

COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
FALL SEMESTER, 2007
PSYC/SCHC7400
COUNSELING THEORY AND PRACTICE
3 HOURS

REQUIRED TEXTBOOK(S)

Corsini, R.J. & Wedding, D. (2005). Current Psychotherapies (7th edition). Belmont, CA: Brooks/Cole.

Hersen, M. & Van Hasselt, V.B. (1998). Basic Interviewing: A Practical Guide for Counselors and Clinicians. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

COURSE DESCRIPTION

Introduction to major therapeutic approaches to counseling and psychotherapy. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for therapeutic intervention. Specific case examples will illustrate applications of theory to professional practice. Prerequisite: Admission to graduate program in department.

M.S. CLINICAL-COUNSELING OBJECTIVES

Students will demonstrate:

4. the ability to prevent psychological problems through alteration of pathological environments and early intervention.
5. appropriate use of interventions at the individual and systems levels.
6. skill in conducting interviews in several formats including intake, diagnostic, crisis, and termination.
7. the integration of information from several sources (e.g., testing, interviews, etc.) in the writing of assessment reports and intervention notes and plans.
9. knowledge and awareness of current issues in the field of psychology and mental health

(e.g., neuropsychological assessment, substance abuse treatment, managed care practice, health psychology, and other relevant issues).

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SCHOOL COUNSELING OUTCOMES

1. Students will apply theories of individual and family development and transitions across the lifespan. (CACREP K.3.a.)
2. Students will apply strategies for facilitating optimum development over the life span. (CACREP K.3.b.)
3. Students will describe counselor and consultant characteristics and behaviors that influence helping processes including age, gender, ethnic differences, verbal and nonverbal behavior, and personal characteristics, orientations and skills. (CACREP K.5.a.)
4. Students will utilize essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, maintain professional boundaries, design intervention strategies, evaluate client outcomes, and successfully terminate the relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. (CACREP K.5.b.)
5. Students will describe counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling consistent with current professional practice in the field and students will begin to develop a personal model of counseling. (CACREP K.5.c.)
6. Students will describe systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling; (CACREP K.5.d.)
7. Students will describe ethical and legal considerations related to the helping relationship.

(CACREP K.5.g.)

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SCHOOL PSYCHOLOGY OUTCOMES

2.4 School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.7 School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

2.9 School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

COURSE OBJECTIVES

1. Students will be able to articulate the basic theories underlying and techniques utilized in the therapies reviewed in class.
2. Students will be able to demonstrate a basic understanding of current ethical and legal issues in psychotherapy.

COURSE EVALUATION (related to objectives and activities)

Exams: There will be three exams, each worth 20% of your grade. These exams will consist of essay and short-answer questions to reflect material discussed in class and appearing in the assigned reading. Missing an exam for any reason deemed avoidable by the instructor will result in failure of the course.

Paper: You are required to write a 12-15 page paper for this course on a topic in psychotherapy, to be selected by the student with consultation from the instructor. This paper will be worth 20% of your course grade and should reflect a balance of information gleaned from library research and personal views on the topic discussed. APA style is expected. You can request sources unavailable in the library through interlibrary loan, now available over the World Wide Web at the following address: <http://books.valdosta.edu/ssncheck.html>

Written Case Study: Students are required to write an original, fictional case study based on one of the approaches covered in class. The study should be typed, 5-10 pages, including the following information: demographic information on the client, presenting problem(s), conceptualization of the case from the selected theoretical approach, a treatment plan including goals and how they are addressed, at least one sample interaction between the therapist and client, treatment progress including how therapeutic issues are addressed, and future directions or issues in this client's treatment. Case studies are to be turned in during the last class period.

Please note: School Counseling students are required to address academic difficulties in at least one of the two major assignments (paper or written case study).

Grading Criteria:

Exam 1:	20%
Exam 2:	20%
Exam 3:	20%
Paper:	22.5%
Written Case Study:	17.5%

ATTENDANCE POLICY

VSU policy requires class attendance. You will be expected to attend all class sessions unless outstanding and demonstrable circumstances arise. Unexcused absences and/or repeated late attendance will result in a penalty of one percentage point deducted from course average per hour of class missed without an excuse deemed acceptable by the instructor. In accordance with VSU policy, missing greater than 20% of in-class time will result in an automatic failure of the course.

CELL PHONE/TECHNOLOGY POLICY

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in bookbags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time.

PLAGIARISM AND CHEATING POLICY:

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

First Offense: The student will earn the letter grade of "F" for the course.

Second Offense: The student will earn the letter grade of "F" for the course, and further appropriate action involving referral of the matter (with documentation) to the appropriate university officials within the administrative structure will be taken.

If you are unclear about what constitutes plagiarism, I recommend you review the following web site:http://www.valdosta.edu/~cbarnbau/personal/teaching_MISC/plagiarism.htm

SPECIAL NEEDS STATEMENT

Valdosta State University, in accordance with the Americans with Disabilities Act, will make arrangements for students who require special assistance due to a disability. If you require some assistance, do not hesitate to make me aware of it. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

INSTRUCTOR

David Wasieleski, Ph.D.

#306 Regional Center for Continuing Education

Phone: 333-5620

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<http://chiron.valdosta.edu/dtwasieleski>

Office hours:

MWF 9:30-11:00 am

MW 1:00-5:00

(Available at other times by appointment)

COURSE SCHEDULE

8/13 C&W Chapter 1: Introduction
H&V Chapters 1 & 2: General Issues and Beginning the Interview

8/20 C&W Chapter 2: Psychoanalysis

8/27 Chapter 9: Dealing with Defensiveness
C&W Chapter 3: Adlerian Psychotherapy

9/10 H&V Chapter 3: Rapport, Empathy, and Reflection
C&W Chapter 5: Person-Centered Psychotherapy

9/17 **Exam 1**

9/24 H&V Chapter 13: Identifying Targets for Treatment
C&W Chapter 7: Behavior Therapy

10/1 C&W Chapter 7: Behavior Therapy
H&V Chapter 10: Dealing with the Overtalkative Client

10/8 C&W Chapter 6: Rational-Emotive Behavior Therapy

10/22 C&W Chapter 8: Cognitive Therapy

10/29 **Exam 2**

11/5 Outside chapter: Reality Therapy

11/12 C&W Chapter 10: Gestalt Therapy

11/19 Chapter 11: Multimodal Therapy
Paper Due

11/26 Chapter 12: Family Therapy

12/3 Chapter 12: Family Therapy
Written Case Study Due

Final Exam: Friday, December 7, 2007, 7:15-10:00 p.m.***time/day subject to change

<u>Program</u>	<u>Course</u>	<u>Program Outcome</u>	<u>Activity</u>	<u>Assessment</u>
M.S. Clinical-Counseling Psychology Degree	Counseling Theories and Practice (PSYC 7400)	4. The ability to prevent psychological problems through alteration of pathological environments and early intervention.	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
		5. Appropriate use of interventions at the individual and systems levels.	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
		6. Skill in conducting interviews in several formats including intake, diagnostic, crisis, and termination.	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
		7. The integration of information from several sources (e.g., testing, interviews, etc.) in the writing of assessment reports and intervention notes and plans.	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
		9. knowledge and awareness of current issues in the field of psychology and mental health (e.g., neuropsychological assessment, substance abuse treatment, managed care practice, health psychology, and other relevant issues).	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
M.Ed. and Ed.S. Programs in School Counseling	Counseling Theories and Practice (PSYC 7400)	<p>SCCO-C Human Growth and Development</p> <p>3. Students will apply theories of individual and family development and transitions across the lifespan (SCCO3.a.)</p>	Lecture Discussion Videos Assigned text readings	

SCCO-C Human Growth and Development	Lecture	Exam 1 (essay and short answer)
	Discussion	
4. Students will apply strategies for facilitating optimum development over the life span	Videos	Exam 2 (essay and short answer)
	Assigned text readings	Exam 3 (essay and short answer)
		Paper on treatment usage
		Original Case Study on demonstrating the use of one counseling approach
SCCO-E Helping Relationships	Lecture	Exam 1 (essay and short answer)
1. Students will describe counselor and consultant characteristics and behaviors that influence helping processes including age, gender, ethnic differences, verbal and nonverbal behavior, and personal characteristics, orientations and skills. (CACREP 5.a)	Discussion	Exam 2 (essay and short answer)
	Videos	
	Assigned text readings	Paper on treatment usage
		Original Case Study on demonstrating the use of one counseling approach
SCCO-E Helping Relationships	Lecture	Exam 1 (essay and short answer)
Students will utilize essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, maintain professional boundaries, design intervention strategies, evaluate client outcomes, and successfully terminate the relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor	Discussion	Exam 3 (essay and short answer)
	Assigned text readings	Paper on treatment usage
		Original Case Study on demonstrating the use of one counseling approach

maintains appropriate professional boundaries.

(CACREP 5.b)

<p>SCCO-E Helping Relationships</p> <p>3. Students will describe counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling consistent with current professional practice in the field and students will begin to develop a personal model of counseling; (CACREP 5.c)</p> <p>SCCO-E Helping Relationships</p> <p>4. Students will describe systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rational for selecting family and other systems theories as appropriate modalities for family assessment and counseling; (CACREP 5.d)</p> <p>SCCO-E Helping Relationships</p> <p>6. Students will describe ethical</p>	<p>Lecture</p> <p>Discussion</p> <p>Videos</p> <p>Assigned text readings</p> <p>Lecture</p> <p>Discussion</p> <p>Assigned text readings</p> <p>Lecture</p>	<p>Exam 1 (essay and short answer)</p> <p>Exam 2 (essay and short answer)</p> <p>Exam 3 (essay and short answer)</p> <p>Paper on treatment usage</p> <p>Summary of existing case study</p> <p>Original Case Study on demonstrating the use of one counseling approach</p> <p>Exam 3 (essay and short answer)</p> <p>Summary of existing case study</p> <p>Exam 1 (essay and short answer)</p>
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		and legal considerations related to the helping relationship. (CACREP 5.f.)	Discussion Assigned text readings	Paper on treatment usage
Ed.S. Program in School Psychology	Counseling Theories and Practice (PSYC 7400)	2.4 School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
		2.7 School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
		2.9 School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.

and program evaluations for
improvement of services.