Argosy University, Chicago Campus
MA Community Counseling
PC6000 BLA Counseling Theory
Spring I 2012,

FACULTY: Name: Jon Dodds M.A., LCPC
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Email: j dodds7@aol.com
Office Hours: By Appointment

WEEKEND MEETING DATES: First Weekend Meeting: 1/20, 1/21, 1/22
                        Second Weekend Meeting: 2/10, 2/11, 2/12

WEEKEND SCHEDULE
Friday       6-8:45pm
Saturday    9am-5pm
Sunday      9am-4pm

ONLINE COURSE: Jan 9 – Feb 29

Course length: 7.5 Weeks
Contact Hours: 45 Hours
Credit Value: 3.0

MASTER OF ARTS IN COMMUNITY COUNSELING MISSION STATEMENT
The Master of Arts in Community Counseling Program has been designed to
provide students with a sound foundation for eventual practice of professional
community-based counseling. The program introduces students to basic
counseling skills that integrate individual and group theoretical foundations of
professional psychology into appropriate client interaction and intervention skills.
The program emphasizes the development of attitudes, knowledge, and skills
essential in the formation of professional counselors who are committed to the
ethical provision of quality services.

COURSE DESCRIPTION
This course is designed to provide an overview of the major theories and
approaches in counseling and psychotherapy. Students will explore the
fundamental tenets of each theory, the major techniques, and its application to a
variety of psychological issues and to different clienteles. By the end of this course, students will be able to apply various theoretical frameworks to conceptualize clients’ clinical presentations, and to formulate treatment strategies accordingly. Students will begin to develop a personal theoretical orientation to guide their work.

In order to enhance students' understanding of and the ability to apply different theoretical orientations, various teaching modalities will be used in the course: reading assignments, reflection papers, class discussion, experiential activities, psychotherapy videos, role-play, and case studies.

**COURSE DELIVERY FORMAT**
This course has class meetings scheduled on weekends and is web-augmented with a weekly online component found at [http://myeclassonline.com/](http://myeclassonline.com/). This online component is meant to supplement the content delivered in the face-to-face meetings and provides weekly instructional contact with the instructor of this course. Students can expect weekly reading assignments and online discussion questions that offer opportunities to interact with fellow students and course faculty, as well as opportunities to engage with faculty and other students around activities meant to deepen and enhance the learning experience. In addition, the faculty may use the web-based learning environment to provide supplemental resources and reading material.

The course will be available online to students one week prior to the beginning of the term. For questions pertaining to the online format, please refer to the registration bulletin.

**Technology Requirements:** [http://intcampus.ecollege.com/TechReq.learn](http://intcampus.ecollege.com/TechReq.learn)

**PROGRAM OUTCOMES**

The program outcomes of our Master of Arts in Community Counseling program are rooted in the CACREP standards. Each learning objective in this syllabus is tied to the program outcomes and each program outcome corresponds to a specific CACREP standard (the exact standard is delineated by numeric representation, i.e. CACREP Section II.K.2.a & II.K.5.b.c. & Community Counseling Section C.7, etc.).

**Program Outcome One: Professional Identity**

**Competency 1.** Understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
Program Outcome Two: Social and Cultural Diversity

**Competency 1.** Apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.

Program Outcome Three: Human Growth and Development

**Competency 1.** Apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.

Program Outcome Four: Career Development

**Competency 1.** Apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.

Program Outcome Five: Helping Relationships

**Competency 1.** Exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.

Program Outcome Six: Group Work

**Competency 1.** Understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.

Program Outcome Seven: Assessment

**Competency 1.** Understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.

Program Outcome Eight: Research and Program Evaluation

**Competency 1.** Understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

Program Outcome Nine: Communication Skills

**Competency 1.** Communicate clearly and effectively, both orally and in writing.

Program Outcome Ten: Interpersonal Effectiveness (IE)
Competency 1. Develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

COURSE OBJECTIVES
Upon completion of this course, students will be expected to be able to meet the following CACREP and programmatic competencies:

1. Understand and articulate the major tenants of a variety of counseling models and theories as well as relevant research and factors applicable when working with clients in professional settings (II. K. 5c, 5d, 5e; & CC.C.4).

2. Understand and articulate the historical development of a variety of directive and non-directive counseling theories (II. K. 5c; CC.C4; & C7)

3. Articulate and demonstrate how affective, behavioral, and cognitive theories are applied to case studies (II. K. 5c; & CC.C.4, C.7).

4. Identify and understand how various counseling theories address ethical issues when they arise in the context of counseling (II. K. 5g, CC.A4)

5. Be able to identify and articulate the strengths and limitations of the major counseling theories covered in the course in relation to culturally and ethnically diverse clientele (II.K. 2c; & CC.C1).

6. Understand the variety of counseling theories such that an articulation of a burgeoning interest in a specific theory or theories of counseling can be stated in accord with his or her personal cognitive, attitudinal (including personal values), and affective style (II.K.5c; & CC.C4.,C7).

REQUIRED TEXTS:


RECOMMENDED READINGS:


**CLASS POLICIES AND EXPECTATIONS**

**University Attendance Policy**

Students are expected to engage in weekly academic activity by attending classes and/or participating in the online portion of a course.

Academic activity is defined by (a) attending a face-to-face course, (b) posting a substantive response in a discussion section of the online classroom, (c) engaging in online tutorials, (d) submitting an assignment either in-person or via the online classroom, or (e) taking an exam. **Students who do not have any academic activity for 14 consecutive days, either online or class meetings, will be administratively withdrawn from the course and may be administratively withdrawn from the University.** Online and blended courses start on the first day of the semester or session. A student who does not participate in the course prior to the Add/Drop date for the session, and has not submitted an official Add/Drop Form, will be dropped from the
course automatically and receive a refund based on the applicable Argosy University refund policy. The add/drop period usually ends the first week or 7 days of the term for 7.5 week courses, and the first 10 days of the semester for 15 week classes.

**Attendance is not equivalent to participation.** Student grades will be impacted by the frequency and quality of participation in class, whether face-to-face or online, consistent with the requirements of the particular course and as outlined in the course syllabus. The last day of attendance is based on the student’s last academic related activity in the classroom.

In blended courses (those consisting of in-residence and online components), students missing equal to or greater than **30% of face-to-face and online instruction time, or two or more weeks of no online participation will receive an automatic “F” grade in the course**

**Department Attendance policies**

Students are expected to be punctual to all classes and practicum. Absences should occur only for such urgent reasons as ill health or critical emergency. Whenever possible, students should notify the faculty of these absences in advance. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student’s academic standing.

Attendance in all blended (weekend) and evening face-to-face class meetings is required. A student who cumulatively misses three (3) hours of class will receive a reduction of the final grade unless the student successfully completes additional work with the instructor’s consent.

A student who misses six (6) or more hours of on-campus class will be required to withdraw from the course. Exceptions may be made in extreme situations and on a case by case basis in the event of severe illness, critical emergency or family crisis. Documentation of these events must be submitted to the instructor (i.e. a doctor’s note, etc.). Additional work will be assigned in lieu of mandatory withdrawal. A student who misses 9 or more hours of either on-campus class meeting time, or 2 or more weeks of online participation, or a combination of both online and in class time will receive an F grade automatically.

**Department Online participation & Attendance Policies**

- Students are expected to complete weekly reading and online assignments. Online components of the course begin as the term begins.
- Timely online participation is a form of class attendance. **Student financial aid may be affected by when a student last participates online.**
- Two weeks of absences, either online or on ground, will lead to automatic withdrawal from the class.
Students can only take online courses with the Program Chair’s approval, which can only be granted for irresolvable schedule conflict and possible delay of graduation.

Late Work
- Will be assessed a reduction in grade (e.g. A to A-) for each day an assignment is late. Students should notify the instructor ASAP of any problems with completing their work on time.

Instructional Contact Hours/Credit
Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

COURSE REQUIREMENTS/ASSIGNMENTS

In-class Participation
(25 points for each weekend)

Students will be assessed by their level of enthusiasm in taking part in class discussion, leading and reporting small group work, and other in-class activities and writing exercises (e.g. short reaction papers to various theories, critique of peer reviewed journals, etc.). Total = 50 points.

Online Activity and Participation
(10 points for each week excluding the weeks of class meetings = 50 online postings/discussions).

Online participation of the class begins the week of Sept 6. Ground rules for online participation and instructions for the first week activities and assignment will be posted online prior to Sept 6. The format of these online assignments and activities vary. Basically students will be asked to respond to two small activities or two discussion questions per week, and respond to at least one posting of other students in class. **Week cycles begin on Mondays and end on Sundays; Postings are due on Fridays, mid-night, and provision of feedback to 2 classmates’ postings is due on Sundays, mid-night.**

Students’ online performance will be assessed according to the qualities of their responses to both the activities and to other students. Some of the characteristics of quality communication and feedback include: meaningful statements with context and content, constructive and respectful criticism or arguments, and clear expression of ideas.

**Case Studies**
(100 points total)

Students will provide 4 written case studies (25 point each) using cases from the Wedding & Corsini textbook, as indicated below. Using key components of the theory, write how these components could apply to the case. Key ingredients of the paper are:
- Identify three key concepts of the theory and describe how they were applied to the case;
- Provide examples of how 3 different techniques were used with a problem/issue/goal;
- What two aspects of this theory would you use and what two would you avoid? Explain;
- Post online, minimum 400 words (see schedule below).

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Theory</th>
<th>Corey Chapter</th>
<th>Wedding &amp; Corsini Ch.</th>
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<tbody>
<tr>
<td>Case study 1 - Psychoanalytic</td>
<td>4</td>
<td>1, 3</td>
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<tr>
<td>Case study 1 - Adlerian Therapy</td>
<td>5</td>
<td>2</td>
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<tr>
<td>Case study 2 - Existential Therapy</td>
<td>6</td>
<td>8</td>
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<tr>
<td>Case study 2 - Person-Centered Therapy</td>
<td>7</td>
<td>4</td>
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<tr>
<td>Case study 3 - Gestalt Therapy</td>
<td>8</td>
<td>9</td>
<td></td>
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<tr>
<td>Case study 3 - Behavior Therapy</td>
<td>9</td>
<td>6, 10</td>
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</tbody>
</table>
Case study 3 - Cognitive-Behavioral 10 5, 7
Case study 4 - Family Systems Therapy 14 11
(Choose one Family Systems approach)

Note: For each case study assignment you have a choice of theories to use for your case study as indicated above.

Personal Theory Paper

Write an integrative paper that articulates your personal theoretical orientation to counseling. Use the headings as Corey does to guide your paper:

- Use at least 3 peer-reviewed journal articles for each chosen theory
- Introduction
- Key Concepts, including your view of human nature
- The Therapeutic Process: therapeutic goals, counselor’s function & role, client’s experience in therapy, relationship between counselor and client. Use examples.
- Application: Advantages and disadvantages of the theory, including multicultural application
- Summary

This particular assignment should be about 8 to 10 pages in length, integrating different theoretical concepts and techniques based upon 2-3 counseling models. Include seven professional references, using APA style for the citation and the References page. All papers should be written using APA 6th edition style.

Students will earn a higher grade if paper reflects their own uniqueness and ideas – rather than merely giving a summary of the material in the book or class. For instance, give it your own title. Do NOT write mere summaries, but rather an integration of concepts and techniques. The concepts should flow together and not be independent concepts. Approach the material in an original way by showing depth in expanding on your thoughts. Provide examples.

This paper should emphasize an integration of perspectives and an application of theory/principles to practice. Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations. Stress the implications for counseling practice. Rather than writing simply about a theoretical issue, show how this issue has meaning in a counseling situation. Apply your ideas to specific populations with whom you expect to work – both in counseling and non-counseling situations. You may want to apply your paper to teaching, working with the elderly, working in corrections, working with adolescents, etc. Make this a personal and meaningful experience. The paper will be graded 80% on content (accuracy, logical flow, integration if concepts, etc.) and 20% for grammar and spelling.
Expected Quality of Writing Skills:
- Make sure your essays reflect university-level writing skills:
  - Use complete sentences
  - Check your spelling
  - Put together a paper that reflects quality
  - You might ask someone to proofread your paper
- Make sure you meet all of the criteria above. Be clear and specific with the concepts and techniques that you identify. Give examples.
- All papers and written assignments should follow the APA 6th edition style.

Presentations: Critique of Research Article

Each student will be responsible for a critique of one Counselling Theory related article. Students will select one (1) empirical article (ones that use data, which have been published within the last ten years in a peer-reviewed journal. Each student will be assigned a theory and will present the critique of on the day scheduled.

Include in your critique:
- Introduction
- Purpose of the study
- Summary of the study
- Relevance of the study to the problem or research question
- Applicability of the researcher's findings to providing interventions (be sure to address how it relates to diversity and counselling).
- Strengths and weaknesses of the article
- Implications for counselling
- Conclusion

Grading scheme: Maximum possible

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<tbody>
<tr>
<td>Class participation</td>
<td>50</td>
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<tr>
<td>Online postings</td>
<td>50</td>
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<tr>
<td>Case Studies total (4 @ 25 pts.)</td>
<td>100</td>
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<tr>
<td>Theory Paper</td>
<td>100</td>
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<tr>
<td>Presentation</td>
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350 TOTAL POINTS

GRADING SCALE:

100 to 93% = A
92 to 90% = A-
89 to 88% = B+
87 to 83% = B
82 to 80% = B-
79 to 78% = C+
77 to 73 = C
72 to 70 = C-
69 & below = F

***Incomplete and Incomplete in Progress:
*Only due to extenuating circumstances, and only if at least 67% of the course requirements have been completed, can a student be given a grade of “I” or “IP” by the instructor’s discretion.* A student who receives an “I” will need to complete the remaining course requirements within 10 days after the end of semester. A student in this situation can also be granted an “IP” (“Incomplete in Progress”) if the instructor perceives student’s difficulties in completing all the work within ten days after the semester ends. In this case, the student will need to fulfill all the course requirements by the end of the following semester. An “I” or “IP” will automatically change to an “F” grade if it is not made up by the required completion date.

**COURSE OUTLINE AND ASSIGNMENT SCHEDULE**

<table>
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<tr>
<th>Date:</th>
<th>Topics:</th>
<th>Assignments:</th>
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| **Week 1**
1/09 – 1/15 | ● Get ready for the course  
● Psychoanalytic Therapy  
● Adlerian Therapy | **Online Introduction**  
**Discussion Post due by Fri Midnight**  
**Responses to Peers due by Sun Midnight**  
**Reading:**  
☐ Corey, Ch. 1,2,3,4,5  
Wedding & Corsini, Chs. 1,3 |
| **Week 2**
1/16 -1/22 | ● Introduction and Overview of the Class  
● The Counselor Development and the Different Counseling Theories  
● What are Counseling Theories?  
● Psychoanalytic Therapy  
● Adlerian Therapy  
● Existential Therapy  
● Person-Centered Therapy  
● Gestalt Therapy  
● Reality Therapy | **Reading:**  
☐ Corey, Chs. 1-8  
Wedding & Corsini, Chs. 1,2,4, 8,9  
**Case Study 1:** Choose one of the cases in Wedding & Corsini (Adlerian or Psychoanalytic). Due by Weds Jan 18 Midnight in the drop box.|

Weekend I Class : 1/20,1/21,1/22
| Week 3 | 1/23 – 1/29 | • Existential Therapy  
• Person-Centered Therapy | Reading:  
□ Corey, Chs. 6, 7  
□ Wedding & Corsini, Chs. 4,8  

Online Assignment:  
• Discussion Post due by Fri Midnight  
• Responses to Peers due by Sun Midnight  

**Case Study 2**: Choose one of the cases in Wedding & Corsini (Existential or Person-Centered). Case Study is due by Sunday Midnight in the drop box. |
|---|---|---|---|
| Week 4 | 1/30 – 2/05 | • Gestalt Therapy  
• Reality Therapy | Reading:  
□ Corey, Ch. 8,11  
□ Wedding & Corsini, Chs. 5,6,7,9  

Online Assignment:  
• Discussion Post due by Fri Midnight  
• Responses to Peers due by Sunday Midnight.  

**Case Study 3**: Choose one of the cases in Wedding & Corsini, Gestalt, Behavior, or CBT. Due by Sunday in the drop box. |
| Week 5 | 2/06 -2/12 | Weekend II Classes  
• Cognitive and CBT  
• REBT  
• Family Systems Therapies  
• Post Modern Therapies  
• Behavior Therapy | Reading:  
□ Corey, Chapters 9, – 16  

Presentations: Saturday and Sunday |
| Weekend II Class: 2/10, 2/11, 2/12 | --- | --- | --- |
| Week 6 | 2/13 –2/19 | • Cognitive Behavior Therapy  
• Behavior Therapy | Reading:  
□ Corey, Chapters 9, 10  
□ Wedding & Corsini, Chapter 11  

Online Assignment  
• Discussion Post due Fri by Midnight  
• Responses to Peers due by Sun Midnight  

**Case Study 4**: Use the Family Systems Approach case in Wedding & Corsini, Ch. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment/Reading</th>
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<tr>
<td>Week 7</td>
<td>2/20-2/26</td>
<td>Personal Theory Paper due 2/26 by Midnight via the drop box.</td>
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<td>11. Due by Sunday Midnight in the drop box.</td>
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<td>Week 8</td>
<td>2/27-2/29</td>
<td>Reading:</td>
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<td>□ Corey, Ch. 12,13,14,15</td>
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<td>Online Assignment:</td>
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<td>• Feminist Therapy</td>
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<td>• Post Modern Approaches</td>
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<td>• Family Systems Theory</td>
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**UNIVERSITY POLICIES AND STATEMENTS**

**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.argosyu.edu](http://library.argosyu.edu). Detailed descriptions of online resources are located at [http://library.argosyu.edu/misc/onlinedblist.html](http://library.argosyu.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.argosyu.edu/infolit/

Academic Policies

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, 6th Edition (2009). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 6th 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.

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 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.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

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.