

**CLINICAL METHODOLOGIES**  
**Sierra Nevada College – Donna Axton, instructor**  
**Spring 2016**

**Course Code & No. - Section:** PSYC 422, Section 1  
**Course Title (Credits):** Counseling and Clinical Psychology  
**Term & Year:** Spring 2016  
**Course Ref. No. (CRN):** 10087

**Instructor:** Donna Axton  
**Phone(s):** X7584 or 775-881-7584  
**Email:** [daxton@sierranevada.edu](mailto:daxton@sierranevada.edu)  
**Office:** David Hall, Room 101  
**Office Hours:** Tues, Thurs 1-2 and by Appointment

**Class Meeting Time:** Tuesday, Thursday 11:30-12:45  
**Location:** Patterson 213

**Prerequisites/Corequisite:** PSYC 322 – Counseling and Clinical Psychology

**COURSE DESCRIPTION:**

This is a 3 credit course. It is designed to serve as a bridge from clinical counseling theory to actual clinical practice. We focus on the “how to of therapy, exploring a variety of counseling skills, techniques, and strategies based on a wide range of theoretical approaches. Gestalt, Cognitive/Behavioral, Client –Centered, Psychodynamic, Transpersonal, and Systems Theories are included. Students learn and practice ways of applying concepts from these schools of thought to working with the clients. Management practice issues as well as legal and ethical concerns relating to counseling are also covered. .

**STUDENT OUTCOMES**

Upon completion of this course, a student will be able to

1. Recognize and practice therapeutic skills that create a therapeutic alliance
2. Recognize and intervene in problematic habits and behaviors.
3. Describe and validate the “helping process”.
4. Define and differentiate the main application of diverse psychotherapeutic theories to particular treatment issues.
5. Use and understand assessment skills, attending skills, and basic diagnosis.
6. Discover approaches that work best for them through investigation and experience.
7. Access their creativity so they can find their own personal synthesis of these approaches – develop their own personal style.

**METHODS OF ASSESSING STUDENT OUTCOMES**

1. Homework based on assigned readings
2. Tests and exams
3. In-class dyad and triad work
4. Class discussion and participation

**INSTRUCTIONAL STRATEGIES**

This class will utilize lectures, small groups, dyad work, assigned readings, written assignments, presentations, and guest lectures.

**TEXTBOOKS:**

Becoming Therapeutic: A return to the true essence of helping: by Jacquelyn Small  
Counseling Strategies and Interventions by Sherry Cormier and Harold Hackney

Recommended: 35 Techniques Every Counselor Should Know by Bradley Erford

**CLASS REQUIRMENTS**

**Attendance:** This is an experiential as well as theoretical learning experience. Therefore, attendance is a requirement if you expect a quality educational experience. Exams and written assignments will be based to a large degree on classroom discussions, so it is to your advantage to attend each class session.

**Written assignments:** You will be asked to answer questions about the assigned reading. Late assignments will be given partial credit – you will lose 1 point out of 10 for each day you are late turning them in. Major written assignments will be graded on content, organization, completeness, and grammar according to the SNC rubric. .

**Participation:** The activities planned throughout the semester will be about personal investigation. Therefore you need to be in class to learn the course material. Your attendance is necessary for your learning and your classmates'. Therefore your commitment to the class becomes a necessity. Students are expected to participate and contribute to these in-class activities according to their own comfort level. Since these conversations may be particularly meaningful and personal, please be aware of your own needs in this regard. Speak to me directly if there is a concern.

Also, confidentiality will be strictly honored in this class.

**Exams:** Exams will include listening assignments, transcripts, and essays. Mid terms and finals will be a "take home" component to allow students to demonstrate their acquisition of knowledge through thoughtful completion of exam questions.

**GRADING POLICY**

The final grade will be determined as follows:

Attendance/Participation	40%
Written homework assignments	30%
Exams and quizzes	30%

**COURSE OVERVIEW:**

The focus of the course will be two-fold:

**I - Therapeutic Issues**

The first focus in methods of handling specific therapeutic issues including:

- Depression
- Anxiety
- Child therapy modalities
- Couples therapy
- Differentiation
- Codependence
- Substance Abuse
- Practice Management Issues
- Cultural diversity
- Gender diversity
- Domestic Violence
- Therapist Burnout

To this end:

1. Class lectures will be given on practice management and the specifics of being a therapist.
2. Reading assignments will be assigned in Counseling Strategies & Interventions covering:
  - a. Theories of treatment
  - b. Common Treatment issues
3. Supplemental reading will offer supportive knowledge and wisdom

**II – Therapeutic skills – experiential level**

If the first focus is “learning about” therapy, the second focus of the course is on “doing” therapy. About half of the total class time will be devoted to developing therapeutic skills. It is expected that through practice with suggested structured interventions, each student will find their own “growing edge” and continue to challenge themselves to develop new and creative strategies for being therapeutic.

A significant portion of class sessions will be devoted to this focus. We will practice the use of specific attending skills. Also there will be demonstrations of interventions including, but not limited to the following:

Intake forms	Mental status exams	History taking
Active listening	Mirroring	Gorski Outline
Communication skills	Dream work	Gestalt Techniques
Expressive arts	Play Therapy	Sand Tray Therapy

To this end:

1. Readings will be assigned from Becoming Naturally Therapeutic and Counseling Strategies and Interventions
2. In-class dyad work will be assigned. Four of these dyads will be video-taped and transcribed according to the form provided.
3. Each student will keep their own diary of the techniques, experiences, insights, and new ideas that they discover in their dyad work.

**PRIM LIBRARY RESOURCES**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for Clinical Psychology include, but are not limited to:

1. Lib Guides: <http://libguides.sierranevada.edu/psychology>. These web pages have been compiled to highlight specific resources in psychology. Tabs indicate Prim library information regarding books, articles, websites, citations, and general interest psychology information.
2. Introduction to Prim Library website – <http://libguides.sierranevada.edu/library>
3. Books (to be checked out):
  - a. In general, books related to psychology have Library of Congress Classification numbers can be found in the BF and RC sections. Search the Prim Library Catalog using key words related to the topic that you are researching.
  - b. Counseling books can be found in BF 637. But there is a great deal of source material for theories in BF 204 and 199.
  - c. Dunn, D. (2008) *A short guide to writing about psychology*. New York: Pearson/Longman. BF 76.8 .D86 2008.
4. Electronic databases most likely to include articles on psychology topics are EBSCO: Academic Search Premier, and PsycInfo. To access electronic databases off campus, use your first initial and your last name as the username and your 9 digit student ID number as the password.
5. Hardcopy periodicals: Prim Library has current subscriptions for a few academic psychology journals; however, many full-text articles are available through the electronic databases.

**Sanctions for Cheating and/or Plagiarism****The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

**Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3<sup>rd</sup> Offense: Student is expelled.

**ADA Accommodations**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu), office in Prim Library: PL-304.

**The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

**The Sierra Nevada College Mission Statement:**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

**The Core Themes:**

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

## Course Outline and Assignments

### WEEK 1

Tuesday, January 19 - Overview of course content, activities, goals and learning objectives.

Thursday, January 21 – “Helping”

Reading due: Becoming Naturally Therapeutic, pps. 1-10

Reading due: Counseling Strategies and Interventions – Chapter 1 - pps. 1-9

Commented [DA1]:

### WEEK 2

Tuesday, January 26 – The Profession

Reading due: Counseling Strategies and Interventions - Chapter 1 - pps. 9-19

Commented [DA2]:

Thursday, January 28

Reading due: Becoming Naturally Therapeutic, pps. 11-25

In-Class Listening Dyad

### WEEK 3

Tuesday, February 2 – The therapeutic Relationship

Due: Dyad transcription, response paper

Reading due: Counseling Strategies and Interventions - Chapter 2 - pps 22-28.

Commented [DA3]:

Thursday, February 4

Reading due: Becoming Naturally Therapeutic, pps. 27-37 “Empathy”

### WEEK 4

Tuesday, February 9 - Safety

Reading due: Counseling Strategies and Interventions - Chapter 2 - pps. 28-39

Commented [DA4]:

Thursday, February 11

Reading due: Becoming Naturally Therapeutic, pps. 39-49 “Genuineness”

### WEEK 5

Tuesday, February 16 - Attending

Reading due: Counseling Strategies and Interventions - Chapter 3 - pps. 42-50

Commented [DA5]:

Thursday, February 18

Reading due: Becoming Naturally Therapeutic, pps. 51-59 “Respect”

In class: “Putting it all together”

In-Class Listening Dyad

WEEK 6

Tuesday, February 23

Reading due: Becoming Naturally Therapeutic, pps. 61--69 "Self-disclosure"

Due: Dyad transcription, response paper

Thursday, February 25 - Communication

Reading due: Becoming Naturally Therapeutic, pps. 71-81 "Warmth"

Reading due: Counseling Strategies and Interventions - Chapter 4- pps. 53-63

Commented [DA6]:

WEEK 7

Tuesday, March 1

**Mid-term Paper due: Book Report**

Thursday, March 3 – Management practices

Reading due: Becoming Naturally Therapeutic, pps. 83-92 "Immediacy"

Reading due: Counseling Strategies and Interventions - Chapter 5 - pps. 67-89

Commented [DA7]:

WEEK 8

Tuesday, March 8

Review for Written exam. Mid-term essays due.

Thursday, March 10- – **MIDTERM**

WEEK 9

Tuesday, March 22 – Cognitive

Reading due: Counseling Strategies and Interventions - Chapter 6 - pps.90-101

In-Class Listening Dyad

Commented [DA8]:

Thursday, March 24

Due: Dyad transcription, response paper

WEEK 10

Tuesday, March 24 – Affective

Reading due: Counseling Strategies and Interventions - Chapter 7 - pps. 104-120

Commented [DA9]:

Thursday, March 29

Reading due: Becoming Naturally Therapeutic, pps. 105-123 "Confrontation"

WEEK 11

Tuesday, March 28 - Goals

Reading due: Counseling Strategies and Interventions - Chapter 8 - pps.123-137

Commented [DA10]:

Thursday, March 30

Reading due: Becoming Naturally Therapeutic, pps. 125-134 "Potency"

WEEK 12

Tuesday, April 6

In-Class Listening Dyad

Thursday, April 8

Due: Dyad transcription, response paper

Reading due: Becoming Naturally Therapeutic, pps. 134-144 "Self-actualization

WEEK 13

Tuesday, April 11

Reading due: Counseling Strategies and Interventions - Chapter 9 - pps.140-163

Commented [DA11]:

Thursday, April 13

Reading due: Becoming Naturally Therapeutic, pps. 145-159 "Conclusion"

WEEK 14

Tuesday, April 18 – Cultural, social awareness

Reading due: Counseling Strategies and Interventions - Chapter 10- pps.175-187

Commented [DA12]:

Thursday, April 20 - Challenges

Review and wrap-up

WEEK 15

Tuesday, May 3

**Process Notebook Review**

Due: Dyad transcription, response paper, overview of progress.

FINALS WEEK

Wednesday May 4 and Thursday May 5 are STUDY DAYS

**FINAL EXAM – Exams are held May 6, 7, 9, 10, 11. Ours TBA**