# Course Description

The course is an integrated approach to the study of communication styles, communication skills, basic counseling skills, and elements of helping relationships. It includes exploration of the nature and dynamics of the helping encounter, interpersonal communication, and opportunities for increased self-awareness and skill development. Prerequisite: PSY100, PSY 200

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Analyze from different perspectives the impact of physiology, cognition, social interaction, group situations, interpersonal relations, attitudes, opinions, group conflicts, language, and communication on human behavior. (ULO1, 2, 4, 5)
* **PLO2:** Understand and articulate the application of psychological principles across professional settings, including mental health care, schools, general health care, social services, and corporate environments. (ULO2, 4)
* **PLO3:** Identify the impact of psychology on societal issues, including race, gender, religion, and social inequality, and articulate the role of advocacy to affect policy and societal change. (ULO1, 3, 5)
* **PLO4:** Understand key concepts in statistics and research methodology, and be able to use their acquired knowledge and critical-thinking skills to do the following: comprehensive and critical analysis of original research studies in the field, demonstrated through class discussion, presentations, and research papers. (ULO2, 4)
* **PLO5:** Engage in basic therapeutic counseling skills that allow students to interact appropriately across a variety of supervised professional settings. (ULO1, 2, 3, 4, 5)
* **PLO6:** Engage in critical thinking concerning the application of the discipline and ethical issues relevant to this evolving field of study. (ULO3, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Students will understand the elements of effective interpersonal communication.
* **CLO2:** Students will be able to identify the barriers to effective communication.
* **CLO3:** Students will understand the nature of helping relationships and their relevance in a variety of professional settings.
* **CLO4:** Students will become familiar with a model for professional helping relationships including theoretical basis and practical application.
* **CLO5:** Students will become more self-aware of personal communication style, personality preferences, and personal skill level with regard to communication.
* **CLO6:** Students will develop competence and compassion to allow for successful, appropriate communication in personal relationships, and professional endeavors.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th ed.). Washington, DC: American Psychological Association.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: The Basic Communication Model and Barriers to Communication | 40 |  |
| Discussion: Communication Style Identification | 25 |  |
| Journal Reflection: Communication Self Awareness | 25 |  |
| Paper: The Communication Process | 75 |  |
| **Week 2** |  |  |
| Discussion: Rogers' Client-Centered Theory | 40 |  |
| Discussion: Effective Communication in Helping Relationships | 40 |  |
| Journal Reflection: Cultural Awareness | 30 |  |
| Video Role Play: Application of Core and Facilitative Conditions With Group Feedback | 60 |  |
| Journal Reflection: Self-Evaluation: Video Role Play | 40 |  |
| **Week 3** |  |  |
| Discussion: Attending, Listening, and Observing Skills | 30 |  |
| Discussion: Good and Bad Attending and Listening and Observing Skills | 30 |  |
| Exercise and Journal Reflection: Applying Attending, Listening, and Observing Skills | 40 |  |
| Video Role Play: Application of Attending, Listening, and Observing Skills With Group Feedback | 60 |  |
| Journal Reflection: Self-Evaluation – Video Role Play | 40 |  |
| **Week 4** |  |  |
| Discussion: Summaries and Open/Closed Questions/Probes | 30 |  |
| Discussion: Identification of Restatement, Summaries, and Open/Closed Questions/Probes | 30 |  |
| Exercise and Journal Reflection: Restatement, Summaries, and Open/Closed Questions/Probes | 40 |  |
| Video Role Play: Application of Restatement, Summaries, and Open/Closed Questions/Probes Skills With Group Feedback | 60 |  |
| Journal Reflection: Self-Evaluation – Video Role Play | 40 |  |
| **Week 5** |  |  |
| Discussion: Open Questions/Probes for Exploring Feelings | 30 |  |
| Discussion: Application Reflection and Open Questions/Probes for Exploring Feelings | 30 |  |
| Journal Reflection: Common Pitfalls in Helping Relationships | 25 |  |
| Exercise and Journal: Reflection, Open Questions/Probes for Exploring Feelings | 40 |  |
| Video Role Play: Application of Reflection and Open Questions/Probes for Exploring Feelings With Group Feedback | 60 |  |
| Journal Reflection: Self-Evaluation - Video Role Play | 40 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Effective Interpersonal Communication** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply the basic communication model. | | CLO1 | |
| * 1. Identify barriers to effective communication. | | CLO1, CLO2, CLO5 | |
| * 1. Identify communication styles. | | CLO1, CLO5 | |
| * 1. Analyze the communication process in relation to others and self. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback document (attached PDF). | | N/A |  |
| **Readings**  **Read** the following:   * Ch. 4 "Self-Awareness" of *Helping Skills* * [Basics of Communication](https://www.psychologytoday.com/blog/notes-self/201307/basics-communication) * [Five Communication Styles](http://www.clairenewton.co.za/my-articles/the-five-communication-styles.html) * [Writing & Citation](http://gmercyu.libguides.com/c.php?g=315427&p=2107179) – The Academic Resource Center (ARC) at Gwynedd Mercy University provides writing and citing resources and assistance.   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.1, 1.2, 1.3, 1.4 |  |
| **Videos**  **Watch** the following:   * [10 Ways to Have a Better Conversation](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation) (11:44) * [Barriers of Effective Communication](https://www.youtube.com/watch?v=3ZjGlZ1II6Y) (6:01)   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.2, 1.4 |  |
| **Personal Introductions**  **Write** a post introducing yourself to the class. Discuss the following in your post:   * Your likes, dislikes, family, hobbies * What you do in your professional life. * Your reasons for taking this course * Your short- and long-term goals (professionally and personally) * Anything else you would like us to know about you   **Post** your introduction by 11:59 p.m. (Eastern time) on Thursday.  **Review** your classmates’ introductions. Respond to some of your classmates’ post (all if you wish). Let us know that you heard us and that you have a better understanding of who we are. | | N/A |  |
| **Group Feedback**  In Weeks 2-5 you will participate in group feedback on role play videos you and your classmates create. Your instructor will post an announcement by the end of Week 1 with group assignments. | | Varies |  |
| **Role Play Assignment Preparation**  In Weeks 2–5 there are role play assignments. For these assignments, you will need to find an individual who is willing to be a role play client. The best person to use would be an acquaintance or a friend of a friend. I strongly suggest you do not use a family member or a close friend as they will be more guarded and less spontaneous, making the role play harder for you. You can use the same person for each role play or different people. You will want to get started finding your role play client(s) and setting up your recording dates as soon as possible.  Each week you will upload your recorded video to YouTube and then post the link to your video for your group to review. In preparation for this [create an account on YouTube](https://support.google.com/youtube/answer/161805?hl=en) and [create a new channel](https://support.google.com/youtube/answer/1646861) to upload your videos to. | | Varies |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| **Reading**  **Read** Barriers to Effective Communication. | | 1.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Basic Communication Model and Barriers to Communication**  **Read** [Basics of Communication](https://www.psychologytoday.com/blog/notes-self/201307/basics-communication).  **Watch** the following:   * "[10 Ways to Have a Better Conversation](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation)" * "[Barriers of Effective Communication](https://www.youtube.com/watch?v=3ZjGlZ1II6Y)"   **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Summarize the basic communication model and create a list of common communication barriers based on what you saw in this week’s videos. Next to each barrier, indicate which video you saw it in.   + What does this information (basic communication model and common communication barriers) tell you about your and others' (i.e. friends, family, co-workers, etc.) communication processes? Be specific and use examples from your life to show a direct connection between your examples, the basic communication model, and your list of communication barriers.   + How will you change how you communicate based on these presentations? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. Consider including the following:   * The communication commonalities you observed * A communication barrier you have not thought of that resonates with you * Suggestions to others on changing communications * Anything else you would like to include * A response to something a student commented about your post | | 1.1, 1.2, 1.4 | 2 hours |
| **Discussion: Communication Style Identification**  **Read** [Five Communication Styles](http://www.clairenewton.co.za/my-articles/the-five-communication-styles.html).  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What communication styles are prevalent at your work place? * Identify the style(s) you use. Which do you use the most? What would you change in your communication style preference? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. Consider including the following:   * Suggest to others the possible reason/s for the communication style they observed at work and identified for themselves. * Respond to the communication style reasons suggested for your work place and yourself. * Is there anything else you would like to include? | | 1.3, 1.4 | 1.5 |
| **Journal Reflection: Communication Self-Awareness**  **Read** Ch. 4 "Self-Awareness" of *Helping Skills*.  **Write** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * List your personal hot buttons. Go beyond your initial reaction and response to this question. This is a personal reflection and, as such, should be honest and open. Students seeking the highest number of points possible for this assignment should be honest, open, and personal. * Take the time to self-reflection. * What will you do to become more self-aware of your hot buttons? * What will you change to modify your reaction to your hot buttons?   **Submit** your journal reflection by 11:59 p.m. (Eastern time) on Sunday. | | 1.2, 1.4 | 2 hours |
| **Paper: The Communication Process**  **Go** to a place people tend to gather (i.e., shopping mall, restaurant, dinner table, work meeting, etc.).  **Observe** a few groups of people communicating and analyze their communication processes based on what you learned this week. Take detailed notes of what you observe. Plan to spend 1–2 hours observing.  **Write** 3 to 5 pages, not including your title page or reference page, addressing the following:   * Indicate where you were observing, how long you were there, and the day(s) and time(s). * Describe the communication processes you observed. * Interpret their communications based on what you learned this week. You should be able to identify the parts of the communication model, the barriers to communication presented this week, a person’s communication style, their hot buttons, etc. * How did the self-awareness process assist or distract from your interpretation of your observations? * Be specific and use examples from your observation that show your understanding of this week’s concepts.   Any references used, including the textbook, should be properly cited following APA formatting guidelines.  **Submit** your paper by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 1.3, 1.4 | 4 hours |
| **Total** |  |  | **9.5** |

# Faculty Notes

**Discussion Questions**: For each discussion question in this course, you will need to post a Feedback Post discussion starter thread. After students review their classmates’ posts to the discussion question, they will respond to the Feedback Post.

**Role Plays**: For the Weeks 2–5 role play assignments, you will need to set up groups of 3–4 students by the end of Week 1 and post an announcement with group assignments. Students will use these groups for peer review of their mock counseling videos.

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had on the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Effective Communication in Helping Relationships | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Demonstrate Rogers' core conditions. | | CLO1, CLO4, | |
| * 1. Apply Rogers' client-centered theory. | | CLO3, CLO4 | |
| * 1. Demonstrate the appropriate use of the American Psychological Ethical Principles. | | CLO4 | |
| * 1. Articulate cultural awareness. | | CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * "Facilitative Conditions" on pp. 34–36 of *Helping Skills* * Ch. 3 "Ethical Issues in Helping" of *Helping Skills* * Ch. 5 "Cultural Awareness" of *Helping Skills* * "Theoretical Background: Rogers’s Client-Centered Theory" on pp. 106–117 of *Helping Skills* * [Ethical Principles of Psychologist and Code of Conduct](http://www.apa.org/ethics/code/) – Read "General Principles," "Standard 3," "Standard 4," and "Standard 10."   **Post** any questions, comments, or observations to share with the class in the Week Two General Q & A discussion forum on Blackboard. | | 2.1, 2.3, 2.4 |  |
| **Videos**  **Watch** the following:   * [Rogers in Ten Minutes](https://www.youtube.com/watch?v=QvejEpDRHmU) (10:06) * [Person-Centered Therapy Role Play](https://www.youtube.com/watch?v=7PV9Yp34awQ) (8:55) This video is on Roger’s Core Conditions. * [Cross Cultural Communication](https://www.youtube.com/watch?v=YMyofREc5Jk) (19:57)   **Post** any questions, comments, or observations to share with the class in the Week Two General Q & A discussion forum on Blackboard. | | 2.1, 2.2, 2.4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** The Necessary and Sufficient Conditions of Therapeutic Personality Change. | | 2.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Rogers' Client-Centered Theory**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What do you think of client-centered theory? Which components of the theory make the most sense to you and which do not? Make sure you fully explain your response. * Knowing yourself, which parts would be the hardest for you to implement?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. Consider including the following:   * assisting your fellow classmates in understanding any concepts of the theory that did not make sense to them * discussing how something a fellow student posted assisted you in making sense of a component you were having difficulty with * sharing ideas on how to implement those parts of the theory fellow students felt they would have difficulty implementing * sharing anything else you would like to include * responding to something a student commented about your post | | 2.2 | 1.25 hour |
| **Discussion: Effective Communication in Helping Relationships**  **Watch** this video on Roger’s Core Conditions: [Person-Centered Therapy Role Play](https://www.youtube.com/watch?v=avI0umNlmHk) (2:19).  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Indicate which core conditions you observed in this therapy session and which you did not. * Identify which ethical guidelines were met during this session and which were violated. * How would Rogers recommend you work with this client and why? Make sure to discuss both core conditions and client-centered theory.   Be sure to apply what you learned this week regarding core and facilitative conditions, ethics, cultural awareness, and client-centered theory.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2, 2.3, 2.4 | 1.75 hours |
| **Journal Reflection: Cultural Awareness**  **Write** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * On a purely personal level, what did this week’s material on cultural awareness teach you about yourself, how you communicate, and how you relate to people every day? * Pellegrino Riccardi’s TED Talk applies his concept of *cross borders* to primarily European and Asian countries. Apply his concept to yourself and where you live and work now. Where do you and others around you need to be more culturally aware?   Remember, this is a personal reflection and, as such, you are required to go beyond your initial reaction and response to this question. Students seeking the highest number of points possible for this assignment should be honest, open, and personal.  **Submit** your journal reflection by 11:59 p.m. (Eastern time) on Sunday. | | 2.4 | 1 hour |
| **Video Role Play: Application of Core and Facilitative Conditions With Group Feedback**  **Resource**: [Upload videos to YouTube](https://support.google.com/youtube/answer/57407?hl=en&ref_topic=2888648)  **Create** a mock 5-minute counseling session role play video using a webcam or phone. In this mock counseling session, demonstrate the core and facilitative conditions you learned this week. This assignment is part of the learning process and it’s understood that this may be your first attempt at demonstrating this ability.  What you need to do to prepare to record this video:   * Do not script this out! Scripting it out will make the process much more difficult. I want to see your skill development. * Do not have papers or writing materials in your possession during the mock session. * Find an individual who is willing to be a role play client and have him or her choose one of the topics in Exhibit 1.1 on p. 19 of your text. The best person to use would be an acquaintance or a friend of a friend. I strongly suggest you do not use a family member or a close friend as they will be more guarded and less spontaneous, making the role play harder for you. * Practice the skills required (core and facilitative conditions) until you feel okay using the conditions before recording the session. Remember, you will never ever feel 100% ready. If you get to feeling 60% ready, that is enough. * Do your best and do not fret. You are learning and now is the time to make any mistakes!   **Upload** your video to YouTube.  **Post** a link to your video to the discussion board by 11:59 p.m. (Eastern time) Thursday.  **Review** your group members' videos. Give positive feedback on each of your group member’s videos by 11:59 p.m. (Eastern time) Sunday. Pay particular attention to what went well. Be specific in terms of the skills that were required to be used for this assignment. | | 2.1, 2.2 | 3 hours |
| **Journal Reflection: Self-Evaluation – Video Role Play**  **Review** the mock counseling video you created this week and then answer the following questions in your journal:   * What do you think you did well? * What did you think you could have done better? * How could these skills be helpful in relating to others in your life (family, social, or work)? * What did you learn? * What do you want to learn more about?   Remember, this is a self-evaluation and, as such, you are required to be honest and open. Students seeking the highest number of points possible for this assignment will be honest and open with themselves.  **Submit** your self-evaluation by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2 | 1 hour |
| **Total** |  |  | **8** |

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| Week Three: Client-Centered Theory – Skills for Attending, Listening, and Observing | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply counseling skills for attending, listening, and observing. | | CL01, Cl03, CL 04, CL05, CL06 | |
| * 1. Differentiate between adequate and poor counseling skills for attending, listening, and observing. | | CL01, CL02, CL04, CL05, CL06 | |
| * 1. Relate how these skills apply to oneself and to one’s environment. | | CL05, CL06 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 7 of *Helping Skills.*  **Post** any questions, comments, or observations to share with the class in the Week Three General Q & A discussion forum on Blackboard. | | 3.1, 3.3 |  |
| **Videos**  **Watch** the following:   * [Non-Verbal Listening Skills](https://www.youtube.com/watch?v=wnXbHm13nSw) (3:25) * [Becca's Attending Skills – Good](https://www.youtube.com/watch?v=lzvR8KbBGfQ) (3:46) * [Becca's Attending Skills – Bad](https://www.youtube.com/watch?v=okQcT9CB-c4) (2:35)   **Post** any questions, comments, or observations to share with the class in the Week Three General Q & A discussion forum on Blackboard. | | 3.1, 3.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Attending, Listening, and Observing Skills**  After reading Ch. 7 and watching this week’s videos, respondto the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Which of these skills do you anticipate to be the most challenging for you? Why? * Describe how these skills relate to the basic model of communication and the barriers to communication you have learned about. * How are these skills applicable to your life and your current profession?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. Consider including the following:   * showing fellow classmates how you would implement those skills they find challenging * assisting fellow classmates in gaining greater understanding of how these skills relate to the basic model of communication * sharing something your classmate suggested to you that you would “totally use in your life” * sharing anything else you would like to include * responding to something a student commented about your post | | 3.1, 3.3 | 1.5 hours |
| **Discussion: Good and Bad Attending and Listening and Observing Skills**  You are Dr. Doofemdortz. Your advertising tag lines are: “I know wack-a-doodles” and “I can treat any psychiatric disorder you can make up!” You are often called on to testify in court, review psychology training films, and to be a guest on daytime talk shows. You are the “greatest” and you do only “great” things. You can be pompous, over the top, opinionated, and grandiose, but always 100% accurate in your comments, critiques, statements, and testimony. You know your stuff. You have been asked to be a guest writer for a counseling skills blog.  **Watch** the following:   * [Becca's Attending Skills – Good](https://youtu.be/lzvR8KbBGfQ) * [Becca's Attending Skills – Bad](https://youtu.be/okQcT9CB-c4)   **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Indicate which skills were violated in the bad video and which skills were used in the good video. * Make sure to use concrete examples and clear connections between what you observed in the videos and the material in the text and “Non-Verbal Listening Skills” video.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.2 | .75 hour plus video time |
| **Exercise and Journal Reflection: Applying Attending, Listening, and Observing Skills**  At **least three times** (the more you can do the better) this week, be **nonverbal** and sit with a significate person in your life and attend, listen, and observe using the skills discussed in your text and in the “Non-Verbal Listening Skills" video while he or she talks to you about his or her day for 5-7 minutes without interruption. Remember, you are to say nothing and listen, attend, and observe. After this conversation is complete, write down everything you remember the person said. Include any non-verbal messages in your recollections.  **Write** 150 to 250 words covering the following:   * How did you experience being non-verbal and observing? * How well could you model these skills? Which ones did you rely on the most/the least? * How well did you remember the messages given (verbal and non-verbal)? * How could these skills be used in other areas of your life (family, social, or work)? * Is there anything else you would like to include?   Remember, this is a Journal Reflection and, as such, you are required to be honest and open with your self-assessment. Students seeking the highest number of points possible for this assignment will be honest and open with themselves.  **Submit** your journal reflection by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.3 | 2 hours |
| **Video Role Play: Application of Attending and Listening and Observing Skills With Group Feedback**  **Resource**: [Upload videos to YouTube](https://support.google.com/youtube/answer/57407?hl=en&ref_topic=2888648)  **Create** a mock 5-minute counseling session role play video using a webcam or phone. Demonstrate the Core and Facilitative Conditions you learned about last week and the attending, listening, and observing skills you learned about this week.  What you need to do to prepare to record this video:   * Do not script this out! Scripting it out will make the process much more difficult. I want to see your skill development. * Do not have papers or writing materials in your possession during the mock session. * Find an individual who is willing to be a role play client and have him or her choose one of the topics in Exhibit 1.1 on p. 19 of your text. The best person to use would be an acquaintance or a friend of a friend. I strongly suggest you do not use a family member or a close friend as they will be more guarded and less spontaneous, making the role play harder for you. * Practice the skills required (core and facilitative conditions; attending, listening, and observing skills) until you feel okay using the conditions before recording the session. Remember, you will never ever feel 100% ready. If you get to feeling 60% ready, that is enough. * Do your best and do not fret. You are learning and now is the time to make any mistakes!   **Upload** your video to YouTube.  **Post** a link to your video to the discussion board by 11:59 p.m. (Eastern time) Thursday.  **Review** your group members' videos. Give positive feedback on each of your group member’s videos by 11:59 p.m. (Eastern time) Sunday. Pay particular attention to what went well. Be specific in terms of the skills that were required to be used for this assignment. | | 2.1, 3.1, 3.2, 3.3 | 3 hours |
| **Journal Reflection: Self-Evaluation – Video Role Play**  Review the mock counseling video you created this week and then answer the following questions in your journal:   * What do you think you did well? * What did you think you could have done better? * How could these skills be helpful in relating to others in your life (family, social, or work)? * What did you learn? * What do you want to learn more about?   Remember, this is a self-evaluation and, as such, you are required to be honest and open. Students seeking the highest number of points possible for this assignment will be honest and open with themselves.  **Submit** your self-evaluation by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 3.1, 3.2, 3.3 | 1 hour |
| **Total** |  |  | **8.25** |

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| Week Four: Client-Centered Theory – Skills for Exploring Thoughts and Narratives | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply counseling skills for exploring thoughts and narratives. | | CL01, Cl03, CL 04, CL05, CL06 | |
| * 1. Relate how these skills apply to oneself and to one’s environment. | | CL05, CL06 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 8 of *Helping Skills.*  **Post** any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 4.1, 4.2 |  |
| **Videos**  **Watch** the following:   * [Open Questions](https://www.youtube.com/watch?v=Lif4saka70g) (3:28) * [Restatements and Summarizing](https://www.youtube.com/watch?v=FhCggSecq_0) (9:44) * [Summarizing and Asking Open-Ended Questions](https://www.youtube.com/watch?v=s1DZHImMXY0) (2:28)   **Post** any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 4.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Restatement, Summaries, and Open/Closed Questions/Probes**  **Read** Ch. 8 of *Helping Skills*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Which of these skills do you anticipate to be the most challenging for you? Why? * Describe how these skills relate to the basic model of communication and the barriers to communication you have learned about. * How are these skills applicable to your life and your current profession?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. Consider including the following:   * showing fellow classmates how you would implement those skills they find challenging * assisting fellow classmates in gaining greater understanding of how these skills relate to the basic model of communication * sharing something your classmate suggested to you that you would “totally use in your life” * sharing anything else you would like to include * responding to something a student commented about your post | | 4.1, 4.2 | 1.5 hours |
| **Discussion: Identification of Restatement, Summaries, and Open/Closed Questions/Probes**  You, Dr. Doofemdortz have been hired as an objective evaluator by “the best psychology school in your area” to ensure that one of their new therapy training videos is up to snuff. The school is concerned that this video may not demonstrate the therapy skills they contracted for. You enthusiastically took on this assignment as you believe that “if it needs fixing, I’m the only person who can do it!” Besides, they are willing to pay your outrageous fee!  **Review** [Open and Closed Questions](https://www.youtube.com/watch?v=3lf0p1MffC4) (7:19).  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Use concrete examples and clear connections between what you observed in the video and the material in the text for this class and the videos for this week.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.1 | .75 hour |
| **Exercise and Journal Reflection: Restatement, Summaries, and Open/Closed Questions/Probes**  At **least three times** (the more you can do the better) this week, sit with a significant person in your life while he or she talks about his or her day for 5–7 minutes while you practice using restatement, summaries, and open/closed questions/probesskills to enhance the discussion.  **Write** 150 to 250 words covering the following in your journal:   * How did you experience using these skills? * How well could you model these skills? Which ones did you rely on the most/the least? * How helpful did you find these skills in the discussion process? * How could these skills be used in other areas of your life (family, social, or work)? * Is there anything else you would like to include?   Remember, this is a Journal Reflection and as such you are required to be honest and open with your self-assessment. Students seeking the highest number of points possible for this assignment will be honest and open with themselves.  **Submit** your journal reflection by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2 | 2 hours |
| **Video Role Play: Application of Restatement, Summaries, and Open/Closed Questions/Probes Skills With Group Feedback**  **Resource**: [Upload videos to YouTube](https://support.google.com/youtube/answer/57407?hl=en&ref_topic=2888648)  **Create** a mock 5-minute counseling session role play video using a webcam or phone. Demonstrate the core and facilitative conditions; the attending, listening, and observing skills; and the restatement, summaries, and open/closed questions/probes you learned about this week.  What you need to do to prepare to record this video:   * Do not script this out! Scripting it out will make the process much more difficult. I want to see your skill development. * Do not have papers or writing materials in your possession during the mock session. * Find an individual who is willing to be a role play client and have him or her choose one of the topics in Exhibit 1.1 on p. 19 of your text. The best person to use would be an acquaintance or a friend of a friend. I strongly suggest you do not use a family member or a close friend as they will be more guarded and less spontaneous, making the role play harder for you. * Practice the skills required (core and facilitative conditions; attending, listening, and observing; and restatement, summaries, and open/closed questions/probes skills) until you feel okay using the conditions before recording the session. Remember, you will never ever feel 100% ready. If you get to feeling 60% ready, that is enough. * Do your best and do not fret. You are learning and now is the time to make any mistakes!   **Upload** your video to YouTube.  **Post** a link to your video to the discussion board by 11:59 p.m. (Eastern time) Thursday.  **Review** your group members' videos. Give positive feedback on each of your group member’s videos by 11:59 p.m. (Eastern time) Sunday. Pay particular attention to what went well. Be specific in terms of the skills that were required to be used for this assignment. | | 2.1, 3.1, 4.1, 4.2 | 3 hours |
| **Journal Reflection: Self-Evaluation – Video Role Play**  **Review** the mock counseling video you created this week and then answer the following questions in your journal:   * What do you think you did well? * What did you think you could have done better? * How could these skills be helpful in relating to others in your life (family, social, or work)? * What did you learn? * What do you want to learn more about?   Remember, this is a self-evaluation and, as such, you are required to be honest and open. Students seeking the highest number of points possible for this assignment will be honest and open with themselves.  **Submit** your self-evaluation by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 3.1, 4.1, 4.2 | 1 hour |
| **Total** |  |  | **8.25** |

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| Week Five: Client-Centered Theory – Skills for Exploring Feelings/Integration of Skills | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply counseling skills for exploring feelings. | | CL01, CL02, CL04, CL05, CL06 | |
| * 1. Relate how these skills apply to oneself and to one’s environment.   **5.3** Identify the common pitfalls of implementing these skills in a helping relationship and critique oneself accordingly. | | CLO5, CLO6  Cl05, CL05, CL06 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 9 of *Helping Skills* * pp. 210–220 of Ch. 10 of *Helping Skills*   **Post** any questions, comments, or observations to share with the class in the Week Five General Q & A discussion forum on Blackboard. | | 5.1, 5.2, 5.3 |  |
| **Videos**  **Watch** the following:   * [Reflecting, Paraphrasing and Summarizing](https://www.youtube.com/watch?v=2aRq1LC05-A) (3:43) * [Exploring Feelings](https://www.youtube.com/watch?v=zdha69z2VaA&index=7&list=PLlDch2PskN88FCqxDFg6kTYdI6sBUoRoN) (6:36) * [Integration of Basic Skills](https://www.youtube.com/watch?v=NH8sEpc_A9I) (4:09)   **Post** any questions, comments, or observations to share with the class in the Week Five General Q & A discussion forum on Blackboard. | | 5.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Open Questions/Probes for Exploring Feelings**  **Read** Ch. 9 of *Helping Skills*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Which of these skills do you anticipate to be the most challenging for you? Why? * Describe how these skills relate to the basic model of communication and the barriers to communication you have learned about. * How are these skills applicable to your life and your current profession?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. Consider including the following:   * showing fellow classmates how you would implement those skills they find challenging * assisting fellow classmates in gaining greater understanding of how these skills relate to the basic model of communication * sharing something your classmate suggested to you that you would “totally use in your life” * sharing anything else you would like to include * responding to something a student commented about your post | | 5.1 | 1.5 |
| **Discussion: Application Reflection and Open Questions/Probes for Exploring Feelings**  Having read Ch. 9, review [Bad Demonstration - Reflecting Skills](https://youtu.be/NcEdm8QAOlI).  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Having watched this video, indicate based on your readings where in the session you would use reflection and open question/probe statements to assist the client in exploring their feelings. Be very specific about client statements, your proposed response, and the type of proposed response (i.e., reflection or open question/probe statements).   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.1, 5.2 | .75 |
| **Journal Reflection: Common Pitfalls in Helping Relationships**  **Review** the common pitfalls, pp. 210–220 of your text, often experienced by beginning helpers.  **Write** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * List the barriers in order of how much they resonate as potential issues for you. * Pick the top five and explain why and how they affect you and the people around you. * How do you plan to deal with these issues?   Remember, this is a Journal Reflection and, as such, you are required to be honest and open with your self-reflection. Students seeking the highest number of points possible for this assignment will be honest and open with themselves.  **Submit** your journal reflection by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | 1.5 hour |
| **Exercise and Journal: Reflection and Open Questions/Probes for Exploring Feelings**  At **least three times** (the more you can do the better) this week, sit with a significant person in your life while they talk about their day for 5–7 minutes and practice using reflection and open questions/probes for exploring feeling skills to enhance the discussion of feelings as they discuss their day.  **Post** a clear and logical response in 150 to 250 words to this experience in your journal covering the following:   * How well could you model these skills? Which ones did you rely on the most/the least? * How helpful did you find these skills in the discussion process? * How could these skills be used in other areas of your life (family, social, or work)? * Is there anything else you would like to include?   Remember, this is a Journal Reflection and, as such, you are required to be honest and open with your self-assessment. Students seeking the highest number of points possible for this assignment will be honest and open with themselves.  **Submit** your journal reflection by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2 | 2 hours |
| **Video Role Play: Application of Reflection and Open Questions/Probes for Exploring Feelings With Group Feedback**  **Resource**: [Upload videos to YouTube](https://support.google.com/youtube/answer/57407?hl=en&ref_topic=2888648)  **Create** a mock 5-minute counseling session role play video using a webcam or phone. Demonstrate the core and facilitative conditions; the attending, listening, and observing skills; the restatement, summaries, and open/closed questions/probes; and the reflection, open questions/probes for exploring feelings you learned about this week.  What you need to do to prepare to record this video:   * Do not script this out! Scripting it out will make the process much more difficult. I want to see your skill development. * Do not have papers or writing materials in your possession during the mock session. * Find an individual who is willing to be a role play client and have him or her choose one of the topics in Exhibit 1.1 on p. 19 of your text. The best person to use would be an acquaintance or a friend of a friend. I strongly suggest you do not use a family member or a close friend as they will be more guarded and less spontaneous, making the role play harder for you. * Practice the skills required (core and facilitative conditions; attending, listening, and observing; restatement, summaries, and open/closed questions/probes; and reflection and open questions/probes for exploring feelings skills) until you feel okay using the conditions before recording the session. Remember, you will never ever feel 100% ready. If you get to feeling 60% ready, that is enough.      * Do your best and do not fret. You are learning and now is the time to make any mistakes!   **Upload** your video to YouTube.  **Post** a link to your video to the discussion board by 11:59 p.m. (Eastern time) Thursday.  **Review** your group members' videos. Give positive feedback on each of your group member’s videos by 11:59 p.m. (Eastern time) Sunday. Pay particular attention to what went well. Be specific in terms of the skills that were required to be used for this assignment. | | 2.1, 3.1, 4.1, 5.1, 5.3 | 3 hours |
| **Journal Reflection: Self-Evaluation – Video Role Play**  **Review** the mock counseling video you created this week and then answer the following questions:   * What do you think you did well? * What did you think you could have done better? * How could these skills be helpful in relating to others in your life (family, social, or work)? * What did you learn? * What do you want to learn more about?   Remember, this is a self-evaluation and, as such, you are required to be honest and open. Students seeking the highest number of points possible for this assignment will be honest and open with themselves.  **Submit** your self-evaluation by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 3.1, 4.1, 5.1, 5.3 | 1 hour |
| **Course Evaluation**  Please use this discussion forum to give feedback on the course; your overall impression... what worked for you... what didn't... what met your needs... what needs to be added to meet your needs, etc. What I, as instructor, did that helped... that made things worse... etc.  I have set the options on this discussion to allow anonymous posts. If you want your post to be anonymous, make sure to click the **Post Message as Anonymous** box below the text box.  **There is no grade on this and this discussion is optional.** | | Course |  |
| **Total** |  |  | **9.75** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 9.5 |
| Supplemental |  |
| **Week 2** |  |
| Required | 8 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8.25 |
| Supplemental |  |
| **Week 4** |  |
| Required | 8.25 |
| Supplemental |  |
| **Week5** |  |
| Required | 9.75 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 43.75 |
| **Total Supplemental Hours** |  |
| **Total Hours** |  |