

Course	COUN 5200 Theories of Counseling
Term, Day, Time	Spring 2, 2010
Instructor	Name: Dacia L. Moore Phone: 816-767-9460 Email: daciamoore44@webster.edu secondwindcc@aol.com
Catalog Description/ Content Area	COUN 5200: Theories of Counseling This course will define and evaluate theories, principles, and related techniques of professional counseling to include: seminal sources, contemporary theories, systems theory, and theories of addictions. Theories will be reviewed from the perspective of optimal development and wellness for the life span, a tenet of professional counseling. The relationship of multiculturalism and ethical practice to application of the theories of professional counseling will also be distinguished. Content Areas: theories, systems, social and cultural diversity, group, helping relationships, human growth and development
Knowledge and Skills Outcome Objectives	<i>Upon successful completion of this class students will be able to:</i> 1. Demonstrate an understanding of the historical growth of professional counseling theories including: <ul style="list-style-type: none"> ○ seminal, contemporary, addictions, systems, cognitive, affective, and behavioral theories; ○ theories regarding crises, disasters, and other trauma-causing events; ○ theories and models of individual, cultural, couple, family, and community resilience; and ○ theories and principles of clinical supervision. 2. Demonstrate the ability to modify counseling theories and interventions to make them culturally appropriate for diverse populations. 3. Briefly summarize opposing viewpoints to pathology related diagnosis theory (DSM), specifically, positive psychology theory (anti-DSM theory). 4. Articulate a personal preference and support for an individual counseling theory (no integrated theories at this stage).
Materials	Theories of Counseling and Psychotherapy: A multicultural Perspective by A. Ivey, M. D'Andrea et al

	ISBN 978-0-205-48225-2 Text is available through MBS Direct Books at 1-800-325-3252 or www.mbsdirect.net . Checks and credit cards accepted.
Method of Instruction	There will be various modes of instruction to meet the variety of learning styles in the class, such as lecture, experiential, writing, research, and discussion.
Grading	Students will be evaluated based on the following criteria <ul style="list-style-type: none"> • Attendance and Participation in class • Quality of papers (grammar, punctuation, well thought out content) • Performance on Test 1 and Test 2 • Presentation Performance
Activities	Test 1- 120 points 3 Papers and One Final Presentation– 40 points Test 2 – 80 points A= 216-240 points B = 215-192 points C = 191-168 points Fail – 167 points and below
Policy Statements: University Policies	<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><u>Academic Honesty</u> 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><u>Drops and Withdrawals</u> 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><u>Special Services</u> 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><u>Disturbances</u> 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</p>

comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including meeting with the Counseling Advisory Committee, removal from the course, and or 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) 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 and the Student Handbook for Counselor Education.

<p>Course Policies</p>	<p>Course Requirements:</p> <p><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></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., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. 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, the student risks a failing grade 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 that everyone feels safe, comfortable, and free 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 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. 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, openness to supervision and instruction by the instructor can become an issue for some students and is, therefore, emphasized here. 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.</p> <p>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.</p> <p><i>ACA Code of Ethics (2005)</i> <i>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</i></p>
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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 significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.** 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.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See *Grading* for further information.

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.

Writing Assistance:

	<p>The Writing Center offers free writing advice to all students at Webster University. Trained coaches will help with every stage of the writing process, from brainstorming ideas to documenting sources. The Writing Center works with all levels of writers and projects, including reports; résumés and cover letters; admission essays and personal statements; summaries, critical analyses, and literature reviews; research and term papers; theses and dissertations; and more. An Online Writing Center for Webster graduate and undergraduate students at our extended campuses is also offered.</p> <p>Kansas City students should contact Dr. Roshaunda Cade directly at 314-246-7589 or roshaundacade51@webster.edu.</p>
Weekly Schedule	<p>Class 1 & Class 2 – Freud, Jung Adler – Chapters 5-6 Remainder of Schedule will be reviewed on first day of class</p>