

# ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

**Course Title** Counseling Skills I

**Course Number** PC 6104

**Section & Times** Spring I: 1/11/10 – 3/26/10  
Onsite Weekends: 1/23-24/2010  
2/20-21/2010

**Instructor & Contact Information:**

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***\*\*Note: it is my expectation that students will NOT, under any circumstances, proceed with any portion of the video assignment prior to the first weekend of instruction. Doing so may result in failure of the assignment\*\****

***All communication from your instructors and the department will be sent to your Argosy email address. You are responsible for checking your Argosy email regularly.***

**Required Text(s)**

Sommers-Flannagan, R. & Sommers-Flannagan, J. (2003). Clinical Interviewing. Third or fourth 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

***\*\*Halbur, D.A. & Vess Halbur, K. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Pearson: Boston. ISBN#: 0-205-39677-1.***

**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 Session I (7.5 week courses): February 14, 2010

Fall Session II (7.5 week courses): April 7, 2010

Fall Full Term (15 week courses): March 20, 2010

## **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.

## **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.

**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 11, 2010, meets on the weekends of January 23rd and 24th and February 20th and 21st, 2010, and concludes on March 26, 2010.

**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 23rd 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** the following **Saturdays (I generally log in midweek and provide feedback). I will email the class as a whole to let you know when the online section is open for the week. Please do not post online prior to receiving that email; online assignments posted on this syllabus are subject to change without prior notice. This allows me to tailor the assignments toward class needs:**

Week 1-post **Jan. 11<sup>th</sup>** – Log into Argosy Online. **Email to my Argosy address** your phone number and email address.

Week 2- **Jan. 18<sup>th</sup>** – 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. 25<sup>th</sup>** - Read Ch. 11 and answer 1 question (listed below)

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

Week 5, **Feb. 8<sup>th</sup>** – 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. 15<sup>th</sup>** – Study and prepare for final exam to be given the afternoon of Sunday February 21st. 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. 22nd** – 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:** **\*\*Note: it is my expectation that students will NOT, under any circumstances, proceed with any portion of the video assignment prior to the first weekend of instruction. Doing so may result in failure of the assignment\*\***

### **1) VIDEO Presentation and Paper (35 points)**

You are to choose a volunteer and conduct an initial therapeutic session with this individual. **For ethical reasons, 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. This person should not be under the influence of any sort of substance, prior to or at the time of the taping of your interview. You should be honest in letting your volunteer know that you are a student, and this is a training experience for you and not meant to be “real therapy”. Any indication of unethical behavior on your part as it pertains to this assignment may result in loss of points for the assignment as well as referral to the student conduct committee. This will be discussed fully in class.**

Prior to the session you must obtain written consent from the individual: You will be 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 an initial 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 expectation is that you can show beginning competency in the use of appropriate body language, listening skills, basic attending skills, questioning and use of silence...all of the skills presented and discussed in class and online as well as in the required readings.

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 and understanding of the basic concepts of the course. **You will give an oral presentation, including but not limited to, the following: I want you to be able to talk in an informed way about what you noticed, your understanding of the skills used and why you used them, your strengths and weaknesses, your inner process in moving through this assignment, etc.**

**Video tapes/dvds 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)!! You are responsible for your own abilities to utilize available classroom equipment or your own and will be part of your grade.**

#### **Grading Criteria for Video Presentation (35 points total)**

**25 points:** Organization of video: Was the setting you chose appropriate? Was the volunteer you chose appropriate? Appropriate level of professionalism illustrated? Was the video on you as required or was it all about your volunteer? Are you using the basic skills as described in class, text, lecture, etc?

**Oral presentation 10 points:** Set up of video tape, preparation. Did you rehearse your presentation? Clarity of speech and presentation of self, i.e., do you take this seriously or are you very casual in class. Volume, can we hear your video? 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 <b>excellent</b> coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides <b>adequate</b> coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is <b>disorganized</b> and does not provide adequate coverage of the topic area, or presentation was <b>not completed</b> by student.

**Self Critique Paper based on Video Experience (25 points total)**

Write a **5 page self critique paper**: this is basically the written version of your oral presentation (see previous paragraph!) evaluating how you did in your video tape in regards to practicing basic attending, listening and action skills. **Give specific examples of these skills as pertains to the entire video, not just the clip for peer viewing**, and talk about your experience of yourself and your client. **Paper is due no later than end of class on Sunday February 21st, 2010.**

**\*\*Note: a copy is also due via email attachment, by 10:00pm, Saturday the 20th.\*\***

**15 points:** Do you speak in an **informed way**, giving specific examples of the techniques you see yourself using, or not using? Do you use material from course readings and include references? Self reflection: Do you talk about yourself and your experience in an honest, aware manner? Do you meet the length requirement, i.e., paper too long or too short? Did you turn it in on time? Do you talk about nonverbal communication?

**10 points:** Is yours a well written, graduate level paper as evidenced by; 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; grammar, style, spelling, punctuation etc. Practice APA formatting and style.

**Additional Criteria for Paper**

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

**Class Participation and Lateness: Full 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. *Please note: Due to the didactic and experiential nature of this course, missing more than 1 hour of class lecture, or one week of online posting may result in having to repeat the course.* 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 beforehand if you think an assignment will be late.**

**Class Participation Evaluation Criteria (20 points)**

<b>Criteria</b>	<b>Distinguished Category (A)</b>	<b>Commendable Category (B)</b>	<b>Average Category (C)</b>	<b>Failed Category (F)</b>
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 and personal 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 and Oral Presentation: 35 points**

**Self Critique Paper about video: 25 points**

**Class Participation 20 points: Includes email/online portions of class, professionalism towards peers and professor as illustrated in class and online communications**

**Final Exam: 20 points**

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

## 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, 6<sup>th</sup> Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<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.