Psyc4666-02 Seminar in Clinical Psychology  
Fall 2016

Instructor Info:  
Instructor Name:  Dr. William Sharp 
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Office hours:  Wednesdays 730a-8a, 1130a-130p, Thursday 100-130p by appointment; Nightingale 434 (call from the door, # above)

Course Info:  
Academic Term:  Fall 2016: May 9-June 23  
Credit Hours:  4.0  
Course Schedule:  Wednesdays 8a-11:30a  
Course Location:  NI180  
Course Description:  Focuses on psychotherapy: theory, methods, and outcome research. Provides an overview of clinical psychology: history, ethical and legal issues, the therapeutic relationship, cross-cultural counseling, the process of change. Students write and present papers on a topic of interest.

Course Prerequisites:  PSYC 3406 and junior or senior standing.  

Additional readings and resources will be available on Blackboard. *Please make sure you can access our class on Blackboard!*  

For each class, bring a notebook and pen. You will *not* need to bring your textbook unless otherwise told to by the instructor.  

Recommended supplemental Textbooks:  

Course Objectives:  
The goal of this course is to introduce you, the student, to concepts in clinical psychology, its organization and development by systematically examining psychological research and theories. Students should be able to: 

1. Identify key terms in the field of clinical psychology.  
2. Compare and contrast different orientations to therapy and counseling.  
3. Begin to develop a sense of their own orientation to clinical work.  

Classes will consist of lectures, discussion and activities on topics that parallel and relate to the information covered in the textbook. Class time will be used to expand on and clarify concepts from readings, so completing reading assignments in a timely fashion will significantly enhance the usefulness of class time. *Attendance and active learning is crucial.* Students are responsible
for all information presented in class and should obtain notes from a classmate for any classes missed.

This course provides an overview of clinical psychology, including the history, development and ethical and legal issues in the field. Major portions of the course will be devoted to the theory and treatment methods of psychotherapy. Additional topics we will address include: psychotherapy outcome research, the therapeutic relationship, the process of change and cultural issues in Clinical Psychology.

The course will include discussion, lecture, exercises, student-designed and lead activities (peer teaching) and a paper. All students are expected to come to class prepared and to play an active role in class. Class size will be limited to nineteen.

This course is writing intensive. It is designed to provide sustained practice in working within the discourse conventions of psychology (i.e. weekly log cards reflecting material, and journals processing materials related to clinical psychology) and will include a major paper detailed below which will include 2 reviews and an oral presentation before final submission for assessment and revision of student work while in progress; allowing opportunities for students to improve their written work. For information pertaining to the NEU core writing goals, please visit: http://www.northeastern.edu/registrar/nucore.html#writing

Learning Outcomes:
Specific outcomes for the psychology department can be found at http://www.northeastern.edu/cos/academics-3/degree-program-learning-outcomes/#psychbs but this course will specifically help students be able to:

- Exhibit knowledge of main theoretical perspectives and major findings across broad areas of psychological science, e.g., social, cognitive, biological, developmental, and clinical.
- Show depth of knowledge in self-selected specific areas of study within psychological science.
- Explain alternative views and positions within areas of psychological science.
- Read and critique scientific articles, write effectively, and deliver effective oral presentations.
- Exhibit working knowledge of the diverse forms of descriptive, correlational and experimental research methods used in psychological science.
- Apply some of the major research methods, experimental designs, and analysis techniques used to investigate specific questions.
- Develop testable research questions.
- Demonstrate the ability to design and conduct psychological studies to address research questions.
- Exhibit skills in analyzing data, interpreting data, and communicating findings.
- Demonstrate the use of appropriate statistical/quantitative techniques for data analysis.
- Describe ethical issues involved in conducting research and in clinical work in psychological science.
- Participate with others in the exploration and scientific study of psychology; engage in thoughtful discussion with peers about alternative views and explanations.
- Describe connections with other disciplines, e.g., computer science, health sciences, linguistics, and neuroscience.
Course Format, Procedure and Map:
The course will start with a framework in which to compare the theoretical approaches to clinical psychology. We will discuss cultural and ethical dilemmas in the field, and then spend each week considering specific approaches to clinical work based on interests of the class.

COURSE REQUIREMENTS/GRADING
Requirements/Grades:
- 10% Log Cards
- 20% Class Participation and Twitter Voice
- 12% Journaling
- 8% Quiz
- 20% Presentation
- 30% Final Paper

Log Cards
You will submit a log card for each class. A log should be typed, or written LEGIBLY, on one side of a 4x6 index card. As you enter the class, you can leave the log on my desk. As I often use these as starting points in class, please indicate if it is private and you don’t want it discussed in class (I reserve the right to approach you privately though!). Logs may contain any communications a student wishes to make to the instructor. An ideal log contains comments about class assignments, the class process, and the student’s feelings. These make up 10% of your grade and you can only lose credit by not submitting one. If you have to be absent, submit your card the class you return.

Class Participation/Twitter Voice:
This is a seminar course, so participation is highly valued.

Students are expected to attend and participate in all classes. Students are expected to have read any assigned material prior to class and to participate in class discussion orally or with log cards (i.e., ask questions, answer questions, raise issues about the topic), and exercises.

In between classes, I will ask you to use Twitter to summarize the topics of the day and pose questions using #hashtags that you will create as well as ones given in class, i.e. #TalkingHelps, #Psyc4666

Note an absence is an absence, excused or not, if you are not in class, you are not in class. Any other variation would be psychotic and although that is fodder for class process, we do strive to be in the real.

Students will also help peers prepare a presentation on a topic of their choice. Editing involves reading another student’s outlines and providing feedback. The goals of reading and editing student’s work are to help see errors in organization, areas that are not clear, simple grammar errors, etc. You will also get to learn more deeply about their topic and tell them what you want to know more about for their presentation.

You will be asked to evaluate other student’s presentations. Students fill out feedback sheets on peer teaching and submit them to the instructor.

If a student is unable to attend class on editing or presentation days arrangements will need to be made to complete this part of the course! (Basically, avoid missing peer presentation and editing days!)
Journals:
You will also do some journaling on the topics we discuss in class. Journal assignments are included here in the syllabus and due dates in the class topic break down.

Quizzes:
There will be 2 quizzes given in class that are unannounced and mostly based on readings.

Presentation:
Students will choose a type of therapy they want to know more about, a specific element of psychotherapy (e.g. transference, resistance) or on an issue related to psychotherapy (e.g. Psychotherapy and Social Class) or a question/term in the clinical field (see options to follow and search the #Psyc4666 hashtag on twitter for ideas from past terms).

All students are responsible for teaching the class for approximately 20 minutes. This is not intended to be a 20-minute lecture, rather it is to include an activity or group of activities carefully designed to illustrate your main ideas. In addition to lecture, consider some hands on activities (i.e., role-plays, skits, handouts, films or You Tube clips, or exercises) and leave time at the end for questions.

In order to fit this into the time, you will want to assign a brief homework assignment or distribute an article to read before the presentation. You will be graded on content, creativity, and delivery.

Follow the rubrics for presentations attached to this syllabus.

The class will help with the prep work for the presentation. We will have two days in class where you will bring in the material you are working on for feedback from fellow classmates (see paper reviews above).

Final Paper
The final paper for this course has two parts. Papers should be a total of 12+ pages with 1” margins. Papers must be typed (using a 12-point Arial or Times New Roman font), double-spaced and stapled. Your final paper should have at least 8-10 references

Part 1: aprox 10 pages
You paper and presentation should basically help the class and I get the feeling of what it is like to be a specific type of therapy or how a clinical psychology term is used in the field.

Your paper is written in APA style (see https://owl.english.purdue.edu/owl/resource/560/01/) and incorporates ideas gleaned from the presentation feedback (good reason to present early!) as well as other students presentations.

Please include an abstract at the start (which should be written last, as a 100+-/ word summary of what you have concluded.)

And
Part 2: 2 pages
A reflection of your current thoughts about counseling. You can use Part 1 as a launching off point, then redo journal 1, the Theoretical Inventory. Have you changed? In what ways? What ways have you stayed the same? What parts of the theories we covered do would you integrate
into your future practice. Cite discussions, exercises, readings, presentations, etc. that influenced your opinions.

Papers are due: Nov 30, by noon. Submit online 1 file containing part 1, part 2, and the app for a grade (cut & pasted and filled out).

There is a penalty of one grade step for each day the paper is late (e.g., an A paper that is turned in one day late will receive an A-). Papers may be passed in earlier. Paper grades will be based on content (accuracy, thoroughness, depth, thoughtfulness, adherence to the assignment), organization, and writing.

Plagiarism is unacceptable and will result in a failing grade and referral to the Academic Judicial Committee. (See Rosnow and Rosnow, p. 82-84 on plagiarism, and an article on Blackboard).

Academic Integrity

Misconduct will be reported to the Office of Student Conduct and Conflict Resolution. Refer to NEU’s academic integrity policy at www.northeastern.edu/osccr/academichonesty.html

Fall 2016

Prior to the first class:
1. Order the textbook: Sharp, (2016) Talking Helps- it is a first edition and you will get a PDF of the first 1/3 so you have it before Sept 7th and
2. Read the preface and chapter 1.
3. Read: “Zonal Perspective” from the Bercez text (online).
4. Follow Me: on Twitter @DrWilliamSharp
5. You could start Journal 1: Initial write-up of theoretical inventory. Also, look at Journal 2 as it might entail a little library research.

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<tr>
<th>Date</th>
<th>Topic &amp; Work for class…</th>
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<td>9/7/16</td>
<td><strong>Introduction to course</strong></td>
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<td>9/14/16</td>
<td><strong>Ethical and Legal issues in Psychotherapy</strong></td>
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<td>In class, practice Clinical Skills: Listening</td>
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<td><strong>Journal 1:</strong> Initial write-up of theoretical inventory. (complete before class)</td>
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<td><strong>Read</strong> Birnkrant (unpublished) Ethics and Third Party Payor Systems</td>
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<td><strong>Watch/Listen/Comment on the following</strong> using a professional voice:</td>
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<td><strong>Bring a paper topic next time!</strong> Find at least 1 article (you will need 8-10 for the final paper) on your topic. Read and be able to explain in class why you chose it.</td>
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<td><strong>Watch and Tweet about</strong> The Case for Psychoanalysis ( YouTube )</td>
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<td><strong>Read</strong> Shedler (2015) Where is the Evidence for Evidence Based?</td>
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<td><strong>Complete Journal 2 by Friday</strong></td>
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<td><strong>Read</strong> Psychiatry’s Identity Crisis</td>
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<td>I Never Thought It would Happen to Me</td>
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<td>Three Unopened Letters</td>
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<td><strong>Optional</strong>: Listen to Yalom Talk from AGPA 2015</td>
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<td>10/5/16</td>
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<td>Sharp Chp 2 (2016)</td>
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<td><strong>Peer Review #1- bring</strong> 3 copies of your paper outline (min 3 pages of notes/start, 3 references, APA style) AND the homework for others to do…</td>
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<td>10/12/16</td>
<td><strong>Cultural Issues</strong></td>
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<td><strong>Read</strong> Value of Group in Underserved (blackboard)</td>
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<td><strong>Read</strong> Sharp (2016) Chp 8</td>
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<td><strong>Listen</strong> to Homayounpour’s Podcast on iTunes for her book, “Doing Psychoanalysis in Tehran” You will need to search on iTunes under the “New Books in Psychoanalysis” podcast. The podcast was released Dec 2014.</td>
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The PAPER and PRESENTATION
You will do a presentation and write a paper for this course. The Zonal perspective discussed in early classes presents 4 different quadrants for counseling theories to fall within: insight, social, situational, and physiological. You will choose a term or approach (see below) that you want to explore and 1) place it within the zones, 2) research it within its own framework and 3) compare
and contrast it with other zones. Note, I do not want any drug or physiological approaches as key concepts!

This is NOT an exhaustive list!

**Counseling Terms as Paper Topics**
- Empathy in therapeutic practice (Bohart, Watson) v Sympathy
- Transference
- Countertransference
- Resistance
- Defenses (Anna Freud)
- Contact Function (Spotnitz, Modern Psychoanalysis)
- Emotional Communications
- Interpretations (Classic Psychoanalytic or more modern applications)
- Progressive Communications (Spotnitz, Modern Psychoanalysis)
- Id, Ego, Super Ego
- Narcissism
- Drives (Eros and Thanatos)
- Symbolic Communication
- Freud’s Ideas bout Love and Hate (fears and wishes)
- Joining
- Parallel Process/ Process Teaching/ Process Supervision
- Group Therapy
- Couples Therapy
- Family Therapy
- Optimal Frustration
- Boundaries
- Active Listening, Exploration Skills, Directive Skills, “Don’t just do something, sit there!”

**Psychotherapy with specific populations as a Topic**
- Psychotherapy with members of the deaf community (or blind)
- Psychotherapy with older clients
- Counseling recent immigrants
- Counseling Asian American (or . . . .) clients
- Counseling families and children with disabilities
- Counseling gay/lesbian/bisexual (choose age population)
- Counseling adoptive families
- Counseling with DCF involved families
- Counseling with DYS/Court Involved Families
- HIPPA, Legal Issues, Ethics

**Issues in Psychotherapy**
- Who stays in and who drops out of therapy?
- Common factors associated with positive psychotherapy outcomes
- Psychotherapy and social class
- Integrating spirituality in treatment
- The influence of client variables on therapy outcomes
- The influence of therapist variables on therapy outcomes
- Change versus Adjustment
- School-based therapy, Home-based therapy, and out-patient therapy issues.
Refer to the Planning Aid at the end of syllabus to keep your presentation and paper focused. Basically, you want to convey the feeling of how a theory, approach or term is applied in the clinical psychology setting. For example, if you are doing CBT, what might a first session look like? What is said, done, etc.

The feedback you get from peers on your presentation will show you if you are conveying your point and you will have time (present early!) to incorporate their comments in the final paper. As a grading rubric, you want to include the following (note not all apply equally to your topic!):

- Describe the term or question
- Is there a historical or cultural context to this? (I.e. Freud was his mother’s favorite, as well as living and writing during repressed Victorian times and WWI and WWII; Behavioral and CBT approaches evolved during a time that people wanted to make things scientific, measurable, etc.)
- What are the parts? How is it operationalized?
- Is there a maturational or developmental aspect to it?
- Is it testable? (not necessarily is it true?)
- Is it useable?
- Is there controversy over this?
- Compare, contrast, analyze and critique

In addition you want:
- Depth of exploration of the topic
- Integration of ideas and of material from different class presentations, lectures, and discussions
- Thoughtfulness of comments and critique

And for the presentation:
- Something more than lecture
- You must assign a reading, viewing, posting, or some homework in advance, and this can help you get things rolling in your presentation.
Peer Review Rubric

PRESENTERS NAME: ___________________________

YOUR NAME: ____________________

TOPIC/ TITLE: _________________________

Content:
• What is one thing that you learned/Twitter Take Away?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

• Adherence to the assignment – (use the following as a guide, not all apply to all topics)
  o Describe the term or question
  o Is there a historical or cultural context to this? (I.e. Freud was his mothers
    favorite, as well as living and writing during repressed Victorian tines and
    WWI and WWII; Behavioral and CBT approaches evolved during a time that
    people wanted to make things scientific, measurable, etc.)
  o What are the parts? How is it operationalized?
  o Is there a maturational or developmental aspect to it?
  o Is it testable? (not necessarily is it true?)
  o Is it useable?
  o Is there controversy over this?
  o Compare, contrast, analyze and critique

  o Thoroughness/Depth of exploration of the topic
  o Integration of ideas and of material from different class presentations, lectures, and
    discussions
  o Thoughtfulness of comments and critique

Presentation:
• Something more than lecture
• Interesting and a good presentation of the content from above
• Included good reading or primer for talk in advance of talk.

COMMENTS: What I liked…. What I would have liked more/less of:
Application for a Grade: Your Presentation

Please complete this application for a grade with the final submission.

__/10  Content:
• What is one thing that you want people to walk away with:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

• Adherence to the assignment – (use the following as a guide, not all apply to all topics)
  o Describe the term or question
  o Is there a historical or cultural context to this? (I.e. Freud was his mothers favorite, as well as living and writing during repressed Victorian times and WWI and WWII; Behavioral and CBT approaches evolved during a time that people wanted to make things scientific, measurable, etc.)
  o What are the parts? How is it operationalized?
  o Is there a maturational or developmental aspect to it?
  o Is it testable? (note, not necessarily is it true?) Is it useable?
  o Is there controversy over this?
  o Compare, contrast, analyze and critique
  o Where does it fit in the Zonal perspective?
  o Thoroughness
  o Depth of exploration of the topic
  o Integration of ideas and of material from different class presentations, lectures, and discussions
  o Thoughtfulness of comments and critique

__/10  Presentation:
• Something more than lecture
• Interesting and a good presentation of the content from above
• Relevant primer / homework provided at least a WEEK in advance of presentation for students

Points out of 20: ____

You will lose point for the Late presentations (1 Grade step each day) and poor grammar and simple spelling errors! (Proof your college-level work!)

Assign yourself a letter grade that you are applying for:
A       A-      B+       B       B-       C+       C       C-       D
NAME: ___________________________
TITLE: ___________________________

Application for a Grade: Your Paper
Please cut and paste this application for a grade into your paper as the last page prior to uploading it!

__/20 Content:
• Adherence to the assignment – (use the following as a guide, not all apply to all topics)
  o Describe the term or question
  o Is there a historical or cultural context to this? (I.e. Freud was his mothers favorite, as well as living and writing during repressed Victorian times and WWI and WWII; Behavioral and CBT approaches evolved during a time that people wanted to make things scientific, measurable, etc.)
  o What are the parts? How is it operationalized?
  o Is there a maturational or developmental aspect to it?
  o Is it testable? (not necessarily is it true?)
  o Is it useable?
  o Is there controversy over this?
  o Compare, contrast, analyze and critique
  o Where does it fall in the zones?
  o Thoroughness
  o Depth of exploration of the topic
  o Integration of ideas and of material from different class presentations, lectures, and discussions
  o Thoughtfulness of comments and critique

__/6 Grammar
• Proper English. No grammatical errors.
• Proper citation where predictable. APA style!
• Include this application for a grade as the first page of the submission
• Include an abstract, which you write last but put place first in paper, about 100 words

__/4 Peer Reviews:
  o Peer Review #1 _____
  o Peer Review #2 _____

Points out of 30: _____
Assign yourself a letter grade that you are applying for:

A  A-  B+  B  B-  C+  C  C-  D
Application for a Grade: For Class
Due Last Day of Class

Please complete this application for a grade in the course.

___ of 10% Logs
   ○ All completed (13 in total)

___ of 20% Class Attendance and Participation
   ○ Attended ___ of 14 possible classes.
   ○ Contributed in every class in some fashion (via logs, asking questions, making comments), Asked questions, Answered questions
   ○ Assisted others understanding in class
   ○ Demonstrated that readings for class were done in advance
   ○ Commented on at least 3 blogs (CIA, TORTURE, NARCISSISM)
   ○ # of Posts, replies on Twitter _____
      Favorite post:

___ of 8% Quiz Grade Total

___ of 12% Completed Journals
   ○ Journal 1
   ○ Journal 2
   ○ Journal 3

___ of 20% Presentation

___ of 30% Final Paper

___ of 100% Course Grade

Assign yourself a letter grade that you are applying for:

A   A-   B+   B   B-   C+   C   C-   D
Journaling Assignments

Journal 1: Incoming Theoretical Inventory
This is from Chapter 1 of the textbook (Table 1.1) and is important to do at the start of the term because you want to compare it to your inventory at the end of the term. You can upload your responses to the Blackboard Assignment. Here are the questions again:

- What is counseling? Come up with your own definition. There is no right or wrong on this one, just a chance for you think about where you are now so we can compare where you end up at the end of the course.
- What fears and apprehensions do you have about being a counselor?
- Now, reread pages 7-12 of the textbook, and place yourself on the X axis. Then look at the intro to Berecz’s text as assigned for pre-class readings. Where you think you fall in the zones (insight, social, behavioral, or physiological) You may overlap multiple zones, but you will be asked why you remained the same or changed over the course and as part of the final paper.

Theoretical Dilemmas Inventory
Directions: For each of the following items, select the one position that most clearly articulates your own beliefs. Be prepared to defend your position with some evidence based on your experience.

Views of People
- People are basically good, want to be the best, rise to the top, society is responsible for most mental illness and woes.
- People are basically animals, and society is what “civilizes”, without it, we would be in Lord of the Flies.
- People are born basically neutral, they are shaped to be what they are by the environment.

Responsibility for Outcomes
- Clients have primary responsibility for counseling outcomes.
- Counselors have primary responsibility for counseling outcomes.
- Responsibility is shared equally.

Legitimate Focus
- Counseling should focus primarily on feelings.
- Counseling should focus primarily on thinking.
- Counseling should focus primarily on behavior.

Content
- Counseling content should deal with the past.
- Counseling content should deal with the present.
- Counseling content should deal with the future.
Scope
- Counseling should concentrate on specific goals.
- Counseling should concentrate on broad themes.
- Counseling should concentrate on the process of what takes place.

Skills
- The most important counselor skill is structuring- taking charge and shaping the session.
- The most important counselor skill is interpreting- understanding what the client/patient needs and wants based on what they are saying and feeding it back to them in a digestible way.
- The most important counselor skill is reflecting- helping the client feel heard.

Counselor Directiveness
- Counselors should be active.
- Counselors should be nondirective.
- Counselors should allow the client to decide what is best.

Counselor Role
- The counselor should be an expert.
- The counselor should be a friend.
- The counselor should be a consultant.

Theory
- Counselors should become experts in one theory.
- Counselors should become proficient in several theories.
- Counselors should combine several theories:
  - And be eclectic- mixing from several different theories, “fruit salad”
  - And be integrative- have a bowl of different things to choose from, “fruit smoothe”

Criteria for Success
- The most important predictor of good counseling is knowledge of theory.
- The most important predictor of good counseling is mastery of core skills.
- The most important predictor of good counseling is a healthy personality.

Journal 2: Critical Analysis of Research
Reread Shedler (2015) on the evidence for evidence based practice and after the video from Thor. Google search (or some such engine) a clinical approach you are interested in, and see what popular press results are out there. Then find the original research article. Consider questions like:
  - What was being studied?
  - Who were the patients included? (Might also mean, who was excluded!)
  - How did they define terms? (Is there a bias in the operationalization of terms) Is there a follow up?
  - What questions does the article leave you with? (The authors and yours!)
  - “Draw your own conclusion. Ask yourself: do the actual methods and findings of this study justify the claim I just heard?”

Write up a 2 page reaction paper on the critical analysis of “evidence based research”. Include the APA style reference at the end so I can look at the article myself if need be.
Journal 3: Relationship Rating Scale

Complete this scale on this paper, and then write an entry based on the questions at the end.

**Relationship Rating Scale** (Kotter and Shepard, 2011).

1- Never    2- Rarely    3- Sometimes    4- Most of the time 5- All of the time

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<tr>
<th>Self Awareness</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am in touch with my inner feelings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am comfortable with myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am aware of my fears, anxieties, and unresolved conflicts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Disclosure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I express my feelings honestly and clearly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am concise and expressive in my communications</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am open in sharing what I think and feel</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Listening</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can focus intently on what others are saying and recall the essence of their communications</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I show attention and interest when listening</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am able to resist internal and external distractions that may impede my concentration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am perceived by others as safe to talk to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can demonstrate my understanding of what I hear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I reflect accurately other people’s underlying thoughts and feelings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the ability to put people at ease</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am able to get people to open up.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am smooth and natural in facilitating the flow of conversation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am non-judgmental and accepting of other people, even when they have different values and opinions than I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am caring and compassionate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing Conflict</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can confront people without them feeling defensive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I accept responsibility for my role in creating difficulties</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am able to work with explosive situations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Based on this inventory, what would you describe as your current strengths and weaknesses? Describe your plan for improving the areas that you wish to upgrade. (You do not need to include the scale in your entry, but you may if you wish.)
Planning aid for papers and presentations

Establishing Curriculum Priorities

How will I Plan? How will I Assess? How Will I teach?

worth being familiar with

important to know and do

Understandings

Enduring Understandings

nice to know

important knowledge and skills
<table>
<thead>
<tr>
<th>Established Goals</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What content standards, program standards, or related goals will this unit address?</td>
<td>Students will be able to independently use their learning to...</td>
</tr>
<tr>
<td></td>
<td>What kinds of long-term, independent accomplishments are desired?</td>
</tr>
<tr>
<td></td>
<td>What are the big ideas?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERSTANDINGS</td>
</tr>
<tr>
<td>Students will understand that...</td>
</tr>
<tr>
<td>What specifically do you want students to understand?</td>
</tr>
<tr>
<td>What inferences should students make?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What thought provoking questions will foster inquiry, meaning making, and transfer?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know...</td>
</tr>
<tr>
<td>What facts and basic concepts should students know and be able to recall?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will be skilled at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>What discrete skills and processes should students be able to use?</td>
</tr>
</tbody>
</table>