PSYCHOLOGY 46
FALL 2004

Instructor: Elizabeth Maloney, Ed.D  
Office: Holt 417
Class Hours: Tuesday 12:30-3:30p.m.  
Office Phone: 954-5765
Holt 245

Catalog Description: Basic skills for effective one-to-one counseling in human service programs through discussion and simulated counseling situations. Participants examine own counseling style and identify needed modifications with the assistance of instructor and peers (CSU).

Required Text:

General Aims:
1. To understand the general aims and purposes of counseling.
2. To gain knowledge of the basic skills used in individual counseling.
3. To gain an understanding of processes which may be used to bring about healthy changes.
4. To learn about theoretical orientations.

Specific Objectives:
1. Students will develop knowledge of communication skills basic to counseling.
2. Students will learn about ethical issues and their importance to the helping relationship.
3. Students will gain knowledge about theoretical orientations and their role in the choice of techniques used in the helping relationship.

Obligations of the Student:
1. Read scheduled chapters ahead of class and be knowledgeable and prepared to discuss and take quizzes on the material.
2. Participate in class discussions, exercises and group activities.
3. Complete required tests, quizzes, group projects and assignments on time. No make-up or late work will be accepted.
4. Please make sure you put your name and the class time on your papers.
5. Give your full attention to the instructor or student who is speaking: DO NOT talk or have side-conversations during lecture.
6. Be on time for class and do not leave early. The class is over when you are excused by the instructor. Please do not slam notebooks shut and look ready to leave, as this is most distracting.
7. You are responsible for all materials presented and assignments made during an absence. Please do not call or e-mail the instructor to ask for complete content that you have missed. Find a Study Buddy or two in class that you can call and get the notes from.
8. It is expected that you make full use of the Student Manual for Theory and Practice of Counseling and Psychotherapy. In addition to reading and studying the chapters in the textbook, this manual provides self-inventories for each therapy approach, discussion questions, a concise summary of the basic points of each theory, practical exercises and activities, cast studies, and other open-ended situations for you to consider. After you have thoroughly studied the textbook, take the self-tests in the manual and score them to determine your level of mastery of the material. These will be most helpful in reviewing for examinations.
9. Come to class with an open frame of mind and be willing to take some risks. This course is designed as a beginning survey of counseling theory and practice. Thus, as an introductory course, you are not expected to have counseling experience. Don’t allow your self to be intimidated. Hopefully, you will challenge your fears and push yourself to become an active and involved participant.

10. **Respect confidentiality!** Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. It is expected that anyone who participates in a demonstration of either and individual session or a group session in this course will have his or her confidentiality respected. Please do not tape record any lectures, discussions, or demonstrations. Tape recording parts of class sessions could well pose problems with respect to confidentiality and privacy.

**Required Assignments:**

**Papers:** All papers must be typewritten, proofread, double-spaced, and are expected to show evidence of clear thought. Papers must be in APA style. No late papers will be accepted.

**Paper #1: Preliminary Position Paper (50 points)**
Students are asked to write two to three pages (double-spaced) describing their view of human nature and their beliefs about change and growth (e.g., Do humans have the capacity to change? What contributes to change? How do counselors facilitate the process of change?). Include all headings in the paper.

**Paper #2: Integrative (100 points)**
Write an integrative paper that articulates your personal theoretical orientation to counseling. Your paper should deal with aspects such as:
- key concepts of your approach
- view of your role as therapist
- therapeutic goals
- relationship issues
- central techniques and methods
Address specific issues as outlined in the textbook, especially Chapters 13 and 14. This particular essay should be 3 to 5 pages in length and you should attempt to integrate as many concepts and techniques as you can based upon several of the counseling models. This paper needs at least 3 references.

**Paper #3: Theoretical Orientation (100 points)**
1. Answer the following four questions for each of these theoretical orientations
   1. Person centered – Carl Rogers
   2. Psychoanalytic – Sigmund Freud
   3. R.E.T. – Albert Ellis
   a. What is their definition of the term ‘mental illness’?
   b. What is their concept of cure, that is, how is the patient who has successfully completed treatment going to be different?
c. What behaviors should the effective therapist in each of these systems exhibit in the therapy session?

d. What are the strengths & weaknesses of each orientation?

2. A client comes to see you. After giving a description of the problem and the attempts that have been made for a solution the client says to you, “Well, what do you suggest?”

   a. Analyze dynamics of this situation
   b. How would you respond?

Guidelines: Your paper should be 4 pages; computer printed and double-spaced. A response in outline format rather than as an essay would be preferred. Specify the question you are answering, e.g. 1a, 1b, 1c, 1d, 2a, … 4a, 4b. Check spelling and grammar. If you are using a computer, font size 12 is recommended. Reference material used should be listed and documented.

Suggestions and Guidelines for Writing Papers:

1. Quality writing skills.
   • Write directly and informally, yet write in standard English.
   • I encourage you to use personal examples and to support your points with these examples when appropriate.
   • Make sure your essays reflect college-level writing skills.
     ▪ use complete sentences
     ▪ develop your paragraphs
     ▪ check your spelling
     ▪ put together a paper that reflects quality
   • You might ask someone to proof read your paper
   • It is essential that you keep strictly within the established page limitations.
   • APA format

2. Use of examples. In developing your ideas, use clear examples to illustrate your point. Draw upon personal examples, use cases, and apply theoretical concepts to practical settings. Tie your examples into the point you are making – but avoid too many details or getting lost in the personal example.

3. Creativity and depth of thinking. Write a paper that reflects your own uniqueness and ideas – rather than merely giving a summary of the material in the book.
   • Do not make your papers mere summaries, rather focus on a clear position that you take on a specific question or issue.
   • Approach the material in an original way.
   • Focus on a particular issue or topic that you find personally significant. Since you have a choice in what aspect to focus on, select an aspect of a problem that will allow you to express your beliefs.
   • Show depth in expanding on your thoughts.
Exams:

- Type: Exams will have 45 multiple choice questions in three forms; factual, applied and conceptual. There will also be short answer or essay questions. Each exam is worth 100 points.

- Coverage: Exams will cover anywhere from two to four chapters from the text, lectures, and films. There is not enough lecture time to cover the chapters completely. You will, unless instructed otherwise, be responsible for the entire content of assigned chapters.

- Dates: Exams must be taken on designated dates and times. They may not be taken late. No make-up are available.

- Final Exam: There will be a comprehensive final. Please see your Delta Schedule of Classes. We will follow the finals schedule listed therein.

Attendance:

- YOU MUST ATTEND ALL CLASSES! The only excused absence may be a field trip or legal excuse and this must be verified by a field trip card or summons provided to the instructor.

- Excessive absences may lead to being dropped. It is the student’s responsibility to keep track of absences.

- If you choose to drop the course it is the student’s responsibility to file the necessary paperwork within the given deadlines.

Grades:

- The total number of points earned throughout the semester determines final grades. Minimum requirements for grades are based on the following:

  - 90% - 100% = A
  - 80% - 89% = B
  - 70% - 79% = C
  - 60% - 69% = D
  - 0% - 59% = F

  THERE ARE NO MAKE-UP TESTS NOR ARE LATE PAPERS ACCEPTED REGARDLESS OF THE REASON; GREAT OR POOR! PLEASE DO NOT ASK FOR SPECIAL TREATMENT REGARDING THE FOREGOING.

Conduct:

In joining the academic community the student enjoys the right of freedom to learn and shares responsibility in exercising this freedom. The principle of personal honor are the basis for student conduct. The honor system rests on the sincere belief that the college student is mature and self-respecting, and can be relied upon to act as a responsible and ethical member of society. Each individual has the obligation to observe the College’s code of rules and regulations, including the following.
PLEASE:

• Respect all students and the Instructor. Be courteous to people with different perspectives and values. Disrespect or discourtesy are grounds for dismissal from class on a day-to-day basis.

• Arrive on time. Late people disrupt the lectures. If you do come late, do so quietly and go directly to your seat. Do not interrupt the lecture to get copies of handouts, wait until the end of the class session. Do not talk to others if the instructor is lecturing and do not walk up to turn in assignments because they will already be late. Habitual late comers will be counted absent and may be dropped. Time for tests beyond the regular class hours will not be given to late arrivals.

• Turn off all cell phones, pagers, or watches so they don’t go off in class. Leave the room and do not return until the next class if you must answer your phone or pager. Notify the instructor of emergency situations before class.

• Do not bring children to class. Many lectures are designed for adults only.

• Cheating and plagiarism are prohibited. It is the student’s responsibility to remain above suspicion by not talking during exams, looking in the direction of others taking exams, using cheat sheets or copying other’s work, including homework. Report anyone using your work to avoid being implicated. Judgment of violation of any of these criteria belongs solely to the instructor. Proof of cheating is not required. Suspicion is enough for the following sanctions:

  1. Forfeiture of points and/or grade on that test or assignment.
  2. Zero points will count toward student’s final grade but all points possible are counted.
  3. Automatic suspension from class until meeting with the instructor.
  4. The Vice President of Student Services may be petitioned for a three-session suspension.

Do not ask for exceptions to the policies in this information outline. They are unfair to others.

Note: Violation of any of these rules is cause for immediate dismissal and suspension from class. The instructor may suspend students on a day to day basis and require them to meet with the instructor prior to allowing them to return to class.

**Plagiarism:**
Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own work. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the college.

**Office Hours:**
Please note, my office is on the fourth floor of Holt, and I am rarely there. Please call first to avoid an unnecessary inconvenience for yourself. I can be available by appointment if you need to see me.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>Overview of the Counseling Profession</td>
</tr>
<tr>
<td></td>
<td>The Healthy Self</td>
</tr>
<tr>
<td></td>
<td>Characteristics of Effective Counselors and Ineffective Counselors</td>
</tr>
<tr>
<td></td>
<td>Respecting Differences in People</td>
</tr>
<tr>
<td></td>
<td>Skills for Interviewing and Counseling</td>
</tr>
<tr>
<td></td>
<td>Reading: Corey, Chapter 1; Corey Manual Chapter 1</td>
</tr>
<tr>
<td>8/24</td>
<td><strong>Preposition Paper Due – Paper #1</strong></td>
</tr>
<tr>
<td></td>
<td>Professional Issues in the Counseling Profession</td>
</tr>
<tr>
<td></td>
<td>Ethical Issues in the Practice of Counseling</td>
</tr>
<tr>
<td></td>
<td>Legal Issues in the Practice of Counseling</td>
</tr>
<tr>
<td></td>
<td>Roles and Functions</td>
</tr>
<tr>
<td></td>
<td>Relationships and Boundaries</td>
</tr>
<tr>
<td></td>
<td>Reading: Corey, Chapters 2-3; Corey Manual Chapters 2-3</td>
</tr>
<tr>
<td>8/31</td>
<td>Defining Consultation (History, Stages, Models, Application of Models)</td>
</tr>
<tr>
<td></td>
<td>The Counselor as Consultant</td>
</tr>
<tr>
<td></td>
<td>Your Personal Consultation Model</td>
</tr>
<tr>
<td></td>
<td>Reading: Corey, Chapter 15 and skim 14; Corey Manual Chapter 15</td>
</tr>
<tr>
<td>9/7</td>
<td>Diverse Needs of Clients</td>
</tr>
<tr>
<td></td>
<td>The Role of Theories in the Practice of Counseling</td>
</tr>
<tr>
<td></td>
<td>Reading: Corey, Chapter 4; Corey Manual Chapter 4</td>
</tr>
<tr>
<td>9/14</td>
<td><strong>TEST #1</strong></td>
</tr>
<tr>
<td></td>
<td>Psychoanalytic Theory Approach to Counseling</td>
</tr>
<tr>
<td></td>
<td>Reading: Corey, Chapter 5; Corey Manual Chapter 5</td>
</tr>
<tr>
<td>9/21</td>
<td>Adlerian Theory/Approach to Counseling</td>
</tr>
<tr>
<td></td>
<td>Reading: Corey, Chapter 6; Corey Manual 6</td>
</tr>
<tr>
<td>9/28</td>
<td>Existential Theory/Approach to Counseling</td>
</tr>
<tr>
<td>10/5</td>
<td>Reading: Corey, Chapter 7; Corey Manual 7</td>
</tr>
<tr>
<td>10/12</td>
<td><strong>TEST #2</strong></td>
</tr>
<tr>
<td></td>
<td>Person-Centered Theory/Approach to Counseling</td>
</tr>
<tr>
<td></td>
<td>Reading: Corey, Chapter 8; Corey Manual 8</td>
</tr>
</tbody>
</table>
10/19  **Paper #2**
Gestalt Theory/Approach to Counseling
Reading: Corey, Chapter 9; Corey Manual 9

10/26  Reality Therapy
Reading: Corey, Chapter 10, 14; Corey Manual 10,14

11/7  Behavior Theories/Approaches to Counseling
Reading: Corey, Chapter 11; Corey Manual 11

11/14  **TEST #3**
Reading: Corey, Chapter 12; Corey Manual 12

11/21  Cognitive-Behavior Theories/Approaches to Counseling
Theory Building/Integration
Reading: Corey, Chapter 13, 15; Corey Manual 13, 15

11/28  **Paper #3 Due**
Family Systems and Integrated Approaches to Counseling
Web Counseling and Technology in Counseling
Application of Theories to Consultation
Reading: Corey, Chapter 16; Corey Manual 16

12/7  Review

12/14  **FINAL**