

# **Counseling Psychology PSYCHOLOGY 366**

Spring, 2006  
Art Lyons  
PPHAC 226

861-1564 - Office  
691-1330 - Home  
(to 9:30 p.m.)  
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## **Counseling Psychology**

The interviewing process and commonly used intervention strategies and techniques. Emphasis on values clarification and of relationship in the counseling process. Experiential components  
Prerequisite: Psychology 361

### **Objectives**

1. To develop a beginning proficiency in basic listening, communicating, and interviewing skills.
2. To become knowledgeable about various theoretical approaches to counseling and psychotherapy.
3. To become sensitive to multicultural issues in counseling practices.
4. To have you actively participate in class in order to facilitate the integration of theory with experiential learning in order for you to form your own personal model of the counseling process.
5. To challenge you to look at your own values and qualities that support and hinder your attempts at establishing a helping relationship with others.

### **Required Textbooks**

Corey, M.S. & Corey, G. (2003). *Becoming a helper*. (4th. ed.) Pacific Grove, CA.: Brooks/Cole Publishing Company.

Ivey, A. E. & Ivey M. B. (2003). *Intentional interviewing and counseling*, (5th. ed.). Pacific Grove, CA.: Brooks/Cole Publishing Company.

### **Note:**

Please note that it is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

Please note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

### **Students with Disabilities**

Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (extension 1510).

Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (extension 1510).

Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

### **Ideas to Consider to Maximize Your Learning in this Course**

1. Decide at the start of this course that you have the time and are willing to devote the time and energy needed to do a quality effort for this important course in your major.
2. Come to class with an open frame of mind and be willing to take some risks. This course is designed as an introduction to interviewing and counseling, as such I don't expect you to have had counseling experience. Don't choose to be intimidated by the class and homework exercises. Challenge your fears and push yourself to become an **active and involved participant.**
3. Don't allow yourself to get behind in your reading!
4. In a course such as this you are expected to attend every class. Promptness is expected and appreciated. Lectures will cover theoretical material that is not presented in our textbooks and personal learning can only occur when one participates in the experiential exercises that will comprise a significant portion of our class sessions. Unexcused absences will have a bearing on your grade for this component of the course.

5. Make use of the following **office hours**:

Monday 10:30 – 11:30  
Tuesday 9:00 – 10:00  
Wednesday 10:30 – 11:30 and 1:00 to 2:00  
Thursday 9:00 – 10:00  
Friday by appointment

If you need to see me at some other time, both office and home phone numbers are listed on the first page. My email address is also listed there. Please contact me and we will arrange for a mutually convenient time to get together.

I hope that each of you will come in at some time(s) during the semester to discuss your progress and learning in the course. Given our numbers I do suggest an appointment in advance so that you do not have to wait to visit with me.

6. In this course you will be entering an experience that involves a fair amount of role-playing and practice interviewing. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling it is extremely important that **confidentiality be maintained**. At the same time keep in mind the limits of confidentiality. You have no legal right to maintain confidence in the unlikely event that you were questioned by an attorney in court. When videotaping a session with a role playing client, be sure you have permission on tape for that interview to proceed. If your client wishes, stop the tape at any time.

If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates.

7. In this course you will need to be willing to be videotaped on a regular basis. You will be conducting an initial interview and you will be taped periodically in class in systematic group practice exercises.

### **Grading Structure**

Class attendance & thoughtful participation 20%

First half of the semester homework exercises,  
focus questions, & summaries of systematic  
group practice (workbook assignments #1) 35%

Second half of the semester homework exercises, focus questions, & summaries of systematic group practice (workbook assignments #2) 35%

Final integrative assessment and critique of personal videotape of counseling sessions 10%

### **Class Attendance & Thoughtful Participation**

Attendance will be taken at every class. You may want to reread #s 2 & 4 In the Ideas to Consider to Maximize Your Learning in this Course earlier in the syllabus for further clarification with respect to this criterion. If you have difficulty in fully participating in class discussions please come to see me as soon as possible so that we can eliminate this roadblock to your successful participation in class. You may, at times, be asked to present summaries of your out of class assignments to the rest of the class.

### **Homework Exercises, Focus Questions, & Summaries of Systematic Group Practice**

This is a writing intensive course! In order to maximize your learning it is essential that you put forth your best effort on these assignments and complete them on time. As listed on the calendar that follows there are a number of homework exercises that are regularly assigned throughout the semester. In addition to those listed there will be additional homework assignments made in class. There are also regularly assigned focus questions from each chapter of the Corey book for you to explore. You will also be summarizing your learning experiences from your systematic group practice. **Please bring your workbook with you to each of our class meetings.** They will be collected periodically throughout the semester to monitor your progress. Separate letter grades will be given for each half of the semester.

### **Deadlines for homework assignments, focus questions, Summaries of systematic group practice etc.**

All of the assignments are of a comprehensive nature and designed to help you integrate the material. I expect that your responses will show evidence of careful and clear thought. Plan ahead so that your assignments are done **ON TIME** in quality fashion. There will be systematic deductions for journals that are not kept up to date.

### **Final integrative assessment and critique of personal videotape**

This assignment will be explained more fully in class in the later part of the semester. It will be due the beginning of the time period that our final exam period is scheduled for.

### **Systematic Group Practice**

Early on in the semester we will form small intact groups of five people. You will work with this small group throughout the rest of the semester doing micro skills training sessions. All of these sessions will be videotaped. It is important that you purchase a standard VHS tape so that your individual sessions can be recorded sequentially throughout the semester. This will allow you to critique your own counseling style and also allow you to observe your improvement in counseling techniques throughout the semester. Your small intact group will be paired with another group and you will take turns being video technicians and videotaping the other small group training sessions.

### **Six Additional Questions that You Will Hopefully be able to Answer by the Completion of the Course**

1. What is your view of human nature? How is your point of view significant in terms of your philosophy of counseling? What factors account for changes in behavior?
2. What is your definition of counseling? How would you explain to a prospective client what counseling is about?
3. What goals of counseling do you view as appropriate? What are some inappropriate goals?
4. What are the most important functions of a counselor or therapist? How would you define your own role as a helper?
5. What do you think are the essential characteristics of an effective relationship between the client and the therapist? How important is this relationship as a factor for change?
6. What makes for a therapist's excellence? What distinguishes a mediocre therapist from an outstanding one?

### **Class Calendar**

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|------|---|
| 1/17 | Introduction to the course<br><b>Homework</b> - Survey - "Attitudes and Values Related to Counseling and Psychotherapy" – Due 1/24<br><b>Homework</b> – Videotape a 15-minute "Natural Interview" to be completed by 1/31 |
| 1/19 | No formal class – opportunity to schedule and videotape “Natural Interview” I will be at the Midwinter Retreat of the Executive Board of the APA Division of Humanistic Psychology in Toronto, Canada                     |
| 1/24 | Ivey - Before You Start & Introduction  |

- Homework** - Survey - "Attitudes and Values About the Counselor as a Person and a Professional" – Due 1/26
- 1/26 Corey - Chap 1 - Are the Helping Professions for You?  
**Homework** - 5 focus questions from Chapter 1 (Corey) page 2  
**Homework** - In your workbook please further discuss your thoughts with respect to 2 of the survey items that were discussed in class on 1/24 & 1/26.
- 1/31 Ivey - Chap. 1 - Toward Intentional Interviewing and Counseling  
Corey - Chap 2 - Getting the Most from your Education and Training, pages 38 to 42 required, the rest is optional  
**Homework** - focus question #2 from Chapter 2 (Corey) page 37  
**Homework** – Videotape of 15 minute "Natural Interview" to be completed by this date.
- 2/2 Corey – Chap. 3 – Helper Know Thyself  
**Homework** – 3 focus questions from Chapter 3 (Corey) page 66  
*In-Class* – Journal exercise and sharing “Exploring Your Family Structure” Corey - pages 74-75 Note: Please be sure to have read this chapter carefully before class and bring your journal and *Becoming a Helper* to class!
- 2/7 Corey – Chap. 4 – Understanding Life Transitions  
*In-Class* – Journal exercise and sharing “Reflections About The Life-span Process You will be asked to write two journal entries that answer the questions from the reflections and application section of Corey for two different stages of human development from infancy through old age. Note: Please be sure to have read this chapter carefully and to have decided which two stages of life you are going to focus upon before class and bring your journal and *Becoming a Helper* to class!
- 2/9 Corey - Chap 5 -Stages in the Helping Process  
**Homework** - 3 focus questions from chapter 5 (Corey) page 109  
In-class brainstorming assignment related to developing questions for #3 on page 33 Corey Note: Please bring *Becoming a Helper* to class!
- 2/14 Corey - Chap 6 - Common Concerns of Beginning Helpers  
Do self-inventories in this chapter!

- Homework** - 5 focus questions on page 140  
 - Complete assignment # 2 page 163 and write about the experience
- 2/16 No class due to Council of Representatives Meeting of APA in Washington D.C.  
 Corey – chapter 8: Cultural Diversity in the Helping Professions  
**Homework** – 4 focus questions from page 190  
 Corey – chapter 9: Ethical and Legal Issues Facing Helpers  
**Homework** – 4 focus questions from page 215
- 2/21 Ivey - Chap. 2 - Attending Behavior: Basic to Communication  
**Homework** - p. 54-55, Exercises 1 & 3 (1 page summary of #3 in Journal)
- 2/23 Systematic Group Practice of Chap. 2 (videotape)
- 2/28 Ivey - Section II, p.65-66 & Chap. 3 - Questions: Opening Communication  
**Homework** - p. 87-88, Exercise 1 & 2 (1 page summary of #2 in journal)
- 3/2 Systematic Group Practice - Chap. 3 (videotape)
- 3/7 – 3/9 Spring Break
- 3/14 A look at classic Psychodynamic approaches to counseling
- 3/16 **Reports** on interviews with mental health professionals (started in class on 2/9)
- 3/21 Ivey - Chap. 4 - Observation Skills  
**Homework** - p. 115-116, Exercises 1 & 2 (Present a summary of your work and observations in your journal)
- 3/23 Systematic Group Practice - Chap. 4 (videotape)  
**Homework** - Please complete the interactive exercise for Chapter 4, Identification and Classification.  
 There are two parts to this exercise: a video observation and an analysis of a transcript. Please print out the video quiz and include it in your journal so I can reinforce you for completing the exercise.
- 3/28 Corey - Chap 7 – Values and the Helping Relationship  
**Homework** - 5 focus questions from Chapter 7 on page 166
- 3/30 Adlerian Psychotherapy & RET

- 3/31 “W”
- 4/4 No class – Service Day
- 4/6 Rational Emotive Therapy continued  
RET Video, *A Guide to Rational Living*
- 4/11 Ivey - Chap. 5 - Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening  
**Homework** – p. 141 & 142 Please complete Exercises 2 & 3 and present a summary of #3 in your journal
- 4/13 Systematic Group Practice - Chap. 5 (Remember your videotape)  
**Homework** - Please complete the interactive exercise for Chapter 5, Identification and Classification. Please print out the quiz and include it in your journal so I can reinforce you for completing the exercise.
- 4/18 Ivey- Chap. 6 - Observing and Reflecting Feelings: A Foundation of Client Experience  
**Homework** - p. 168-169 Exercise 3: Acknowledgment of feeling (Present a summary in your journal.)  
Person-Centered Therapy
- 4/20 Systematic Group Practice - Chap. 6 (Remember your videotape)  
**Homework** - Please complete the interactive exercise for Chapter 6, Identification and Classification. Please print out the quiz and include it in your journal so I can reinforce you for completing the exercise.
- 4/25 Corey – Chapter 10: Managing Boundary Issues  
**Homework** – 2 focus questions from p 253  
Course Wrap-up  
Ivey – Chapter 7 – Integrating Listening Skills: How to Conduct a Well-Formed Interview  
**Homework** – Find a volunteer client who is relatively verbal and willing to talk about something of real interest as explained on page 214 in our text. Your assignment is to conduct this session in our small video observation room. You may either arrange to have a classmate observe the actual session (preferred) or watch the videotape of the session and complete the feedback form, pages 216-217. This observer should provide you with verbal feedback as well. As with all other microskills training exercises please write up a summary of this experience in your journal. To make this assignment easier to conduct we will not have a formal class on  
**Handout:** guidelines for final integrative assessment and critique of personal videotape



4/27 No formal class to allow for taping of interviews and for people to work on their final integrative assessment and critique of personal videotape

During finals: final integrative assessment and critique of personal videotape