AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership Counseling and Special Education
Counselor Education Program

SPRING 2010

COUN 6680: **THEORIES AND TECHNIQUES OF COUNSELING (3-0-3)**

CLASS MEETING: Tuesdays, 5:00-9:00 p.m.**;** Classroom: UH 349
CLASS DATES: March 9, 10, 16, 23, 30; April 13, 20, 27; May 4

INSTRUCTOR: **Paulette M. Schenck, PhD, PSC, Assistant Professor**
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Office: UH 322 Email: pschenck@aug.edu
Office hours: Mon/Tues/Wed, 1:00-4:30 pm, or by appointment

COURSE DESCRIPTION:
An introduction to the theoretical approaches to counseling and their practical applications in a variety of clinical settings. Students will examine the effects of different counselor roles and values, ethical and legal considerations, and professional organizations.

TEXTBOOK REQUIREMENTS:

Required:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.). Boston: Lakaska Press.

Frankl, V. E. (2006). *Man's search for meaning.* Boston: Beacon Press (or any other edition of this book).

Optional:

Corey, G. (2009). *Student manual for theory and practice of counseling and psychotherapy* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

LIVETEXT:
All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

COURSE OBJECTIVES:

Upon completion of this course, and within a multicultural framework, the student will be able to develop an understanding and ability to apply knowledge, skills, and professional dispositions related to:

1. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups.
2. counselor characteristics and behaviors that influence helping processes.
3. counseling theories that help the student select appropriate counseling interventions.
4. a systems perspective that provides an understanding of family and other systems.
5. general framework for understanding and practicing consultation.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared**, **able,** and **responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

TECHNOLOGY COMPETENCIES:

Upon completion of the course, students will be able to:

1. evaluate and use computers and related technologies to support the instructional process.
2. demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
3. demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities, and
4. use computer-based technologies to access information to enhance personal and professional productivity.

PROGRAM SPECIFIC STANDARDS:

Through course assignments and field experiences associated with this course, students will demonstrate knowledge, skills and dispositions associated with BOR principles IIA(9).

METHODS OF INSTRUCTION:

Due to the heavy foundational content of this course, the methods of instruction for this course will be lecture, PowerPoint presentations, small group activities, and student research and application.

CLASS SCHEDULE

WEEK	TOPIC	ASSIGNMENTS
1 March 9	**Course Orientation** **Counselor: Person and Professional Ethical Considerations**	**READ:** Corey: Chapters 1, 2, 3 **DOWNLOAD**: Ethical Standards, American Counseling Association (http://www.counseling.org)
2 March 16	**Psychoanalytic / Modern Psychodynamic Theory** **Adlerian Therapy** (*Alfred Adler*)	**READ:** Corey: Chapters 4 & 5 **DOWNLOAD:** Stein, H. T. (n.d.). *Adlerian overview of birth order characteristics.* Alfred Adler Institutes of San Francisco and Northwestern Washington. (*http://home.att.net/~Adlerian/birthord.htm)* Stein, H. T. (n.d.). *Adult consequences of childhood parenting styles: Chart 1 and 2.* Alfred Adler Institutes of San Francisco and Northwestern Washington. (*http://home.att.net/~Adlerian/parentin.htm)* Stein, H. T. (1997). *Stages of classical Adlerian psychotherapy.* Alfred Adler Institutes of San Francisco and Northwestern Washington. (*http://home.att.net/~Adlerian/homepage.htm)* Stein, H. T. (2004). *Adlerian child guidance principles.* Alfred Adler Institutes of San Francisco and Northwestern Washington. (*http://home.att.net/~Adlerian/guid.htm)*

3 March 23	**Existentialism** (*Victor Frankl, Rollo May*) **Person-Centered Approach** (*Carl Rogers*)	**READ:** Corey: Chapters 6 & 7
4 March 30	**Gestalt Therapy** (*Fritz Perls*) **Behavior Therapy** (*B. F. Skinner*)	**DUE: Book Review** *(Man's Search for Meaning)* **READ:** Corey: Chapters 8 & 9
Spring Break – April 5 – 9		
5 April 13	**Rational Emotive Behavior Therapy** (*Albert Ellis*) **Cognitive Therapy** (*Aaron Beck*) **MIDTERM EXAM**	**DUE: Theory Research Paper** **READ:** Corey: 10 **DOWNLOAD:** • **Irrational Thoughts:** Boeree, G. (2006). Personality Theories: Albert Ellis. *http://webspace.ship.edu/cgboer/ellis.html* • **Humorous Songs:** *http://web.utk.edu/~thompson/songs.html*
6 April 20	**Reality Therapy** (*Bill Glasser*) **Feminist Therapy** **Survivor Therapy** (*Lenore Walker*)	**DUE: Video Project** **READ:** Corey: Chapters 11 & 12
7 April 27	**Postmodern Therapy** Solution-Focused Brief Therapy Narrative Therapy **Family Systems Theory Techniques** **Course Evaluation**	**DUE: Family Systems Research Paper** **READ:** Corey: Chapters 13, 14, and 15

8 May 4	**FINAL EXAM**	
No assignment will be accepted after May 4 without instructor's prior approval.		

Course schedule may be modified at the discretion of the instructor

PERFORMANCE ASSESSMENT

Man's Search for Meaning Book Review	200 pts
Theory Research Paper	200 pts
Family Systems Research Paper	200 pts
Mid-Term Exam	150 pts
Final Exam	150 pts
Class Participation	100 pts
Total Possible Points	**1000 pts**

Grading Scale:

A = 900-1000 pts **B = 800-899 pts** **C = 700-799 pts**
D = 600-699 pts **F = 599 or below pts**

COURSE REQUIREMENTS

BOOK REVIEW: Man's Search for Meaning **200 Possible Points**
DUE: Week 4

In a 3-5 page paper, students will review the salient points of Viktor Frankl's *Man's Search for Meaning* (2006). Students will compare Frankl's views with their own and discus how this work has influenced the counseling profession and perhaps their own personal perceptions. Assignment is to be sent electronically to the instructor.

THEORY RESEARCH PAPER ***Portfolio Assignment***
DUE: Week 5 **200 Possible Points**

Select a theory of counseling you would like to investigate further. The theory chosen for your research paper

- may not be Person-Centered Therapy (Carl Rogers). Because person-centered therapy is foundational for all counseling, the purpose of this paper is to explore other counseling theories
- may not be Existential theory. This theory is reviewed in the Frankl book review.

This paper should be 7 to 10 pages in length and follow 2010 American Psychological Association publication guidelines (refer to Written Assignment Guidelines later in the syllabus). Assignment is to be sent electronically to the instructor.

In this paper you must clarify your beliefs about your chosen theoretical orientation by including the following sections, which should appear as headings in your paper, in this order:

1. **Overview of Theory**: brief overview of the theory (one page maximum).
2. **Techniques and Interventions**: brief discussion of techniques and interventions which specifically pertain to your theory (one page maximum).
3. **Literature Review:** summary of your research findings (reviewed articles and books) (largest section of paper). You should review a minimum of seven outside references for this paper. See discussion below.
4. **Personal Reactions and Reflections:** personal reactions and reflections regarding the theory and its usefulness for the population with whom you intend to work upon completion of your degree. This should be a thoughtful and relevant reflection about the theory and its techniques in which you explain what you like about the theory and with whom you would use it in the future (one to one and a half pages in length).

Literature Review
This paper requires a minimum of seven outside references that inform and expand your knowledge about this theory. Limit your research to peer-reviewed and scholarly works (see list of appropriate journals listed below). All references articles should be published **within the last ten years** and preferably issued from American Counseling Association (ACA) journals which include, but are not limited to, the following:

Counseling and Values
Counselor Education and Supervision
Elementary School Guidance and Counseling
Journal for Specialists in Group Work
Journal of Addictions and Offender Counseling
Journal of College Student Development (published by ACPA, a former ACA division)
Journal of Counseling and Development
Journal of Employment Counseling
Journal of Humanistic Education and Development
Journal of Mental Health Counseling
Journal of Multicultural Counseling and Development
Measurement and Evaluation in Counseling and Development
Rehabilitation Counseling Bulletin
The Career Development Quarterly
The Family Journal: Counseling and Therapy for Counseling and Families
The Professional School Counselor
The School Counselor

Research papers will be graded on your ability to follow the established guidelines, summarize main points accurately, quality of new information about your theory, thoughtfulness of reactions, clarity of expression, and organization of ideas. Refer to the Written Paper Rubric for more specific guidelines.

FAMILY SYSTEMS RESEARCH PAPER
DUE: Week 7 **200 Possible Points**

Select a family systems theory of counseling you would like to investigate further (refer to Chapter 14 of text). The theory chosen for your research paper

- may not be Person-Centered Therapy (Carl Rogers). Because person-centered therapy is

foundational for all counseling, the purpose of this paper is to explore other counseling theories
- may not be Existential theory. This theory is covered in the Frankl book review.
- may not be the same theory that you have selected for your theory research paper.

Following the same guidelines for the Theory Research Paper, students will submit electronically to the instructor a 7 to 10 page research paper exploring a family systems theory. Refer to Theory Research Paper for other paper guidelines such as number and type of references and headings for paper.

MIDTERM / FINAL EXAM **150 Possible Points Each**
DUE: Week 5 and Week 8

The mid-term and final exams may consist of approximately 125 true-false, multiple choice questions, and matching terms and definitions based on readings from the textbook and class discussions. Both exams are open-book; students may bring their textbook (and no other material) and use it during both exams. Exams will cover the following course material:

Midterm (Week 5):	Corey, Chapters 1-9
Final (Week 8):	Corey, Chapters 10-15

CLASS PARTICIPATION **100 Possible Points**

Students are expected to come to class having read the assigned material, and be prepared to answer and raise questions about each assigned topic. The quality of their participation in class discussions and activities will be assessed and contribute to their final grade.

Students are expected to attend all classes. Students may be withdrawn from classes by faculty if too much class time is missed (more than 10 percent – in an 8-week format, that means not more than one class) (refer to University Catalog-Class Attendance section).

OTHER IMPORTANT INFORMATION:

Written Assignment Guidelines. All assignments will follow the 2010 APA guidelines:
- Papers should be double-spaced, have one inch margins around, and typed in Times New Roman 12 point.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

Due Dates. Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than the start of class on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent reduction per day past the due date, in accordance with program guidelines.

Electronic Submission of Work. All written assignments must be submitted electronically as an attachment to an email to the instructor (pschenck@aug.edu) in Microsoft Word document format (.doc or .docx). If using an Apple, submit in rich text format (.rtf). No other format will be accepted. The subject line for emails containing assignments must clearly state: **COUN 6680 ASSIGNMENT**.

Writing Assistance. Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

ACADEMIC HONESTY:

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

> Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others…Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p. 43)

PIPELINE ACCOUNTS:

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 706-737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING AND SPECIAL EDUCATION WEBSITE:

Students are invited to visit the departmental website at: http://www.aug.edu/clinical. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: http://www.adobe.com/products/acrobat/

WRITING CENTER:

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

STUDENTS WITH DISABILITIES:

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

STUDENT SAFETY:
Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

CELL PHONES:
The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

BIBLIOGRAPHY

Baldwin, M., & Satir, V. (1987). *The use of self in therapy*. Binghamton, NY: Haworth Press.

Bankart, C. P. (1997). *Talking cures: A history of western and eastern psychotherapies.* Pacific Grove, CA: Brooks/Cole.

Becvar, D. S., & Becvar R. J. (2003). *Family therapy: A systemic integration*. Boston: Allyn and Bacon.

Corey, G., Corey, M. S., & Callanan, P. (1998). *Issues and ethics in the helping professions* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, M. S., & Corey, G. (2007). *Becoming a helper.* Belmont, CA: Thomson Brooks/Cole.

Frankl, V. E. (2006). *Man's search for meaning.* Boston: Beacon Press.

George, R., & Cristiani, T. (1995). *Counseling: Theory and practice* (4th ed.). Boston: Allyn and Bacon.

Hackney, H., & Cormier, S. (2005). *The professional counselor: A process guide to helping*. Boston: Pearson Education.

Halbur, D., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy.* Boston: Pearson Education.

Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2002). *Theories of counseling and psychotherapy: A multicultural perspective* (5th ed.). Boston: Allyn and Bacon.

James, R. K., & Gilliland, B. E. (2003). *Theories and strategies in counseling and psychotherapy*. Boston: Allyn and Bacon.

Kottler, J. A. (2004). *Introduction to therapeutic counseling*. Pacific Grove, CA: Brooks/Cole- Thomson Learning.

Neukrug, E. (2007). *The world of the counselor: An introduction to the counseling profession.* Belmont, CA: Thomson Brooks/Cole.

Peterson, J. V., & Nisenholz, B. (1999). *Orientation to counseling* (4th ed.). Boston: Allyn and Bacon.

Seligman, L., & Reichenberg, L. W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). Boston: Pearson.

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WRITING RUBRIC

Student name: _____

Assignment: _____

1-4	5	6-7	8	9-10	Score
WRITING MECHANICS:					
Organization – *paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.*					
___Little sense of direction ___Paragraphs do not cohere ___No transitions ___Details do not relate to topic ___No clear beginning/ending ___Noticeable information gaps		___Sequence logical ___Paragraphs cohere most of the time ___May be missing transitions ___Some details missing ___Start/finish need improvement		___Sequence enhances understanding of topic ___Paragraphs cohere ___Transitions work well ___Details fit/enhance piece ___Clear, inviting beginning/satisfying conclusion makes paper come full circle	**/10 pts**
Word Choice / Sentence Structure – *writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.*					
___Limited vocabulary ___Meaning difficult to determine ___Wording often inaccurate ___Clichés appear frequently ___Rambling, awkward phrasing ___Choppy, incomplete sentences ___No variety		___Vocabulary ordinary ___Words lack precision; meaning is lost occasionally ___Clichés occasionally appear ___Structure usually correct ___Sometimes awkward ___Doesn't flow smoothly ___Some variety in structure		___Accurate, interesting, lively vocabulary, appropriate to topic ___Strong, full, rich imagery as appropriate ___Words are concise, eloquent ___Words are chosen carefully / carry their own weight ___Flows easily if read aloud ___Structure effective, deliberate ___Varied sentence structure	**/10 pts**
Mechanics – *writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.*					
___Numerous errors ___spelling/wrong words ___punctuation/capitalization ___run-ons/fragments ___other		___Some errors ___spelling/wrong words ___punctuation/capitalization ___run-ons/fragments ___other		___Sophisticated use of mechanics ___Few errors in ___spelling/wrong words ___punctuation and capitalization ___run-ons/fragments ___ other	**/10 pts**
APA Guidelines – *writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.*					
More than 5 errors in paper ___ omitted to cite reference in text ___ incorrectly cited reference in text ___ improper headings ___ reference sheet missing or improperly formatted		Not more than 5 errors in paper ___ sometimes failed to cite reference ___ some incorrectly formatted citations ___ some errors in headings ___ some errors in reference citations		Not more than 3 errors in paper Demonstrates understanding of APA formatting in ___ citations within text ___ heading formation ___ reference page	**/10 pts**
TOTAL POINTS FOR WRITING MECHANICS					**/ 40 pts**

Comments:

IDEAS AND CONTENT:					
1-4	**5**	**6-7**	**8**	**9-10**	**Score**
Ideas and Content – *writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.*					
___Needs fully developed purpose ___No central idea ___No balance ___No knowledge of topic ___Details missing ___No critical thinking evident		___Purpose reasonably clear ___Ideas could be more appealing ___Balance a little off ___Knowledge of topic limited ___Skimpy supporting details ___Little critical thinking evident		___Clear purpose ___Ideas conveyed in insightful, original manner ___Paper is balanced/important ideas stand out ___Knows topic well ___Effective amount, discriminating use of, detail; critical thinking obvious	**/50 pts**
Requirements of Assignment – *has met all requirements of assignment*					
Did not meet requirements of assignment		Has met all requirements of assignment		Surpassed all requirements of assignment	**/10 pts**
TOTAL POINTS FOR IDEAS AND CONTENT					**/ 60 pts**

Total Rubric Percentage Points _____**/100%**

Total Earned Points for this Paper
(Total points as % x total possible points for assignment) _____ **pts**

Comments: