

Argosy University San Francisco Bay Area
COURSE SYLLABUS

PC6230

Theories in Counseling

Fall I & II: 09/07/2010 – 12/18/2010

Mondays 9:30 AM – 12:30 PM or Tuesdays 9:30 AM – 12:30 PM

Faculty Information:

Faculty Name: Vince Nevins PhD, LMFT

Campus: Argosy University San Francisco Bay Area

Contact Information: jnevins@argosy.edu

510.217.4745

Format: On Campus

Office Hours: By appointment

Argosy Communication: If you choose to use an email address other than the Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Course description: This course presents an overview of the major theories in counseling and psychotherapy. The class includes readings, classroom discussions, experiential exercises, videos, case examples, and role-plays.

Required Textbooks:

Corey, Gerald, (2009). *Theory and practice of counseling and psychotherapy (8th ed.)*. Belmont, CA: Thomson Brooks Cole [TPCP]
ISBN # 9780495102083

Corey, Gerald, (2009). *Student Manual for theory and practice of counseling and psychotherapy (8th ed.)*. Belmont, CA: Thomson Brooks Cole [SM]
ISBN # 9780495102091

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)

Course length: 15 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

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 (indicated by bold type). 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.

Full Fall Term (15 week courses): November 14, 2010

Course Learning Outcomes: As a result of taking this course, you will be able to:

- 1) Understand the major theories of counseling psychology, including origins and development, key terms and concepts, application of therapeutic processes, limitations, current research, and applications to multicultural and specific populations and issues;
- 2) Recognize the intrinsic aspects, approaches, and parameters that constitute effective counseling psychology and therapy;
- 3) 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 therapeutic approach she or he will use 1) when formally presenting a case in Practicum Seminar, and 2) for his/her practice as a licensed Marriage and Family Therapist.

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.

Grading Criteria:

- 1) Class Participation: 20%
- 2) Mid-term Exam: 20%
- 3) Final Exam: 30%
- 4) Paper: 30%

Class Participation: Students are expected to arrive on time, attend class regularly, and participate in class discussion. Class participation must indicate an understanding of the required reading, and an ability to engage in meaningful academic discourse about the topics discussed. In accordance with University policy, students who miss more that 2 classes will not receive credit for the class. However, since absent students do not participate in class discussion, any absences could lower your grade. Class Participation will be evaluated by the instructor using the following rubric:

Criteria	Distinguished Category (A)	Commendable Category (B)	Acceptable Category (C)	Failed Category (F)
Present for, and attentive in class 5 points	Present and attentive for entire class, each week.	Mostly present, attentive, some lateness, or one absence and/or inattentiveness	Misses two classes, and/or late and/or is inattentive	Misses three classes and/or is often late or often inattentive

Participates in class discussion 5 Points	Participates actively in each class	Participates in most class discussions	Participates in some class discussions	Rarely participates in discussions
Demonstrates understanding of the assigned reading 5 points	Speaks about each reading assignment to demonstrate clear understanding of reading	Speaks about most reading assignments to demonstrate understanding of assigned readings	Speaks about some reading assignments, demonstrates basic understanding	Does not demonstrate that assignments have been read and/or understood
Meets Course Learning Outcomes (listed above) 5 points	Shows clear evidence of meeting all Course Learning Outcomes	Shows some of meeting Course Learning Outcomes	Shows some evidence of meeting some Course Learning Outcomes	Shows little evidence of meeting Course Learning Outcomes

Clinical Paper: Write an 8-10 page (double-spaced) assimilation paper presenting a client who is dealing with a specific (diagnostic) issue and describe how you would work with this client from a particular theoretical perspective, using the techniques/methods associated with this theory. (Examples will be offered by the instructor.) The individual you select may be someone you know or a fictitious or historical figure. Briefly describe the individual and her/his presenting issue(s) (2-3 pages). Using one of the theoretical models that we will be covering during the semester, articulate the treatment approach you would take and why this is the best way to treat your client (2-3 pages). Include the goals of such treatment, your method of assessment, your initial treatment plan, the challenges you think you might face, and the adjustments you might make to address those challenges (2-3 pages). Please cite references from the assigned readings and, if you wish, other sources. References must be in APA format. Paper is to be e-mailed to the instructor by 5:00 PM, November 19, 2010. The paper will be graded using the following rubric:

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Briefly describes the individual and her/his presenting problems/issues (4 points)	Concise telling of pertinent information, interesting/creative narrative; clear statement of problems/issues	Concise telling of information; readable narrative; understandable statement of problems	Somewhat rambling/unclear; vague statement of problems; lack of focus	Information difficult to understand; little to no understanding of problems
Description of a theoretical	Demonstrates a thorough	Demonstrates comprehension	Demonstrates a limited	Demonstrates an inadequate

model covered in class (8 points)	understanding of this theory	of theory	understanding of this theory	understanding of this theory
Interventions/ treatment plan (8 points)	Comprehensive and culturally competent interventions; treatment plan is creative, realistic, flexible, well-organized, and clearly consistent with theory/goals.	Good interventions; treatment plan is realistic, and reasonably connected with theory/ goals.	Adequate interventions; treatment plan, while not particularly creative, could possibly work; vague	Fails to adequately intervene or articulate a clear treatment plan
Self critique (6 points)	Keenly self-aware; obviously self-reflects and evaluates strengths and weaknesses according to theory chosen	Basically aware of self but reflects inconsistently; somewhat able to evaluate strengths and weaknesses according to theory chosen	Limited self-awareness; obvious blind spots; emphasizes strengths while unaware of weaknesses	Unaware of self as having an impact on therapy; does not see/take responsibility for either strengths or weaknesses
Ease of reading, proper use of citations (4 points)	Compelling reading, proper APA citations	Readable, mostly good APA citations	A little hard to understand, inconsistent use of APA citations	Ambiguous, irrelevant, little use of APA citations

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

Schedule

September 07:

Introductions, Course Review/Selections, Overview, The Counselor: Person and Professional: Exercise

September 13 or 14:

Read TPCP: The Case of Stan (p.11-15)

Complete SM: Prechapter Self-Inventory (p. 37-38)

Read SM: Overview/Glossary (p. 38-43)

Read TPCP: Psychoanalytic (Freudian) Therapy (p. 59-79; 86-95)

September 20 or 21:

Read TPCP: Object Relations Therapy (p. 80-86)

Lecture

September 27 or 28:

Read TPCP: Analytical (Jungian) Therapy (p. 79-80)

Video: A Matter of Heart

Class Exercise: MBTI

October 04 or 05:

Read SM: Overview/Glossary (p. 52-55)

Read TPCP: Individual (Adlerian) Therapy (p. 96-130)

Video: Jon Carlson

Class Exercise: Lifestyle Assessment (p. 56-59)

October 11 or 12:

Read SM: Overview/Glossary (p. 109-114)

Read TPCP: Behavior Therapy (p. 232-271)

Class Exercise: Breathing!

October 18 or 19:

Complete SM: Prechapter Self-Inventory (p. 127-128)

Read SM: Overview/Glossary (p. 128-132)

Read TPCP: Cognitive-Behavior Therapy (p. 272-314)

Class Exercise: Irrational Thinking

Class Exercise: BDI/Mood Inventories

Review Mid-Term Exam

October 25 or 26:

Mid-Term Exam

Read TPCP: Person Centered (Rogerian) Therapy (p. 164-196)

Video: Carl Rogers

Class Exercise: Unconditional Positive Regard: Mirror, Validate and Empathize

November 01 or 02:

Complete SM: Prechapter Inventory (p. 69-70)

Read SM: Overview/Glossary (p. 70-73)

Read TPCP: Existential Therapy (p. 131-163)

Video: Jim Bugental or Irvin Yalom

Class Discussion: Existential Issues Portrayed in the Arts

November 08 or 09:

Read TPCP: Gestalt (Perls) Therapy (p. 197-231)

Video: Erving Polster

Class Exercise: Write a review of Jerry Corey's Way of Working with Christina from a Gestalt Therapy Perspective (SM: (p. 102-105)

November 15 or 16:

Complete SM: Prechapter Inventory (p.193-194)

Read SM: Overview/Glossary (p. 194-199)

Read TPCP: Family Systems (Bowenian) Therapy (p. 409-443)

Video: Kenneth Hardy

Class Exercise: Genograms

November 22 or 23:

Complete SM: Prechapter Inventory (p. 161-162)

Read SM: Overview/Glossary (p. 162-165)

Read TPCP: Feminist Therapy (p. 339-372)

Discussion/Exercises: Affirmative (GLBTA) Therapy

November 29 or 30:

Read TPCP: Ethical Issues (p. 36-55)

Panel Discussion: Ethics and Clinical Practice

December 06 or 07:

Read TPCP: An Integrative Perspective (p. 447-482)

Multicultural Issues/Sensitivities/Directions

Review Final Exam

December 13 or 14:

Final Exam

Meet with Instructor for Feedback on Assimilation Paper

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

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. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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.

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.

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.

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.

MACP APA Style Requirements

Minimum required elements of APA style for written assignments in first year courses include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1st person singular "I" (except personal reflection papers) and 2nd person singular "you;" use of third person plural "we" acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice
- Reference page that meets APA style requirements to include appropriate sources

(e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation

- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, 1 ½ line spacing and double sided pages (modified APA in spirit of promoting “green” for MACP program)
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language