



Course Syllabus

COURSE NUMBER: EPSY 5370/01	COURSE TITLE Counseling	TERM: Summer 2007
SITE: WEBH Webster University 470 East Lockwood Webster Groves, MO. USA 63119	INSTRUCTOR CONTACT INFORMATION: Patricia Clark, MSSA Adjunct Professor Webster Hall Webster University 470 East Lockwood St. Louis, MO. USA 63119 Telephone: (314) 968-7056 Fax: (314) 968-7118 Paclarkcleve@yahoo.com	CREDIT HOURS: 3

1. COURSE DESCRIPTION: This course will introduce and review basic principles, issues, theories, and skills in the counseling field. Emphasis will be given to social issues that impact today's school children and teachers. Theory and application of at least one counseling approach are examined in depth. An important goal of the course is to increase the educators' awareness of values that are communicated to others through a greater understanding of the inner self. Through readings, lectures, videos, discussion, communication skill exercises, role-play, and other class assignments, the goal of increasing the educator's communication skills will be achieved.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Be familiar with central concepts and their relevance to serving students needs.		
Demonstrate effective verbal and non- verbal communication skills.		
Identify patterns in your own thoughts and behaviors that influence your effectiveness as a communicator.		
Become sensitive to a variety of social problems that impact students in the classroom.		

Understand the various aspects of the job of counselor by also knowing how and when to access other specialized services.		
Understand the school systems' impact on both children and adolescents' emotional development.		
Be able to apply counseling skills and theory to your teaching situation.		

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 of assignments, Discussion of student expectations
Lecture and discussion of Chapters 1, 9, and 13. Listening, Culture and Gender, and Prejudgement
Video: Virginia Satir: Use of Self in Therapy**

Week 2

**Lecture and Discussion of Chapters 2, 4, and 6. Self-Disclosure, Body Language, and Hidden Agendas
Role-playing exercises,
Video: Three Approaches to Psychotherapy, Pt.1, Carl Rogers; “ Freud: The Hidden Nature of Man”**

Week 3

**Lecture and Discussion of Chapters 7, 16, and 17. Transactional analysis, Communicating with Children,
and Family Communications.
Video: Bradshaw on the Family: The Unhealthy Family.**

Topics for Papers and Presentations explored

Week 4

**Lecture and Discussion of Chapters 10, 11, and 12. Assertiveness Training, Fair Fighting, and
Negotiations.**

Extensive Role playing exercises require mandatory attendance for this class.

Week 5

**Lecture and Discussion of Chapters 3, 5, and 8. Expressing, Paralanguage, and clarifying language.
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.**

Week 6

Chapters 3,5, and 8 Reviewed

In class Quiz

Week 7

**Chapter 18- Influencing others; Counseling Issues in Elementary and Secondary Schools
Panel of Guest counselors**

Week 8

Papers Due; Presentation of papers.

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: (basis of evaluation with explanation regarding the nature of the assignment and the
percentage of the grade assigned to each item below)**

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Class participation (this includes completing assignments, staying		30%

up with the readings, class attendance, participation in class role-plays, and other activities, asking questions, and engaging in discussions.)		
Paper and Presentation		40%
Quiz		10%
Written Assignments: Language Pattern Errors Summary of personal strengths, weaknesses in the area of communications and goals for the future.		20%

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

A= 90-100 B= 89-80 C= 79-70

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

(You may use or modify this statement or create your own).

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:

(Instructor may list specific consequences here)

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

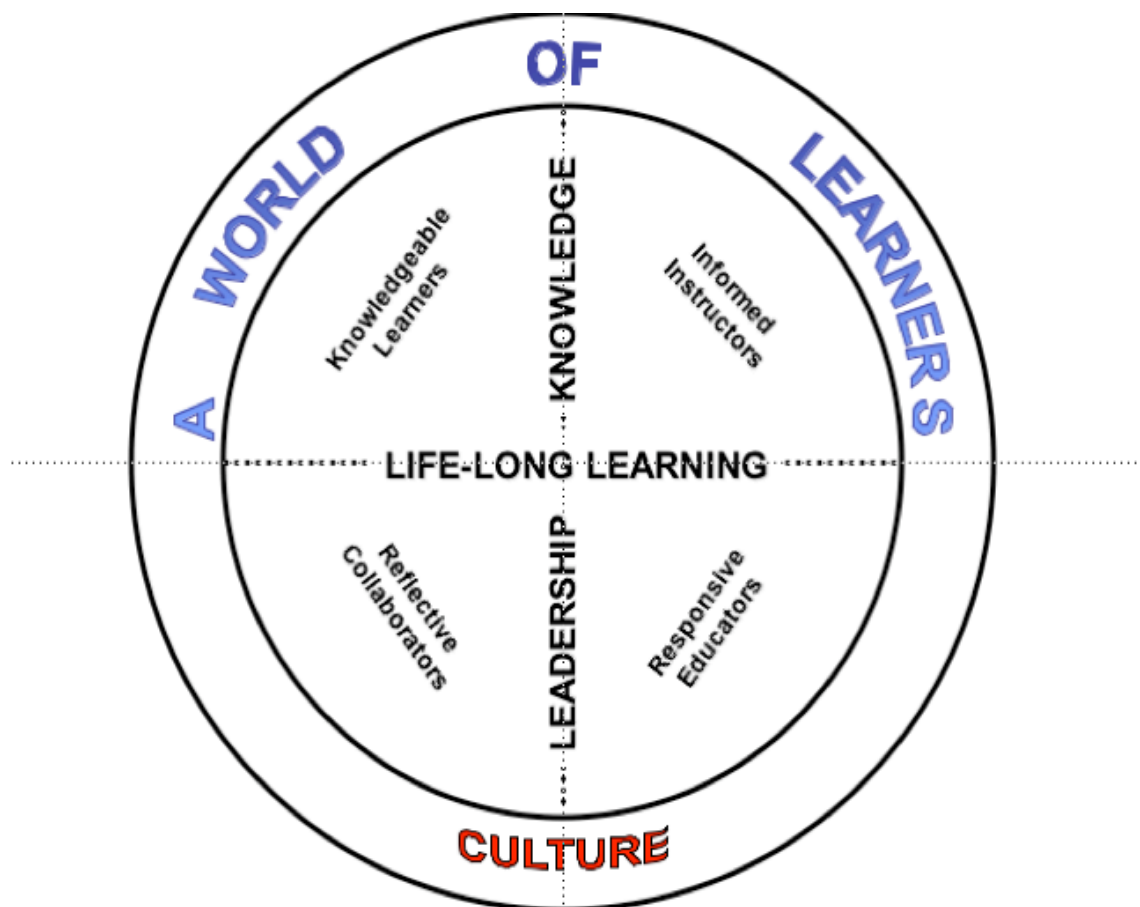
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).