

Central Washington University  
Fall Quarter 2006  
Location: Psy 260  
Days and Time: MWRF 8-8:50am

Instructor: Scott Schaeffle Ph. D.  
Office: Psy 430, Hours T 2:00-3:30, W11-12  
And by appointment  
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## **PSY 560 Introduction to Counseling**

**Catalog Course Description:** PSY 560. Introduction to Counseling (4 credits). Introduction to counseling theories and practice

**Course Overview:** The main goals of this course are to introduce students to a variety of theoretical models used in counseling, understand how theory informs practice, and help students to begin to develop their own theoretical orientation.

**Modifications:** The information presented in this syllabus is true and correct to the best of the instructor's knowledge. This syllabus or course assignments may be revised during the semester in order to accomplish course goals or in response to future circumstances.

**Differing Abilities:** If you require accommodations to take this course, please notify the instructor by the end of the fifth class meeting (8:50 am on September 28, 2006) so that arrangements can be made. Students are required to present proper documentation from Disability Support Services prior to any modifications in course structure. If you believe you are in need of such accommodation but do not currently have such documentation, please contact CWU's Disability Support Services (DSS) 963-2171 for more information.

**Philosophy:** Because this is a course designed to train individuals to work as professional counselors and psychologists, students are expected to conduct themselves in a manner that reflects the goals and standards of these professions. This includes treating other students and individuals you may work with outside of class (e.g. at outside agencies) with respect, actively giving and receiving feedback regarding personal and professional development, engaging in reflective practices, and respecting the confidentiality of classmates and others.

Please turn off all cell phones and electronic devices during this class.

**Course Purpose:** The purpose of this course is consistent with:

1. The University's commitment to teaching as the means to facilitate learning;
2. The Center for Teaching and Learning's (CTL) mission to train facilitators of learning in a diverse world;
3. The Psychology Department's mission to provide students with the knowledge and skills that derive from the discipline of psychology that are instrumental to effective action in their areas of study;
4. The American Psychological Association's (APA) goal of advancing psychology as a science, as a profession, and as a means of promoting human welfare;
5. The American Counseling Association's (ACA) goal of setting professional and ethical standards for the counseling profession.

**Course Format:** This class will include lectures, discussion, activities, written assignments and online submissions. The majority of the materials presented and discussed in class will be based on the readings and on the experiences of students enrolled in the course. The instructor will provide lectures, participate in class discussions, and be available for consultation. Student participation is expected in all classes. This course includes two online components: regular submissions using Blackboard and one assignment using Livetext.

**Course Learning Objectives:**

1. Students will be able to describe the major counseling theories
2. Students will be able to explain how different theoretical models are manifested in clinical practice
3. Students will be able to describe the impact of cultural factors on the counseling relationship
4. Students will be familiar with relevant legal and ethical standards and know how to apply them
5. Students will be able and willing to recognize specific areas in which their personal development influences their professional conduct

**Required Textbooks:****Text:**

Corey, G. (2005). Theory and practice of counseling and psychotherapy (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

**Additional Required Readings:** There will be additional reading assignments during the quarter, which will be distributed or made available during the course.

**Course Requirements:**

- **Participation:** Students are expected to arrive at class promptly and be prepared to discuss the assigned readings. Active participation in class discussion and exercises is expected. Students will receive 0-5 points for each class meeting. Timely attendance is worth 2 points. The remaining points are determined by quality of participation. There are 38 class meetings, worth 5 points each = 190 points. The remaining 5% of the participation points will be based on the percentage of classes students attended, e.g. attending 100% of the classes earns 100% of the remaining 5 points (200 points possible).
- **Blackboard Online Quizzes:** Students will be responsible for completing a quiz each week using the Blackboard online system. Quizzes for the week will be available the Friday of the prior week and will remain active until the following Friday at 5pm the week they are due. Each quiz will include 5 multiple choice questions (2 points each) and one short essay question (10 points) for a total of 20 points each week (200 points possible).
- **Mid-Term Exam:** The mid-term will be due on Friday, October 27<sup>th</sup>. It will include an in class and a take home component and will cover all material covered in class up to that date including the text, additional readings, class discussions, and activities (200 points possible).
- **Course Paper.** Each student will select one counseling theory covered in the text and write a paper based on that theory (it may be a theory that we have not yet discussed in class). Additional information about this assignment will be covered in class. The paper will be submitted via Livetext. Students are required to meet with the instructor individually for approximately 15 minutes between October 30th and November 3rd to discuss the theory they have selected for their paper. This meeting is worth 5 points of the overall paper grade. Paper is due Monday, November 13th (200 total points possible).
- **Final Exam.** Students will take the exam Wednesday, December 6 8am-10pm. It will cover all material covered in class from October 27<sup>th</sup> through December 4<sup>th</sup> (200 total points possible).

**Grading:**

The number of points possible for the course is as follows:

Class participation (5 points x 38 weeks + %)	200 points
Blackboard quizzes (20 points x 10 weeks)	200 points
Paper (Livetext)	200 points
Mid-Term Exam	200 points
Final exam	200 points
<hr/> Total	<hr/> 1000 points

Grades will be assigned using the following distribution:

A = 93% and above	C = 73% - 76%
A- = 90% - 92%	C- = 70% - 72%
B+ = 87% - 89%	D+ = 67% - 69%
B = 83% - 86%	D = 63% - 66%
B- = 80% - 82%	D- = 60% - 62%
C+ = 77% - 79%	F = 59% and below

**Course Policies:**

1. Make-up exams will be only be given in this course if the student provides documentation of a serious obstacle (e.g., serious illness, death in family), and with prior written agreement of the instructor.
2. I will only accept late assignments **only** if the student provides an acceptable reason (e.g., serious illness) for the delay **prior** to the due date. If the assignment is late, I will begin deducting points for each additional day the assignment is late. For example, if the assignment is one day late, the student will have 10% of the points deducted from the content grade on his or her assignment; if the assignment is two days late, 20% of the points will be deducted from the grade. **If necessary, you may submit your assignment electronically (i.e., e-mail attachment) in order to meet the due date.**
3. Unless otherwise specified, all written work for this course must be presented in APA style. (Be aware of the availability of help with the APA Stylebook expectation at the Writing Center in Hertz Hall.)
4. Submit all written assignments in 12 point font and a standard typeface. Writing should be free of grammar and spelling errors and reflective of graduate level work. Points will be deducted for errors in these areas.
5. If a student believes that a test or quiz item or paper was graded incorrectly, she or he must provide a **written** justification, including class materials (i.e., text pages, class notes) to support her or his response. Students are required to submit this written response to me for consideration within one week after receiving their graded test, paper, or course project/activity.
6. **Academic Dishonesty.** Students are encouraged to be familiar with the University policy regarding academic dishonesty. Cheating or plagiarizing (claiming the written work of another person as your own) on any class assignment will result in an automatic "F" grade in this course regardless of the student's grades on other class assignments. In addition, students may expect that a letter containing their name and a brief description of the academic violation will be forwarded to the Office of the Vice President for Student Affairs for further adjudication.

## COURSE OUTLINE

Week of	Topic	Corey Text	Other Readings
9/18	R: Course Overview F: The Self of the Counselor <b>Blackboard quizzes 1&amp;2 available Friday</b>	Ch1 Ch. 2	
9/25	M: Ethics T: Psychoanalytic Theory R: Practice F: Discussion <b>First and second Blackboard quiz due Friday 9-29</b>	Ch. 3 Ch. 4	
10/2	M: Adlerian Theory T: Discussion and activities R: Practice F: Discussion <b>Blackboard quiz #3 due</b>	Ch. 5	
10/9	M: Existential Theory T: Discussion and activities R: Practice F: Discussion <b>Blackboard quiz #4 due Supplemental Reading #1</b>	Ch. 6	#1
10/16	M: Person Centered Theory T: Discussion and activities R: Practice F: Discussion, Course feedback <b>Blackboard quiz #5 due Supplemental Reading #2</b>	Ch. 7	#2
10/23	M: Gestalt Theory T: Discussion R: Practice F: Mid-term <b>Blackboard quiz #6 due Midterm</b>	Ch. 8	
10/30	M: Behavior and Cognitive Behavior Theory T: Discussion and activities R: Practice F: Discussion <b>Blackboard quiz #7 due Supplemental Reading #3 (last day for uncontested withdrawal 11-3)</b>	Ch. 9 Ch.10	#3

## COURSE OUTLINE (continued)

<u>Week</u>	<u>Topic</u>	<u>Corey Text</u>	<u>Other Readings</u>
11/6	M: Reality Theory T: Discussion and activities R: Practice <b>F: NO CLASS VETERANS' DAY</b> (thank 'em if ya know 'em) <b>Blackboard quiz #8 due</b> <b>Supplemental Reading #4</b> <b>(Early enrollment for winter quarter begins 11-6)</b>	Ch.11	#4
11/13	M: Feminist and Postmodern Theories <b>Paper Due</b> T: Discussion and activities R: Practice F: Discussion, Course feedback <b>Blackboard quiz #9 due</b> <b>Supplemental Reading # 5</b>	Ch. 12 Ch. 13	#5
11/20	M: Family Systems T: Discussion and activities <b>No Class: Thursday 11-23, Friday 11-24</b> <b>Thanksgiving Break</b> <b>No quiz this week</b>	Ch.14	
11/16	M: Moving Towards Integration T: Discussion and activities R: Practice F: Discussion. Course and instructor evaluations <b>Blackboard quiz #10 due</b>	Ch. 15	
<b>Final</b>	<b>Wednesday, December 6. 8:00 – 10:00, Location TBA</b>		

## CACREP STANDARDS

- K-1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning
- a. history and philosophy of the counseling profession, including significant factors and events
  - c. technological competence and computer literacy
  - d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases
  - e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
- K-3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following
- b. theories of learning and personality development
  - c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
  - d. strategies for facilitating optimum development over the life-span
  - e. ethical and legal considerations
- K-5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:
- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills
  - c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling
  - g. ethical and legal considerations
- A. FOUNDATIONS OF MENTAL HEALTH COUNSELING
- 1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling
  - 2. roles, functions, and professional identity of mental health counselors
  - 3. structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling

### STUDENT LEARNING OBJECTIVES AND ASSESSMENT METHOD

**This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 180-78A-270 (a) (5) [Rev. 12/3/04].**

***Assessment methods for each benchmark are indicated in italics.***

**STANDARD 4: Counseling Theories and Techniques.** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

Standard 04-1. Counsels individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner; *Class Discussion and Practice*

Standard 04-4. Articulates a personal and professional belief statement and counseling philosophy. *Class discussion, paper*

**STANDARD 11: Professionalism, Ethics, and Legal Mandates.** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant

codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

Standard 11-1. Writes and speaks effectively in formal and informal communications;

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Standard 11-1. Writes and speaks effectively in formal and informal communications; *Class participation; Article reviews; Paper, quizzes, Midterm, Final*

Standard 11-2. Demonstrates professional and responsible work habits; *Article reviews; Class discussion*

Standard 11-3. Follows the current ASCA Guidelines For Practice and ACA Code of Ethics; *Job shadow; Final examination.*

Standard 11-4. Demonstrates knowledge of local, state and federal policies, and laws relevant to school counseling including FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act); *Class participation; Readings; Final examination.*

Standard 11-5. Maintains current knowledge and skills through on-going reading, professional development, and participation in professional organizations; *Article reading, class discussion, paper, Final*

**STANDARD 12: Reflective Practice.** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

Standard 12-3. Evaluates critical events and responds effectively and efficiently; *Case discussion; Final examination.*

Standard 12-4. Demonstrates knowledge of systems and organizational change theory to promote engaging learning environments; *Class participation; Article reviews; Final examination.*