

## Welcome to the Instructor's Manual for SAGE Video!

Video is a central component of instruction and learning in higher education; however, high quality video that is explicitly developed and organized around curricula and key course needs is hard to find. *SAGE Video* aims to rectify this by offering collections of top-quality video—both newly commissioned and existing licensed videos—organized for instructors and students at all levels of university study.

The video collections are

- ▶ organized around subject taxonomies so that instructors and students can easily find the content they need for both class management and study, and
- ▶ designed with a clear line of sight to the learning outcomes of courses at university.

The *SAGE Video* platform offers numerous features designed to help both instructors and students, including a fully customizable video clipping and embedding tool to put control right in the hands of the end-user. Instructors and students can feel confident that *SAGE Video* will enhance the teaching and learning process both inside and outside of the classroom. Please visit this landing page for more information: [sagepub.com/video](http://sagepub.com/video).

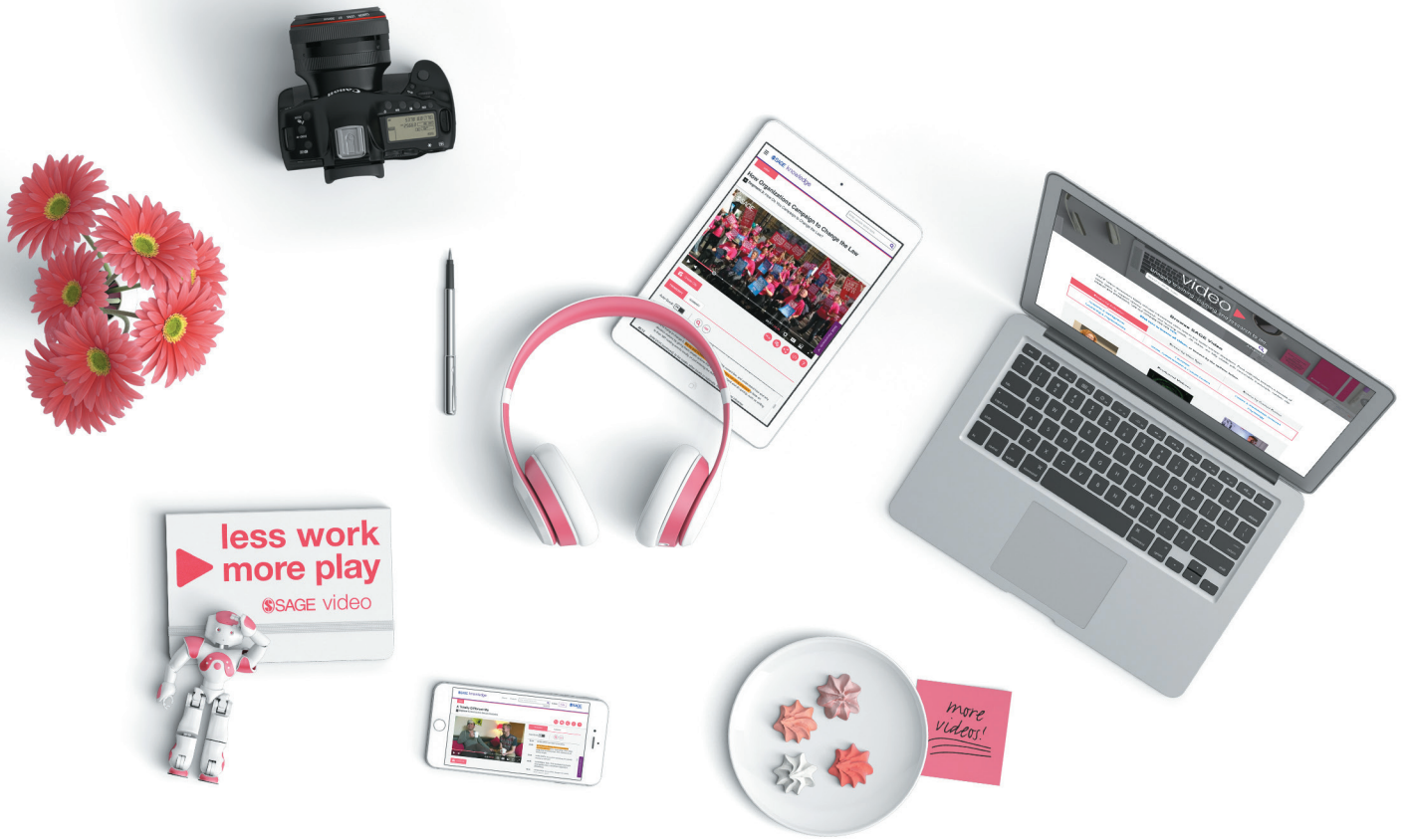
The following is a faculty-oriented guide designed to help course instructors implement *SAGE Video* content within their teaching practices. Whether delivering lectures, research assignments, class discussion, or different forms of assessment, the following pages are intended to help instructors think about how they might use video in their course teaching, providing practical examples for implementation.

Written by academic faculty members in the relevant disciplines, each Instructor's Manual

- ▶ is organized by content type, first describing the value of using that particular content type in a given discipline,
- ▶ selects a video example and lists the courses in which this could be used,
- ▶ offers carefully curated clips of that content and the key concepts in which the clips will aid learning, and
- ▶ provides a variety of different course contexts where these clips can enhance instruction, such as assignments and assessments.

**We hope that this guide helps you in your use of *SAGE Video*!**





# SAGE video

Bringing teaching, learning and research to life

Counseling & Psychotherapy  
Teaching with Documentary Video

## Content Type

*Documentaries* document real-life experiences and can expose students to aspects of the human experience that may be hard to convey in textbooks. For example, a documentary devoted to families who have lost loved ones may help students feel more empathy (empathy being essential component to becoming a competent therapist).

### When Someone Dies

<http://sk.sagepub.com/video/when-someone-dies>

In this documentary, Jan Mojsa, psychotherapist, examines the stages of grief and loss associated with the death of a loved one including the loss curve and the tasks of mourning.

## Suggested Courses or Topics

Course examples might include:

- ▶ grief counseling,
- ▶ crisis counseling,
- ▶ marriage and family, and
- ▶ bereavement and loss.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

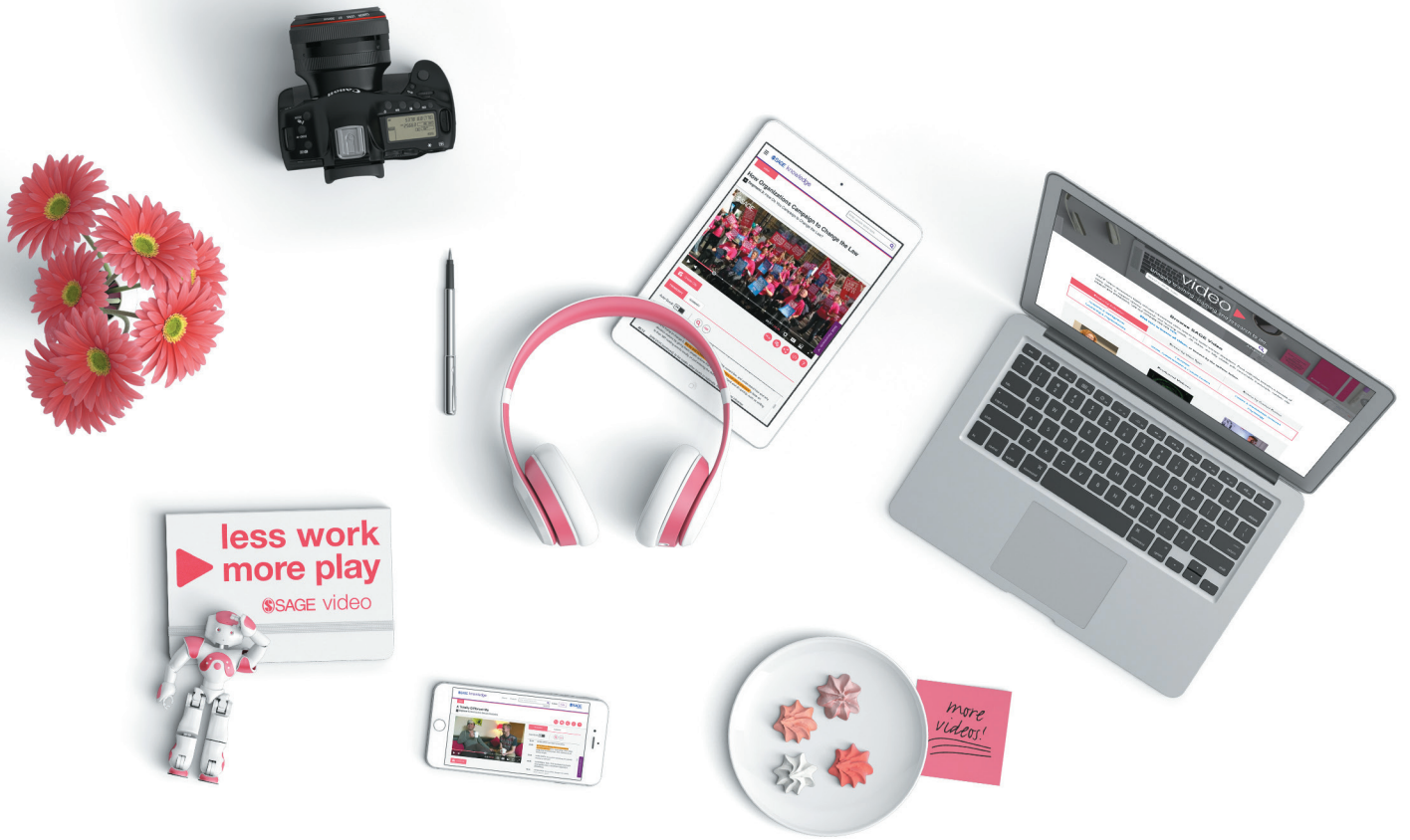
- ▶ Elisabeth Kubler-Ross's *Stages of Grief* and how our understanding of loss has changed since her work. **Clip 17:31 – 18:58.**
- ▶ Mary's Story: Loss of husband, feelings of guilt, anger, sadness, and her coping mechanisms. **Clip 4:06 – 14: 40.**
- ▶ Clare's Story: Loss of child, feelings of desperation, self-medicating, and journaling for 10 years to help cope. **Clip 24:19 – 36:07.**
- ▶ Michael's Story: Loss of wife, reflection on meaning of death and the choices we all have in responding to grief. **Clip 37:05 – 47:36.**
- ▶ "Tasks" in Mourning: How these tasks can empower a client to work through grief and reinvest in life. **Clip 48:03 – 49:34.**

## Classroom Discussion

Here is an example question that might be used for in-class discussion.

For many people, the repetitious replaying of painful memories actually functions to modify the emotional response to the trauma, thus resulting in a gradual increase in tolerance for traumatic content. Do you think that with Mary, this is the case? (**Clip 4:14 – 6:29**).





# SAGE video

Bringing teaching, learning and research to life

Counseling & Psychotherapy  
Teaching with In Practice Video

## Content Type

*In Practice* videos can help students see the practical applications of methods and concepts they learn in textbooks. For counseling and psychotherapy students, an *In Practice* video might involve watching a therapy session to see how counseling theory and skills comes to life, or it might consist of watching a day in the life of a therapy dog. *In Practice* videos can vary in length—from 10 min up to an hour. Clips can be created to highlight certain parts in the film for classroom discussion.

### Educational Counseling Using Animals

<http://sk.sagepub.com/video/educational-counseling-using-animals>

Tivo is a black Labrador who works at a University Wellness Center as a licensed “therapy dog.” Tivo’s job is to help college students deal with such issues as school stress and homesickness. Dr. David deBoer explains the many ways Tivo benefits these students.

## Suggested Courses or Topics

Course examples might include:

- ▶ stress,
- ▶ PTSD,
- ▶ trauma,
- ▶ loneliness,
- ▶ grief,
- ▶ homesickness, and
- ▶ working with college and university students.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Nearby university shooting prompts Tivo’s arrival to Wellness Center. **Clip 00:48 – 1:21.**
- ▶ The ways Tivo participates in college life. **Clip 1:26 – 1:59.**
- ▶ How Tivo helps in a private therapy session. **Clip 2:36 – 3:29.**
- ▶ Tivo’s role in de-stigmatizing mental health issues. **Clip 4:14 – 5:16.**

## Research Assignment

See below for an example assignment that you might use for students

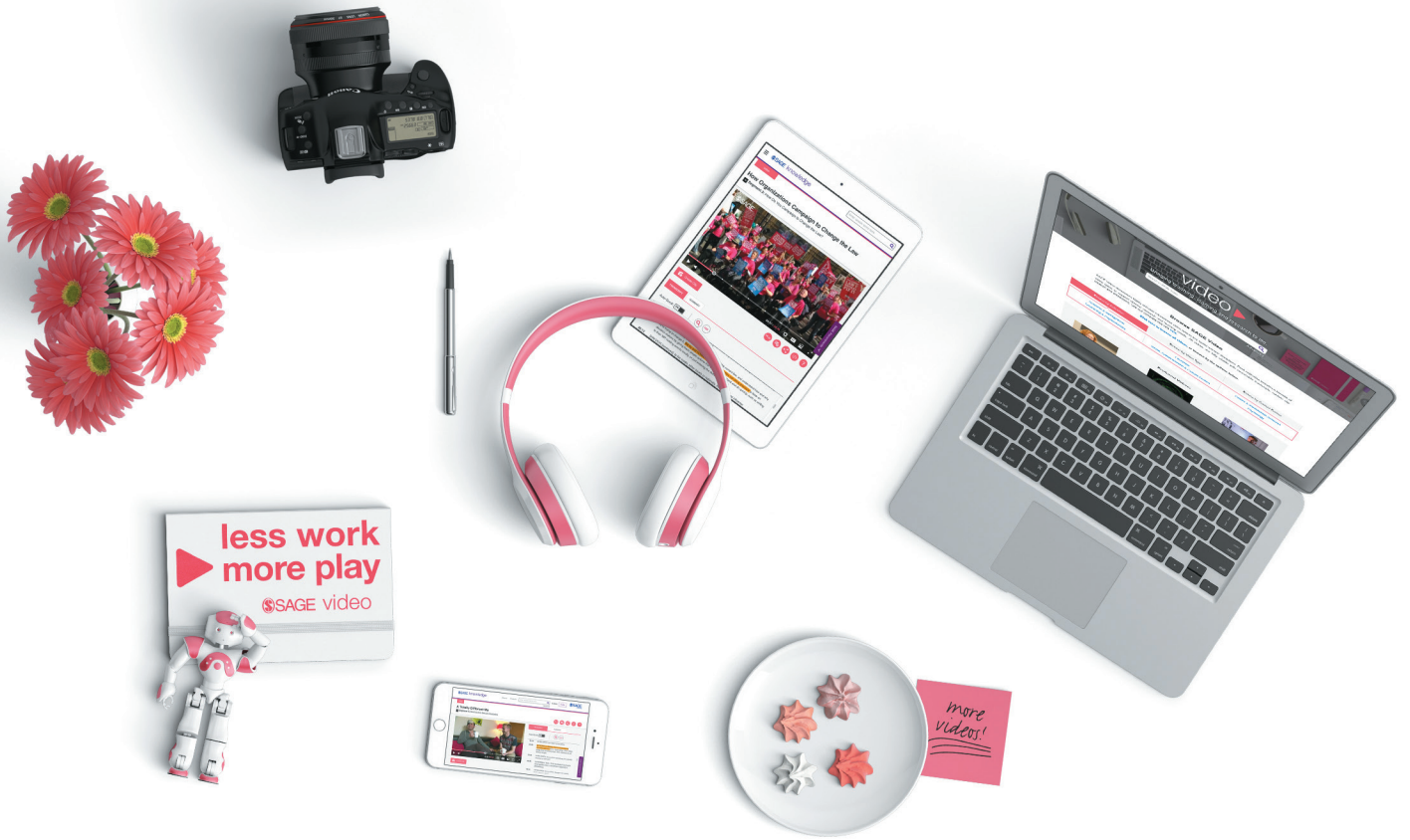
Dr. deBoer mentions a few strategies about how he gets Tivo out and about on campus to promote the Wellness Center and get students talking about stress, homesickness, etc. (**Clip 6:48 – 7:31**). Using your knowledge of social media and other methods of communication, what other strategies would you use to promote both Tivo and the University Wellness Center and the effort in de-stigmatizing mental health issues?

## Classroom Discussion

Here is an example question that might be used for in-class discussion.

Therapy dogs can be great asset to college students in regulating emotions (**Clip 2:58 – 3:08**) and lowering cortisol levels (**Clip 8:13 – 8:33**). Discuss ways dog-assisted therapy could be used with other populations: elderly, military, or young children. How could you apply the same practices in a different setting?





# SAGE video

Bringing teaching, learning and research to life

Counseling & Psychotherapy  
Teaching with In Practice Video

## Content Type

*In Practice* videos bring theory to life and can help students see the practical applications of methods they learn in textbooks. For counseling and psychotherapy students, an *In Practice* video might involve a counselor conducting a therapy session with a client or it might be a day in the life of a therapy dog. *In Practice* videos can vary in length—from 15 min up to an hour. Longer films can be assigned outside of class with a follow-up in class. Clips can be created to highlight certain parts in the film for further exploration.

### Solution Focused Narrative Therapy with an Adolescent: Finding Meaning and Strength in the Client's Story

<http://sk.sagepub.com/video/solution-focused-narrative-therapy-adolescent-meaning-and-strength-in-clients-story>

Diana Chung works with Jessica, a 16-year-old Mexican American. Jessica is bilingual and her family subscribes to traditional values such as family unity, collectivism, and respect toward adults. Jessica is often left in charge of caring for younger siblings while her mother and stepfather work long hours. She feels overwhelmed with the tasks and pressures asked of her. Her grades have been decreasing in the past semester, as conflict in the home has increased. Diana Chung, therapist, uses a narrative and solution-focused orientation with Jessica, including de Shazer's "Miracle Question."

## Suggested Courses or Topics

Course examples might include:

- ▶ counseling theories,
- ▶ multicultural counseling,
- ▶ family systems,
- ▶ counseling skills,
- ▶ strength-based therapy,
- ▶ narrative therapy, and
- ▶ solution-focused therapy.

## Classroom Clips

If you are teaching solution-focused therapy, these clips are quite helpful in demonstrating key concepts and techniques specific to solution-focused therapy.

- ▶ Example of de Shazer's "Miracle Question." **Clip 25:49 – 26:30.**
- ▶ Example of Scaling question. **Clip 29:35 – 30:42.**
- ▶ Example of client coming up with solutions to a problem. **Clip 46:18 – 49:28.**
- ▶ Here is an example question that might be used for in-class discussion.

## Research Assignment

See below for an example assignment that you might use for students

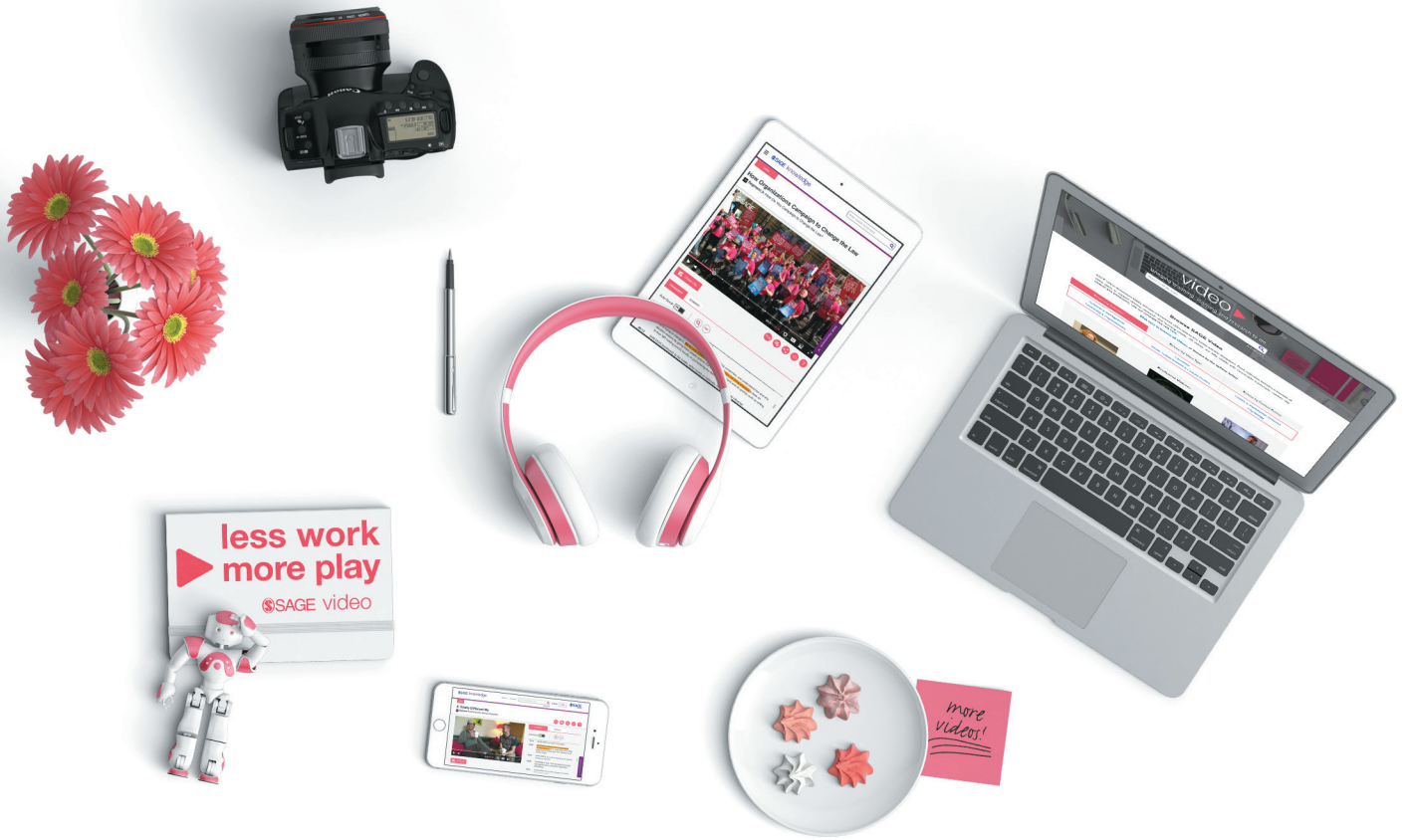
Family systems theory tells us that individuals cannot be understood in isolation from one another. Find and create three clips in Diana's session with Jessica that speak to this definition of family systems and why.

## Classroom Discussion

Here is an example question that might be used for in-class discussion.

Discuss how Diana Chung (therapist) includes cultural awareness and cultural competency in her work with Jessica (client). For example, look at ways Diana explores the social and historical context of Jessica's family (**Clip 11:30 – 13:28**) and (**Clip 21:48 – 23:02**) or how Diana uses Jessica's language to better facilitate a connection (**Clip 14:26 – 15:02** and **Clip 19:51 – 20:14**).





# SAGE video

Bringing teaching, learning and research to life

Counseling & Psychotherapy  
Teaching with Interview Video



## Content Type

*Interviews* feature academic experts discussing a particular topic or subject. For example, Michael Scott on traumatic stress, Sara Gilbert on eating disorders, or Meg Barker on mindfulness. Experts explore current state of research, major academic debates, historical underpinnings, and the future of the field in which they study. Showing an interview is like inviting an expert to the classroom to share insights, explore ideas, and provide opinions that move beyond information found in a textbook.

### Jerrold Lee Shapiro Discusses Existential Psychotherapy

<http://sk.sagepub.com/video/jerrold-lee-shapiro-discusses-existential-psychotherapy>

In this interview, Dr. Jerrold Shapiro, professor at Santa Clara University and expert in existentialism, discusses significant developments in existential psychology, how the theory is positioned with other theories, and its effectiveness.

## Suggested Courses or Topics

Course examples might include:

- ▶ counseling skills,
- ▶ existentialism,
- ▶ counseling theories, and
- ▶ humanistic psychology.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Dr. Shapiro explains how existential psychology can be seen as a “moving target.” **Clip 4:21 – 5:05.**
- ▶ Some of the characteristics of effective existential psychology are shown, including the notion of the therapist “activating the fight” in therapy. **Clip 16:37 – 18:40.**
- ▶ Existential psychology as “amorphous” and the benefits and disadvantages to this. **Clip 5:10 – 5:51.**

## Research Assignment

See below for an example assignment that you might use for students.

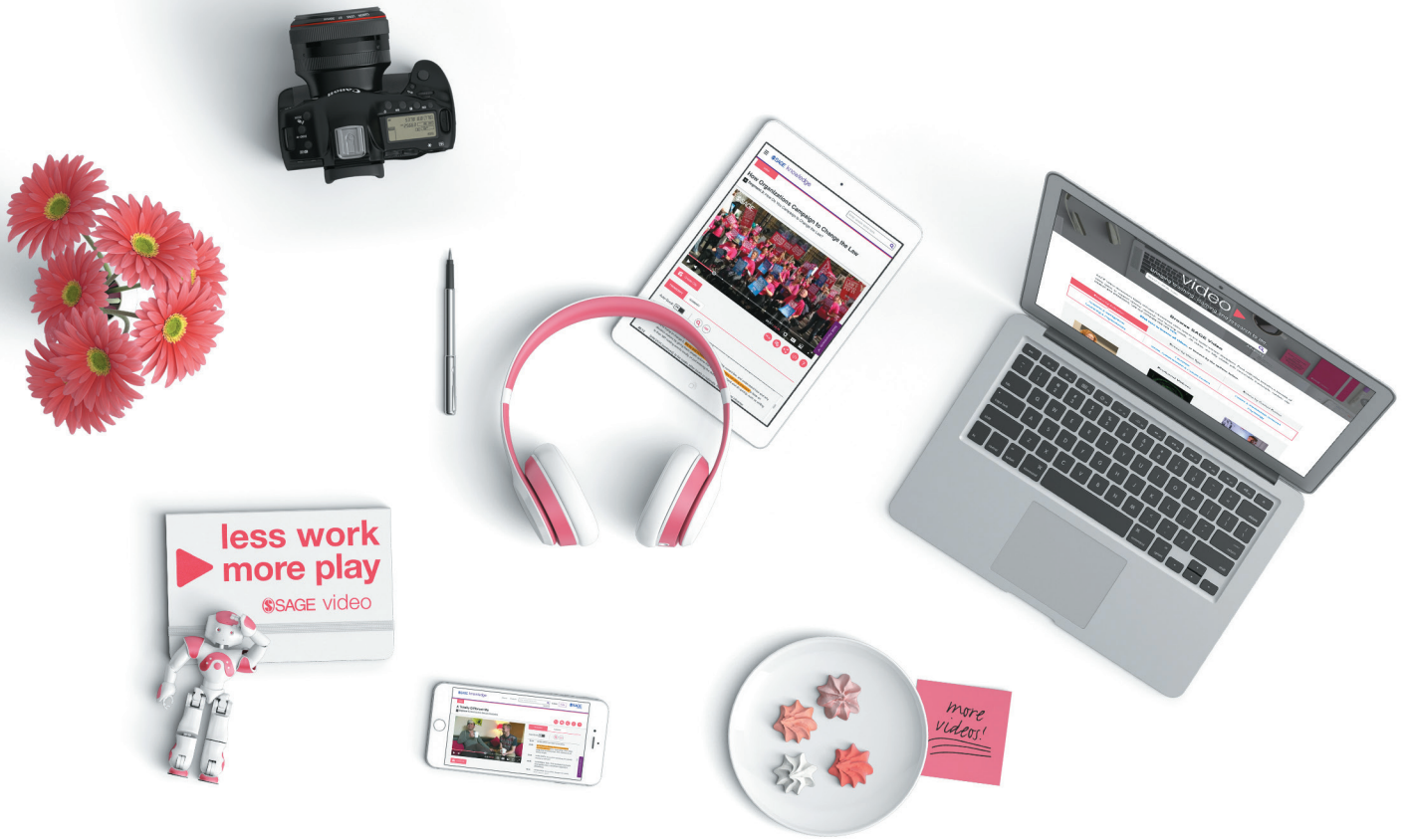
Dr. Shapiro argues that there are two basic approaches to existential psychotherapy: Those who search for meaning and those who wish to create meaning (**Clip 5:51 – 6:50**). Given what you know about existentialism, do you associate yourself with either approach and why?

## Classroom Discussion

Here is an example question that might be used for in-class discussion.

Dr. Shapiro helps to explain existential psychology and how it sits in relationship to other theories such as CBT and psychodynamic theory. This might be helpful to discuss in a counseling theories class. (**Clip 13:19 – 14:15**).





# SAGE video

Bringing teaching, learning and research to life

Counseling & Psychotherapy  
Teaching with Tutorial Video

## Content Type

*Tutorial* videos are generally brief (5–10 min) and examine one specific topic in a particular discipline. Examples include person-centered therapy, counseling ethics, or case formulation. *Tutorials* define the topic, provide examples, and draw upon latest research and practice. *Tutorials* can be assigned as homework to be viewed outside of classroom, or, because of their brief nature, can easily be incorporated into a lecture. Instructors can create quizzes from tutorials to assess students' knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

### Therapeutic Relationship Process in an Outdoor Natural Space

<http://sk.sagepub.com/video/therapeutic-relationship-process>

In this tutorial, Dr. Martin Jordan, psychotherapist and senior lecturer at the University of Brighton, talks about moving the therapy session from the office to the outdoors. He discusses the benefits of outdoor therapy as well as some challenges. Existentialism, use of metaphors, and attachment theory are also discussed in relation to outdoor therapy.

## Suggested Courses or Topics

This tutorial can be used in nearly any counseling course where students are learning ways to work with potential clients. Course examples might include:

- ▶ marriage and family,
- ▶ child and adolescent,
- ▶ counseling skills,
- ▶ crises counseling, and
- ▶ group counseling.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ This clip describes the notion of projection and object relations theory and how they show up with clients in an outdoor therapy setting. **Clip 1:55 – 3:16.**
- ▶ Different seasons can metaphorically represent certain feelings with clients and better help them understand themselves. **Clip 3:39 – 4:08.**
- ▶ Clients can express spirituality in an outdoor therapy setting. **Clip 4:10 – 4:44.**
- ▶ Attachment theory and its relationship to the outdoor therapy space. **Clip 10:44 – 12:10.**

## Research Assignment

See below for an example assignment that you might use for students.

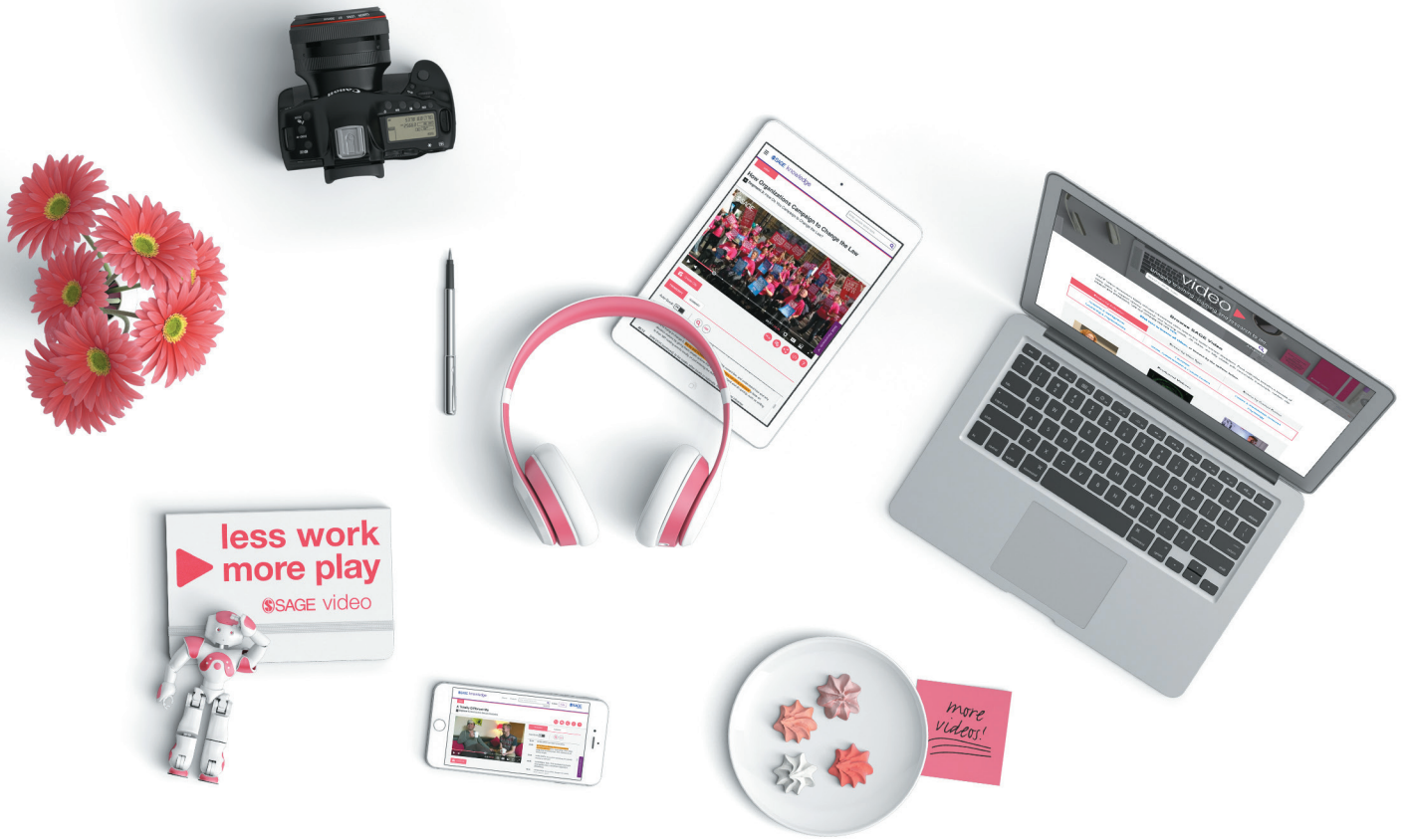
Dr. Jordan discusses how nature can play a vital role in a client's mental health and emotional well-being. He states that research studies support this argument (**Clip 1:01 – 1:39**). Find, read, and summarize five research studies that suggest how nature plays a role in mental well-being.

## Classroom Discussion

Here is an example question that might be used for in-class discussion.

Dr. Jordan argues that the outdoor space is a more "democratic space" between client and counselor. (**Clip 6:28 – 8:45**). What does he mean by this? What is good about this, and what can be a challenge with it? Are there any ethical or legal issues to be considered when taking therapy outdoors?





# SAGE video

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Counseling & Psychotherapy  
Teaching with Tutorial Video

## Content Type

*Tutorial* videos are generally brief (5–10 min) and examine one specific topic in a particular discipline. Examples include person-centered therapy, counseling ethics, or case formulation. *Tutorials* define the topic, provide examples, and draw upon latest research and practice. *Tutorials* can be assigned as homework to be viewed outside of classroom, or, because of their brief nature, can easily be incorporated into a lecture. Instructors can create quizzes from tutorials to assess students' knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

### Self-Disclosure in Counseling

<http://sk.sagepub.com/video/self-disclosure-in-counseling>

Professor Mick Cooper discusses self-disclosure in counseling, what the research shows about its effectiveness, and how to self-disclose appropriately.

## Suggested Courses or Topics

This tutorial can be used in nearly any counseling course where students are learning ways to work with potential clients. Course examples might include:

- ▶ marriage and family,
- ▶ child and adolescent,
- ▶ counseling skills,
- ▶ crises counseling,
- ▶ counseling theories, and
- ▶ ethics.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Examples of when self-disclosure can be helpful to a client. **Clip 1:45 – 2:12 and Clip 3:24 – 3:53.**
- ▶ Example of when self-disclosure can be potentially harmful. **Clip 2:13 – 3:19.**
- ▶ Example of disclosing therapist's negative thoughts and feelings toward the client. **Clip 5:11 – 6:16.**

## Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 In this demonstration (**Clip 6:52 – 8:10**), Mick Cooper uses self-disclosure with his client. Do you think this is an effective use of self-disclosure? Or is it ineffective? What might you do differently in a similar situation?
- 2 Similar to what we saw in **Clip 6:52 – 8:10**, break into teams of two; one person takes the role as counselor while the other takes the role of client. Agree on a topic that touches upon either anxiety, depression, or grief. The client should share his or her story and feelings (can draw upon real experiences or made-up) and the person playing counselor should attempt to use self-disclosure in the session. Debrief and discuss what worked and what could have been improved.

