is due electronically no later than the beginning of class on April 9**

Grading:

Grade	Percent (%)	Points
A	93-100	463-500
A-	90-92	448-462
B+	87-89	433-447
B	83-86	413-432
B-	80-82	398-412
C+	77-79	383-397
C	73-76	363-382
C-	70-72	348-362
F	< 70	< 348

Schedule:

Week of	Topic	Reading	Assignment due	Other/Notes
January 9	Course introduction; introduction to counseling skills; Overview of helping	<i>Hill: Ch. 1 & 2</i> <i>Erford et al.: Sec. 1</i>		
January 16 MLK Holiday	NO CLASS			Add/drop period ends 1/20/2012
January 23	Ethical issues; Exploration stage: Overview	<i>Hill: Chs. 3 & 4</i> <i>Erford et al.: Sec. 1</i>		
January 30	Exploration stage: Attending, Listening, and Observing; Skills for Exploring Thoughts; Skills for Exploring Feelings; Integrating Skills	<i>Hill: Chs. 5, 6, 7, & 8</i> <i>Erford et al.: Sec. 2</i>		Deadline to sign up for practice session

February 6	Insight Stage: Overview; Skills for Fostering Awareness	<i>Hill: Chs. 9 & 10</i> <i>Erford et al.: Sec. 2</i>		
February 13	Insight Stage: Skills for Facilitating Insight; Immediacy	<i>Hill: Chs. 11 & 12</i> <i>Erford et al.: Sec. 3</i>		
February 20	Insight Stage: Integrating Skills	<i>Hill: Ch. 13</i> <i>Erford et al.: Sec. 4</i>		
February 27	Action Stage: Overview; Skills to Implement Action Goals	<i>Hill: Chs. 14 & 15</i> <i>Erford et al.: Sec. 5</i>		
March 5	Action Stage: Steps for Working With Four Types of Action; Integrating Skills	<i>Hill: Chs. 16 & 17</i> <i>Erford et al.: Sec. 6</i>		
March 12	Integrating the Three Stages:	<i>Hill: Ch. 18</i> <i>Erford et al.: Sec. 7</i>		Final date to withdraw with a grade of 'W': 3/19/2011
March 19	Skills practice	<i>Erford et al.: Sec. 8</i>		
March 26	TBD	TBD		
April 2	TBD	TBD	Final class for a reaction essay	
April 9	TBD	TBD	Research Paper due	
April 16	TBD	TBD		

Course Policies:

Attendance – Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate. Please discuss any planned absences with me as far in advance as possible. Please turn off cell phones and other electronic devices during class.

Tardiness – It is extremely important that students arrive on time to class. Tardiness at the start of class, as well as after breaks will result in subtracting points from your participation grade.

Assignments – Any assignment turned in late will automatically be lowered one full grade. Assignments are considered late if they are not turned in by the class time on the date the assignment is due.

Class participation – Please read assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. Be aware that class discussions may at times provoke strong emotions. Therefore, please be mindful of what you choose to share and also be sensitive to the thoughts and feelings of your fellow classmates.

Professional ethics – Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. For further information, reference the academic dishonesty/plagiarism statement in Appendix A.

Appendix A

Technology

Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

Communication

If you choose to use an e-mail address other than the assigned Argosy e-mail, please be advised that you do so at your own risk. **Any difficulty receiving Argosy e-mails will be your responsibility. The library staff is available to help resolve these difficulties.**

Library

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link.

Resources: Argosy University's core online collection features over 48,889 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>

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.

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 access the tutorial directly at <http://library.argosy.edu/infolit/>

Academic Policies

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 scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition (2009)* Washington, DC: American Psychological Association (APA) 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. "Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary

action up to and including dismissal from Argosy University” (2010-1011 Argosy University Academic Catalog—Graduate Programs | Volume 1, Issue 1, p. 17; Argosy University Academic Catalog, College of Psychology and Behavioral Sciences, p. 27).

Instructional Contact Hours/Credit: Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the Eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

MACP APA Style Requirements

Minimum required elements of APA style for written assignments in first year courses include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1st person singular “I” (except personal reflection papers) and 2nd person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice. No citing secondary sources (see 6th edition APA Manual of Style p. 178 section 6.17).
- Reference page that meets APA style requirements to include appropriate sources (e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation
- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, and double-spaced
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language

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 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.

Turnitin.com

Use Turnitin to review your papers before submitting them (Note: This service is only to review your paper. Final submissions are to be submitted directly via e-mail to iwallace@argosy.edu). Follow these instructions:

1. *Create an account (skip this step if you already have a student account)*
 - To create a student account, go to www.turnitin.com and click on “Create Account” in the upper right corner of the page.
 - Scroll down to under the subheading “Create a New Account” and click on “student”.
 - Complete your registration by entering all the requested information. You will need the following:
 - Class ID: **4587115**
 - Enrollment password: **Wallace6104**
 - Once all information is entered, click on “I agree – create profile”.
2. *Enroll in a class*
 - Go to www.turnitin.com
 - In the upper right corner of the page, login using your e-mail and password.
 - In the middle of the page, you will see a list of the classes you are currently enrolled in through Turnitin (Note: this online program is separate from the AUSFBA system and will only show classes for which you have enrolled in through Turnitin).
 - To enroll in a new class, click on the tab “enroll in a class”.
 - Enter the class/section ID and enrollment password. For this class enter the following:
 - Class ID: **4587115**
 - Enrollment password: **Wallace6104**
3. *Submit a paper*
 - Click on the class to which you want to submit a paper.
 - Then click on the “submit” button on the right side of the page.
 - Enter the requested information, including uploading your paper, then click “upload”.
 - Next, you are given the chance to review your paper, before clicking “submit”.
 - To view the originality report generated for your submission, return to the specific class and click “show details”, located next to the submission you want to view. Then click on the % under the Originality heading.

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

The Argosy University provides equitable access through its services and programs to students of any social, geographic and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

Appendix B

Program Outcomes for the Master's of Arts in Counseling Psychology

1. Professional Practice

Competency 1a: 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 1b: Theory

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

Competency 1c: 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.

2. Research

- Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

3. Interpersonal Effectiveness and Professional Development

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

4. Ethics

- 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.

5. Diversity

Competency 5a: 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 5b: Multicultural Awareness

- Examine personal values and biases, reflect on beliefs, and understand how they impact Page 9 work with clients and interpersonal relationships with other students and faculty.

Competency 5c: 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.

Appendix C

MACP APA Style Requirements

Minimum required elements of APA style for written assignments include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1st person singular “I” (except personal reflection papers) and 2nd person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice
- Reference page that meets APA style requirements to include appropriate sources (e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation
- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, 1 ½ line spacing and double sided pages (modified APA in spirit of promoting “green” for MACP program)
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language