

Syllabus: COUN/PYSCH 174

Introduction to Counseling

Fall 2010

CALIFORNIA STATE UNIVERSITY - FRESNO
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING, SPECIAL EDUCATION, AND REHABILITATION
5005 NORTH MAPLE AVENUE
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Syllabus: COUN/PSYCH 174: Introduction to Counseling

Units: Three (3)

Semester Fall '10

Time: 7:00-9:50 pm

Day/Room Wednesday/Ed 170

Instructor: Ruth Shaeffer Ed.D., LMFT

Office Hours: By appointment only.

Email: ruth_shaeffer@csufresno.edu (the **BEST** way to reach me)

SCHOOL'S THEME, MISSION AND VISION:

School Theme: "Making a Difference in a Diverse Society: Leadership for a New Millennium."

Vision: The Kremen School of Education and Human Development is committed to developing the knowledge, skills, and values for education leadership in a changing, diverse and technologically complex society.

Mission: The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

REQUIRED TEXT:

Corey, Gerald (2009). *Theory and Practice of Counseling and Psychotherapy*. (8th edition).
Brooks Cole: Pacific Grove, CA.

An electronic version and print version of this text is now available for purchase (either in full or in part) at www.ichapters.com You can purchase and download as text , eBook or individual chapters at significant savings.

RECOMMENDED READING:

Remley, T. P. & Herlihy, B. (2001). *Ethical, legal and professional issues in counseling*.
Alexandria, VA: ACA Press

HANDOUTS

A copy of lecture outlines and chapter study guide questions are posted on Blackboard (blackboard.csufresno.edu). You will find these helpful as you take notes and study for exams. Important class announcements will be posted on Blackboard and you will also have access to your assignment, attendance points, quiz scores, exam scores, and extra credit points. You must have a Fresno State email account in order to access Blackboard. Registered students can obtain a free email account online at <https://zimmer.csufresno.edu/csuf/index.html>. Your Blackboard login and password are the same as your CSUF email login and password.

COURSE DESCRIPTION

Overview of basic counseling models and of the biological, social, and psychological factors that affect behavior over the life span (3 units).

COURSE OBJECTIVES/LEARNING OUTCOMES

Through successful participation in the course the student will be able to:

1. Describe major counseling theories including Psychoanalytic, Adlerian, Existential, Person Centered, Gestalt, Behavior, Cognitive-Behavior, Feminist, Postmodern and Family Systems.
2. Recognize, analyze, and discuss counselor-client characteristics and roles with respect to various counseling methods.

3. Recognize the relational conditions required in establishing an effective therapeutic alliance.
4. Identify current legal and ethical issues in the field of counseling.
5. Analyze appropriate implementation of counseling approaches with respect to different counseling settings, issues, and populations.
6. Utilize counseling theories and knowledge to gain perspective on his/her personal life experiences. This includes a required personal experience in the role of the client.
7. Discuss current literature regarding counseling theories and models.
8. Understand the importance of counselor advocacy.

PHILOSOPHICAL MODEL and KNOWLEDGE BASE

This course is a prerequisite for the graduate programs in Counselor Education. The course introduces students to the theme of “making a difference in a diverse society” by focusing on the foundation skills and concepts of counseling and their relevance to different client groups. The model presented is that of reflective collaborative counselor, one who is sensitive to the subjective reality of clients and who works in collaboration with families, schools, and communities to achieve counseling goals. The course addresses the strengths and limitations of counseling theories and practices as they apply to diverse populations, including those with disabilities and different life-style orientations.

The knowledge base for the curriculum emphasizes four dimensions:

- 1) *Philosophical and ideological*, which exposes students to the historical and contemporary theories of counseling and encourages students to integrate these into their own perspective and personal life experience; 2) *Cognitive and reflective*, which exposes students to the principles and techniques of counseling, especially the core clinical skills of empathy, respect, genuineness, concreteness, immediacy, confrontation and self-disclosure, which are the building blocks of the reflective counseling approach that need to be mastered for success in later course work; 3) *Integration and application*, which introduces students to the specific strategies required for effective counseling interventions in a variety of settings and problem situations; and 4) *Diversity*, which highlights multicultural perspectives, strategies and issues in counseling.

If you have special needs as addressed by the American Disabilities act and need course materials in alternative formats, please notify your instructor immediately. Reasonable effort will be made to accommodate your special needs.

Safe Assignment

The campus utilizes the SafeAssignment plagiarism prevention screening service, and you will be asked to submit written assignments to SafeAssignment accessed through Blackboard (blackboard.csufresno.edu).

Your reflection paper must be submitted to SafeAssignment (accessed through Bb located under Course Documents) and will be evaluated for plagiarism detection only and for no other purpose. SafeAssignment will send an Originality Report for each submission to me and your Originality Reports will be available for your viewing. Only you and I will have access to the results. You may submit your paper more than once prior to the final submission date. Please note that if you quote or cite a source, SafeAssignment will code the work as not original. I am aware of this feature and can override those areas.

REQUIREMENTS

1. Four (4) Counseling Sessions with a Reflection Paper (a minimum of 4 complete pages, no more than 5 pages) typed, double-spaced, 12-pt. font Times New Roman, no more than 1.25 inch margins). Your paper will be submitted through SafeAssignment located in Course Documents on Blackboard (Bb) no later than 7 days after your final counseling session.

The four (4) counseling sessions provide an important experiential component to the class. You are involved as a client in a counseling relationship. You will learn to recognize relational conditions required to establish a counseling relationship with clients. You will also gain perspectives on your personal life experiences.

You may arrange for this individual counseling experience through the Counselor Education Program Training Lab, or through other legitimate counseling services. The sessions in the Training Lab are free and are held in the clinical lab in the Atrium level of the Education Building. The COUN 208 instructors will **drop** you from counseling services **if you fail to show two times** (without notifying your student counselor). If you miss a session and are unable to make it up, points will be deducted from your paper. If you have seen a licensed or pre-licensed therapist for at least four (4) individual sessions during the last 6-12 months you may bring in a signed verification (including dates of sessions) from your therapist and write your reflection paper from that experience. Your counseling sessions will not be evaluated for a grade per se, but your reflection paper will be evaluated on spelling, grammar, and on the basis of whether or not you address the questions listed below. Your opinion of the sessions will not be reflected in your grade. The counseling sessions are a prerequisite for receiving a grade in this course. Your Reflection Paper should express your impressions of the experience.

Please specifically address the following 7 questions as you write your paper.

1) What were your feelings, thoughts, apprehensions, resistance, and expectations going into the experience? 2) Were these feelings and thoughts validated by your experience? 3) When did you sense rapport building with your counselor? 4) How did you know you were/were not making progress? 5) What did you learn/notice about the counselor and about yourself? 6) How did you feel at the end? 7) What was your overall evaluation of the experience? Reflection Papers must be referenced in APA format, typed, double-spaced, edited for grammar and spelling, and at least **4 complete pages** in length and no more than 5 pages (**do not type the questions**). Your FINAL submission of this paper to Turnitin on Bb is due no later than seven days after your final counseling session. Attach the reflection paper evaluation form to the “verification” form from your 208 counselor (or a signed letter from your private counselor) and turn that in to me as soon as your counseling sessions are completed. **Your submitted reflection paper is due seven days after your final counseling session. Points are deducted for sessions missed, for late papers, and for papers that are not the required length.** Your papers will be graded and returned to you through Bb.

2. – 5. Three exams and final exam. The exams may include short answer essay, true/false, “list and describe,” and multiple-choice questions. For these exams you will be asked to discuss, explain, define, and illustrate key concepts, goals, techniques, and issues presented in the textbook, class discussion and videos. Use the study guides (posted on Bb) and lectures to help you focus on the key material. The final exam will cover specific chapters as well as emphasize an integrative perspective of the counseling theories presented throughout the semester. The final also includes matching questions. All students are required to take the final. Exams are partially scored in class and scantron sheets are **not** needed. If you fall behind in your studies or find that you are not doing as well as you expect on the exams or on any other aspect of your course work, please feel free to talk to me before or after class, or you can schedule a meeting or a telephone conference.

6. Chapter Quizzes

There will be a short, five-question chapter quiz at the beginning of each class lecture that covers a new chapter with the exception of Ch 10 and Ch 14 (two quizzes each chapter—see course schedule). Questions will be true false, multiple choice and fill in the blank. **If you are absent or late to class you may not make up the quiz;** however, there will be opportunities for earning extra credit during the semester. Take-home quizzes will **not** be accepted late.

7. Attendance and Participation

The class will involve a variety of formats: lecture-presentations, discussions, film and videotape, and small group activities. Sign-in sheets will be utilized to record attendance. **If you fail to sign in, you will not be counted as present in class. If you take a quiz at the beginning of class and leave, you will not be counted as present in class.** Regular attendance in class and participation in small groups are expected. Please contact me if you need to miss a class session. If you **contact me by email in advance or on the day**, your absence will be excused. **When you email, please place YOUR NAME and CLASS ID in the subject line, or your absence MAY NOT be excused.** My email address is: ruth_shaeffer@csufresno.edu. Attendance and participation are evaluated as follows:

Participation and all classes attended	= 45 points
Participation and one/half class missed	= 38.5points
Participation and one class missed	= 31.5 points
Participation and one and one-half classes missed	= 27 points
Participation and two classes missed	= 22.5 points
Participation and two and one-half classes missed	= 18 points
Participation and three classes missed	= 13.5 points
More than three classes missed	= 0 points

At the beginning of the semester you will notice that you have 45 points for attendance recorded on Blackboard. If you do **not** notify me regarding your absence (as indicated above), the appropriate number of attendance points will be deducted from your attendance score on Bb. It is your responsibility to monitor your attendance points on Bb, and if you see a discrepancy to send me an email immediately.

7. Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. (Quizzes may **not** be made up.) In case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and /or homework assignments. See grading policy in syllabus for additional information.

8. GRADING

The University criteria for letter grades, as outlined in the university catalog, will be followed. Exams will be graded according to the following percentage scale: A=90-100; B=80-89; C=70-79; D=60-69; F=below 60. Papers will be evaluated according to content, effort, and accuracy. The letter grade that you receive for this class will be based upon the following:

<i>Description</i>	<i>Points</i>
Verification of 4 counseling sessions and reflection paper. The counseling experience is a <u>prerequisite</u> for receiving a grade in this course.....	60
15 Quizzes on Ch 2-10/12-15.....	75
1 st Exam.....	60
2 nd Exam.....	60
3 rd Exam.....	60
Final Exam.....	70
Attendance and Participation.....	45
TOTAL.....	430
Grade Points	
385 – 430 = A	
342 — 384.5 = B	
299 – 341.5 = C	
253.5 — 298.5 = D	
0 — 253 = F	

SUGGESTED READING

Your text contains a comprehensive list of suggested references and readings at the end of each chapter.

OFFICE HOURS:Please feel free to visit with me before or after class. If you would prefer to schedule an appointment and/or leave me a message, please email. Email is the very **best** way to reach me. I will attempt to reply within 24 hours.

SERVICES FOR STUDENTS WITH DISABILITIES: “Americans with Disabilities Act (ADA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services with special assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations. Please notify your instructor so that reasonable accommodation can be made. If you expect accommodation through the ADA, you must make a formal request through Services for Students with Disabilities. Tel (559) 278-2811.” *

CHEATING, PLAGIARISM, AND COPYRIGHT: Copyright law and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permissions from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of the course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who

improperly use copyrighted material placed on the web site or distributed in class.

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

HONOR CODE: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action. You will be expected to sign a form agreeing to the above Honor Code.

COMPUTER/INTERNET ACCESS REQUIREMENT: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS> or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources." *

STATEMENT ON DISRUPTIVE CLASSROOM BEHAVIOR : The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the right of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.” *

- (Excerpts from Schedule of Courses and the University Catalog)

COUNSELOR EDUCATION PROGRAM POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM (ADOPTED 12-11-07): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “silent mode” (**not** "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, iPads, iMP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

Tentative Course Schedule

Minor changes may be made by the instructor. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

	Date	Topic	Reading Assignment
1	Wed, Aug 25	Introduction, overview The counselor, person, and professional	Ch 1; take-home quiz Ch ½; Ch 2
2	Wed, Sept 1	Ethical Issues in Counseling Video /Groups	Ch 3 and quiz; turn in Ch1/ 2 quiz; Ch 3 discussion questions from Bb
3	Wed, Sept 8	Psychoanalytic Therapy Video /Groups	Ch 4 and quiz
4	Wed, Sept 15	Adlerian Therapy	Ch 5 and quiz
5	Wed, Sept 22	Exam Existential Therapy; Video /Groups	Ch 1-5 Take-home quiz for Ch 6
	Wed, Sept 29	Person Centered Therapy	Ch 7 and quiz; turn in Ch 6 quiz; Rogers
7	Wed Oct 6	Gestalt Therapy	Ch 8 and quiz
8	Wed, Oct 13	<i>Exam</i>	<i>Ch 6-8</i>
9	Wed, Oct 20	Cognitive Behavior Therapy pt. 1 Video /Groups	Ch 10 pt 1 pp. 268-283 & quiz; turn in Ch 9 quiz
10	Wed, Oct. 27	Cognitive Behavior Therapy pt 2	Ch 10 pt. 2 pp.283-206 and quiz;
11	Wed, Nov 3	Feminist Therapy Video/Groups; Review for exam	Ch 12 and quiz Ch 9, 10, 12
12	Wed, Nov 10	Exam Post-modern approaches; Videos/Groups	Ch 9, 10, 12 Take-home quiz for Ch 13
	Wed, Nov 17	Family Systems Therapy Video/Groups	Ch 14 and 1 st quiz; turn in Ch 13 quiz;

13	Wed Nov 24	<i>Thanksgiving Break</i>	Enjoy!
14	Wed, Dec 1	Family Systems Therapy cont'd	<i>Ch 14 cont'd and 2nd quiz</i>
15	Wed, Dec 8	An Integrative Perspective & Advocacy Video/Groups; Review for Final	Ch 15 quiz, study guide questions and advocacy
Final Exam Preparation & Faculty Consultation Days:		Thursday and Friday	Dec 9-10
Final Semester Examinations		Monday-Thursday	Dec 13-16
Final Exam in this course		Wednesday 8:00 PM-10:00 PM	Dec 15