

**Argosy University
San Francisco Bay Area**

Master's in Counseling Psychology

PC 6230

**Theories of Counseling
Families and Individuals**

Fall Semester I 2011
Section A

Course Syllabus & Outline

Syllabus is subject to change. 8-4-11

Professor: Virginia Bennett, Ph.D.

Course Dates: Sept 9 – Oct. 26

Class Weekends: Sept 17 – 18; Oct 8 -9

Email address: vbennett@argosy.edu

Argosy Office Phone: 510-217-4741

Private Office: 510-644-1246

AU Office Hours: Mon and Wed. noon to 3:00 and by appointment

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Fall Session I (7.5 week courses): 10/10/11

Fall Session II (7.5 week courses): 11/30/11

Fall Full Term (15 week courses): 11/14/11

Required Textbook

Day, Susan X. (2007). *Theory and design in counseling and psychotherapy*, 2nd edition. New York: Lahaska Press. ISBN: 0618801456 Electronic version: Cengage Press.

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Course Description This course will present an overview of the major theories of counseling, including humanistic and existential, psychodynamic, cognitive-behavioral, and systemic approaches to working with individuals and families. Each theory will be reviewed in terms of its origins and key spokespersons, assumptions about human development and behavior, therapeutic processes, and applications to specific populations and issues in counseling. Cultural diversity and gender psychology, as they relate to counseling theories, will be discussed.

Program Outcomes: Master of Arts in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.

- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Course Objectives

- Understand the major theories of counseling, including origins and development, key terms and concepts, application of therapeutic processes, limitations, current research, and applications to multicultural and specific populations and issues.
- Recognize the intrinsic aspects, approaches, and parameters that constitute effective counseling and therapy.
- Develop awareness of how therapeutic approaches and skills can be utilized in personal and professional life. Each student will be encouraged to begin the search for the psychotherapeutic approach she or he will use as a professional counselor.

Methods of Instruction – This course will be delivered in a **blended format**, including in-class lecture and discussion, videos/DVDs, presentations, and role-plays combined with online instruction.

Content Areas

1. Psychoanalytic and psychodynamic theory
2. Jungian therapy and transpersonal development
3. Adlerian psychology
4. Gestalt therapy
3. Humanistic and Existential theory
4. Cognitive-behavioral theory
5. Systemic approaches: Family therapy
6. Feminist and Cultural-Relational theory
7. Cognitive-Interpersonal therapy

Evaluation

Students will receive a letter grade in this course. According to the AU catalogue, students must receive a B- or better, or they will have to repeat the class. The grade will be based on the following criteria:

15% In-Class Participation

20% Online Class Participation (includes homework assignments):

15% Online Presentation

30% Research Paper

20% Final Exam

ALL REQUIREMENTS MUST BE MET IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.

1. **Class Attendance:** Because this is an accelerated class compressed into two weekends, **students must attend all classes in their entirety.** Failure to do so can result in a reduction in the final grade that could prevent passing the class. If a student is going to miss any portion of a weekend class, or will miss the posting deadline for an online class, he or she should contact the professor as soon as possible and prepared to do make-up work.
2. **Class participation** is based on students showing evidence of having read the assigned material before class, asking appropriate questions, and participating fully in class discussion. Students are encouraged to share case material (protecting clients' confidentiality) and discuss applications of brief therapy (see Rubrics for Grading Criteria).
3. **Online Participation:** It is important for students to participate online by posting at least twice weekly (unless otherwise indicated) and meeting the assignments for that week's module. **Online Participation runs from Tuesday 5:00 pm (when the new module is released) to Sunday midnight,** unless otherwise indicated (there is a Friday deadline for

modules prior to the weekend classes). All weekly assignments must be posted by the indicated deadline for that module. Students may continue responding to each others' postings beyond the deadlines. However, **late required postings will not be read or reviewed by the professor.** Students should contact the instructor as soon as possible if for some reason they will be unable to post for the week. Students are reminded that failure to post during a weekly module is like missing a class. Deductions in attendance are taken accordingly. *It is important to post as soon as possible the first week of the class to avoid being automatically dropped from the class.*

There will be various homework assignments for the online portion of the class. Successful completion of these will be assigned points that count towards class participation.

Some of the best parts of online learning come from interacting with your peers. You are strongly encouraged to respond to each other's postings, and your participation will impact your grade.

4. **Research Paper**

Write a research paper, APA style, which focuses on one of the following.

- (1) A specific counseling or therapy theory covered in class but explored in more depth. It is good to include brief "case examples" that show the application of the theory. (A full case presentation is not required.)
- (2) A counseling or therapy theory which was not covered in class—with prior permission from the professor. It is good to include brief "case examples" that show the application of the theory.
- (3) A discussion of the application of a specific counseling theory to a professional setting such as doing psychotherapy, career counseling, school counseling, etc.
- (4) A discussion of counseling material covered in class and supplementary readings applied to personal experience such as childhood upbringing, home, family, relationship, work, leisure, etc.

Length: 8-10 pages minimum (double-spaced, not including title page or references). You will need to include at least three references. One of these references should be that of the original theorist, and may be the "centerpiece" of your paper. At least two of your references will need to come from articles published in professional counseling or psychology journals and may, or may not be that of the original theorist. [Note: Do NOT use wikipedia or another website/internet material that is not peer reviewed.] The course textbook, or a textbook from another class does not count as one of the references., and should be avoided as reference.

DUE DATE for Research Paper: Monday, October 17, 9:00 am. Submit papers to the course dropbox. Always keep a copy of your work, and do not assume that the professor has received your paper until you receive an email of confirmation. If you do not receive that within 24 hours, email or call the professor.

5. **Online case presentation:**

All students will present, online, a counseling theory of their choice (on a first come/first served basis), providing information that is not included in the text, and that provides a brief case example demonstrating the use of the theory. More than one student may present on the same theory, but students must co-ordinate their efforts to avoid duplicate material. The first weekend of class, the schedule of who will present when will be decided. The online presentations must be posted by the start of the chosen week's class: Tuesdays, 5:00 pm. The posting should be the equivalent of a 2-3 page paper (but no more than that). It may include material that will be in the final research paper. Students are encouraged to provide links and other related information as part of their online presentation.

Grading Criteria

Criteria for grades for each requirement are as follows. No late papers will be accepted without discussion with the professor prior to the deadline. Deduction in points is made for late papers depending on degree of lateness, and deductions are made if they are not APA style. Deductions will be taken for absences from classes and may result in a student having to retake the class.

Final Papers:

A+=99+

Paper shows original thought, provides excellent coverage of the material, is well written, and is in appropriate APA format, including required number of references.

A = 92 -98

Paper is in appropriate APA format, well thought out, and provides excellent coverage of material, and includes required number of references.

A- = 90-91

Paper is well thought out, uses the required number of references, is organized, provides excellent coverage of material but has missed a minor aspect of APA format or is not as well written in a way that slightly interferes with comprehension of minor points of the paper. For example, paper lacks a good summary and ends abruptly.

B = 80 - 89 Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate. Range from B+ to B- depends on the degree to which writing style promotes—or interferes with—the reader's comprehension; the degree to which APA format has been missed; and/or the degree to which the coverage of the material is adequate. To obtain a "B" at any level, still requires citing and incorporating the required number of references.

C = 70 - 79

Insufficient number of references provided and/or limited coverage and/or disorganized, difficult to understand paper.

NOTE: There are no "D's" at AU graduate school

F = <70

Paper is disorganized AND coverage is not adequate AND does not conform to APA format
Evidence of plagiarism OR paper not submitted

Criteria for Class Participation (includes online participation)

Grade

A = 90+

Student actively participated in discussions in all discussions; nearly all comments were thought provoking and incorporated material from the assigned readings.

B = 80 - 89

Student actively participated in all discussions; most of the comments were thought provoking and incorporated material from the assigned readings

C = 70 - 79

Student participated in discussions in more than 70% of class sessions; comments/questions demonstrate a surface level understanding of course topics

NOTE: There are no "D's" at AU graduate school

F = <70

Student participated in less than 70% of class sessions; comments/questions did not demonstrate an understanding of course topics

Student did not participate in class discussions

Writing Requirements: Graduate school requires a large amount of writing and is geared towards helping students develop and polish academic writing skills in preparation for their dissertations and later professional projects. It is recognized that some undergraduate schools may not have insisted that their students achieve the writing competence necessary for graduate school. If a student is unsure of his/her writing skills, it is recommended that he or she turn in a final paper at least two weeks before the due date to get the instructor's guidance and feedback. If problems are corrected and the final draft of the paper is turned in before the final date, the result is usually a higher grade than the student would otherwise receive. Information regarding writing resources available for students will be provided in class.

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student.

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, **Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty.** It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Library

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over **48,889 full-text journals and 23,000 electronic books** and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable

accommodations will be provided to the student upon request. Accommodations are not retroactive.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Course Schedule

Additional reading material may be assigned on a weekly basis online. All reading assignments below refer to the course textbook.

Week 1 Sept 6 - 11

Online: Overview of the Course, Instructors' and Students' Introductions
The role of a counselor: personal and professional issues.

Read: Introductory chapters

Week 2 Sept 13 – 16 **Early Deadline for posting: Friday, Sept. 16, 7:00 pm**

Online: Early theoretical approaches

Read: Chapter on psychodynamic therapy

Required Reading related to First Weekend Class: Introductory chapters and chapters on psychoanalytic and psychodynamic theory, Adlerian psychology, Gestalt therapy, humanistic-existential theory, will be covered. Students should try to preview as much of this material as possible.

Weekend One On-Campus Classes: Sept 17-18

Saturday Sept 17 9:00 a.m. - 6:15 p.m

Topics:

Psychoanalytic, Psychodynamic and Object Relations theories

Adlerian therapy

Humanistic and Existential therapy

Sunday: Sept 18 9:00 a.m. - 6:15 p.m.

Topics:

Gestalt therapy

Jungian therapy

Dream therapy: Comparison of psychoanalytical, Jungian, and Gestalt approaches

Week 3 Sept 20 - 25

Topic To Be Arranged

Student Online Presentations

Week 4 Sept 27 – Oct 2

Online: Cognitive Behavioral Therapies

Read: Chapters on Cognitive and Behavioral Therapies

Student Online Presentations

Week 5 Oct. 4 – 7 **Early Deadline for posting: Friday, Oct. 7, 7:00 pm**

Online: Culture and Gender Biases

Read: Chapter on Culture and Gender biases

Student Online Presentations

Weekend Two On-Campus Classes: Oct. 8- 9

Required Reading Prior to Weekend Two: Chapters 8 - 13

Saturday Oct. 8 9:00 am - 6:15 pm

In Class Final Exam

Behavioral Therapy

Cognitive Therapy

Sunday Oct. 9 9:00 - 6:15 pm

Family Systems Theories

Feminist Therapy and Male Psychology and Cultural-relational approaches to counseling

Week 6 Oct 11 16

Online: Transpersonal Therapy

Read Chapter on Transpersonal therapy

Research Paper Due Monday, Oct. 17 9:00 am

Student Online Presentations

Week 7 Oct. 18 -21

Online: Cognitive-Interpersonal Therapy

Read Chapter on Cognitive-Interpersonal therapy

Student Online Presentations

Week 7 1/2 Oct. 24 - 26

Online: Course Wrap-Up