

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 I Semester 2007

Instructor: Dr. Russell A. Chapman, Ph.D.
Phone: TBA
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Office Hours: TBA

Required Texts:

Corey, G. (2005). *Theory and practice of counseling and psychotherapy*. Pacific Grove, California: Brooks/Cole. ISBN 0-534-53605-0
Corey, G. (2005). *Student manual for theory and practice of counseling and psychotherapy*. Pacific Grove, California: Brooks/Cole. ISBN 0-534-53606-9

Course Description:

This class is designed to provide an introduction to the basic theories and practice of psychotherapy and counseling. It will cover the major theories of psychotherapy, including how they originated and the theories of personality on which they are based. The class will also show the application of the theories in the practice of counseling and psychotherapy.

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 (indicated by bold type). Students may not withdraw from this course after the date 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 Full Term (15 week courses): November 12, 2007

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

Course Objectives:

The objective of this course is to introduce students to the basic principles and techniques of counseling families and individuals. 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.

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. The traditional meetings are September 15th and 16th, 2007 and October 13th and 14th. The remaining of the course will be delivered online through Argosy University course management system. The online portion of the course begins September 4th, 2007 and ends October 24th, 2007. The traditional face-to-face meeting will include lecture, class discussion, role-play exercises, videos and student-group lead presentations. The online delivery will include online quizzes & discussion threads.

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 week of class.

Course Calendar: Fall I 2007

September 4-8: Overview/Introductions/Context and Multiculturalism

September 9-15: The Therapist A Person and Professional/Face-to-face Meeting 9-15 & 9-16/Pinker Video\ Psychoanalytic Therapy, Freud, Jung, and Lacan/ Adlerian Therapy

September 16-22: Reality Therapy/Behavior Therapy

September 23-29: CBT

September 30 – October 6:

October 7-13: Existential Therapy/Person Centered Therapy /Rogers Video/Gestalt Therapy /Perls Video/Face-to-face Meeting 10-13 & 10-14

October 14-20: Family Systems Therapy – I/Family Systems Therapy - II

October 21-24: Integrative Perspective

Attendance:

All students are required to attend the course site weekly and all fact-to-face meetings. It is the professor's experience that to maximize the student learning she or he needs to attend the class site at least times a week. You will put about five to six hours into the course a week not including weekly reading. I will keep track of student attendance through the course site and if you do not attend each week than you cannot receive an "A" in the course.

Course Requirements:

The course requirements are weekly discussion board questions (DBQ's), weekly online quizzes, and a final power point presentation on one of the counseling perspectives illustrated in class.

Weekly DBQ's:

There will be weekly DBQ's on the discussion board (DB) for all students to answer. There will be 4 questions given from any of the required course textbooks and students are responsible for answering 3 out of 4. The actual DBQ's answered by the student are the choice of the student. DBQ's are posted by Sunday evening and are expected to be answered by the following Saturday evenings at 12:00 Midnight PST (Pacific Standard Time). All begin and due dates are listed in the course calendar. All students are expected to reply and give a "thoughtful comment too at least two fellow student's postings." A thoughtful comment is defined and posing questions to a classmate for her or his response, communicating something significant you learned from a classmate's posting, or adding an additional "perspective" of how you "perceive" the information given by the fellow student's posting. These DBQ's are graded on the student's thoughtfulness and mindfulness in the given answer and reply. There are "actual" right answers for each question, but there can be a "subjective" twist given by students when they are asked to "apply" their answer to real life circumstances. All answers are to follow APA writing style/format (Especially paraphrasing and quoting). All answers must be each student's original work and not a copy from another student's work. If there is evidence of copying, then the professor will assign a "0%" for that individual assignment. There may or may not be a relationship between weekly DBQ's and the weekly online quizzes.

Posting DBQ's:

Students are highly encouraged to type all the DBQ answers out in Microsoft word processing and save them as an individual file on their home computer. Then up-load their answers to the discussion board (DB) by attachment and by "copy/paste" directly into the DB. This allows your instructor to view the assignments both ways and trouble shoots a lot of technological issues. Students who choose to type their answers "directly" into the DB may lose their information, if they lose their connection to the course site. Thus, causing a lot of pain, frustration, and time consuming work for the student.

Weekly Quizzes:

Weekly quizzes will be on the readings. The questions will be multiple choice and true/false format. There will be 7 weekly quizzes. The quizzes will be between 50 questions and will be graded upon completion. There is no time limit on the quiz and you will be able to retake the quiz once for a higher grade, if she or he wishes to try to increase her or his grade. However, each student only has two attempts on each quiz and the second attempt is student choice. If your score on the second attempt is lower than the first, then the second score stands for the grade earned on that particular quiz. All quiz due dates are listed in the course calendar. Students are allowed to use their course materials while taking the quiz. Students only have access to any given weekly quiz during times listed on the course calendar. Students will be allowed the access to the weekly quizzes on Thursday, Friday, or Saturday of the respective week. You may only take the quiz on the times listed on the course calendar or you may take the quiz early. All quizzes will be "available" Sunday evening for those students who wish to take it early. However, students may not take quizzes late. They will disappear after the week listed on the course calendar. Resulting in a "0%" for that particular weekly quiz. There is a discussion board thread on the course site to debate particular test questions. Please follow the directions on that discussion board thread

when posting your debate. The debate does not guarantee credit return for the question, only the dialogue between students about the particular question can return points on that particular question. Students should not e-mail the professor her or his debate. The professor will enter in the dialogue with students on the discussion thread.

Final Power Point Presentation:

The final power point presentation is on a “counseling methodology” chosen by the student. The counseling methodology must be of your interest and contain material presented in class as well as material researched out of class. It must illustrate how you would implement, maintain, and manage such a counseling methodology for a client. It should illustrate the eventual desired outcome of the therapy and what “pitfalls” one might fall into while bring a client through such a behavior based therapy. All topics must be instructor approved prior to the half point in the class. The due dates for topic choice and for posting your presentation are listed in the course calendar. All materials presented in the power point must be original student work and must follow APA right style/format (Especially paraphrasing and quoting). Every presentation must have an APA reference slide with all information presented in APA format. Students may not take information directly off a website and place it in her or his presentation. There must be complete and comprehensive coverage of the chosen topic and students are allowed to have the instructor preview the presentation to see if this objective has been completed. Preview dues dates are listed in the course calendar. The instructor will not preview presentations except on those dates. There is a specific document under “course documents” explaining the presentation in more detail. Please refer to that document for further instruction and details.

The Weekly Routine:

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

1. Read all assigned reading as listed in the course calendar.
2. Read, process, and develop your own original answers to the discussion board questions (DBQ’s). Then posted them to the discussion board (DB).
3. Finally take and or retake (if needed) weekly quiz by the end of the week (Saturday midnight PST).

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	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.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

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.

1. 900-1000 Points = A
2. 800-899 Points = B
3. 700-799 Points = C
4. 0-699 Points = 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 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 (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.

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 include details regarding assignments and method of instruction.

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.