

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

PC6230A

Semester

Fall 2006

Instructor

Lou Rappaport, Ph.D.

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Office Hours: Monday through Thursday by appointment

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.

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.

Methods of Instruction

This course will be delivered in a day format for 15 mornings from 9:30 to 12:30. It will include in class lecture, discussion, video, role plays and student presentations. This course begins on Tuesday, September 5, 2006 and concludes on Tuesday, December 12, 2006.

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.

Calendar – Fall 2006

09-05: Overview

 Introductions

 Context and Multiculturalism

09-12: The Therapist

 Person and Professional

 Pinker Video

09-19: Psychoanalytic Therapy

 Freud, Jung, and Lacan

09-26: Adlerian Therapy

10-03: Existential Therapy

10-10: Person-Centered Therapy

 Rogers Video

10-17: Gestalt Therapy

 Perls Video

10-24: Reality Therapy

10-31: Behavior Therapy

11-07: CBT – I

 Beck Video

11-14: CBT - II

 Clark Video

11-21: Family Systems Therapy - I

11-28: Family Systems Therapy - II

12-05: Integrative Perspective

12-12: Final

Student Performance Evaluation Criteria and Procedures

Required

- 1) Class participation – 35 points
- 2) Class presentation – 35 points
- 3) Final Examination – 30 points

Criteria for Class Participation

Points	
33+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
28-32	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
23-27	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
<23	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.

Class Presentation

Each student will give an in class presentation that involves the following:

- 1) A specific theoretical orientation (Gestalt Therapy, for example)
 - 2) A specific diagnosis (Anorexia Nervosa, 307.1, for example)
 - 3) A specific population (Adolescent Males, for example)
- and
- 4) The multi-cultural issues specific to the three above

The presentation itself will involve: 1) a rationale for why the chosen theoretical orientation is appropriate. This may include relevant research; 2) what the goals of treatment might be; and, 3) what techniques might be utilized to work toward those goals.

There will be time for questions and comments from other students at the conclusion of the presentation, and presentations will be limited to 15 minutes; it's a terrible death to be talked to death. The student will provide copies of all relevant materials to classmates and the instructor.

Criteria for Class Presentation

Points	
33+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
28-32	Presentation is well organized and provides adequate coverage of the topic area
23-27	Coverage of material is marginal; presentation is slightly disorganized
<23	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Final Examination

The final examination will be in a multiple-choice format and consist of 60 questions each of which is worth ½ point when answered correctly.

Grading

95-100	A
90-94	A-
85-89	B+
80-84	B
80-82	B-
75-79	C+
71-74	C
68-70	C-
67 and below	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 (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.