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## COURSE SYLLABUS

*Counseling Skills II*

*PC 6105*

*Fall 2010*

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### Faculty Information

**Faculty Name:** Tiffany O'Shaughnessy, PhD  
**Campus:** San Francisco Bay Area  
**Contact Information:** toshaughnessy@argosy.edu;  
510-217-4830 (email preferred)  
**Class Meetings:** **Fall I** – 9/7 – 10/27  
**On Campus Meetings (9am – 6pm):**  
Saturday 9/18 & Sunday 9/19  
Saturday 10/23 & Sunday 10/24  
  
**Office Hours:** Tuesdays 10am – 12noon  
**(Room #222)** Thursdays 1pm – 3pm  
Or by appointment

**Course description:** This course is an extension of Counseling Skills I (PC6104) and an integration of counseling methods and strategies. The topics covered are selecting and utilizing your theoretical orientation, and a review of interviewing, goal setting, creating a therapeutic alliance, and session structuring.

**Course Pre-requisites:** Counseling Skills I and completion of all 1<sup>st</sup> year coursework.

### Required Texts:

Halbur, D.A. & Vess Halbur, K. (2010). *Developing your theoretical orientation in counseling and psychotherapy* (2<sup>nd</sup> Edition). Boston: Pearson. ISBN-10: 0137152574.

Duncan, B. L., Miller, S. D., & Sparks, J. A. (2004). *The heroic client: A revolutionary way to improve effectiveness through client-directed, outcome-informed therapy*. San Francisco: Jossey-Bass/Wiley.

### Required Journal Articles:

Will be handed out in class or e-mailed.

**Recommended Texts:**

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

Pipher, M. (2003). *Letters to a young therapist: Stories of hope and healing*. New York: Basic Books.

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

Yalom, I. D. (1989). *Love's executioner and other tales of psychotherapy*. New York: Harper Collins.

**Course length:** 7.5 Weeks    **Contact Hours:** 45 Hours    **Credit Value:** 3.0

**Final Date to Drop the Class:**

- In order to receive a refund of 100%, students must officially drop a course through Student Services by noon on **9/14/2010**, 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 **10/11/2010**. 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:**

- 1) To further explore the unique qualities of a therapeutic relationship (e.g., how they differ from other relationships, the necessary components of the therapeutic relationship).
- 2) To begin to choose a theoretical orientation and to understand the challenges of conducting a therapy session using that theory.
- 3) To understand the ways in which a therapist's personal experiences and culture as well as their client's experiences and culture influence the therapeutic process.
- 4) To develop a deeper understanding of the therapeutic change process including the importance of a client's theory of change.

Course Calendar	
9/7 – 9/13	Course Overview/Online Introductions and read chapters 1-2 of Halbur & Vess Halbur (2010)
9/14 – 9/20	Finish Reading Halbur & Vess-Halbur (2010) including completing the Selective Theory Sorter & Online Content – Be prepared to discuss in class
9/18 & 9/19	First Face-to-Face Meeting
9/21 – 9/27	The Heroic Client – Chapters 1-2 & Online Content
9/28 – 10/4	The Heroic Client – Chapters 3-4 & Online Content
10/5 – 10/11	The Heroic Client – Chapter 5-6 & Online Content
10/12 – 10/18	Online Content (Researching for Final Paper & Prepping for Presentations)
10/19 – 10/25	Online Content, Presentation and Final Paper Prep
10/23 & 10/24	Second Face-to-Face Meeting
10/26 – 10-27	Post-Course Self Assessment/Reflection - Online

## Assignments

### *Professionalism, Attendance, and Class Participation (35 Points Per Weekend – 70 Points Total)*

- **Definition:** Be present for the entirety of each class; Arrive on time, return from breaks at the scheduled time; Actively engage in class discussions, lecture, and exercises; Be respectful of each other; Our goal is to create a learning community that feels safe for every member.
- **Note:** Full class attendance at all sessions and weekly online participation is required to pass this course. If for some reason you will be unable to attend a course session, you will need to arrange with the program office to withdraw.

### *Online Assignments (7 Modules – 10 points per Module – 70 Points Total)*

- Each week there will be a variety of discussion board questions, reading assignments, quizzes, and additional postings. Students are expected to login at least twice per week and complete all sections of each module.
- Modules for the week will be made available each Tuesday, you will have until the following Monday to complete the module.

### *Counseling Skills Demonstration or Video (60 Points)*

- Students will have the choice of either doing a 10-15 minute live demonstration or presenting a recording of a 10-15 minute mock session demonstrating their theory of choice. Full details will be provided during the first face-to-face class meeting.

*Final Paper* (100 points)

- Details and grading rubric for this paper will be handed out during our first face-to-face class meeting.
- **Due in class 10/24/2010**

**Grading:**

	<u>Percent (%)</u>	<u>Points</u>
A	93 – 100	279 – 300
A-	90 – 92	270 – 278
B+	87 – 89	261 – 269
B	83 – 86	249 – 260
B-	80 – 82	240 – 248
C+	77 – 79	231 – 239
C	73 – 76	219 – 230
C-	70 – 72	210 – 218
F	< 70	< 209

NOTE: Students may need to retake this course if any of the follow occur:

- Missing more than 3 hours of course or skipping 1 online module
- Plagiarism

**Course Policies:**

*Attendance* – All students are required to attend the course site weekly and all face-to-face meetings. You will be expected to attend the class site at least two times a week. 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. This is necessary for you to get the most out of this blended (online and face-to-face instruction) course.

*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 during the class time on the date the assignment is due.

*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 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.

### **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> and also at <http://thecampuscommon.com/library/auo/login.aspx>. 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 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 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.

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](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**

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.