Argosy University/Phoenix
Master of Arts in Professional Counseling
Counseling Theory - PC6000
Spring Semester, 2010
January 15-17th, 2010 and February 5-7th, 2010
(Fridays 6-10 pm; Saturdays 9-5 pm; Sunday 9-5 pm)

Instructor: Jill E. N. Cox, Psy.D.
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Office Hours: In-Person (on teaching weekends - by appointment) or Email/Phone
                  Contact

Biographical Sketch: Jill E. N. Cox received her B.S. in Psychology from Arizona State University, her M.A. in Clinical Psychology from Argosy University/Phoenix and her Psy.D. in Clinical Psychology from Argosy University/Phoenix. In addition to being an Adjunct Faculty member at Argosy University/Phoenix, Dr. Cox practices as a Licensed Psychologist in a private practice setting in Gilbert, Arizona where she provides psychological services to children, adolescents, young adults and families.

Course Description:

This course introduces the student to the theoretical bases for the major psychotherapeutic traditions in Western psychology. In addition, students are introduced to the methods of therapeutic intervention derived from these traditions. The course covers both the historical development of the so-called "talking therapies," and current use of these therapies in today's society. The course also introduces the increased emphasis on empirical verification of the effectiveness of certain therapies with specific diagnostic categories. The issues of diversity in race, gender, sexual orientation, culture and religion will also be addressed in the context of effective uses of psychotherapeutic techniques. The course will combine both didactic and experiential approaches and include training in developing effective listening, and communication styles.

Course Pre-requisite: None

Required Texts:
1. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

2. Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.). Pacific, CA: Brooks/Cole.

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

Recommended Readings:
Students are directed to the Recommended Supplementary Readings and, References and Suggested Readings at the end of each chapter in the text.

Technology:
As Argosy courses are blended (on ground and online) in format, certain system requirements must be satisfied to ensure adequate delivery of learning materials. Computers should be equipped with 512 MB of RAM, at least 1.0 GHz processor, and 56k or higher internet access. The following software must be installed: Microsoft Windows XP or higher, Apple Mac OSX 10.4; Internet Explorer 6 or higher, Safari browser 3.0.4 or higher for Macs; Adobe Reader; Java. Argosy does not recommend using netbooks in lieu of desktops or laptops as they are primarily designed for web browsing and email only.

Contact Length*:* 7.5 Weeks (blended online & on-ground); On-Ground dates: January 15th (*6-10 pm*); January 16th (*9-5 pm*); January 17th *(9-5pm);* February 5th *(6-10 pm);* February 6th (*9-5 pm);* February 7th (*9-5 pm)*

Contact Hours: 45 hours

Credit Value: 3

Program Outcomes:

Program Outcome One: Professional Identity
> **Competency 1.** *Students will value all aspects of professional functioning including history, roles, organizational structures, ethics, legalities, standards and credentialing.* (Moderate Emphasis)

Program Outcome Three: Human Growth and Development
> **Competency 1.** *Students will interpret and apply core theory related to the effects of crisis/trauma, and research of the nature and needs of individuals at all developmental levels and multicultural contexts.* (Moderate Emphasis)

Program Outcome Five: Helping Relationships
> **Competency 1.** *Students will ethically and effectively understand and deliver a range of counseling and consultation skills including a multidisciplinary response to crisis/trauma in a multicultural society.* (Moderate Emphasis)

Program Outcome Nine: Communication Skills
> **Competency 1.** *Students will communicate clearly and effectively both orally and in writing.* (Moderate Emphasis)

Program Outcome Ten: Interpersonal Effectiveness
> **Competency 1.** *Students will 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. (Moderate Emphasis)

Course Objectives

1. Students will describe foundational knowledge of the origins of counseling theories, the history and trends of the counseling profession. (Outcomes: 1, 5).

2. Students will be able to identify theories of individual and family development, and transitions across the lifespan, including theories and models of resilience and wellness. (Outcomes: 3, 5)

3. Students will list the fundamental principles and constructs that underlie each of the major counseling theories, including evidence based treatment approaches, in order to conceptualize client problems and choose appropriate counseling interventions. (Outcomes: 5).

4. Students will analyze multidisciplinary, multicultural, pluralistic trends across the lifespan, and their own attitudes and belief's as related to the counselor's role. (Outcomes: 1, 3, 5, 9, 10).

5. Students will begin to identify the theoretical orientation which will be the best match for their therapy style. (Outcomes: 1, 5, 9, 10)

Online Course Requirements

Beginning the first week of the mini-semester, you will be required to login online at http://www.myeclassonline.com. If you do not login by the required attendance date you will automatically be withdrawn from the course and no course refund may be given. For this course class begins on January 11th, 2010 you must login and complete your first assignment by January 15th, 2010 (9:00 a.m.) which is the final attendance date.

You will have a variety of times when you are asked to either share with your classmates or complete specific assignments during the entire duration of the course. You will also be required to log in each week to see the announcements and/or requirements that will be in place each Monday afternoon. Only the assignment for that particular week will be open and available for you to view. Because we are using the online course as part of your course instruction, you will be required to complete online assignments in addition to the on-ground course requirements.

Course Grade:

Grades will be determined according to the following schedule:

Grading Scale/Percentage

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
F	59 and below

Attendance/participation	*5% (extra credit)*
Weekly Assignments	*0%*
Final paper	*20%*
Examination # 1	*40%*
Examination # 2	*40%*
Total:	*100%*

Assignment Table

	Topics	**Readings**	**Assignments**
1	Introductions Choosing your orientation Overview of orientations Case conceptualization	Chapter 1 Weekend One	Student Manual chapter 1 **Online: Discuss the background knowledge questionnaire**
2	The counseling Process The counselor: Person and Professional	Chapter 2 Weekend One	Student Manual chapter 2
3	Ethical Issues in Counseling Practice	Chapter 3 Weekend One	Student Manual chapter 3
4	Person Centered Therapy	Chapter 7 Weekend One	Student Manual Chapter 7
5	Gestalt Therapy	Chapter 8 Weekend One	Student Manual Chapter 8
6	Psychoanalytic Theory	Chapter 4 Weekend One	Student Manual Chapter 4
7	Adlerian Therapy	Chapter 5 Weekend One	Student Manual Chapter 5
8	Existential humanistic Therapy	Chapter 6 Weekend One	Student Manual Chapter 6 **Online: Discuss the Theoretical Orientation Questionnaire**
9	Reality Therapy	Chapter 11 Weekend	Student Manual Chapter 11

		Two	
10	Behavior Therapy	Chapter 9 Weekend Two	Student Manual Chapter 9
11	Lazarus Multimodal	Chapter 9 Weekend Two	Student Manual Chapter 9
12	REBT	Chapter 10 Weekend Two	Student Manual Chapter 10
13	Cognitive Behavior Therapy (including Meichenbaum)	Chapter 10 Weekend Two	Student Manual Chapter 10
14	Post modern Approaches (specifically Solution focused therapy)	Chapter 13 Weekend Two	Student Manual Chapter 13
14	Goal Setting, Treatment planning		
15	Family Systems	Chapter 14 Weekend Two	Student Manual Chapter 14
16	Written Assignment		5-8 page paper

Grading requirements:

1. Students are required to fill out the online background knowledge questionnaire before the start of class (this is due online in ecollege (www.myeclassonline.com) no later than 9 am on January 15th). This will be discussed in class on Friday 1/15/10.

2. Students are required to read the assigned readings as outlined in the course schedule before class session, and should arrive in class ***prepared to discuss*** the readings voluntarily or when called upon to do so.

3. Students are required to complete all specifically assigned exercises and activities in the Student Manual and bring them to class for discussion. **Note:** These assignments will not be graded.

4. Students will successfully complete two (2) written examinations, a midterm and final examination. Both exams will consist of multiple-choice questions and will be <u>worth 40% toward the final grade.</u> The Midterm exam will cover Chapters 1-8 and the Final Examination will cover Chapters 9-14. Exams will encompass all material presented in the text, student manual, lectures and handouts.

5. Students will complete an online theoretical orientation questionnaire which will help them explore the various theoretical orientations. This will be due online in

the ecollege classroom no later than 2/03/10 by 5 p.m. and will be discussed in class on Friday 2/05/10.

6. Students are required to complete one (1) written assignment, Assignment I: Applied Theoretical Orientation Paper Due Friday, February 5th, by 9:00 a.m. (20 % toward the final grade). **This paper will be submitted to the ecollege drop box for the last class module.**

Students will be choosing a theoretical orientation to apply to a case study. The case study and question are available online in ecollege. **Please use APA format.** It should incorporate your assigned readings and a minimum of two additional resources (1 resource should be a peer reviewed journal articles). This paper contains a body written in **Times Roman 12 font** (which does not include the required title, abstract and reference pages) and is approximately 7-10 pages in length. In addition to content, your papers will be graded on APA style, grammar, organization and accurate use of references. This paper will be submitted through Turnitin prior to submitting to the instructor. The details of this paper/oral presentation will be discussed during the first weekend class.

NOTE: The assignment is due on the dates stated above. Assignments received by the instructor one day late, will receive a reduction in total score. The Assignment I will not be accepted after 9:00 AM on 2/05/10. Students are encouraged to submit their assignment before the due date to avoid late submittals**. This paper will be submitted to the ecollege drop box for the last class module.**

7. Students are *__strongly urged__* to read each chapter in the Student Manual and complete the pre and post tests in addition to as many of the exercises as possible. (Students are required to complete exercises, if assigned).

8. At times during class, students may be requested to participate in role-playing demonstrations with the instructor or in small groups of students. Students may also be requested to share information from self-administered surveys and exercises from the Student Manual. Students are asked to refrain from disclosing sensitive personal information at these times. If any student is uncomfortable with role-playing a client, they should notify the instructor of this immediately. All students are expected to role play a therapist. Participation in role-playing exercises is not graded.

NOTE TO STUDENTS:
- The course schedule may be changed and/or amended as the course progresses. It is each student's responsibility to note any changes that are announced in class or via e-mail.

- Chapters assigned for readings are all in the Corey text.

- If assigned, exercises & activities in the Student Manual are to be completed and brought to class to be used in class discussion. They will not be graded however.

- All lunch breaks allow enough time for you to leave campus for lunch. If you choose, you may bring your lunch and eat on campus.

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.argosy.edu. Detailed descriptions of online resources are located at http://library.argosy.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.argosy.edu/infolit/

Academic Policies

Attendance Policy: Attendance is expected for all class sessions. Students will arrive on time for the beginning of each class and remain in the class until the session is completed. A class "session" is defined as a 2-4 hour block of time (e.g., a morning, afternoon, or evening). Missing one class session, or the accumulated time equivalent of one session, will result in a letter grade deduction. Students missing more than one session will not be able to continue with the class, and will have to withdraw from or fail the class depending on the timelines in the Academic Catalogue. A "tardy" is defined as being more than 10 minutes late for any session without prior approval. The accumulation of 3 or more tardy episodes over the entire class period will be equivalent to missing one session, and will

result in a letter grade deduction. Excused absences also fall under this policy and may result in a grade deduction and/or additional course assignments at the instructor's discretion.

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 Chapters One and Two 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.

Writing Evaluation
The instructor will be evaluating each student's written documentations. At any time during this course the instructor may require the student to take an additional writing course. This evaluation is based upon the accurate use of grammar, organization, flow, sentence structure, and APA guidelines. It is expected that each student's written documentation is at the graduate level.

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. Turn tin 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.

Student Rights and Procedures**:**
All students are responsible for reviewing and being familiar with the current policies on student conduct and procedures for remediation, disciplinary actions, and appeal. These may be found in the current *Argosy University Academic Catalog* (Section Four: Student Rights and Responsibilities).

Should your academic advisor, course instructor, practicum supervisor, or another representative of the program or university identify concerns regarding your academic or non-academic progress, he or she will arrange a meeting with you to discuss these concerns. You will be provided with a written copy of the concerns and a plan of remediation, with details of expectations and a timeline for completion. A signed copy of this remediation plan will then be given to you, your academic advisor, the individual who has prepared the remediation plan, and the program chair. These remediation's

should be viewed as a supportive mentoring process to help you progress in your professional development. If the remediation is successful at this level, this will be documented on the remediation plan and this will conclude the remediation. If, however, the remediation is not successful, you may be referred to further remediation with the Department Chair or to the Student Professional Development Committee. Please see further details on procedures, as well as your rights and responsibilities, for actions at or beyond the Student Professional Development Committee.

Please note that violations of the Argosy University Ethical Code of Conduct (see Section Four of the Argosy Academic Catalog) and failure to demonstrate behavior that conforms to standard codes of conduct of the respective professional discipline are subject to sanctions up to and including dismissal from Argosy University.

<u>Additional Evaluations</u>
The instructor will evaluate each student on his/her own professional competence and conduct related to this course. These evaluations may be placed in each student's file and a remediation plan will be developed if warranted. Students may review a blank copy of the Evaluation of Professional Competence and Conduct evaluation form on the counseling website at: www.macounseling.itgo.com

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.