

**ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA
SYLLABUS**

COUNSELING SKILLS I

PC 6104B

Tuesday section: 2:00-5:00

Class does NOT meet on Tuesday January 19th or Tuesday February 17th

Instructor

Kim Huselid, MFT
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(510) 452-6223
Office hours by appointment

Argosy Communication

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Required Texts

Sommers-Flanagan, J. Clinical Interviewing, 4th edition, 2008 Wiley
0470183594

Nichols, M. The Lost Art of Listening. Guilford, 2009. 1593859864

Kottler, J. The Client Who Changed Me, Routledge, 2005. 0415951089

Video camera: Please note this course requires that you have access to a video camera. You will be video taping yourself and a 'mock' client in a private setting that will give you the experience of conducting a first session. The assignment will be fully explained, and guidelines given, in class.

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. Students may not withdraw from this course after 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.

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

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

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

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 will be focused on as well as surviving the 'first' session. We will begin to talk about theoretical orientation and how it affects the therapeutic hour.

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.

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 – Lecture, readings, in class experience and self-reflection. Assignments and readings will be given on the first day of class.

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 helping relationship; an introduction to child and adolescent psychotherapy; and an introduction to the connection between psychotherapeutic orientation and clinical technique.

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.**

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.

Rubric for Grading Papers:

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills AND <ul style="list-style-type: none"> • in appropriate APA format AND <ul style="list-style-type: none"> • provides excellent coverage of material
B = 80 – 89	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills BUT <ul style="list-style-type: none"> • is missing one component of APA format OR <ul style="list-style-type: none"> • coverage of material is adequate
C = 70 – 79	Paper has <ul style="list-style-type: none"> • poor grammar/writing skills present OR (one or more of the following) <ul style="list-style-type: none"> • APA format is inadequate • Insufficient number of references provided • limited coverage of material

F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> • disorganized • coverage is not adequate • does not conform to APA format • there is evidence of plagiarism • paper not submitted
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GRADING SCALE

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 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 normal 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. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th 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.

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.

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.