

Argosy University San Francisco Bay Area
Department of Counseling Psychology
MA in Counseling Psychology
Syllabus
Course Title
Counseling Skills I
Course Number PC 6104
Spring Semester Session I 2010

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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-Flannagan, R. & Sommers-Flannagan, J. (2003). *Clinical Interviewing*. Third Edition. New York: John Wiley & Sons, Inc. ISBN: 978-0-470-18359-5

American Psychological Association (2001) *Publication Manual of the American Psychological Association*, 5th ed., American Psychological Association., ISBN # 978-1557987914

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.

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

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.

LEARNING OBJECTIVES: After Completing the Course Students will be able to:

- 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:

This course will be blended delivery. The traditional meetings are January 23th and 24th, 2009 and February 20st and 21nd, 2009 for spring session 1 and March 21st and 22nd, 2009 and April 18th and 19th, 2009 for spring session 2. The course online dates for spring session 1 are from January 12th until March 1st The traditional face-to-face meeting will include lecture, class discussion, role-play exercises, videos and student-group lead presentations. The online delivery will include online quizzes & discussion threads.

Attendance:

All students are required to attend all fact-to-face meetings. You will put about five to six hours into the course a week not including weekly reading. I will keep track of student attendance through the course site and if you do not attend each week than you cannot receive an “A” in the course.

Course Requirements:

The course requirements are weekly discussion board questions (DBQ’s), and a final video presentation demonstrating your counseling skills.

Weekly DBQ’s:

There will be weekly DBQ’s on the discussion board (DB) for all students to answer. There will be 2 questions given from the course information covered in a particular week of the course. Students are required to post their answers to the questions by the Wednesday of the given week

and have up until the Sunday of the same week to respond to another two classmates posting. There are rubrics give on each individual week/module in the course. The rubric indicates how the DBQ's are graded. Student responses or replies are calculated into the students over all module grades for any particular DBQ. A thoughtful comment is defined and posing questions to a classmate for her or his response, communicating something significant you learned from a classmate's posting, or adding an additional "perspective" of how you "perceive" the information given by the fellow student's posting. These DBQ's are graded on the student's thoughtfulness and mindfulness in the given answer and reply. There are "actual" right answers for each question, but there can be a "subjective" twist given by students when they are asked to "apply" their answer to real life circumstances. All answers are to follow APA writing style/format (Especially paraphrasing and quoting). All answers must be each student's original work and not a copy from another student's work. If there is evidence or copying, then the professor will assign a "0%" for that individual assignment. There may or may not be a relationship between weekly DBQ's and the weekly quizzes.

Posting DBQ's:

Student's are highly encourage to type all the DBQ answers out in Microsoft word processing and save them as an individual file on their home computer. Then up-load their answers to the discussion board (DB) by attachment and by "copy/paste" directly into the DB. This allows your instructor to view the assignments both ways and trouble shoots a lot of technological issues. Students who choose to type their answers "directly" into the DB may lose their information, if they lose their connection to the course site, thus, causing a lot of pain, frustration, and time consuming work for the student.

Final Clinical Case In-Class Presentation and Paper:

Information on this project will be provided during the first weekend face to face session.

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.

Course Grading:

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be "weekly" grades recorded in an instructor grade book to allow you to view your performance along the semester. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

1. 900-1000 Points = A
2. 800-899 Points = B
3. 700-799 Points = C
4. 0-699 Points = F

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

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.