

<b>Course</b>	<b>COUN 5020 - Foundations of Counseling</b> Summer 2009
<b>Instructor</b>	Name: Linda Zimbelman M.A., L.M.F.T. Phone: 310 – 714-0295 Email: LINDAZMFT@aol.com
<b>Catalog Description</b>	<b>Foundations: The Helping Relationship:</b> this course examines the philosophic bases of counseling and the helping relationship focusing on the foundational concepts necessary for working with individuals, groups, and families. Attention is given to the development of professional identity and client relationships.
<b>Prerequisites</b>	None. The ability to do graduate work.
<b>Course Level Outcome Objectives</b>	<b>Upon successful completion of this course students will be able to:</b> 1. Demonstrate knowledge of the history of the counseling profession, its organizational structure, credentialing processes and memberships (CACREP II.K.1.a; II.K.1.d; II.K1.e). 2. Articulate the personal qualities and characteristics of effective counselors. (CACREP Section II. K. 5. a) 3. Demonstrate interviewing and counseling skills which facilitate the therapeutic relationship including goals, intervention, termination, and appropriate boundaries. (CACREP Section II. K. 5. b) 4. Understand serving clients from a variety of settings such as schools, community settings, and agencies. (CACREP Section II. K. 5.b)
<b>Materials</b>	<b>Text:</b> The Professional Counselor: A Process Guide to Helping (6 <sup>th</sup> Ed) <b>Authors:</b> Hackney, H.L.. & Cormier, S. <b>Publishers:</b> Pearson <b>ISBN:</b> 0205410650  <b>Optional/Highly Recommended:</b> APA Publication Manual of the American Psychological Association (2005) Washington, D.C.: APA. ISBN 1-555798-810 (in lieu of purchasing the text students may consult <a href="http://www.apa.org">www.apa.org</a> )
<b>Grading</b>	<b>Research Paper:</b> Students will select and have instructor approve a topic for research and a written research paper. APA guidelines required. Paper of 7 to 9 pages in length with minimum of 5 primary references. (30 points)  <b>Presentations:</b> One class presentation is required in week 8 when student presents research paper. (20 points) <b>Mid term exam:</b> A short essay mid term will be given in week 5 (15 points)

	<p><b>Final Exam;</b> Week 9, short answer or short essay questions in week 9. (15 points)</p> <p><b>Journals/Participation:</b> Students will maintain a written journal. Written assignments in class will be completed to challenge students to write and develop self awareness and insight into material and cases presented. Instructor collects and/or reviews at end of each class returns following week with comments. Two and one-half point per week x 8 weeks (20 points)</p> <p><b>Total Points: 100</b></p> <p><b>Grading:</b> percentage of total points required for grade.</p> <table data-bbox="487 709 852 961"> <tr><td>A</td><td>100-93</td></tr> <tr><td>A-</td><td>92-90</td></tr> <tr><td>B+</td><td>89-87</td></tr> <tr><td>B</td><td>86-84</td></tr> <tr><td>B-</td><td>83-80</td></tr> <tr><td>C</td><td>79-70</td></tr> <tr><td>F</td><td>69and below</td></tr> </table>	A	100-93	A-	92-90	B+	89-87	B	86-84	B-	83-80	C	79-70	F	69and below
A	100-93														
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B+	89-87														
B	86-84														
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<p><b>Activities</b></p>	<p>Students are required to use Webster University’s online library, PASSPORTS. PASSPORTS offers access to many scholarly and professional publications free of charge. (<a href="http://library.webster.edu">http://library.webster.edu</a>)</p> <p>Students will select and have instructor approve a topic for research and a written research paper. APA guidelines required paper of 6 to 9 pages in length with a minimum of 6 primary references from professional journals in area of Clinical Psychology. (60 points)</p> <p><u>Research Term Paper:</u> Research a topic/issue approved by instructor, utilizing the Webster Library “Passports” system, the Internet and other related publications (using at least five references). It must be typed (double-spaced, 6 to 9 pages) and presented in Week 7. Presentation should be approximately 15 minutes in length. <b>Use APA writing style standards.</b> The use of APA standards is required in all courses. Topic must be approved by instructor in advance. Grading of the term paper will be reduced if turned in late without a very strong justification. We will utilize two tools to assist the student in finalizing their term paper:</p> <ul data-bbox="535 1665 1421 1883" style="list-style-type: none"> <li>• A student <b>may</b> submit their term paper to the <b>On-Line Writing Center</b> in St. Louis by email and have a coach make suggestions/corrections. It is up to the student to allow sufficient time (generally 7-10 days) for this process to be utilized and still turn in the term paper on the assigned date.</li> <li>• (<a href="http://www.webster.edu/acadaffairs/asp/wc/online.html">http://www.webster.edu/acadaffairs/asp/wc/online.html</a>)</li> </ul>														

	<p>Each student <b>must</b> submit their term paper electronically to the <b>Turn-It-In</b> process which requires a class ID, password and course description). This program is a learning tool for the student and will protect YOUR original work. The term paper will be checked for originality against 1.5 billion Internet pages in addition to a database of previously submitted student work. It is up to the student to allow sufficient time for this process to be utilized, make revisions if necessary/repeat submission and still turn in the term paper on the assigned date. Paper submissions are generally returned within 1-2 hours.</p>
<p><b>Policy Statements: University Policies</b></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><b>Academic Honesty</b> 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><b>Drops and Withdrawals</b> 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 (published elsewhere) 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><b>Special Services</b> If you need accommodations for a disability, please let the instructor know at the beginning of the course so that they can be provided.</p> <p><b>Disturbances</b> 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><b>ATTENDANCE POLICY:</b> "The University reserves the right to drop students who do not attend class</p>

	<p>the first week 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 directly. The instructor may give ample warning to the student and then recommend that the student withdraw from the course. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission from the instructor should withdraw from the class."</p>
<p><b>Course Policies</b></p>	<p>Points are subtracted from attendance and participation for missed classes, coming more than 15 minutes late or leaving early.</p>
<p><b>Weekly Schedule</b></p>	<p><b>Schedule of class preparations and assignments, lectures, verbal student presentations, and examinations:</b></p> <p>Week 1 Introduction. Course Requirements. Overview. Reading: Ch. 1 Context of Counseling.</p> <p>Week 2 Stages of Change and Establishing a Relationship Reading: Ch. 2 and 3, Stages and Skills of Counseling &amp; Building Rapport and Relationship</p> <p>Week 3 Assessment Reading: Ch. 4, Assessing Client Problems.</p> <p>Week 4 Treatment Planning Reading Ch. 5 Developing Counseling Goals</p> <p>Week 5 Defining Strategies &amp; Interventions/Midterm Exam. Reading: Ch. 6 Defining Strategies and Selecting Interventions</p> <p>Week 6 Interventions Reading: Ch. 7-9 Affective, Cognitive, &amp; Behavioral Interventions</p> <p>Week 7 Systemic Interventions Reading: Ch. 10 Systemic Interventions Research papers due. Papers presented to class by student.</p> <p>Week 8 Termination, Follow-up, and Other Counselor Functions Reading: Ch. 11-12 Termination and Follow-Up, Applying</p> <p>Week 9 Course Summary Final exam</p>