

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 1 and 2 2009

Instructor: Dr. Doug Gardner, Ed.D.
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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.

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 24th and 25th, 2009 and February 21st and 22nd, 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 and the course online dates for spring session 2 are from March 5th until April

26th. 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), Chapter Quizzes on the Sommers-Flannagan textbook, 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.

Weekly Textbook Quizzes:

Textbook quizzes will be on the readings. The questions will be multiple choice and true/false format. There will be a quiz for each module. (Lists of quizzes are provided below and please pay attention to the dues dates for each quiz.) The quizzes will be between 25-50 questions and will be graded upon completion. Students will have access to these quizzes online through the course site. Students are allowed to use their course materials while taking the quiz and should take all quizzes on a weekly basis. Students should do the best they can to answer the questions.

VIDEO Presentation and Paper:

You are to choose a volunteer and conduct an initial therapeutic session with this individual. **For ethical reasons, DO NOT choose a classmate, anyone currently in therapy, anyone with a history of mental illness, family members, spouses or children. Preferably this is an acquaintance and not someone you know very well. This person should not be under the influence of any sort of substance, prior to or at the time of the taping of your interview. You should be honest in letting your volunteer know that you are a student, and this is a training experience for you and not meant to be “real therapy”. Any indication of unethical behavior on your part as it pertains to this assignment may result in loss of points for the assignment as well as referral to the student conduct committee. This will be discussed fully in class.**

Prior to the session you must obtain written consent from the individual: You will be explaining that the video is for training purposes. You will tell them a bit about how a therapy session goes, if they have not experienced one. Ask them to choose a benign issue from their life to discuss with you (i.e. job decision, school decision, etc.), before you sit down and begin the taping. The tape needs to be about 50 minutes long, and **must be VHS or digital.**

Conduct the session as if it were an initial therapy hour. Please leave out the ‘paper work’ portion of the session (i.e. confidentiality, informed consent etc.). The focus, on your part, is the use of techniques explored in chapters 3 and 4 in *Clinical Interviewing*. The expectation is that you can show beginning competency in the use of appropriate body language, listening skills, basic attending skills, questioning and use of silence...all of the skills presented and discussed in class and online as well as in the required readings.

You will present a **10** minute segment of your videotape in class. You should choose a segment that you think demonstrates your skills and understanding of the basic concepts of the course. **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.**

Video tapes must be audible and brought to class on Saturday of the second weekend, cued to the segment you want to present to the class. MAKE SURE YOUR EQUIPMENT IS COMPATIBLE WITH THE MACHINES WE HAVE AVAILABLE IN CLASS (VHS or digital)!!

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

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.

ADA Policy:

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

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.

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.

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.