

	The Graduate Counseling Program Course Syllabus Elgin Campus																
Course	COUN 5200 Theories of Counseling																
Term, Day, Time	Summer 2008; Tuesday; 6-10 pm																
Instructor	Russ Kinkade, Psy.D. 262-989-5228 rkinkade@webster.edu																
Catalog Description	<p>COUN 5200 Theories of Counseling:</p> <p>This course examines the application of basic theories, principles and techniques of counseling employed in the field of mental health. A major focus will be on the application of the theories and methods used in individual, group and family counseling.</p>																
Course Level Outcome Objectives	<p>Upon successful completion of this class students will be able to :</p> <ol style="list-style-type: none"> 1. Demonstrate and understanding of the historical growth of personality and counseling theories (CACREP II.K.5.c) 2. Demonstrate understanding of cognitive, affective and behavioral theories (CACREP II.K.5.c) 3. Demonstrate the proper use of various counseling techniques through behavior and interviewing techniques (CACREP II.K.5.c) 4. Articulate a personal model of counseling (CACREP II.K.5.c) 																
Materials	<p>Corsini, R. J., & Wedding, D. (Eds.) (with F. Dumont). (2007). Current Psychotherapies (8th ed.). Belmont, CA: Thomson Brooks/Cole. ISBN#: 0495097144</p> <p>Wedding, D., & Corsini, R. J. (2007). Case studies in psychotherapies (5th ed.). Belmont, CA: Brooks/Cole (Wadsworth/Thomson Learning). ISBN#: 0-495-10025-0</p> <p>Available through MBS Direct: (800) 325-3252 or http://bookstore.mbsdirect.net/webster.htm</p>																
Grading	<p>The following grading scale will be used: (%)</p> <table style="margin-left: 40px;"> <tr> <td>A</td> <td>94-100</td> <td>B-</td> <td>80-83</td> </tr> <tr> <td>A-</td> <td>90-93</td> <td>C</td> <td>68-79</td> </tr> <tr> <td>B+</td> <td>87-89</td> <td>F</td> <td>Below 67%</td> </tr> <tr> <td>B</td> <td>84-86</td> <td></td> <td></td> </tr> </table>	A	94-100	B-	80-83	A-	90-93	C	68-79	B+	87-89	F	Below 67%	B	84-86		
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Weekly Schedule and Activities	<p>All readings are to be completed prior to the start of class. Students should be prepared to critique and apply the theories they have read to specific mental health scenarios.</p> <p>The Mid Term and Final will be take home exams.</p>																

	<p>1 June 3</p> <p>Review of Syllabus/Theories in Perspective: Understanding Philosophical Presuppositions Developing a Personal Counseling Theory/The Counseling Process Readings: Chapter 1 – Introduction Chapter 14 – Integrative Psychotherapies</p> <p>2 June 10</p> <p>Psychoanalytic Therapy/Adlerian Therapy Readings: Chapter – 2 Psychoanalysis Chapter – 3 Adlerian Psychotherapy Related Case Studies</p> <p>3 June 17</p> <p>Person-Centered/Existential Therapy Readings: Chapter 5 – Client-Centered Therapy Chapter 9 – Existential Psychotherapy Related Case Studies</p> <p>4 June 24</p> <p>Behavior Therapy Readings: Chapter 7 – Behavior Therapy Related Case Study</p> <p>5 July 1</p> <p>REBT/Cognitive Therapy Readings: Chapter 6 – Rational Emotive Behavior Therapy Chapter 8 – Cognitive Therapy Related Case Studies Due: Mid Term Exam</p> <p>6 July 8</p> <p>Gestalt/Contemplative Therapy Readings: Chapter 10 – Gestalt Therapy Chapter 13 – Contemplative Therapy Related Case Studies Due: Research Paper #1 (Application to Disorder)</p> <p>7 July 15</p> <p>Family Therapy Readings: Chapter 12 Related Case Study Due:</p>
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	<p>8 July 22 Multimodal Therapy Readings: Chapter 11 Related Case Study Due: Presentations and Discussion</p> <p>9 July 29 Presentations and Discussion Integration Issues and Perspectives Due: Research Paper #2 (Personal Theory) Final Exam</p>
Assignments	<p>Mid Term Exam (15%) Due July 1</p>
	<p>Research Paper #1 (25%) Students will complete a research paper on the application of one counseling theory to a specific psychological disorder. For example, "Cognitive Behavioral Treatment of Social Phobia." The paper will address:</p> <ul style="list-style-type: none"> - Overview of the presenting problem - Role of the therapist - Goals of Treatment - Methods/Interventions - Criteria for Termination - Critique of Therapy's Effectiveness <p>8-10 pages, APA format, minimum of 5 sources Due July 8</p>
	<p>Research Paper #2 (25%) Personal Theory of Counseling. Students will develop their own theory of counseling with application to their intended area of practice. The paper will address:</p> <ul style="list-style-type: none"> - Personality Perspective - Role of Therapist - Goals of Treatment - Methods/Techniques for Intervention <p>8-10 pages, APA format, minimum of 5 sources Due: July 29</p>
	<p>Presentation (10%) Due: July 22 or July 29</p>
	<p>Final Exam (20%) Due: July 29</p>

	<p>The student is responsible for contacting the instructor in the event that an assignment cannot be completed within the allotted time frame. Late assignments will receive a downgrade of ½ letter grade for each day late. Students are expected to attend all classes. Class may be cancelled if the instructor is ill or has an emergency, in which case every attempt will be made to notify the student in advance.</p>
<p>Course Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>
<p>Policy Statements: University Policies</p>	<p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p>

Conduct:

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools,

and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

	<p>Note: To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</p> <p>For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.</p>
Additional Information	