

PSYCHOLOGY 366

Spring, 2011
Art Lyons
PPHAC 226

861-1564 - Office
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(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 211

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. (2011). *Becoming a helper*. (6th. ed.) Pacific Grove, CA.: Brooks/Cole Publishing Company.

Ivey, A. E. & Ivey M. B. (2008). *Essentials of Intentional Interviewing*. 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. This is especially the case because I may be having a few guest speakers in to class and they have not been scheduled as of yet.

Students with Disabilities

Students with learning disabilities who need special accommodations for this course should contact Mr. Joe Kempfer in Learning Services at 1307 Main Street (ext. 1510). Accommodations cannot be provided until authorization is received from Learning Services based upon proper documentation of the conditions and needed accommodations. Use of a laptop in class is an accommodation requiring such documentation.

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	1:30 – 2:30
Tuesday	10:00 – 11:00
Wednesday	1:30 – 2:30
Thursday	10:00 – 11:00
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.

Portfolios: Beginning in the fall of 2008, each student who majors in psychology will have a portfolio of writing assignments, completed as a part of his or her coursework, maintained by the department. Each psychology syllabus from this point forward will designate which writing assignment will be included in the portfolio. For this class, your literature review paper will serve as that writing assignment. Only psychology faculty members will have access to your portfolio, which will be used to assess and improve our ability to meet a major goal for our department: training our students to write professionally using APA style.

Grading Structure

Class attendance & thoughtful participation 20%

First half of the semester homework exercises, focus questions, & summaries of systematic

group practice (workbook assignments #1)	25%
Second half of the semester homework exercises, focus questions, & summaries of systematic group practice (workbook assignments #2)	25%
Literature review paper on self-chosen topic related to counseling	15%
Final integrative assessment and critique of personal DVD of counseling sessions	15%

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.

Literature review paper on self-chosen topic related to counseling

This assignment consists of you writing a 5 to 10 page literature review on a topic that pertains to one of the 12 approaches to counseling What does the most current research

say about the effectiveness of this particular approach to counseling? What are its limitations? What are its strengths? We will explore at least four of these approaches in class, however here is the opportunity for you to use your literature search skills learned in PS 211 & PS 212 to deepen your understanding of one of the approaches. The paper must be in APA format. The question about this counseling approach that you want to explore further must be identified by mid-semester, along with an explanation for why you chose this question. Two weeks later you must have identified 6 primary sources that will help you in writing your paper. You will refine your topic further as a function of your initial explorations and focus on one particular technique developed from this approach, or by looking at only one type of client or presenting problem. The scoring matrix for this assignment will award points for meeting each of the above deadlines, correct use of APA format, quality of primary sources, and for the overall quality of the literature review.

The due date for this paper appears on our class calendar.

Final integrative assessment and critique of personal DVD

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, which is Tuesday, May 3rd at 1:30 pm.

Systematic Group Practice

Early on in the semester we will form small intact groups of four or 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 and stored on your personal DVD. It is important that you purchase a DVD disc that can be written on 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.

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

Please note that homework is due on the day that it is listed on the syllabus unless a different due date is listed!

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|------|--|
| 1/18 | <p>Introduction to the course</p> <p>Homework Due 1/25 - Surveys - "Attitudes and Values Related to Counseling and Psychotherapy" & the Self Assessment Inventory of Your Attitudes and Beliefs About Helping on p.29 of Corey</p> <p>Homework – Videotape a 15-minute "Natural Interview" to be completed by 2/3</p> |
| 1/20 | <p>Please read (Corey) Chapter 1, Exploring Your Motives for Becoming a Helper, in preparation for making your first workbook entry #1 (Focus questions 2 and 6 on page 2) in class on Thursday</p> |
| 1/25 | <p>Chapter 1 (Ivey), Toward Intentional Interviewing and Counseling</p> <p>In-class discussion of "Attitudes and Values Related to Counseling and Psychotherapy" & the Self Assessment Inventory of Your Attitudes and Beliefs About Helping</p> |
| 1/27 | <p>In-class workbook entry #2: Ivey pages 6 and 7 Respond to each of the multicultural issues that Ivey delineates with RESPECTFUL</p> <p>In-class workbook entry #3: (Corey) Complete the value inventory on pages 26 and 27 and then respond to the suggestions in the paragraph following the list of twenty items on page 27.</p> |
| 2/1 | <p>Chapter 2 (Corey), Getting the Most From Your Education and Training (pages 39 to 45)</p> <p>Workbook Homework #4 – Due 2/1 - Focus questions 2 and 4 (Corey) page 40</p> <p>Workbook Homework #5 – Due 2/1 - In your workbook please further discuss your thoughts with respect to 2 of the survey items that were discussed in class on 1/25.</p> |

2/3 No formal class, class time can be used to conduct and tape your “Natural Interview” Note: During our Thursday class period there will only be time for nine of these interviews to be conducted. The sign-ups for time slots will be on a first come basis. The other class members will have to make other arrangements outside of class time in order to complete this assignment. Be sure to have your client complete the client feedback form that was handed out in class.

Workbook Homework #6 – Due 2/8 - Complete your self-assessment of your “Natural Interview” utilizing the handout given out in class.

2/8 Chapter 3 (Corey), Helper Know Thyself
Workbook Homework #7 – Due 2/8 - 3 focus questions from Chapter 3 (Corey) page 66

2/10 Chapter 2 (Ivey), Ethics, Multicultural Competence, and Wellness
Workbook Homework #8: Due 2/10 - Please respond to the following questions:

1. What stood out for you personally in module 2.1 on ethics? What one thing did you consider most important? Ideas about social justice are considered by some to be a controversial topic in counseling. What are your thoughts?
2. How comfortable are you with ideas of diversity and working with people different from you? Can you recognize yourself as a multicultural person full of many dimensions of diversity?
3. Wellness and positive psychology have been stressed as a useful part of the counseling and therapy interview. How comfortable are you with this approach?

2/15 Chapter 3 (Ivey), Attending and Observation Skills

Workbook Homework #9: Due 2/17 - Observe an interview of at least 8-minute duration. This could be a role-played counseling session, a television talk show, or simply an interaction between friends and family. Use the following form to count specific behaviors. Specifically, make a mark for each instance of less effective attending.

As you work through this exercise, recall multicultural and individual differences that can occur in the interview. Your observations and interpretations of what you observe need to be moderated with sensitivity to diversity.

_____ Visuals – number of eye contact breaks

_____ Vocals – number of speech hesitations or uses of disruptive vocal tone

_____ Verbal following – number of topic jumps

_____ Body language – number of distracting movements or gestures

Summarize what you observed and recorded.

- 2/17 Attending micro-skills training session # 1
Systematic Group Practice of Chap. 3 (DVD)
Workbook Homework #10: Due 2/22 - Please write up a summary of your first micro-skills training session. Be sure to discuss your reactions and insights from serving as an observer providing feedback, an interviewer, a client, and from the debriefing discussions and review of feedback forms from your fellow students in your small group.
- 2/22 Chapter 4 (Corey) Common Concerns of Beginning Helpers
Workbook Homework #11: Due 2/24 - Self-select 3 of the focus questions from chapter four on page 98 to answer.
- 2/24 Chapter 6 (Corey) Theory Applied to Practice
Workbook Homework #12: Due 3/1 - Make entries responding to questions 2 & 3 on page 122-123 of Corey

- 3/1 Chapter 4 (Ivey) Questions
Homework: Identification of topic for literature review paper
Workbook Homework #13: Due 3/3 - This chapter has talked about the basic question stems *what, how, why, and could*, and how clients respond differently to each.

During a conversation with a friend or acquaintance, try these four basic question stems sequentially and add the fifth *what else*.

Could you tell me generally what happened?

What are the critical facts?

How do you feel about the incident?

Why do you think it happened?

What else is important? What have we missed?

Record your observations in your workbook. Did the person provide you, in order, with (a) a general picture of the situation, (b) the relevant facts, (c) personal feelings about the situation, and (d) background reasons that might be causing the situation?

- 3/3 Questions micro-skills training session # 2
Systematic Group Practice of Chap. 4 (DVD)

- Workbook Homework #14:** Due 3/15 - Please write up a summary of your second micro-skills training session. Be sure to discuss your reactions and insights from Serving as an observer providing feedback, an interviewer, a client, and from the debriefing discussions and review of feedback forms from your fellow students in your small group.
- 3/8 – 3/10 Spring Break
- 3/15 Chapter 5 (Corey) The Helping Process
Workbook Homework #15: Due 3/15 - Self-select 3 of the focus questions from chapter five on page 125 to answer.
 Lecture: The Psychoanalytic Approach to Counseling
- 3/17 Chapter 7 (Corey), Understanding Diversity
Workbook Homework #16: Due 3/17 - Self-select 3 of the focus questions from chapter seven on page 185 to answer.
Proposed References for Literature Review Paper Due
- 3/22 Chapter 5 (Ivey), Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening
Workbook Homework #17: Encouraging: Due 3/24
- During conversation with friends or family deliberately use single word encouragers and brief restatements. Note their impact on your friends' participation and interest. You may find that the flow of conversation changes in response to your brief encouragers. Summarize some of your observations in your workbook.
- 3/24 Encouraging, Paraphrasing, and Summarizing micro-skills training session # 3
 Systematic Group Practice of Chap. 5 (DVD)
Workbook Homework #18: Due 3/29 - Please write up a summary of your third micro-skills training session. Be sure to discuss your reactions and insights from serving as an observer providing feedback, an interviewer, a client, and from the debriefing discussions and review of feedback forms from your fellow students in your small group.
- 3/29 Lecture: The Adlerian Approach to Counseling
- 4/5 Chapter 8 (Corey), Ethical and Legal Issues Facing Helpers Please complete the self-inventory on page 219 and 220 and bring your

book to class with you.

Workbook Homework #19: Due 4/5 - Self-select 3 of the focus questions from chapter eight on page 218 to answer

4/7

Lecture: The REBT Approach to Counseling

Workbook Homework #20: Due 4/12 - Complete a REBT worksheet with either a situation that you have faced where you experienced anger or depression or a situation where someone close to you had such a reaction. Discuss how this changes the situation and your (his/her) response to it.

4/12

videotape of Ellis in action

4/14

Chapter 9 (Corey), Managing Boundary Issues - Please complete the self-inventory on page 256 and 257 and bring your book to class with you.

Workbook Homework #21: Due 4/14 - Self-select 3 of the focus questions from chapter nine on page 255 to answer

4/19

Chapter 6 (Ivey) Observing and Reflecting Feeling

Workbook Homework #22: Acknowledgement of Feeling: Due 4/21

A brief reflection of feeling (or acknowledgement of feeling) may be useful in your interactions with busied and harried people during the day. At least once a day for the next three days deliberately tune in to a server/wait staff person, cashier, teacher, service station attendant, telephone operator, or friend and give a brief acknowledgement of feeling (“You seem terribly busy and pushed”). Follow this with a brief self-statement (“Can I help?” “Should I come back?” “I’ve been awfully busy myself today, as well.”) Note what happens in your workbook.

Lecture: The Person-Centered Approach to Counseling

Literature review paper due today at the start of class!

4/21

Systematic Group Practice of Chap. 6 (DVD)

Workbook Homework #23: Due 4/26 Please write up a summary of your fourth micro-skills training session. Be sure to discuss your reactions and insights from serving as an observer providing feedback, an interviewer, a client, and from the debriefing discussions and review of feedback forms from your fellow students in your small group.

4/26 guest lecturers

4/28 Course Evaluations

Handout: guidelines for final integrative assessment and critique of personal videotape

Final integrative assessment and critique of personal DVD due at 8:30 on Tuesday May 3rd, the scheduled final time slot for our final.

