The Graduate Counseling Program  
Course Syllabus

Jacksonville Metropolitan Campus

<table>
<thead>
<tr>
<th>Course</th>
<th>COUN 5200  Theories of Counseling</th>
</tr>
</thead>
</table>
| Term, Day, Time | Spring 1, 2013 – Saturday #1 8:00am-5:00pm  
6/1, 6/15, 6/29, 7/13, 7/27 (8am - Noon) |
| Instructor   | Name: Dr. Michelle Bailey  
Phone: (904) 722-1165  
Email: Shell1165@bellsouth.net  
baimiche@webster.edu |
| Catalog Description/ Content Area | This course defines and examines the application of basic theories, principles, and related techniques of professional counseling. A major focus will be on the applications of the theories and methods used in counseling with consideration for multicultural and ethical contexts. A systems perspective, theories of addictions, and optimal development and wellness for the life span will also be reviewed.  
Content Areas: theories, systems, social and cultural diversity, group, helping relationships, human growth and development |
| Knowledge and Skills Outcome Objectives | Upon successful completion of this class students will be able to:  
1. Demonstrate an understanding of the historical growth of professional counseling theories including:  
o seminal, contemporary, addictions, systems, cognitive, affective, and behavioral theories;  
o theories regarding crises, disasters, and other trauma-causing events;  
o theories and models of individual, cultural, couple, family, and community resilience; and  
o 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). |
ISBN# 0840028547  
Portable audiotape recorder and 4 blank audiocassettes STANDARD SIZE NO MINI'S. You must bring your tape recorder and blank cassettes to |
the first class.

To Order Textbooks go to the local website at www.webster.edu/jack and click on Order Textbooks.

Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.

Supplemental Readings:
- Online Library research on selected counseling theories
- Skill-based handouts

Method of Instruction
Modes of instruction will include a combination of learning methods in an effort to meet the needs of the learner. Instructional modes/methods will include experiential group activities, class discussions, lectures, video/audio aids, and oral PowerPoint presentations.

Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100 Points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 Points</td>
</tr>
<tr>
<td>Presentations and/or Projects</td>
<td></td>
</tr>
<tr>
<td>- Audio-tapes</td>
<td>75 Points</td>
</tr>
<tr>
<td>- Student led Chapter discussion</td>
<td>20 Points</td>
</tr>
<tr>
<td>- Tape 1 and 4 comparison analysis</td>
<td>65 Points</td>
</tr>
<tr>
<td>Internet Library Proficiency/written assignment</td>
<td>10 Points</td>
</tr>
<tr>
<td>Class Participation in Skill Practice</td>
<td>20 Points</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>10 Points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>400 Points</td>
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</tbody>
</table>

Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.

<table>
<thead>
<tr>
<th>Percentage of Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%-100%</td>
<td>A</td>
</tr>
<tr>
<td>90%-94%</td>
<td>A-</td>
</tr>
<tr>
<td>88%-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84%-87%</td>
<td>B</td>
</tr>
<tr>
<td>80%-83%</td>
<td>B-</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A/A-</td>
<td>Superior graduate work</td>
</tr>
<tr>
<td>B+/B/B-</td>
<td>Satisfactory graduate work</td>
</tr>
<tr>
<td>C</td>
<td>Marginal work</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory work</td>
</tr>
<tr>
<td>CR</td>
<td>Credit given for practicum/internships</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete work</td>
</tr>
<tr>
<td>ZF</td>
<td>Permanent grade for unfinished incomplete grade which treated as an F</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn from the course</td>
</tr>
</tbody>
</table>

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. 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.

<table>
<thead>
<tr>
<th>Activities</th>
<th>PLEASE NOTE: CLASS REQUIREMENTS DETERMINE YOUR GRADE - THERE WILL BE NO &quot;EXTRA CREDIT&quot; OPPORTUNITIES</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Successful completion of Mid-term, and Final Exams.</td>
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<tr>
<td></td>
<td>• Completion of four audio-taped counseling sessions however only three tapes (25 points each 75 total points ) will be submitted with a response analyses</td>
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<tr>
<td></td>
<td>• Completion of Tape #1 and #4 Comparison of skills.</td>
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<tr>
<td></td>
<td>• Student led discussions of chapter topics</td>
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<tr>
<td></td>
<td>• Attendance in all classes</td>
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<tr>
<td></td>
<td>• Participation in all class discussions and in skill practices</td>
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</table>

Chapter Mid-term and Final Exams:
• Achieve a minimum average of 75% on exams. Exam will cover the chapters, lecture, discussion, and practice session.

Presentations and/or Projects:
• Completion of 4 audio-taped counseling sessions, 30 to 45 minutes in length. Each tape to be accompanied by an in-depth analysis of the counselor's listening and responding skills. Please make 2 (two) copies of each tape analysis, one for the student and one for the professor. The fourth and final tape is to be 1) analyzed as it stands alone, AND 2) compared to the baseline tape as well as each previous tape. Students are to provide an objective assessment (using the listening response scale) of their listening and responding skill competencies. The last class meeting, students will present orally their assessment of skill competencies and next steps. The three audiotapes with analyses provide a maximum of 75 points, (25pts. each). Please note; the tapes are a critical part of this course. Please take them seriously. Counseling of family members is discouraged as well as close friends. It is nearly impossible to remain objective.
Internet Library Proficiency:
Write a five page paper not including the title page or reference page regarding a selected theoretical counseling concept technique from the main chapter readings. Additional information must be retrieved from electronic sources/journal articles located in the university library.) When creating the paper be sure to include an introduction, body of the paper, conclusion and research/in text citations. NOTE: All written papers must be APA formatted.

Questions to address within the written paper are as follows:

- General explanation of the counseling theoretical concepts method
- What researchers mention about the use of such theoretical concept/method
- Population of clients who may benefit from the particular theoretical counseling method
- Usefulness of the learned information

- Evidence of research to be included with commentary presentations and multicultural papers, see scoring above.

Class Participation in Skill Practice:
- Each student is expected to role-play a counselor and a client (with classmates and with the professor) during skill practices. (20 points)

Class Participation and Attendance:
- Students are expected to attend all class sessions of every course for the full 36 contact hours. 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. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. PLEASE NOTE: Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.

- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.

- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.

- Students are to participate in classroom discussions. The discussions are
an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.

- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in no later than one week later, but will be penalized one letter grade in addition to 10% for each day late. Furthermore, late assignments will lower the student's final grade by an additional one point.
- Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.

### Policy Statements: University Policies

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:

#### 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.

#### 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.

#### 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.

<table>
<thead>
<tr>
<th>Course Policies</th>
<th>Course Requirements:</th>
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<tr>
<td>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</td>
<td>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., <strong>what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.</strong> 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, <strong>the student risks a failing grade</strong> in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</td>
</tr>
</tbody>
</table>

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 just as with clients. 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.

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.

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 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.

**Course Contact Hours:**
Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 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 and membership in the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

**DETERMINATION OF GRADES IS BASED 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.

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.

<table>
<thead>
<tr>
<th>Weekly Schedule</th>
<th>Pre-Assignments for Session 1:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Read Chapters 2 -5 in The Corey text: “Before First Class Meeting”</td>
</tr>
<tr>
<td></td>
<td>• Acquire a standard size audiotape recorder and 4 blank audiotapes</td>
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<tr>
<td></td>
<td>Bring to first class</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Class 1</th>
<th>A.M. Session (8-NOON)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THEME: Professional Ethics – Listening Skills and Analysis</td>
</tr>
<tr>
<td></td>
<td>Topics:</td>
</tr>
<tr>
<td></td>
<td>• Read before 1st class meeting Chapters 2 and 3</td>
</tr>
<tr>
<td></td>
<td>• Baseline counseling skills assessment</td>
</tr>
<tr>
<td></td>
<td>• Response analysis for listening and responding skills</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
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</tbody>
</table>
| P.M. (1-5PM)| Session   | **Foundational Theories – Psychoanalytic and Adlerian** | - Discussion of Psychoanalysis and Adlerian therapies and contribution to current therapeutic approaches  
- Practice counseling skills | **Assignments for Class 2:**  
  - Read Chapters 6 -8  
  - Tapes #1 and #2 and analysis due |
|            |           | **Class 2**                      | **A.M. Session (8-NOON)** | **THEME: Existential & Person-centered Theory** | **Topics:**  
  - Discussion of key concepts and skill practice of theories in class  

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Theme</th>
<th>Topics</th>
<th>Assignments for Class 3</th>
</tr>
</thead>
</table>
| P.M. (1-5PM)| Session   | **Gestalt Therapy**             | - Discussion of Gestalt therapy  
- Skill practice  
- Tape #2 and analysis due | **Assignments for Class 3:**  
  - Prepare for mid-term exam on Chapters 2 through 8 and listening skills  
  - Read Chapters 9 -12  
  - Tape #3 and analysis due |
|            |           | **Class 3**                      | **A.M. Session (8-NOON)** | **THEME: Behavioral Therapy & Cognitive Behavioral Therapy** | **Topics:**  
  - Mid-term exam  
  - Cognitive Behavior approaches to therapy and skill practice  

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Theme</th>
<th>Topics</th>
<th>Assignments for Class 4</th>
</tr>
</thead>
</table>
| P.M. (1-5PM)| Session   | **Reality Theory and Feminist Therapy** | - Discuss Reality and Feminist Therapy and skill practice  
- Tape #3 due | **Assignments for Class 4:**  
  - Read Chapters 13-16  
  - Prepare final tape #4 with analysis and comparison between tape #1 and #4 |
| Class 4 | A.M. Session (8-NOON)  
THEME: Post Modern Therapies and Family Systems Approach  
Topics:  
- Discuss Post Modern and Family Systems  
- Skill practice and creating genograms  

| P.M. Session (1-5PM)  
THEME: Integrative Approach to Counseling  
Topics:  
- Discussion of integrating various theories into a personal approach  
- Identify areas of comfort with differing populations and human issues  

| Assignment for Session 9:  
- Prepare for final exam on Chapters 9 -16  |

| Class 5 | A.M. Session (8-NOON)  
THEME: Pulling it all together  
Topics:  
- Discussion and sharing of counseling skill progress from Tape #1 to Tape #4  
- Final Exam  |

Reviewed by: **Dr. Stephanie Vavilala**  
Job Title: Counseling Coordinator  
Date: 4/16/13  
Revised: 4/16/13