

# BASIC COUNSELING SKILLS

PSY 4170, Spring 2020

Wed 1pm-3:45

Room: 5-105

Instructor: Dr. Saadia McLeod  
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Office Hours: W 1130-1230,  
W 3pm-4pm by email

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Website for all course materials: [www.drsaadiamcleod.com](http://www.drsaadiamcleod.com)  
Blackboard will be used only to post grades and the class syllabus

## 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.

### 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
- 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 through out 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.

### 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* (4<sup>th</sup> ed.). Pennsylvania: Rodale Press

(The latter book is not available at the bookstore but can be purchased used online)

### Grading

Grades will be based on 2 Midterms, a Final, in-class 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 topics from the second midterm.

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

The final project will be done in a **4 person group**. Each group is expected to present an area of clinical focus. 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, include an interview of a counselor/therapist that works with that special group, interview of a client/patient, describe the major challenges to the counseling process for both, and, lastly, the common therapeutic approach to treatment and efficacy. The presentations must have a visual component (PowerPoint, video, brochures), and an annotated bibliography with APA –style references.

Please turn in your topic of interest and list of your group members names by the **first midterm**. Please submit a **typed statement of interest**.

### 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.

Attendance will be taken sporadically throughout the semester and will weigh into the participation grade.

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**.

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 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**. 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.

Tentative Class Schedule : The following schedule can 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>
<u>Wednesdays</u>		
1/22	Introduction to the Course Meditation on Helping	
1/29	Introduction to Helping Begin Genogram: Healer's Values/Biases/Wrld View	Ch. 1 & 2
2/5	The Helping Process Goodman Reading: Ch 1 Disclosures	Ch. 3 & 4
2/12	Ethical Issues in Helping Code of Ethics: Resolving Ethical Dilemmas	Ch. 5 & 6
2/19	Self-Awareness The Mindful Therapist	Ch. 7 & 8
	Cultural Awareness Genogram Work: Bring in completed Genogram	Ch. 5
2/26	MIDTERM # 1 (group topics due!)	Ch 1-5

*Exploration Stage*

Review of Helping Theories  
Goodman Reading: Ch.4 & 10 Advise Giving

3/4	Review of Helping Theories (cont.)	
3/11	Overview of the Exploration Stage Goodman Reading: Ch. 5 Questions; Ch. 6 Silences	Ch. 6
3/18	Attending, Listening, and Observing Goodman Reading: Ch. 2 & 8 Reflections	Ch. 7
SPRING BREAK 3/30-4/3		
4/8	<b>MIDTERM 2</b>	
	Exploring Thoughts and Narratives Goodman Reading: Ch. 11 Mastering Questions	Ch. 8
	Exploring Feelings	
4/15	Self-Disclosure Goodman Reading: Ch. 7 Mastering Disclosures	Ch. 9
	<i>Insight Stage</i>	
	Overview of the Insight Stage	Ch. 11
	Challenge	Ch. 12
	Interpretation	Ch. 13
	Goodman Reading: Ch. 3 & 9 Interpretations	
	Immediacy	Ch. 14
4/22	Integrating Insight Skills	Ch. 15
	<i>Action Stage/Integration</i>	
	Overview of Action Stage	Ch. 16, 17, 18, 19

4/29 Group Presentations – (25min each)  
5/6 Group Presentations (cont)  
5/13 **Final Exam: 3pm-450**

**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>