

Argosy University
San Francisco Bay Area

MA in Counseling Psychology

PC 6230

Theories of Counseling Families and Individuals

Fall Semester 2007
Section A

Course Syllabus & Outline

Syllabus is subject to change. 9/8/06

Professor: Virginia Bennett, Ph.D.

Class: Mondays 9:30 - 12:00 p.m.
Sept. 4 (Holiday first Monday, no class first week) -
Dec. 15

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Office Phone: Argosy U: 510-837-3729
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AU Office Hours: Mon.-Thurs. Specific times by appointment

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Course Description This course will present an overview of the major theories of counseling, including humanistic/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.

Content Areas

1. Psychoanalytic and psychodynamic theory
2. Jungian therapy and transpersonal development
3. Adlerian psychology
4. Gestalt therapy
5. Hypnotherapy
6. Humanistic-existential theory
7. Cognitive-behavioral theory

8. Systemic approaches: Family therapy
9. Feminist therapy, Male psychology, and Cultural-Relational Theory
10. Cognitive-Interpersonal therapy

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.

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.

Required Textbook

Day, Susan X. (2004). *Theory and design in counseling and psychotherapy*. New York: Lahaska Press. (Online version) NY: Houghton Mifflin Company

Important notes about this text: The required text for this course is very comprehensive, written in a friendly and accessible style, and is presented in an innovative format. The “book” comes in two forms: There is an **online version** of the text, including links to five full-length videos of therapists demonstrating the major counseling styles, published research articles using these theories (with an annotated guide teaching you how to read research studies), vignettes and case examples, practice test questions, Weblinks, glossaries, and much more. The site is easy to negotiate and fun to use.

When you purchase the online edition, you also receive a hard-copy version of the textbook (which will be mailed to you within 7 days). The cost for a six-month access to the online text and resources, plus the accompanying hard cover textbook, is **\$65.00**. Directions for purchasing and registering for the online materials are given at the end of this syllabus. Please note: Be sure you are using the directions for the specific section of the course you are taking.

A paperback copy of a student **Casebook/Workbook** designed to accompany the textbook is also available for purchase. However, **please note that all of the materials from the casebook/workbook (chapter reviews, practice test questions, key terms, case studies, and examples of published research articles) are contained in the online version** of the text, so it is not necessary for you to order the handbook separately.

However, if you wish to have an additional “hardcopy” version of these materials, you can purchase it, either new from the publisher, or used versions from website sources that sell used books. The reference is as follows:

Day, S.X. & Andersen, P. (2004). *Acquiring clinical judgment: A workbook/casebook to accompany Theory and design in counseling and psychotherapy*. New York: Lahaska Press.

<http://learncounseling.com>

**Course: PC 6230 Counseling Families and Individuals
Instructor: Virginia Bennett Term: Fall II, 2006 Section B**

1. After you have registered for this course with Argosy University, go to <http://learncounseling.com> to register for the course materials. Enter the **Class Key BENN0862** where it says “Enter the class key from your instructor.” Class ID is: counseling
2. You’ll first be asked to create a username and password. Next, you’ll get instructions on how to pay the subscription fee. Once you’re registered and subscribed, you can login using your username and password. (YOU DO NOT USE THE CLASS KEY AGAIN.) Be sure and store your username and password in a safe place for easy access.
3. Once you’ve registered and paid, your name will be automatically entered to the class roster and you’ll have access to the class materials from your own home page, called **My Locker**. From your locker, you’ll be able to access the class, study guide materials, and other course-related information. Clicking on **My Locker** always returns you to your home page. Please note that since we are meeting in class, there will not be online class discussions, gradebook entries, emails, and/or announcements unless I inform you otherwise in the class. The online text will just be for your own access of course materials.
4. To access the online text, click the **Class Materials** button that appears at the top left of your **My Locker** home page. You’ll be given a dynamic table of contents. Clicking on the Chapter you want will reveal the sections of that chapter. Click Preview to start at the beginning of the chapter. You can also jump directly to a specific chapter section by clicking on the section name.
5. When you scroll down the text for each chapter, you’ll see the following buttons in the right margin. It is highly recommended that you read this additional material for each chapter assigned:
 - Profile of a Theorist** – These are brief biographies of key contributors to the practice of the theory under study.
 - Author’s Notebook** – These are thoughts and observations from the author, Susan X Day relevant to the chapter.
 - Theory in Action** – These are videos showing experienced counselors using

identifiable theories in sessions. .

Case Example – These are case conceptualizations from a practitioner who uses the approach under study.

Research Article – These are exercises that focus on developing students' abilities to participate in the professions as intelligent consumers of research.

The **Study Guide** button will take you to practice multiple-choice tests, graphing exercises, key term reviews, flash cards, and highlights (chapter summary).

NOTE: If you have questions or problems accessing the material, first refer to Help or FAQs. If you continue to have a problem, please click the “support” or “Contact Us” links or e-mail us directly at support@dotlearn.com.

Additional reading may be handed out in classes.

Methods of Instruction – This course will be delivered in class including lecture and discussion, videos, presentations, and role-plays.

Course Schedule:

Additional reading material and other homework may be assigned on a weekly basis.

Students are strongly encouraged to read the additional resources available as part of the online text.

Reading Assignments are due BEFORE class, unless otherwise indicated.

Week 1 Holiday, Sept. 3rd, No class

Week 2 Monday, Sept. 10 **Overview of Course; Effective Counseling; Theory and Case Analysis; Ethics, Cross-Cultural Issues**

"What do you bring to learning Counseling Theories?"

Read for Week 1: Chapters 1, 2, 3. Day Workbook: Chapters 1,2,3

Additional reading may be assigned.

Week 3 Monday, Sept. 17 **Psychoanalytic Psychotherapy**

Read: Chap. 4, Workbook: Chap. 4; Hand-outs

Week 4 Monday, Sept. 24 **Psychodynamic Psychotherapy and Object Relations**

Read: Hand-outs

Week 5 Monday, Oct. 1 **Adlerian Psychology**

Read: Chap. 5; Workbook: Chap. 5; Additional reading may be assigned.

Week 6 Monday, Oct. 8 **Humanistic and Existential Therapy**

Read: Chap. 6; Workbook: Chap. 6

Week 7 Monday, Oct.15 **Gestalt Therapy**- Guest Professor: Naomi O’Keefe, Ph.D
Read: Chap. 7; Workbook: Chap. 7; Additional reading may be assigned.

Week 8 Monday, Oct. 22 **Hypnotherapy**- Guest Professor: Naomi O’Keefe, Ph.D
Read: Hand-outs

Week 9 Monday, Oct.29 **Jungian and Transpersonal Therapies**
Read: Chap. 12; Workbook, Chap. 12; Hand-outs

Week 10 Monday, Nov. 5 **Behavioral Therapies**
Read: Chap. 8; Workbook: Chap. 8; Hand-outs

Week 11 Monday, Nov. 12 **Cognitive Behavioral Therapy**
Read: Chap. 9; Workbook: Chap. 9; Hand-outs

Week 12 Monday, Nov. 19 **Family Therapy**
Read: Chap. 10; Workbook: Chap. 10; Hand-outs

Week 13 Monday, Nov. 26 **Feminist Therapy, Male Psychology; Culture and Gender Issues**

Read: Chap.11; Workbook: Chap. 11; Hand-outs

RESEARCH PAPER DUE

Week 14 Monday, Dec. 3 **Integrative Approaches**
Read: Chap. 13, Workbook: Chap. 13; Hand-outs

Week 15 Monday, Dec.10, **Review of Course and Final Exam**

Student Performance Evaluation Criteria and Procedures

Student participation and activities will be weighted as follows:

Class attendance and participation: 30%

Homework assignments: 20%

Exam 20%

Final Paper 30%

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

Attendance and Participation 30 points

1. Class 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.

Criteria for Class Participation

Grade	
A = 9 - 10	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 8	Student participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 7	Student participated in discussions in >70% of class sessions; comments/questions demonstrated a surface level understanding of topics.
F = 6 or less	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.

2. Homework Assignments 20 points:

To help students learn and integrate counseling theories, there will be homework assignments both in written form and some which will be experiential nature. These will be assigned and discussed in class. Students must participate actively in completing homework assignments and turning them in on time. Any writing needs to be clear, well organized, and free of spelling and grammatical errors.

20- 18 points	17-16 points	15-14 points	13 points and below
All components of assignments were fully addressed; demonstrating critical thinking, depth of thought , self-reflection, and comprehension of counseling theories, with good use of clear and relevant examples, where appropriate. Writing was clear, organized, with correct spelling and grammar.	Most components of the assignment were addressed, although parts were lacking in substance or detail; demonstrated some evidence of critical thinking, self-reflection, adequate comprehension of counseling theories, with a few good examples, where appropriate; a few errors in form, spelling, grammar or punctuation .	Some components of the assignments were missing, or was very general or superficial in scope; few or no examples; little critical thought; self-reflection, and poor comprehension of counseling theories. Errors in form, spelling, grammar, punctuation.	Missing assignments; significant lack of comprehension, critical though, self-reflection and major errors in form, spelling, grammar, and punctuation.

Exam – 20 points

The exam will take place on the last day of class, Dec. 10. It will consist of two parts. In the first part, students will be shown clips of video taped therapy sessions and asked to provide a written description that identifies and explains the type of counseling theories or approaches represented. The second part of the exam will be multiple choice, with questions taken directly from the Day Workbook.

Research /Personal Counseling Theory Paper– 30 points

Write a research paper 8-10 pages, APA style, that focuses on a specific counseling theory in one of the following ways:

- (1) A specific counseling or therapy theory covered in class but explored in more depth
- (2) A counseling or therapy theory which was not covered in class
- (3) A discussion of a specific professional application of a specific counseling theory in a given job setting (career counseling, school counseling, etc.)
- (4) A discussion of the personal relevance (i.e., home, family, relationship, work, leisure, etc.) and application of a counseling theory covered in class and supplementary readings

Length: 8-10 pages minimum(double-spaced or space-and-half, (not including title page or references). You will need to include at least three references. **One reference needs to be that of an original theorist of a chosen counseling theory (may be in book form).** At least two of the references will need to come from articles published in professional counseling or psychology journals. [Note: Do NOT use wikipedia or other website/internet material that is not peer reviewed] You can access professional journal articles through the Argosy Online Library.

APA format will be required for the research paper, although an abstract is not necessary.

Due Date for Research Paper: Monday, November 26, 2007.

- A hard copy needs to be turned into class on 11/26/07 (can be printed double sided)
- AND send an electronic version to vbennett@argosy.edu
- AND an electronic version of your paper will be submitted to www.turnitin.com

Go to www.turnitin.com At the top of the screen, click on “New Users.” Create your profile by following the instructions. The class is: Counseling Theories. **The Class ID is: 1935897.** The password is: counseling The assignment is “Research Paper.”

Criteria for Paper

Grade	
A = 27 - 30	Discussion is well thought out, addresses all of the required criteria with

	depth of thought and good examples, and provides excellent coverage of material, including the minimum number of appropriate references. Paper is in APA format, clearly organized and free of errors. Student has read and referenced an original theorist. Uses direct quotations only when necessary, does not overly rely on these. Paraphrases from reference material appropriately with accurate citations.
B = 24 - 26	Paper is well thought out but contains some errors in writing and/or is missing one component of APA format OR coverage of material is only adequate in scope and organization. Use of source material from original theorist. Uses direct quotations only when necessary, does not overly rely on these. Paraphrases from reference material appropriately with accurate citations
C = 21 - 23	Insufficient number of appropriate references provided AND limited coverage, poor organization, and several errors in writing. Overuse of quotations. Inaccurate paraphrasing, poor APA style.
F = <21	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper was not submitted.

Final Grading for the Course will include all points as listed above.

93 – 100	A
90 - 92	A-
87 - 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Below 70	F

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 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 are responsible for maintaining an electronic copy of any work submitted, because you will 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.

Any student who has plagiarized material or demonstrated academic dishonesty is subject to failure in the course and may be dismissed from the program. Plagiarism and correct APA style will be discussed in class. Please contact the instructor with further questions.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the Course Outline includes details regarding assignments and method of instruction.