

Argosy University San Francisco Bay Area  
Department of Counseling Psychology  
M.A. Program in Counseling Psychology

## SYLLABUS

### Course Title

Theories in Counseling Families and Individuals  
Course Number PC6230  
Fall II Semester 2009

### Instructor: Christine Pappas, M.A., Psy.D

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Office Hours: appointment as needed via phone or you may e-mail with questions

### Argosy Communication:

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

### 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): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

### Required Texts:

Corey, G. (2009) *Theory and Practice of Counseling and Psychotherapy*, 8th ed., Brooks/Cole Publishing Co., ISBN # 0-495-10208-3

### Course Dates:

**Weekend I** 11/14/09 & 11/15/09

**Weekend II** 12/12/09 & 12/13/09

### Course Description:

Welcome to Theories in Counseling Families and Individuals course. This course is designed to provide you with an introduction to the basic clinical theories and practice of psychotherapy and counseling. It will cover the major theories of psychotherapy, including how particular theories originated and the theories of personality on which they are based. The class will illustrate the various applications of the theories in the practice of counseling and psychotherapy via role plays, video demonstration, and presentation of clinical cases.

### Course Objectives:

The objective of this course is to introduce students to the basic principles and clinical techniques of counseling individuals and families. Students will become familiar with the major theoretical

paradigms for counseling psychology practice. Each student will be encouraged to begin the search for the psychotherapeutic approach s/he will use as a professional counselor. Class participation is required, as well as writing a thorough clinical paper using a theory of choice, and taking a final on the last day of class. Please note that private matters may be disclosed in class as clinical cases are discussed and role plays are explored. This course will be taught using an experiential framework. Confidentiality is mandatory and respect for your colleagues thoughts, feelings and concepts is crucial for this class.

### 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.

**Methods of Instruction:**

This course will be blended delivery of class lecture and class participation. The traditional meetings are September 26th and 27th, 2009 and October 17th and 18th, 2009. The remaining of the course will be delivered online through Argosy University course management system, which will be discussed on the first day of class. Please begin reading the chapters that are outlines in the Course Calendar section of the syllabus. The traditional face-to-face meeting will include vignettes, lecture, class discussion, role-play exercises, videos, multiple choice final. The online delivery will be discussed on the first day of class.

**Content Areas:**

Introduction and Overview; The Counseling Psychologist: Person and Professional; Ethical Issues in Counseling Practice; Theories and Techniques including Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Reality Therapy, Behavior Therapy, CBT, Feminist, and Family Systems. More specifics relating to content will be discussed during the first day of class. Articles when applicable will be distributed in class.

**Course Calendar: Fall II 2009 (10/29/09 to 12/19/09)**

October 29<sup>th</sup> – November 8<sup>th</sup>: Chapters 1 to 3, & Case Illustration: An Integrative Approach to Working with Stan ( p. 483)

November 9<sup>th</sup> – November 15<sup>th</sup>: Psychoanalytic Therapy, Adlerian Therapy, Existential Therapy, & Person Centered Therapy

November 16<sup>th</sup> – November 22<sup>nd</sup>: Gestalt Therapy, Behavior Therapy, CBT, & Reality Therapy

November 23<sup>rd</sup> – November 29<sup>th</sup>: Feminist Therapy, Post Modern Approaches, & Family Systems

November 30<sup>th</sup> – December 6<sup>th</sup>: Post CBT and Reality Therapy

December 7<sup>th</sup> – December 13<sup>th</sup>: An Integrative Perspective

*\* Due to the allotted time we have in class, this instructor will concentrate on the essential components of each theory and will bring to life a couple of theories via case examples and video demonstrations.*

**Attendance:**

All students are required to attend the course site each weekend. Due to the limited face-to-face meetings, it is imperative to attend each day. If significant time is missed, then I, as your instructor will need to adhere to Argosy's policy and you will need to take the class over again. It is imperative to show up on time and leave when class is dismissed. If computers are used to take class notes, I will trust that time is not being spent surfing the net or checking e-mails.

**Course Requirements:**

- Attend all four days and on time. Class is scheduled from 9AM to 5PM with breaks included. Class will begin at 9:15AM.
- Read each chapter of Theory and Practice of Counseling and Psychotherapy
- Engage in class discussions addressing readings, video demonstrations, and vignettes/case studies
- Participate in class role plays and presentations with colleagues
- Complete multiple choice exam with a vignette (last day of class)
- Complete course paper (due 10/19, last day of class)
- Due to the content of the course material and the teaching format, students will also be graded on thoughtfulness, mindfulness, professionalism, and respect
- Papers are to be written APA style

The course paper and multiple choice exam will be discussed during the first and second day of class.

To ensure that students are reading each chapter in the book and understanding the material, class vignettes and role plays will be based on the readings.

**Course Paper on Counseling Theory and Therapy:**

The final paper in this course will be based upon a counseling theory or basis of therapy presented in this course. This paper **must be** completed by 10/19/09 the last day of school and handed to the professor. **The final paper must be in APA format. If a paper is not in APA format, there will be an automatic letter grade deduction from the final grade of the paper. Students will need to hire a proof reader or editor for the final paper to make sure the paper meets graduate level writing ability.** These papers will be **8-10 pages in length**, not including a title page, abstract, and reference page. The papers will cover the following information; a) create a personal vignette to capture your clinical assessment, b) A history of the form of therapy you would use based upon the vignette, c) cover all theoretical basis of the form of your chosen therapy (Key Concepts), d) the therapeutic process of the form of therapy, e) multicultural perspective of the form of therapy, and f) a discussion of how you would use this form of therapy and why you might want to supplement it with aspects of other forms of therapy. **\*\*\*The due date of this paper is at the end of the course (Sunday October 19<sup>th</sup>, 2009) during class.**

**\*\*\*Paper will be discussed during the first weekend. Any questions/concerns will be addressed**

**The Weekly Routine:**

All students should go through the following weekly routine to have success in this course:

1. Read all assigned reading (s)
2. Develop your paper
3. Answer questions related to readings that this instructor will give you in class
4. Study for the final exam by concentrating "Key Concepts" addressed in each chapter

### **Course Grading:**

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be “weekly” grades recorded in an instructor grade book to allow you to view your performance along the semester. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

Final is worth 30% of your grade

The paper is worth 40% of your grade

Participation is worth 30% of your grade

1. 90-100 Points = A
2. 80-89 Points = B
3. 70-79 Points = C
4. 60-69 Points = D
4. 59 and below = F

### **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.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.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.argosy.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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](http://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.