



<b>Course</b>	COUN 5160 Issues in Counseling: Counseling Adults in Transition
<b>Term, Day, Time</b>	Spring 2, 2010 Wednesday 5:30-9:30
<b>Instructor</b>	Name: Bruce Appel Ed.S., LPC Phone: (816) 363-4171 Email: <a href="mailto:appelb@webster.edu">appelb@webster.edu</a> <a href="mailto:bappel@swbell.net">bappel@swbell.net</a>
<b>Catalog Description/ Content Area</b>	<b>COUN 5160 Issues in Counseling (1-3)</b>  This course is designed to provide for the definition and examination of various aspects of the Counseling profession, important trends in the field of professional Counseling, and focused topics areas. Course may be repeated for credit if content differs.  Counseling Adults in Transition focuses on the complex individual and interpersonal challenges that all adults must deal with throughout their lives as they cope with changes in marital and family relations, health, physical and occupational adjustments, identity issues, the experience of loss and grief as well as the challenges from positive events and new opportunities and experiences. Strategies for assessing and treating transitional stress will be studied along with theories of development and their application to understanding and managing predictable as well as unexpected changes in life roles, circumstances and identity.  Content Areas: helping relationships, social and cultural, career development, assessment,
<b>Knowledge and Skill Outcomes</b>	<b><i>Upon successful completion of this course students will be able to:</i></b> <ol style="list-style-type: none"><li>1. Summarize current trends in professional counseling literature related to conceptualizing, understanding and working with adults in transition;</li><li>2. Identify culturally diverse reactions to significant life challenges and changes;</li><li>3. Describe the ways in which theories of counseling and human development apply to an understanding of the life transitions, and therapeutic change;</li><li>4. Describe the role of assessment in understanding client circumstances, perceptions and goals;</li><li>5. Describe the way transition theory provides a structure for viewing any change, whether it is anticipated or unanticipated, positive or negative, a success or a failure, or an event or a non-event.</li></ol>

	<p>6. Describe approaches to effective coping which are based on transition and counseling theories.</p> <p>Skills</p> <ol style="list-style-type: none"> <li>1. Demonstrate proficient use of basic counseling skills (e.g., empathy, unconditional positive regard, paraphrasing, reflection with feeling, warmth, basic eye contact, and use of silence) which facilitate the therapeutic relationship;</li> <li>2. Develop effective approaches for helping adults explore, understand and cope with significant transitions in their lives;</li> <li>3. Assist clients in assessing and enhancing their resources for coping with transitional stressors;</li> <li>4. Integrate transition and counseling theories into affective, cognitive and behavioral interventions for clients experiencing life transition challenges.</li> </ol>
<b>Materials</b>	<p>Counseling Adults in Transition: Linking Practice with Theory (Third edition) 2006 Goodman, Jane; Schlossberg, Nancy; and Anderson, Mary Springer Publishing ISBN: 0-8261-3784-9</p> <p>Text(s) may be obtained from MBS Direct Books at 1-800-325-3252 or <a href="http://www.mbsdirect.net">www.mbsdirect.net</a>. Checks and credit cards accepted.</p>
<b>Method of Instruction</b>	<p>This class utilizes extensive student participation in classroom exercises, class discussion, interpersonal observation and the written analysis of text and other assigned readings.</p>
<b>Grading</b>	<p>Student evaluation includes the <b>instructor's subjective assessment</b> of each student's professional development and his or her ability to display basic counseling skills, clearly express conceptual understanding of counseling processes, class participation and the student's openness to supervision.</p> <p style="text-align: right;"><b>10%</b></p> <p><b>First Case Study: <i>Personal Life Transition Assessment</i></b> (See handout) <span style="float: right;"><b>20%</b></span></p> <p><b>Second Case Study: <i>Life Transition Interview, Assessment and Treatment Plan</i></b> (See handout) <span style="float: right;"><b>35%</b></span></p> <p><b>Final Research Project and Class Presentation</b> <span style="float: right;"><b>35%</b></span> (See Handout)</p> <p>(Grading rubrics will be handed out in class)</p>

	<p>The Graduate catalogue provides these guidelines and grading option:  Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W</p> <ul style="list-style-type: none"> <li>A/A- Superior graduate work</li> <li>B+/B/B- Satisfactory graduate work</li> <li>C Marginal work</li> <li>F Unsatisfactory work</li> <li>CR Credit given for practica/internships</li> <li>I Incomplete work</li> <li>ZF Permanent grade for unfinished incomplete grade which treated as an F</li> <li>W Withdrawn from the course</li> </ul> <p>The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect <i>not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor</i>. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of <i>objective and subjective</i> assessment.</p> <p><b>Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.</b> As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.</p>
<p><b>Activities</b></p>	<p>Classroom activities correlate with assigned readings to accomplish skill development and understanding of basic counseling goals and processes. Activities include: experiences designed to develop and enhance basic listening and attending skills, library and web based research activities, use of professional resources, and basic case management processes such as assessing client problems and concerns, developing client goals, and formulating interventions</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><u>Academic Honesty</u></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</p>

university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

**Drops and Withdrawals**

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.

**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.

**Disturbances**

By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class 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, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, etc., are subject to disciplinary action, including removal from the course and potentially, dismissal from the program.

The carrying of weapons onto campus is forbidden.

**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)

	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<p><b>Course Policies</b></p>	<p><b><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></b></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., <b>what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.</b> Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, <b>the student risks a failing grade</b> in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important <b>that everyone feels safe, comfortable, and free</b> to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your feelings and thoughts known, yet, to <b>do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.</b> This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.</p> <p>Further, <b>openness to supervision and instruction</b> by the instructor can become an issue for some students and is, therefore, emphasized here.</p>

Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

***ACA Code of Ethics (2005)***

*Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.  
(See C.1., H.1.)*

**Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor.

**Academic Integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course Attendance:**

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a

	<p>significant loss of learning, which will not be recouped through borrowing a classmate's notes. <b>Students are expected to attend all class sessions of every course.</b> It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.</p> <p>The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See <i>Grading</i> for further information.</p> <p><b>Note:</b> 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><b>Weekly Schedule</b></p>	<p><b>Students are expected to have all reading assignments completed prior to class.</b></p> <p><b>Week 1: Introduction to Adult Development Theories.</b> Theoretical approaches to understanding adulthood. Read <b>Chapter 1</b> in text. Introductions and review of course syllabus. Review of course expectations. Activities: group work, role play, etc</p> <p><b>Week 2: The Transition Framework.</b> Understanding basic theoretical approaches for conceptualizing the transition process. Read <b>Chapter 2</b> in text. Activities: lecture/discussion, group work, role play, etc..</p> <p><b>Week 3: Factors That Influence Transitions</b> The 4-S System: Exploring the client's situation, self, supports, and strategies, Balancing assets and liabilities; Appraisal of transitions; and Multicultural issues. Read <b>Chapter 3</b> in text. Handouts, assigned journal articles. Activities: lecture, discussion, group work. Skill development and role play exercises.</p> <p><b>Week 4: Individual Transitions</b> Continued exploration and application of the 4-S transition model.: Read <b>Chapters 4</b> in text. Read <b>Helping Clients Deal with Non-Event Transitions</b> in text Appendix.. Activities: lecture/discussion, group work, role play exercises, etc.</p> <p><b>Case Study 1: Personal Life Transition Assessment Due</b></p>

	<p><b>Week 5: Relationship Transitions</b> Types of transitions; Recurring issues, Assessing resources Read <b>Chapter 5</b> in text</p> <p><b>Week 6: Work Transitions</b> Read <b>Chapter 6</b> in text.</p> <p><b>Week 7: Individual Counseling Approaches</b> Integrating the 4-S transition model with traditional counseling approaches. Read <b>Chapter 7</b> in text. Activities: lecture/demonstrations.</p> <p style="text-align: center;"><b>Case Study 2: <i>Life Transition Interview, Assessment and Treatment Plan Due.</i></b></p> <p><b>Week 8: Group Counseling</b> Group counseling, support groups, and self-help groups as modalities for working with transition issues. Read <b>Chapter 8</b> in text. Activities: class presentations</p> <p><b>Week 9:</b> <b>Final research papers and class presentations due..</b> Course wrap-up</p>