

**Argosy University**  
**COURSE SYLLABUS**  
**PC 6105**  
***Counseling Skills II***

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**Faculty Information**

**Faculty Name:** Dr. Arinn Testa

**Campus:** San Francisco Bay Area

**Contact Information:** [dr.arinn@yahoo.com](mailto:dr.arinn@yahoo.com)

**Office Hours:** By Appointment

**Short Faculty Bio:**

*Adjunct Faculty, Counseling Psychology and Forensic Psychology*

Dr. Testa worked as a Forensic Psychologist for the Marin County Sheriff's Department fulfilling a research grant awarded by the California Board of Corrections. Her extensive work with forensic populations, with its emphasis on rapid treatment results such as the excessive use of pharmaceuticals, inspired her exploration into the use of Holistic alternatives in therapy. Consequently, Dr. Testa is a certified Doula emphasizing medicinal plant resources and has worked with midwives in Central America. To compliment this practice she is working on certification as a Holistic Health Practitioner which includes healing through body work, movement and breath. She is the co-founder of an organization that supports the Children's Crisis Center in Modesto, California where she provides consultation with families and staff on Clinical and Assessment dimensions. Dr. Testa teaches mental health dimensions to Law Enforcement throughout California with the Crisis Intervention Team. Other areas of specialty that Dr. Testa enjoys are Neuropsychology, Spirituality and Human Sexuality. She has a private practice in Marin County and is particularly influenced by Jungian, Gestalt and Existential Psychotherapies.

**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.

**Course description:**

Counseling Skills II is a continuation of Counseling Skills I and will address specific techniques commonly drawn upon by therapists as well as integrate a deeper knowing of psychological processes. We will include skills utilized with specific populations such as children and older adults as well as various ethnic groups.

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

**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.

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

**Required Textbooks:**

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

2. Kahn, Michael, Between Therapist and Client. ISBN-10- 0805071008

3. Kottler, Jeffrey. Bad Therapy: Master Therapists Share Their Worst failures. ISBN-10- 0415933234

**Recommended Texts:**

Basch, Michael, Understanding Psychotherapy.

Weinberg, George, The Heart of Psychotherapy

McWilliams, Nancy, Psychoanalytic Diagnosis

Lerner, Harriet, Women in Therapy

Kottler, Jeffrey On Being a Therapist

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.

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**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:**

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 therapist's 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 therapist's personal therapeutic experiences, as well as life experiences, affect their abilities to be helpful or increase the possibilities that they will not.

### **ASSIGNMENTS:**

#### **Attendance and Class Participation – 30 points per weekend {60 points total}**

Students are expected to attend both weekends in their entirety and actively participate in class discussions and role-plays. More than three hours of missed class time will lower your grade a full step. If you have an emergency that prevents you from attending the course, please make arrangements with the program office to withdraw.

#### **On-line Assignments – 7 modules at 10 points per module {70 points total}**

You will be responsible for all weekly on-line postings. Most of the postings will be in response to the assigned book you will be reading between the two weekends and others will be random musings that are relevant to the material covered in this course. Students are expected to engage in on-line discussions and assignments twice per week. Full credit means that you have read the assigned readings for that module and *if* you are assigned to view a website you have done so prior to engaging in on-line discussions/assignments. You will automatically be dropped from class if you miss more than three modules. If you have an emergency that prevents you from attending the course, please make arrangements with the program office to withdraw.

## **Readings, Writings and Presentations**

**\*For the first weekend have ready!**

1. Between Therapist and Client; **Please read ENTIRE book before the first weekend** (it's really not that bad!)

2. Write a minimum of three 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 by the end of class. I will return it to you on weekend two.

**\*For the second weekend have ready!!**

1. Instructions for your presentation will be provided the first weekend we meet. Come prepared to give your presentation either Saturday or Sunday.

3. Bring the completed workbook. I will review it to make sure that you did the assignments. Note that I will not read the content so that you have a greater sense of freedom when you are writing. However, please come prepared to participate in a discussion about the essence of what you have written.

## **Final Presentation and Paper – 100 points**

Details of the paper and the presentation will be shared with you the first weekend of class.

The Argosy Library, as well as other school libraries, has many training tapes from different theoretical perspectives. In addition to the readings you will gather for your paper, you may also choose to review a tape that illustrates the theory you will be sharing with the class.

## **Presentation - 25 points**

You will demonstrate a theory in a role-play with another classmate with you as the therapist. You will share with the class a one page outline of the theory you chose and a brief summary of the client you are working with (more information on this in class).

## **Grading for Presentation**

\*You earn 10 points for standing in front of the class, sharing your on page outline/summary with the class and talking about your subject clearly.

\*The next 15 points are earned as follows:

5 points: Organization of presentation. Did you practice ahead of time to make sure you don't go over or under your 20 minute time slot?

3 points: Clarity of presentation. Are your thoughts presented in a clear way?

5 points: Understanding of the theoretical orientation you are presenting and the counseling techniques used by that orientation.

2 point: Presentation of self. Are you prepared, are you speaking clearly and audibly. How do you respond to class questions?

## **Paper**

You are to write an 8 to 10 page, double spaced, **APA formatted** paper. The topic is a research paper about the theoretical orientation, and it's techniques, you have chosen for your presentation. You need 5 original sources for your paper. You may NOT use internet sources such as Wikipedia! Please use only texts and/or professional journal articles written by those who dedicate themselves to the orientation you have chosen. This paper is **due** the Saturday of the second weekend of class. Please bring me a hard copy to class. The paper must be written in APA style and addresses the following four questions:

1. What are the roots of the orientation you have chosen? Write about how it was developed and who its main proponents have been.
2. What does this orientation believe about human development and how therapy can be helpful?
3. What does this orientation believe about how change happens and what is the role of the therapist in the change?
4. What do you think about this orientation and how it compares with others?
5. In addition, you will write a brief summary of the book you chose to read (more information given in class). Describe what you believe to be the presenting problem of the character you chose to follow in the book and how you would apply the theory you are interested in with this hypothetical client.

## **Grading of Paper**

50 points: Do you present a thorough understanding about the theory and the techniques you are presenting? Do you meet the length requirement?

25 points: Organization of paper. 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?

25 points: Grammar, style, spelling, punctuation etc. Is yours a well written, graduate level, paper? APA style?

## Criteria for paper

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

## Grading Criteria

### *Grading Scale*

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
F	59 and below

### *Grading requirements*

Attendance/participation	{60}	21%
Weekly Assignments	{70}	25%
Personal Experience Paper	{25}	9%
Final paper	{100}	36%
Presentation	{25}	9%
<i>TOTAL</i>	{280}	<i>100%</i>

## **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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.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.argosyu.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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<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**

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.