



Course Syllabus

COURSE NUMBER: EPSY 5370/01	COURSE TITLE Counseling	TERM: Summer 2006
SITE: WEBH	INSTRUCTOR CONTACT INFORMATION: Marsha Guilliams mguilliams@ssd.k12.mo.us	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

THIS COURSE WILL INTRODUCE AND EXPLORE BASIC PRINCIPLES, THEORIES, SKILLS AND ISSUES IN THE COUNSELING FIELD, WITH SOME EMPHASIS GIVEN TO SOCIAL ISSUES WHICH IMPACT TODAY'S SCHOOL CHILDREN. THEORY AND APPLICATION OF AT LEAST ONE COUNSELING APPROACH ARE EXAMINED IN DEPTH. AN IMPORTANT GOAL IS TO INCREASE EDUCATORS' AWARENESS OF VALUES WHICH THEY COMMUNICATE TO OTHERS, THROUGH A GREATER UNDERSTANDING OF THE INNER SELF. THESE GOALS WILL BE ACHIEVED THROUGH READINGS, LECTURES, VIDEOS, DISCUSSION, STUDENT JOURNALING, COMMUNICATION SKILL EXERCISES, PRACTICE, AND OTHER CLASS ASSIGNMENTS. THIS INSTRUCTOR BELIEVES THAT EDUCATORS, BY ENHANCING THEIR OWN SELF-AWARENESS, CAN MORE EFFECTIVELY GUIDE THEIR STUDENTS.

2. LEARNING OUTCOMES:

Course Outcomes	
<ul style="list-style-type: none"> - Be familiar with central concepts of various theories of counseling and their relevance to serving students' needs. (10) - Demonstrate effective verbal/non-verbal communication skills. (7) - Identify patterns in your own thoughts and behavior that influence your effectiveness as a communicator. (9) - Become sensitive to a variety of social problems that impact students in the classroom. (7) - Understand the various aspects of the job of counseling, what professions may be involved and how and when to access these specialized services. (3) - Understand how school systems impact child/adolescent emotional development (2) - Be able to apply counseling skills and theory to your teaching situation (4) 	

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1

Introductions. Review of syllabus. Review assignments. Discuss student expectations.

Lecture and discussion on review of types of reinforcers from Chapter 18 and introduction to types of questions. Exercise in questioning techniques.

Video: "Virginia Satir: Use of Self in Therapy".

Homework: Read next chapters. Copy from your book and complete all exercises on listening found on pages 7, and 12 - 15. (10 points)

Week 2

Reading assignment for week #2: Text, Chapters 1, 2 and 3

Lecture/discussion/in-class activity on listening skills, self-awareness and types of messages.

Video: "Three Approaches to Psychotherapy, Pt. 1, Carl Rogers."

Homework: Read next chapters. Communication/self disclosure assignment on page 28 and 29. Pick 3 areas that you rated as 0 or 1. Interview person using disclosing stages on page 30 and 31. (10 points)

Week 3

Reading assignment for week #3: Text, Chapters 6 and 7.

Video/discussion: "Freud: The Hidden Nature of Man".

Understanding agendas and the types of transactions which occur in conversations.

Homework: Read next chapters and study for quiz. Starting at the bottom of p. 87 use the examples of transactions given in the 7 figures to create 3 scenarios for EACH figure of ways that these transactions might sound in a school setting. It might involve any combination of students and/or teachers talking. (15 points)

Week 4

Reading assignment for week #4: Text, Chapters 4, 5 and 14.

Short quiz #1. (10 points)

Understanding body language, vocal components of speech and starting conversations.

Homework: Read next chapters.

Week 5

Reading assignment for week #5: Text, Chapters 8, 9 and 13.

How language patterns, culture, gender and prejudice affect our view of people.

Homework: Read next chapters. Using the models for language pattern errors listed on p. 106, write 5 statements for EACH model that students might say. Also include clarifying questions for each. (10 points)

Week 6

Reading assignment for week #6: Text, Chapters 10, 11 and 12.

Conflict skills, which include assertiveness training, fair fighting and negotiation skills.

Homework: Study for quiz #2. Read next chapters. Write at least 8 paragraphs in a narrative format of your personal level of assertiveness from age 5 to the present. (10 would represent strong assertiveness) Write the situations in which currently you are the most or least assertive. Interview your parents, sibling or family friend to see if they agree and include in the write up. (15 points)

Week 7

Reading assignment for week #7: Text, Chapters 16 and 17.

Quiz #2. (10 Points)

Video: “Bradshaw on the Family: The Unhealthy Family”.

Summary on how to communicate with children and ways to problem solve with families.

Homework: Read next chapters. Write summary of personal strengths/weaknesses in area of communication using structures from the textbook and what your goals/activities will be to implement these for the future.

Week 8

Reading assignment for week #8: Text, Chapters 19, 20 and 21.

Communication within team meetings, in front of students and when interviewing.

Review quiz

Wrap up of course

4. RESOURCES:

Required Text(s):

McKay, M., M. Davis, and P. Fanning. 1995. Messages: The Communication Skills Book. 2nd ed. Oakland, CA: New Harbinger.

5. EVALUATION:	Percentage of Grade
Listening exercise	10%
Communication/self disclosure assignment	10%
Kinds of Transactions assignment	10%
Quiz 1	10%
Language Pattern Errors Assignment	10%
Level of assertiveness assignment	10%
Quiz 2	10%
Write a summary of personal strengths/weaknesses in the area of communication and goals for the future.	10%
Class participation (this includes completing assignments, staying up with the readings, attendance, participation during class activities, asking questions, and engaging in discussion.)	20%

6. GRADING SCALE:

Final Grade based on 100 total points:

A = 94-100

B+ = 87-89

B- = 80-82

C = 73-76

A- = 90-93

B = 83-86

C+=77-79

C- = 70-72

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

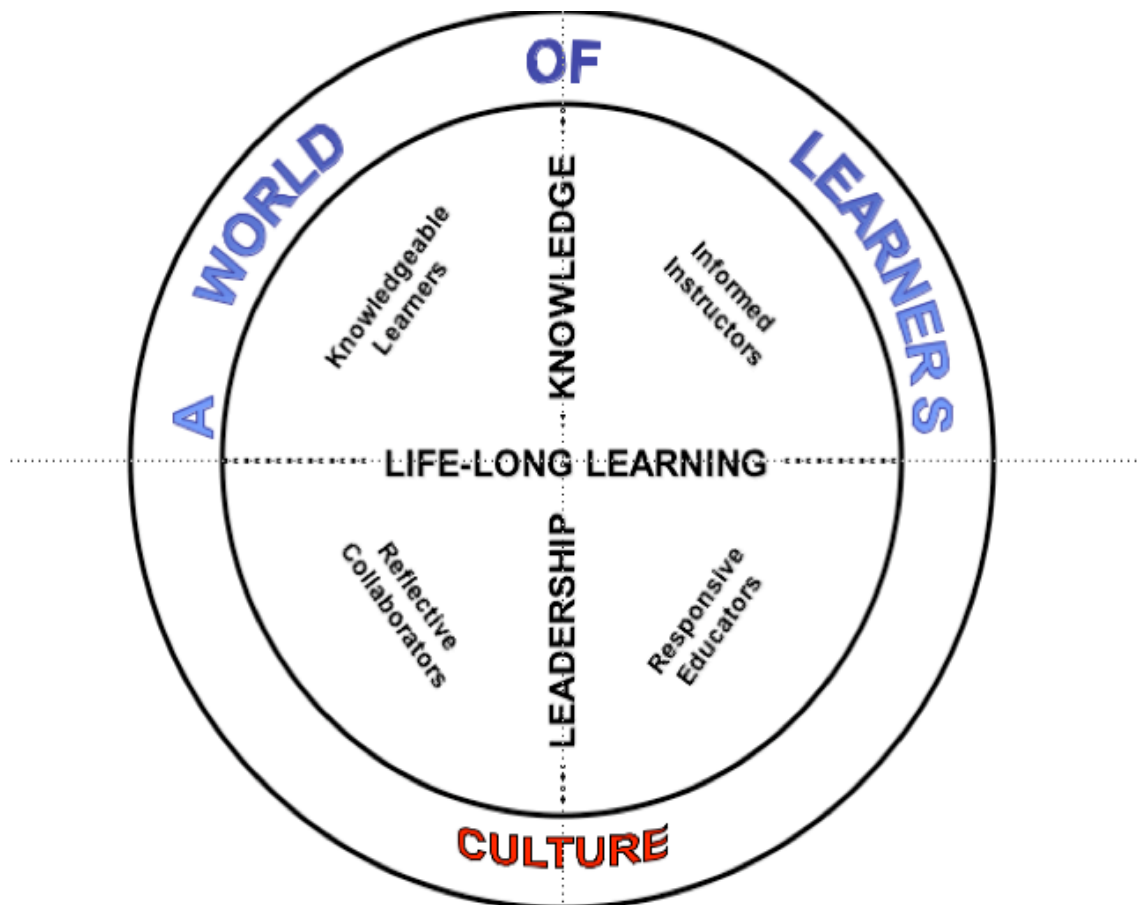
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence