

Course Title: Theories of Counseling Families and Individuals

Course Number: PC 6230

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Texts: *Theory and Practice of Counseling and Psychotherapy* (Corey, G). Publisher: Brooks Cole; 8 edition (January 15, 2008) ISBN-10: 0495102083; ISBN-13: 978 0495102083

Student Manual for Theory and Practice of Counseling and Psychotherapy (Paperback) (Corey, G). **Publisher:** Brooks Cole; 8th edition (January 10, 2008) **ISBN-10:** 0495102091; **ISBN-13:** 978-0495102090

Course Description:

In this course we will cover and outline major theories of counseling psychology and psychotherapy. Each theory will be covered in-depth with focus on historical context and clinical application. Case studies will also be used in order to fully process and employ theoretical formulation techniques.

Methods of Instruction:

This course will be delivered in a blended format. The traditional class meetings are November 14th and 15th, 2009 and December 12th and 13th, 2009. The remainder of the course will be in an online format starting October 31st and ending December 19th. The traditional classroom meetings will utilize lecture, group work, role-play exercises and presentations. The online delivery will consist of weekly discussion questions and use of the student workbook.

Student Performance Evaluation Criteria and Procedures:

1. Participation, as defined by posting on the discussion board twice weekly 60 pts
2. Three Quizzes 25 pts each
3. Group Work/ In-class Participation 50 pts each weekend
4. Two Written Assignments 25 pts each
5. Final Exam 100 pts

Total 385 total

Grading Criteria:

93-100% A

90-92% A-

87-89% B+

83-86% B

80-82% B-

77-79% C+
 73-76% C
 70-72 C-
 69 and below F

Current Rubric for Grading Papers

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills AND <ul style="list-style-type: none"> • in appropriate APA format AND <ul style="list-style-type: none"> • provides excellent coverage of material
B = 80 – 89	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills BUT <ul style="list-style-type: none"> • is missing one component of APA format OR <ul style="list-style-type: none"> • coverage of material is adequate
C = 70 – 79	Paper has <ul style="list-style-type: none"> • poor grammar/writing skills present OR (one or more of the following) <ul style="list-style-type: none"> • APA format is inadequate • Insufficient number of references provided • limited coverage of material
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> • disorganized • coverage is not adequate • does not conform to APA format • there is evidence of plagiarism • paper not submitted

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.

Session I (7.5 week courses):
 Deadline for withdrawal “W”: October 11th, 2010

Content Area: Fall I 2010

September 7th – September 10th, *Online*: Course Overview, Introduction.

September 11th and 12th, In-Class Meeting:

*Please prepare by having read Chapters 1 and 4-8. Will we have a quiz on this material on Sunday afternoon; group work will be assigned in-class.

September 13th – September 18th, *Online*: Chapter 9

*Read Chapter 9, see website for DQs and online assignments

September 20th – September 25th, *Online*: Chapter 10

*Read Chapter 10, see website for DQs and online assignments

September 27th – October 2nd, *Online*: Chapter 11

*Read Chapter 11, see website for DQs and online assignments

October 9th and 10th, In-Class Meeting:

*Please prepare by reading Chapters 12 -15. **We will have a final exam on this material, comprehensive with Chapters 4-8 on Sunday afternoon.** Additional group work will be assigned in class.

October 18th – 25th *Online*: Chapter 16, Conclusions.

*Please review website for final thoughts and discussion.

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.

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 *Publications Manual of the American Psychological Association, 5th Edition (2001)*. Students are

encouraged to purchase this manual 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

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