

BASIC COUNSELING SKILLS

PSY 4170, Spring 2022

TTH 1-215

Synchronous – zoom link sent via email

Professor : Dr. Saadia McLeod
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Office Hours: TTh 11-1230 by email, zoom meeting can be arranged in advance

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Website for some course materials:

www.drsaadiamcleod.com

In addition, Canvas will be used to post grades, the class syllabus, lecture PowerPoints and administer tests.

Course Description

Catalog Description

Overview of basic therapy skills: Emphasis on exploration and development of basic communication skills used in counseling and psychotherapy, such as building rapport, empathy, active listening, questioning, reflecting, clarifying, probing, confronting, and interpreting. Application of counseling theories to case conceptualization.

Course Objectives

At the end of this course students should be able to:

- Describe the basic stages of the helping process
- Explain the theoretical foundation of various helping models, application of models to cases
- Describe the basic skills used in helping relationships
- Compare and contrast the different helping skills
- Identify which helping responses are most appropriate in a particular situation
- Critically analyze a helping interaction
- Demonstrate a minimal level of competence in utilizing each of the basic helping skills.

NOTE: Completion of this course will not qualify students to practice as counselors or therapists without additional education, training, and supervision.

Organization of the Class

Each class session will combine lecture and application/workshop portions throughout the semester. Each session may have several lecture segments interspersed with practice sessions.

When we discuss specific helping skills, we will cover the theory and research behind that skill followed by an opportunity to practice that skill through the use of videos, role-plays, and small group activities. Students are expected to have done the reading BEFORE coming to class that day so they will be prepared for the discussion and practice.

Group work must be completed in class session in order to obtain credit.

Zoom Class Recordings: Attendance is an absolute requirement for this course. Zoom recordings will only be posted sporadically. Do not rely on zoom recordings and miss attending class.

Required Texts

Hill, C. E. (2014). Helping skills: Facilitating Exploration, Insight, and Action (4th ed.). Washington, DC: American Psychological Association.

Goodman, G. (1988). The Talk Book (4th Edition). Pennsylvania Rodale Press

Grading

Grades will be based on 2 Midterms, a Final, group work, verbal class participation, and a final group project presentation. Exams will cover material from course readings, class activities, and lectures. Each exam will consist of 50 multiple choice questions. The final will not be cumulative but will cover some topics from the second midterm.

At the end of the semester your points from: 3 exams (50 pts. each), group assignments (25), verbal participation (25pts) and final project presentation (50 pts) will be totaled, with a possible 250 points in the course.

All exams will be administered in Canvas. We will not be zooming during the exam. Exams taken on Canvas include all midterms and the final. Midterms will be taken on Canvas during normal class times. Final exam will be taken as scheduled on the syllabus.

The final project will be done in a **10 person group**. Each group is expected to present an area of clinical focus with an emphasis on treatment/counseling process. Examples of topics are drug addiction, eating disorders, pediatric cancer, heart disease, bipolar disorder, borderline personality disorder, anxiety disorders, sports psychology, private practice, forensic psychology, and police psychology. These are just some of the possible areas of focus. The presentation should describe the area of clinical focus, present a hypothetical case of a client that presents with the problem, conceptualize the case based on a therapy model discussed in class, and describe how you would treat the client based on the same therapy model. The presentations must have a visual component (PowerPoint, video), and an annotated bibliography with APA –style references. The group must cite at least three scholarly sources for the presentation (not including the textbook). Each group member must submit the group’s annotated bibliography into Canvas before the presentation.

Groups will be assigned via email within the first few weeks of class. Groups will then need to decide on a topic of interest for the presentation. Each group member is required to turn in the group topic by the first midterm. You will present your final project in a zoom presentation to the class.

Please leave your video on during your presentation. Do not read pre-written material. You are welcome to use a virtual background for some element of privacy if you so wish.

Each presentation must be no more than 30 minutes. Not all group members need to participate in the oral presentation but can contribute equitably to the project by conducting background research, creating the client vignettes, helping formulate the conceptualization and treatment approach, as well as help construct the PowerPoint slides.

Participation

Students are expected to attend class, to be on time, and to actively participate in class discussions and activities. Students should come to class having done the required reading for that day and with all completed tasks and assignments. You should be prepared to discuss the readings and topic for that day, challenge the ideas presented, present your own thoughts and ideas, and integrate these with material from the readings.

Realistic helping sessions offer students the opportunity to practice helping skills, so all students will be expected to participate in practice activities. Throughout the quarter, we will do small group activities where students will take turns playing the roles of helper, client, and observer. In the role of client you will need to disclose some personal information. You will not be expected to disclose more than you are comfortable disclosing. We will discuss topics that are appropriate for disclosure during class practice exercises. (These are also listed in your textbook on page 18). The rationale for disclosure is to provide helpers with real problems to work with, not to provide therapy for students. Practice sessions in class should not be used as substitutes for real therapy. Students experiencing significant personal distress should call **Cal Poly Pomona Counseling and Psychological Services at (909)869-3220**, or visit them in **Building 66 (Bookstore), Room 110**.

All practice sessions and group work will be done via breakout rooms in zoom. Please keep your video on. Virtual backgrounds are fine.

It is also expected that students in the class will act in a professional manner at all times, especially when we are practicing helping. This means that you should treat everyone with respect, pay attention, and keep everything you hear confidential. **CONFIDENTIALITY** with regard to student information heard during class **IS AN ABSOLUTE REQUIREMENT**. Disregard of this confidentiality policy could result in a failing grade in the course.

Make up Exams

Make-up exams will be given only in cases of extreme emergency (e.g., passing of an immediate family member, a car accident, or emergency surgery). Emergency must be supported **with official documentation**. If an internet issue disrupts your ability to take an exam, you must email the professor immediately and provide documentation of the technical issue (e.g., screenshot of the error message). Arrangements must be made with the professor ahead of time. One letter grade will be taken off for every day the exam is late.

Classroom Etiquette: Students are expected to abide by the university standards of academic integrity (e.g., no cheating, plagiarism, drunkenness, etc.) and civility (i.e., proper conduct). Students who are caught cheating may fail that assignment or the entire course and may be reported to Judicial Affairs. Students are also expected to treat professors, staff, and fellow students with the utmost respect. Incidents of behavioral misconduct may be reported to Judicial Affairs. Given the sensitivity of the course topic, it is absolutely essential that students maintain an environment of intellectual openness, rational discussion, and mutual respect.

Disability: If you believe you have a physical, emotional, or medical condition that may impact your ability to succeed in this course, contact the Disabilities Resource Center

(Building 9, room 103) They will communicate directly with your professor any appropriate accommodations that should be made on your behalf.

Email Communication. When emailing with the professor, please be sure to include your full name, and the name of the class and section number in your email. Also, allow 24-48 hours during weekdays to get my response and expect 48 to 72 hours during weekends. It is critical that before you contact me, you consult with the syllabus. I will not respond to emails when the answer is in the syllabus.

Internet Disruptions:

It is unfortunately likely that the internet may fail us on occasion during our class session. If a zoom session becomes too spotty or glitchy, we will end it and I will post the class activities to do later. I will try to approximate the level of activity to be done in class and not more.

I will try to post recordings of class lectures, but please note that in class work is part of your grade assessment. Do not rely on the posted recordings only. The posting themselves may also be unreliable. If I discuss confidential cases in session, I may not post recordings.

Tentative Class Schedule : The following schedule may be changed at the professor's discretion. Students are responsible for all changes announced in class.

<u>Date</u>	<u>Topic</u>	<u>Text</u>
1/25-1/27	Introduction to the Course Meditation on Helping	
2/1-2/3	Introduction to Helping Begin Genogram: Healer's Values/Biases/World View	Ch. 1 & 2

2/8-2/10	The Helping Process Goodman Reading: Ch 1 Disclosures	Ch. 3 & 4
2/15-2/17 & 6	Ethical Issues in Helping Code of Ethics: Resolving Ethical Dilemmas Students assigned to Groups for Final Project	Ch. 5
2/22-2/24	Self-Awareness The Mindful Therapist	Ch. 7 & 8
	Cultural Awareness Genogram Work: Bring in completed Genogram – Break out Group work	Ch. 5
3/1	MIDTERM # 1 (group topics due in canvas!)	Ch 1-5
3/3	<i>Exploration Stage</i> Review of Helping Theories Goodman Reading: Ch.4 & 10 Advise Giving	
3/8-3/10	Review of Helping Theories (cont.)	
3/15-3/17	Overview of the Exploration Stage Goodman Reading: Ch. 5 Questions; Ch. 6 Silences	Ch. 6
3/22-3/24	Attending, Listening, and Observing Goodman Reading: Ch. 2 & 8 Reflections	Ch. 7

3/29-3/31 SPRING BREAK

4/5 4/7	Attending, Listening, and Observing MIDTERM #2	Ch. 7
4/12-4/14	Exploring Thoughts and Narratives Goodman Reading: Ch. 11 Mastering Questions Exploring Feelings	Ch. 8
4/19	Self-Disclosure Self-Disclosure Goodman Reading: Ch. 7 Mastering Disclosures	Ch. 9
4/21	<i>Insight Stage</i> Overview of the Insight Stage Challenge	Ch. 11 Ch. 12 Ch. 13
4/26	Interpretation Goodman Reading: Ch. 3 & 9 Interpretations Immediacy Integrating Insight Skills	Ch. 14 Ch. 15
	<i>Action Stage /Integration</i> Overview of Action Stage	Ch. 16, 17, 18, 19

4/28 Group Presentations – (30 min each)
5/3-5/5 Group Presentations (cont)
5/10-5/12 Group Presentations

Final Exam: (on Canvas) 5/17 1pm-250pm

Title IX:

Please note that there are two executive orders from the CSU’s Office of the Chancellor that limit what information faculty members are able to keep confidential. These are Executive Order 1096 (which relates to reporting of campus sexual assaults) and Executive Order 1083 (which relates to mandatory reporting of child abuse). What this means is that CSU faculty members are what are called “mandatory reporters,” which means that once we are apprised of such incidents, we are required to report the incident to our Title IX officer on campus, regardless of whether the student wants this information reported or not. It may very well be that you would like the information reported but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to emote about an incident but do not want it reported, neither you nor I have any choice in this matter, and once it is divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating. For additional information, please visit the following Cal Poly Pomona web page: <http://www.cpp.edu/~title-ix/index.shtml>