

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

COURSE SYLLABUS

Course Title Theories in Counseling Families and Individuals
Course Number PC 6230 BLB - Fall Semester II 2006
Instructor: Debra J. White, Ph.D.
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Office Phone: (707) 823-2510 (9:00 a.m. – 7:00 p.m. and by appointment)

Required Textbook

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

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.

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. I have seen used but unmarked copies of the workbook available through Amazon.com for approximately \$10.00, although these sometimes take up to two weeks to arrive. 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.

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Required Course Reader. A course reader will be provided by the instructor during the first weekend meeting and will contain additional articles about contemporary theoretical approaches to counseling and psychotherapy (Solution Focused Therapy, Dialectical Behavior Therapy, Emotion-Focused Therapy, Cultural-Relational Theory, etc.). You may pay for this reader by check or cash during the first class; the cost will be approximately **\$20.00** (depending on length).

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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.

Course Objectives By the end of the semester, students who participate fully will:

1. Understand the major theories of counseling, including origins and development, key terms and concepts, assumptions, therapeutic processes, limitations, current research, and applications to multicultural and specific populations and issues.
2. Apply theoretical concepts to clinical issues drawn from case studies and vignettes.
3. Develop skills in specific interventions drawn from several different theoretical approaches.
4. Understand the relationship between theory, research and practice.
5. Develop a personal theoretical approach to counseling.

Methods of Instruction – This course will be delivered in a **blended format**, including in-class lecture and discussion, videos, presentations, small group discussions, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course. You should plan to spend a minimum of one hour each week in online activities. This course begins online the week of October 23, 2006, meets on the weekends of November 11 - 12 and December 9 - 10, and concludes on Saturday, December 16.

Content Areas

1. Humanistic-existential theory, including Emotion-Focused Therapy
2. Cognitive-behavioral theory, including Dialectical Behavior Therapy.
3. Psychoanalytic and psychodynamic theory.
4. Systemic approaches, including Narrative and Solution-Focused Therapy.
5. Feminist and Cultural-Relational Theory.
6. Trans-theoretical and Integrative approaches to counseling.

Weekend meetings will include the following topics:

Weekend One:

Saturday: Humanistic-existential theories, including Focusing, Gestalt, and Emotion-Focused Therapy.

Sunday: Cognitive-behavioral theory and Dialectical Behavior Therapy.

Weekend Two:

Saturday: Psychoanalytic and psychodynamic theories; Adlerian therapy,

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Systemic Theories, including Narrative and Solution Focused Therapy.

Sunday: Book report presentations and Exam; Feminist and cultural-relational theories; Trans-theoretical and Integrative approaches.

Online component – In addition to the two weekend meetings, this class includes a required online component where you will be completing assignments and posting your responses to them in the online Discussion Section. Please note that all work is to be done in the Argosy online classroom (and not in any areas of the online textbook. These assignments have been designed to help you apply theoretical materials to the types of “real life” situations you may encounter in your work as a therapist. Activities may include viewing an online video to watch a therapist working from a particular approach; reading an article that uses a theoretical perspective to study a specific clinical issue in the field; visiting websites or other links posted by the instructor; responding to questions about a case study or vignette; or trying out a specific technique or intervention and writing about your experience.

Details about each weekly assignment will be posted in the online classroom at least two weeks before it is due. You are responsible for checking the weekly discussion area by Tuesday of each week for announcements and assignments. **Your weekly postings are due on Saturdays (midnight, Pacific time) except for Week One, when a brief introductory posting is due on Sunday.** I will not read late work except in the case of illness or unforeseen circumstances (such as a family emergency) – so it is good practice to complete your postings ahead of time. Save your work frequently, and identify alternative methods for posting in case of computer problems or power failures (most communities have a Kinko’s or internet café available; many colleges and libraries also have public internet access).

Online Topics (reading assignments from the course reader will be given out in Weekend One):

Week One: (half-week) Introductions; **Text: Chapters 1 and 2**

Week Two: Values and assumptions in theory; effective ingredients of counseling; theory and case analysis; humanistic-existential approaches. **Text: Chapters 6 and 7.**

Week Three: Cognitive-behavioral theory. **Text: Chapters 8 and 9. (Weekend meeting)**

Week Four: Dialectical behavior therapy; Emotion-focused therapy.

Week Five: Psychoanalytic, psychodynamic, and Adlerian theory. **Text: Chapters 4 and 5.**

Week Six: Systemic theories. **Text: Chapters 10 and 11.**

Week Seven: Feminist and Cultural-relational approaches; Transpersonal theories.
Text: Chapters 12 and 13. (Weekend meeting)

Week Eight: Integrative approaches. Ethical issues. Summary. **Text: Chapter 3**

Student Performance Evaluation Criteria and Procedures

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Student participation and activities will be weighted as follows:

- Online participation 30%
- Weekend class attendance and participation 20%
- Exam 20%
- Final Paper 30%

Attendance and Participation 50 points

Students taking this class have two forms of participation: weekly, in the online classroom, and in the two weekend face-to-face classes. Participation will be graded as follows:

1. Weekend Classes: 10 points per weekend x 2 weekends = 20 points

Students will receive up to 10 points each weekend for active participation during class discussion, role-plays, and other group exercises. It is expected that you will arrive on time and be present the entire day. Please read the Attendance Policy at the end of the syllabus. Participation during the second weekend will include a 5 minute presentation about a book you have read for the class (described under Final Paper Requirements).

Criteria for Weekend 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. Online Classroom Participation 30 points:

Students must participate actively in online assignments and discussions. Plan to spend at least one hour online each week, in addition to doing the required reading assignments from the text. You are expected to check in the Argosy classroom by Tuesday of each week for announcements, updates, assignments, and discussion questions for weekly posts.

All student postings are due in the Argosy online classroom by Saturday night (except for Week 1, when your brief introductory posting is due by Sunday). I will not read late postings; plan your time accordingly so you can complete the weekly assignments and post well-written and thoughtful responses by the deadline.

Some of the best parts of online learning come from interacting with your peers. You are strongly encouraged to respond to each other's work, and your participation will impact your score. I hope you will log into the classroom a couple of times during the week to read what

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other students have written, and will post responses to them – what was interesting or new to you, where do you disagree or have a different perspective, what questions were raised, what can you offer from your own experience?

Criteria for Online Participation

(4 points possible for weeks 2 – 8; 2 points for a brief introductory post in week 1)

4 points	3 points	2 points	0 points
All components of the assignment or discussion were fully addressed; post demonstrated critical thinking and depth of thought, with good use of clear and relevant examples; post integrated material from the text or professional journals/books; no errors in spelling, grammar, punctuation. Minimum of 200 words <u>AND</u> student also wrote at least one substantial response to a peer’s work.	Most components of the assignment or discussion were addressed, although parts were lacking in substance or detail; post demonstrated some evidence of critical thinking with a few good examples; materials from the text or journal articles were presented, but not integrated clearly into the discussion; a few errors in form, spelling, grammar or punctuation; responses to other students’ work were minimal.	Some components of the assignment or discussion were missing, or the post was very general or superficial in scope; few or no examples; little critical thought; information from the text or journal articles was not included or was not clearly related to the topic; several errors in form, spelling, grammar, punctuation; post was too brief to present a substantial discussion. No responses made to other students’ work, or these were done minimally.	Student did not post on time, or the post was far below standards in several areas.

Exam – 20 points

The exam will take place on Sunday morning of the second weekend and will consist of three clinical vignettes. You will be asked to apply theoretical material (such as conceptualization of presenting issues, focus of therapy, role of the therapist, selection of interventions, evaluation of client progress) to the case examples. You will be able to work in pairs or small groups, using your notes, and consult with each other about your responses – much like you would in a real clinical setting. However, you will each turn in your own exam, and receive your own grade.

Personal Theory Paper– 30 points

This paper will describe your personal theory of counseling, drawing from materials we have discussed during the semester. You will discuss your own values and beliefs, and how they relate to the field of counseling; present an overview of the main aspects of your chosen theory; and discuss how you might apply it in a clinical setting. A specific outline for the form and content of this paper will be posted in Week One of the Argosy online classroom, and will also be presented in more detail during the first weekend class meeting.

The paper is due by midnight **Tuesday, December 12**, and will need to be posted as an attachment (Word or rtf document only) in the Week Eight discussion area of the Argosy online

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classroom. This will allow students to read each other's papers and comment on them in the final week's summary posting. Please note: I will not read late papers except in cases of illness or emergency, so plan your time accordingly. Save your work often on a back-up disk and identify an alternative means for working at the computer should you experience a crash or power failure.

Length: 6 pages minimum – 8 pages maximum (double-spaced, not including title page or references). You will need to include at least three references. One of these may be an additional book you chose to read this semester (see below); at least two of your references will need to come from articles (published in 2000 or after) in professional counseling or psychology journals. I will post a list of suggested journals during Week One. You can access these through the Argosy Online Library. APA form will be required (we'll have a mini-lab in APA format during Weekend One).

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.
B = 24 - 26	Paper is well thought out but contains some errors in writing and/or is missing one component of APA format <u>OR</u> coverage of material is only adequate in scope and organization.
C = 21 - 23	Insufficient number of appropriate references provided AND limited coverage, <u>poor</u> organization, and several errors in writing.
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.

Extra required book: In addition to the class text and reader, you will need to read a book written about a specific counseling theory. Find a theory that is interesting to you – perhaps it is an approach that was used in your own personal counseling, or one that is particularly effective for a specific population you wish to work with (children, substance abuse, trauma survivors). Maybe it's a theory you've always been intrigued about, but have never had time to investigate (art therapy; bioenergetic therapy). I will put a list of possible book selections in Week One of the Argosy online classroom. You're free to make another selection, however if you would like to use a book not on this list, please clear it with me first.

Presentations: On Sunday morning of our second weekend meeting, please be prepared to present a brief (5 minutes) report about the book you read. Tell us about the content of the book, interesting information you learned, and what recommendation you would make to others about reading it. You may use notes, but please don't read your report to us – this is an informal

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exercise designed to help you practice the skills of presenting information to colleagues, and it will also give us all the benefit of learning about many interesting books in the field!

You may be able to find your book in a local library or bookstore; most books can also be ordered from online sources, such as amazon.com. If you decide to purchase a used copy, be aware that these can take several weeks to arrive – plan your time accordingly so you can finish reading your book before we meet for the second weekend.

Attendance Policy

Please plan your travel arrangements so you can arrive at Argosy University in time to park and get settled in prior to class beginning at 9:00 a.m. It is expected that you will be on time, and will be present for the entire day of class, through 6:00 p.m.

Excessive lateness and/or absences will impact your grade. If you miss more than one hour of class time during a weekend, you will lose points for attendance. If you miss more than two hours of class time during a weekend, your ability to learn the material will be significantly impacted, and your grade may be lowered by one-half step; missing over three hours in one weekend may result in your grade being lowered by one step.

If you miss more than six total hours of class time (over both weekends), you will not receive credit for this course. If you believe it will be difficult for you to attend both weekends fully, you should plan to take this course at another time.

Final Grading 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

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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 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.

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.

Instructions for accessing course materials for online Theory and Design in Counseling and Psychotherapy by Susan X Day at <http://learncounseling.com>

***Course: PC 6230 Counseling Families and Individuals
Instructor: Debra J. White, Ph.D. Term: Fall II, 2006***

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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 WHIT0613** where it says “Enter the class key from your instructor.”
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 all class discussions, gradebook entries, emails, and announcements will be made within the Argosy online classroom, and not here in the online text (even though there are locations for those types of activities here). 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:
 - 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.

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