

**UNIVERSITY: SF BAY AREA CAMPUS
COUNSELING SKILLS II
PC 6105 Fall Two 2009**

Class Schedule:

*Online portion: Beginning October 29, ending December 19th, 2009.

*In Class Weekend dates: November 7 and 8, 2009 & December 5 and 6, 2009

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.

Instructor:

Christine Mayerchak, PsyD.
mindfix2006@yahoo.com

****Please be aware that 100% attendance is required in this course to receive a passing grade. Tardiness returning from breaks or in arriving to class will result in points off from your overall grade.****

NOTE: Please do not work ahead as all assignments are subject to change.

REQUIRED TEXTS:

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

Kottler, Jeffrey. (2003). *On Being a Therapist, 3rd Ed.* Jossey-Bass: San Francisco. ISBN#: 0-7879-6894-3

MACPCE Handbook, available online at ausfba.com. **This is the competency exam handbook and is required for one of your assignments. Please download it and bring to class the first weekend.**

Required Journal Articles

Will be handed out in class or sent via email.

Please look to see if you still have your CSI videos. Be prepared to let me know in class the first Saturday.

Course Instructional Methods:

1. Lectures
2. Discussion and class participation
3. Role-play experiential exercises
4. Training videos on different theoretical perspectives in therapy
5. Discussion of readings

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed 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.

Fall Session I (7.5 week courses): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

Course Objectives:

1. To further explore what therapy is. How is a therapeutic relationship different from other relationships? What do we need to know about ourselves and how people change to be helpful as professional therapists?
2. To be able to identify some of the technical differences between theoretical orientations. How to tell what a therapists orientation is by observing and/or experiencing a session.
3. Begin to choose a theory and begin to be able to understand the challenges of conducting a therapy session using that theory.
4. To understand how the therapists personal therapeutic experiences, as well as life experiences, affect their abilities to be helpful or increase the possibilities that they will not.
5. To examine cross –cultural issues in the therapeutic process from the perspective of generational differences.

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.

ASSIGNMENTS:

Email Assignments:

The online portion of this course centers around the book *On Being a Therapist* by Jeffrey Kottler. You are requested to comment on these readings expressing your understanding of the content and your own opinion, (do you agree, disagree) on-line by 11:59am California time on the due date in order to receive full credit. Online assignments will be posted each week and will include discussions from your reading materials, class discussions and from other sources as appropriate. I will email you each week that the online section is open and you will be expected to post your responses no later than Saturday of the week it was opened, by 11:59am California time. Online participation is required and will be assessed based on appropriateness of content and responses to your peers, richness of participation, and professionalism. You will be graded down for not participating, participating late or for being inappropriate. The date in bold indicates the date the week will be opened; you are expected to respond by the Saturday of that week, Noon CA time.

Week 1: 11/2; please email me (at my yahoo address) your emergency contact information, including phone number with best email address. This is in case I am ill or need to contact you with unforeseen changes. Make sure you have done the theory test and be ready to discuss in class 1st Saturday. Be up on your Kottler reading.

Week 2: 11/9; week will be a debriefing following the first on campus weekend

Week 3: 11/16; subject to be announced. Be keeping up with your Kottler reading

Week 4: 11/23; subject to be announced

Week 5: 11/30; subject to be announced

Week 6: 12/7; debriefing follo10/19 following on campus weekend

Week 7: 12/14; final comments and last minute subjects

In class assignments:

1. Due in hard copy, APA formatting, Saturday 11/7 in class. Prior to the first weekend on campus, please read the text for this course by authors Halbur & Vess Halbur. Take the test on pages 25-29 (I suggest either making a copy of the pages or doing the test lightly in pencil as you may want to refer to it or take it again further into your career). Write a 5 page (max) paper on your experience of taking the theory test and discovering how your beliefs support your theoretical orientation. What did you learn about yourself? How does your theory support your values, beliefs, and the way you approach and live your life? How do you see your self and your work as a mental health professional supported by this theory? Did you have any reactions/responses to the test results suggesting your theory? Be ready to advise me orally in class of your theoretical orientation during introductions on Saturday Sept. 26th. This paper is to be in APA format, and any and all references should be thoroughly and appropriately cited. Failure to do so could result in failing the assignment and potentially further fallout as declared in the student handbook regarding plagiarism. 1 ½ spacing, size 12 font please. **Hard copy to be submitted to me Saturday morning, November 7, 2009. Please make sure it is stapled and has your name on it. I will return it to you the second weekend with feedback. I do not accept papers in report covers.**

2. In class we will watch the videos from the Argosy Library that correspond to the top 3-5 theoretical orientations of the class. It is imperative you do your own independent research into your theories as suggested to you by the test in the book. In class, you will be broken into teams/groups to write a paper and present your orientation; theoretical founding figures, basic tenets of the theory, goals of therapy, interventions. You will be provided a real life case vignette and write a treatment plan incorporating the interventions that are warranted and supported by your theory. As a team, you will present the paper and participate in the acting out of the vignette (10 minute therapy session showing the intervention you have chosen) in class on the final weekend. You will write a transcript and use it for reference during the vignette. This will be discussed more fully in class. It will behoove you to take the test in the book and then do some independent research on your theory so you can speak to it in class and during this assignment. We will do these as oral presentations the last Sunday of class. Time permitting, you will be given time the first weekend of class to meet with your group, the rest will be accomplished outside of the classroom.

3. Write a minimum of three, maximum five, double spaced pages on your own personal experience of being in psychotherapy. Please don't go into detail about your personal issues as I am more interested in your experience and your understanding of the

theoretical orientation of your therapist. If you have never been in therapy I want you to write about the ‘whys’ of that and how you think that will, or won’t, affect your ability to become a good therapist. **This writing will be confidential and due Saturday November 7th, by the end of class. I will return it to you on weekend two.**

4. You will be preparing a mock competency exam write up for this class. Refer to the MACPCE Handbook for specific sections and guidelines, as they are to be followed precisely. You may use a client you have seen in the past, protecting confidentiality, or you may make one up, use a relative, or use the volunteer you had in your CSI video (I’ll cover this in class). I will provide feedback in regards to clinical thinking and writing, and it is the expectation that you will put your best efforts into this assignment. This is to start you on the process of thinking about your practicum, clients, theoretical orientation, and how to tie all of it together in a clinically savvy way for your competency exam. This assignment is to be in strict APA formatting, and must follow the MACPCE page requirements. You will write a mock session/transcript, showing an intervention specific to your theory and “client” and this will be attached to the end of the paper as is true to exam fashion.

Grading

All grading of assignments for this course will be based upon the level of clinical and professional presentation. For example, are you writing at a Master’s level? Did you use an editor or is there bad grammar, spelling errors and whatnot riddled throughout your paper? Did you even attempt APA? Did you half heartedly work your way through everything or did you perform at your professional and clinical best, regardless of your clinical competency? This will be discussed in class as well.

A big part of your grade will be based on your professionalism; do you arrive to class late? After breaks are you late? Are you disruptive in class? How generous, professional and appropriate are you in your communications online? In class with me as well as your peers? You will be representing yourselves as well as Argosy University when you get into practicum and later graduate. This course is specifically designed to assist and support you in developing yourselves in a clinical and professional way. Your grades are based accordingly.

Other Considerations:

In your papers, do you present a thorough understanding about the theory and the techniques you are presenting? Do you meet the length requirements? Are you showing your ability for insight or are you closed off to yourself and your process?

Group project: did you work well with your group, or did you let down your end of the responsibility? Did you pull your weight? Oral presentation skills and your ability to teach the class about your theory will be considered.

Organization of paper(s): Is it well thought out? Are your ideas presented coherently and clearly? Have you used examples of technique to show me you know about such things? Grammar, style, spelling, punctuation etc. Is yours a well written, graduate level, paper? APA style?

Criteria for papers

Grade

A = 90+ Paper is in appropriate APA format, well thought out and provides excellent coverage of material

B = 80-89 Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate

C = 70-79 Insufficient number of references provided AND limited coverage

F = <70 Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism, or paper not submitted on time.

Class Participation:

FULL class attendance and appropriate participation at all sessions is mandatory. There are emergencies in life, but this is an experiential course that cannot be made up. The in class requirement is only four days of instruction. You will be graded down for every 15 minute increment that you are late for class, including returning from breaks. You cannot pass this course if you miss any portion of the lectures and attendance.

GRADING:

Class Attendance/Participation/Preparation/Online 20%

Group Project Presentation 25%

Therapy Paper 10%

Mock MACPCE 30%

Theoretical Orientation Paper (test in book) 15%

Grading Criteria

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

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/>

<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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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), 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.