

**Argosy University**  
**COURSE SYLLABUS**

PC6230

*Theories in Counseling Families and Individuals*  
*Fall Semester - 09/08/09-12/19/09*

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**Faculty Information**

**Faculty Name:** Lou Rappaport, Ph.D.

**Campus:** Argosy University San Francisco Bay Area

**Contact Information:** [lrappaport@argosy.edu](mailto:lrappaport@argosy.edu)

**Phone:** 866-215-2777 #4739

**Office Hours:** By appointment

**Short Faculty Bio:** Dr. Rappaport has been a licensed psychologist since 1973. He began teaching graduate school in 1976 at Northeastern University in Boston, and he has been at this Argosy Campus since 2001. From 1993-2001 he was Chief of Psychology at Marin General Hospital. Dr. Rappaport is Program Chair of the graduate programs in Counseling Psychology and Forensic Psychology. He is the author with Dr. Barbara Okun of *Working with Families: An Introduction to Family Therapy*.

**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.

**Course description:** This course will present an overview of the major theories of Counseling Psychology, including psychodynamic, humanistic/existential, 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 psychology.

**Course Pre-requisites:** None

**Final Date to Drop the Class:** November 14, 2009

To receive a “W” grade a student must officially drop this class by the date listed above. 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.

**Required Textbooks:**

Corey, G. (2008). *Theory and practice of counseling and psychotherapy*. California: Brooks Cole. ISBN-10: 0495102083

Corey, G. (2008). *Student Manual for theory and practice of counseling and psychotherapy*. California: Brooks Cole. ISBN-10: 0495102091

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

**Course length:** 1 semester

**Contact Hours:** 45

**Credit Value:** 3

**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, 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:**

- 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 psychotherapeutic approach she or he will use as a professional counseling psychologist.

### **Required Course Work:**

- 1) Class attendance and in class participation
- 2) In class presentation
- 3) Final examination

### **Class attendance and participation:**

Students are expected to arrive on time and be present for the entire class. You must contact the instructor as soon as possible if for some reason you cannot attend any portion of the classes since it may directly impact whether you can receive a passing grade in the course. Students are also expected to have read the required assignments and

to demonstrate familiarity with this material through comments and questions during class discussions.

**Grading Criteria for Class Participation:**

Points	
36-40	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
31-35	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
26-30	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
25 or fewer	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

**In Class Presentation:**

The in class presentation must include the following: 1) a specific diagnosis; 2) a specific theoretical orientation for treatment and the rationale for choosing that theoretical orientation; 3) relevant developmental theory; and 4) relevant research demonstrating the efficacy or lack of efficacy in choosing the particular approach to treatment.

The in class presentation must be approved ahead of time by the instructor. This will be done by email communication between student and instructor and chosen on a first-come, first-served basis. No two presentations may be the same in all four areas mentioned above. As subject areas are selected, the entire class will be informed through a group email. This will be discussed further during the first class. Electronic copies of the presentation must be sent to all class members in sufficient time for them to make hard copies if they wish

**Grading Criteria for In Class Presentation:**

Grade	
27-30	Presentation is well organized and demonstrates excellent grasp and coverage of the each topic area; student effectively responds to all questions from classmates and the instructor
23-26	Presentation is well organized and demonstrates adequate grasp and coverage of each topic area; student adequately responds to most questions from classmates and the instructor
20-22	Coverage of material is marginal; presentation is slightly disorganized
19 or fewer	Presentation is disorganized and does not provide adequate coverage of each topic area, or presentation was not completed by student.

## **Final Examination:**

The final examination will be taken in the last week of class. It will be a multiple choice examination and will cover assigned reading as well as in class discussion.

## **Grading Criteria:**

Class attendance and participation: 40 points

In class presentation: 30 points

Exam: 30 points

## **Final Grade = Total Points**

A	=	93-100
A -	=	89-92
B+	=	86-88
B	=	83-85
B-	=	79-82
C+	=	76-78
C	=	73-75
C-	=	69-72
F	=	<69

## **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, 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.