Instructor: Sheila K. Grant, Ph.D.

Classroom: Sierra Hall 342

Class Time: 12:30 pm to 1:45 pm, Tuesdays & Thursdays

Office Hours: Tuesdays & Thursdays 2:00 – 4:00 pm

Office: Sierra Tower 335

Office Phone: (818) 677-2983


Recommended Supplementary Sources:

Goals of Course
The goals of the course are to examine (1) the current approaches, (2) techniques, (3) and professional and ethical issues in the helping profession of counseling / psychotherapy, as well to explore and practice the microskills of helping. Students will discuss current theories and experience therapy situations through role-play.

Course Requirements

Attendance:
You are encouraged to attend class since some of the lecture material and class activities are not in the text, but will be covered on the exams, AND 20% of your final grade will be assessed by class participation in small group tasks (see Grading Policy for more detail).

Preparation:
• Midterm Exams and Final Exam require a Scan-tron (882-E)
• Please come prepared for each class section designated for Group Task. If you FAIL to come to any small Group Task and complete said task, you may make up some (or all) of the possible points if: (a) you bring a written excuse (such as a doctor’s note) to the professor during office hours, (b) write a one-hour essay (Three pages typed minimum), summarizing the contents of the group task, its educational purpose, and how you arrived at your answers. In addition, you are expected to listen attentively to lectures, films, student questions, comments and discussions, and be a full participant in your learning process. All the aforementioned make-ups are due NO LATER than seven (7) days after original due date.

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Evaluative & Grading Policy:

<table>
<thead>
<tr>
<th>Points</th>
<th>Task Description</th>
</tr>
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<tbody>
<tr>
<td>200</td>
<td>Small Group Tasks</td>
</tr>
<tr>
<td>300</td>
<td>(2 highest midterm exams combined)</td>
</tr>
<tr>
<td>200</td>
<td>Written Analysis, Transcription &amp; Recorded Interview</td>
</tr>
<tr>
<td>100</td>
<td>Class Presentation</td>
</tr>
<tr>
<td>200</td>
<td>Final Exam (Cumulative)</td>
</tr>
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</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100%</td>
<td>960 to 1000</td>
</tr>
<tr>
<td>A-</td>
<td>90-95%</td>
<td>900 to 959</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
<td>850 to 899</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
<td>800 to 849</td>
</tr>
<tr>
<td>B-</td>
<td>75-79%</td>
<td>750 to 799</td>
</tr>
<tr>
<td>C+</td>
<td>70-74%</td>
<td>700 to 749</td>
</tr>
<tr>
<td>C</td>
<td>65-69%</td>
<td>650 to 699</td>
</tr>
<tr>
<td>C-</td>
<td>60-64%</td>
<td>600 to 649</td>
</tr>
<tr>
<td>D+</td>
<td>55-59%</td>
<td>550 to 599</td>
</tr>
<tr>
<td>D</td>
<td>52-54%</td>
<td>520 to 549</td>
</tr>
<tr>
<td>D-</td>
<td>50-51%</td>
<td>500 to 519</td>
</tr>
<tr>
<td>F</td>
<td>Below 50%</td>
<td>0 to 499</td>
</tr>
</tbody>
</table>

Note: Since grades are often a source of anxiety for students, I urge you to consult with me individually if you do not understand a grade, or feel you haven't been treated fairly. Everyone is invited to make full use of my office hours for questions, clarification, or problems. I am here to share with you an adventure into the often mysterious world of psychology. But remember, I am only the guide and you are all scientists who must make your own investment of time, energy, and thought.

EXTRA CREDIT:

Attendance: less than 5 absences (i.e., no more than 4 absences) will EARN extra credit (15 points)

Please note, however, that Presentation Days count double as an incentive for you to attend the presentations of your fellow students!

Academic Honesty:

Cheating and plagiarism will not be tolerated. If you are caught cheating or plagiarizing in any form, you will receive a failing grade for the course and will be reported to the University for appropriate action. If you are unsure what constitutes cheating/plagiarism, consult the current University catalog or student handbook.

Note: In an effort to encourage student independence as learners:

Whenever possible, please communicate with me personally during class or office hours.

E-mail should be used for the following:

• to alert me that you are confused about a concept and would like me to discuss it at the next class session.
• to communicate a personal concern

E-mail should *not* be used to ask me:

• to alert me when you will be absent from class
• to write you a summary of a 3-hour class session you missed
• to re-teach a concept online
• to give you a due date (or any other information) that can be found in our syllabus

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Objectives of this Course

1. To provide you with information about the therapeutic process and the practical elements of the counseling interaction.

2. To provide you with an experiential laboratory to learn and practice the microskills essential to the counseling process.

3. To expose you to a variety of ethical and professional issues in counseling and to guide you in developing a position on these issues.

4. To develop an interest in reading in the counseling field.

5. To develop self-evaluation skills/writing skills/critical thinking skills.

6. To encourage your integration of theoretical and experiential learning in order to form your own personal model of the counseling process.

7. To challenge you to look at your own qualities that support and hinder your attempts at being therapeutic for others.

8. To gain an understanding of ways of applying eleven approaches (plus the Integrative Approach) to specific cases.
   (The case of Stan in TPCP text; the case of Ruth in CACP text.

SUGGESTIONS FOR GETTING THE MOST FROM THIS COURSE

1. Read the contents in this course outline and study guide. Any questions you have will be clarified during the first week.

2. Decide at the outset if you have the time and are willing to devote the time and effort needed to do a quality job for this important course in your major.
   As a rough estimate:
   - 45 hours devoted to attending class meetings
   - 45 hours of class preparation (including reading and studying, as well as preparing for the midterm and final examination)
   - 30 hours to write your two-part paper
   - 120 hours during the semester, or a minimum of 8 hours weekly. This is only an estimate, as students vary with respect to factors related to how much time/effort any course will require.

3. Don’t allow yourself to get behind in your reading! It is expected that you make use of the Student Manual that accompanies the textbook. Come to class prepared to ask questions or raise issues based on the readings.

4. After each session, make and organize your notes for the topic of that day. It is a good idea to write your rough draft at this time also, and that way you won’t have the problem of writing a comprehensive paper in a single week.

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5. It is expected that you make full use of the *Student Manual for Theory and Practice of Counseling and Psychotherapy*. In addition to reading and studying the chapters in the textbook, this *Manual* provides self-questions, a concise summary of the basic points of each theory, a glossary, practical exercises and activities, and case studies and other open-ended situations for you to consider. After you have thoroughly studied the textbook, take the self-tests in the *Student Manual* and score them to determine your level of mastery of the material. These will be most helpful in reviewing for examinations.

6. Come to class with an open frame of mind and be willing to take some risks. This course is designed as a beginning survey of counseling theory and practice. Because this is an introductory course, you are NOT expected to have counseling experience. Don’t allow yourself to be intimidated. Hopefully, you will challenge your fears and push yourself to become an active and involved participant.

7. Each week, prior to reading the assigned material, carefully look over the study guide that contains focus questions for each week. We will be discussing these topics in class, so do come prepared to raise the questions that you’d most like to discuss. You are expected to think critically, to take positions on the issues explored, to learn how to develop your thoughts clearly and fully, and to express your reactions verbally in class sections and in written form.

8. Attempt to do as much recommended reading as is possible. For each week, this course outline lists resources to give you more in-depth coverage than is presented in the core textbook.

9. Three tests of an objective variety are given (the top 2 scores are retained), as well as a final examination. Look at the suggestions given in this course outline for ways to prepare for these exams, as well as an idea of their content.

10. Papers are of a comprehensive nature and are designed to help you integrate the material. Consult this outline early for the details. These papers must be typewritten, proofread, double-spaced, and in current APA-format and are expected to show evidence of clear thought. Papers are one of the most important aspects used to determine your course grade, and surely the most valuable tool in helping you learn and integrate the material. Plan ahead so that your papers will be turned in ON TIME in quality fashion. Late papers (if accepted at all) will be subject to lowering the overall grade. The usual late penalty is 20%.

11. Of course, you are expected to attend every class session, unless there is a valid emergency / reason. Promptness is expected and appreciated. Unexcused absences do have a bearing on your grade, so if you have a legitimate reason for missing, do let me know prior to your absence or immediately upon returning to class.

12. Respect confidentiality! Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature and vulnerability, trust, and openness needed to learn counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual session or a group session in this course will have his or her confidentiality respected. Please do not tape record any lectures, discussions or demonstrations. Tape recording parts of class sessions could well pose problems with respect to confidentiality and privacy.

13. Make use of my office hours. I hope each of you will come in at some time(s) during the semester to consider your progress and learning in the course, or for any other issues you want to discuss. I suggest you schedule a time in advance. And most of all—enjoy this course. My main hope is that you surprise yourself with how much you will challenge yourself and how much you’ll learn.

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1. Due Date: See Schedule NO EXCEPTIONS!!
   (LATE PENALTY=10 PTS PER DAY/ Mon-Sun)

2. Materials:
   • a 45-50 min. interview recorded on an audio microcassette
   • chose one 15 minute section of interview to analyze in detail (although your analysis will address the entire interview)
   • a typed verbatim transcript of the selected 15 min. portion of interview

   • PLEASE CUE CASSETTE TO THE START OF YOUR TRANSCRIBED ANALYSIS.
   • a typed self critique (minimum 5 pages & maximum 10 pages).

3. Other Details:
   a. The interview is to be arranged ahead of time with a friend or acquaintance willing to spend an hour discussing a topic of personal interest or some aspect of themselves or a relationship they wish to better understand. This is to give your subject a little time to decide on the material to discuss.

   b. The interview is to be confidential, free from distractions, clearly recorded, to have a beginning and an end and to be conducted using the Rogerian approach and include as many of the microskills as you feel comfortable using. The subject needs to know the tape will be heard by a supervisor whose interest is in the interviewer's technique. The tape will be erased before it is returned.

   c. Once the interview has started it should proceed to its conclusion without an intermission and the tape player should remain on throughout. The topic should not be discussed ahead of time nor after the interview is concluded. Ask your subject to regard this hour as a professional and not as a personal conversation.

   d. The transcript should be a complete word for word transcription. Number each counselor comment (except such words as I see, Yes, MMMn, etc. should be placed in parentheses within the body of the subject's comments and not numbered.)

   e. Do not put subject's name on the transcript but do label both the tape and the transcript with your name and have the tape rewound and ready to hear. If the tape is not clearly audible it is not acceptable. If you have a poor tape or mechanical problems reschedule the interview for another day and preferably with another client. It is to your advantage to have a clear tape and a good interview.

   f. Your self critique should address itself to both positive and negative features of the interview and may include taking notice of missed leads and suggested alternative responses. You may give a short introduction to the interview with any comments you believe pertinent, such as your relationship with the client, gestures used during the interview, your own reactions to the subject.

   g. Try to be yourself, be relaxed, friendly without being conversational. Listen, pick up leads, reflect feelings and content in your own words. Show empathy and acceptance without agreement. Be an active listener but do not give advice, reassurance or interpretations. Let the subject lead and do not press for a solution although solutions may be considered.

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SUGGESTIONS FOR WRITING PAPERS AND CRITERIA FOR GRADING

1. **Quality writing skills.** Write directly and in standard English. Make sure your essays reflect university-level writing skills. Use complete sentences, develop your paragraphs, check your spelling, and put together a paper that reflects quality. You might ask someone to proofread your paper.
   • It is essential that you keep strictly within the established page limitations.

2. **Development of a theme.** Look for a central theme or central message in the essay. I suggest that you make an outline, and check to see that each point in your outline pertains to your central message.
   • Create a short title for the essay that conveys your basic idea.
   • State your message clearly and concisely in your opening paragraph.
   • Have a solid and impactful concluding paragraph.
   • The theme should be clear, concise, and specific—rather than global and generalized. If you write in a general and abstract manner, your essay will lack a clear focus.
   • Develop your thoughts fully, concretely, and logically, rather than being rambling or vague and wordy.
   • In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader should not have to struggle to discover your intended meaning.
   • Give reasons for your views, rather than making unsupported statements. When you take a position, provide reasons for your position.
   • Cover a few issues or ideas well and in depth, rather than spreading yourself too thin. For your analysis, narrow down your focus so that you can manage to develop central paragraphs that expand your theme.

3. **Use of examples.** In developing your ideas, use clear examples to illustrate your point. Draw upon personal examples (as relevant), use cases, and apply theoretical concepts to practical settings. Tie your examples into the point you are making, but avoid giving too many details or getting lost in the personal example.

4. **Creativity and depth of thinking.** Write a paper that reflects your own uniqueness and ideas, rather than merely giving a summary of the material in the book.
   • Do not make your paper a mere summary; rather focus on a clear analysis of the pros and cons of your interviewing technique (what was or failed to be accomplished in working with your pseudo client)
   • Approach the material in an original way.
   • Focus on particular issue/topic that you find personally significant. Since you have choice in what aspect to focus on, select an aspect of your interview that will allow you to express your beliefs.
   • Show depth in expanding on your thoughts.

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