
CHICAGO STATE UNIVERSITY

I. Psychology 5640.51 (416) Counseling Theories and Ethics Fall 2009

II. Instructor:

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III. Attendance policy

Attendance for this on-line course is measured by your timely participation in the discussion boards at least two times a week, as well as submitting assignments and taking tests on time. The class will have regular assignment due dates that must be met. All assignments are individual and not group projects. Students must only submit their own personal work. This is NOT an independent study format where one works at their own pace. Class assignments will be completed at the www.csu.edu online learning Blackboard system. Other course information, e-mail, and course discussions will also utilize the CSU online learning Blackboard site at www.csu.edu. You will need to check the course materials, documents, and announcements at least twice a week on the CSU Blackboard, as well as regularly checking your csu e-mail. All e-mails will use the csu e-mail system only, so be sure you know your password.

Points will be deducted from your final grade, if you do not contribute to class discussions at least twice a week or if assignments or tests are not completed at the due date. You will not be able to submit assignments or test past the due date, so please inform the instructor if you are unable to meet deadlines for any reason (including illness or family emergency as well as any technical problems). Students may be dropped from the course if they do not participate in the class for two weeks (starting with the second week of class 8/31-9/6/09), following University policy. Please note: It is the student's responsibility to drop this course, if necessary.

IV. ADA Policy

Students with diagnosed learning disabilities, or physical disabilities that interfere with learning, are strongly urged to register each semester with the CSU abilities office (SUB 190, x4410). Services may be requested at any time but are not retroactive. The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office: (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisites

Psych 5600(406) or 5611(411) or concurrent enrollment in the same and admission to the Master's Degree Program.

VI. Course Description

Major theories, principles, ethical concerns and techniques of counseling. Introduction to Afro-centric and other theoretical models and exploration of techniques for children, adolescents and special populations.

VII. Conceptual Framework

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VIII. Methods of Instruction

This course utilizes the CSU online learning blackboard system (located at www.csu.edu) to provide access to online powerpoint lectures, tutorial quizzes, videotaped examples of the application of different counseling theories, review of documents and written response to these examples, and class discussion via Discussion Board, writing assignments (e.g., research paper, which requires the integration of current evidence-based practice research of counseling theories) and other on-line experiences to provide students with an understanding and mastery of counseling theories and ethics, as well as the application of both in the counseling setting.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard, open attachments, and conduct a library search online. The research paper will be submitted through the tunitin antiplagiarism program that is located within blackboard. The course relies completely on blackboard to make announcements, post lecture notes, and assignments. Email messages will be frequently sent to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, contact Academic Computing for assistance with having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. *Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.*
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. *Students will demonstrate a professional orientation and knowledge of professional and ethical issues.*
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.
8. Students will be prepared for employment as a counselor.

9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. Course Objectives: Knowledge and Student Outcome Measures

1. To provide the opportunity to examine the major individual counseling, family counseling and other systemic theories in the framework of one's own personal background, values, personality traits and professional goals.
2. To acquire knowledge of the essential concepts of a variety of contrasting theoretical models underlying the various counseling approaches.
3. To develop the ability to apply the above knowledge to specific professional counseling situations.
4. To clarify personal values and philosophy of counseling as a professional.
5. To identify, adhere to and appropriately apply ethical and legal issues in the field of professional counseling.
6. To understand counseling supervision models, practices, and processes.
7. To understand the ethical standards of professional organizations and credentialing bodies.
8. To examine counselor characteristics and behaviors that influence helping processes.
9. To understand and learn to appropriately apply evidence-based practice research.

Course Objectives and Assessments/Student Outcome Measures:

Course Objectives	Measures of Outcomes	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health
1. To provide the opportunity to examine the major individual counseling, family counseling and other systemic theories in the framework of one's own personal background, values, personality traits and professional goals.	Reading, discussions, assignments, research paper, exams	CACREP= 5d, 5e CMH = A5
2. To acquire knowledge of the essential concepts of a variety of contrasting theoretical (and personality development) models underlying the various counseling approaches.	Reading, discussions, assignments, research paper, exams	CACREP = 3b, 5d, 5e
3. To develop the ability to apply the above knowledge to specific professional counseling situations.	Reading, discussions, assignments, exams	CACREP=
4. To clarify values and philosophy of counseling as a professional.	Reading, discussions, assignments, exams	CACREP=
5. To identify, adhere to and appropriately apply ethical and legal issues in the field of professional counseling.	Reading, discussions, assignments, exams	CACREP= lj CMH = B1
6. To understand counseling supervision models, practices, and processes.	Reading, discussions, assignments, exams	CACREP = 1e CMH = A5

7. To understand the ethical standards of professional organizations and credentialing bodies.	Reading, discussions, assignments, exams	CACREP = 1j
8. To examine counselor characteristics and behaviors that influence helping processes.	Reading, discussions, exams	CACREP = 5b
9. To understand and learn to appropriately apply evidence-based practice research.	Reading, discussions, research paper, exams	CACREP = 8e

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards
<<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP)
<<http://www.cacrep.org>>

XI. Grading Policy:

- A = 90-100%
- B = 80-89
- C = 70-79
- F = 69-below

Evaluation Criteria and Procedures

Your overall grade for the course is determined by the following criteria:

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|----|---|-----------|
| 1. | Class participation in online course discussion | 5 points |
| 2. | Chapter quizzes | 5 points |
| 2. | Research Paper | 30 points |
| 3. | Midterm Essay Exam | 30 points |
| 4. | Final Essay Exam | 30 points |

Total **100 points**

Explanation of Assignments

Readings and Discussion Board:

Students are expected to read the weekly assigned readings (in the Corey text and other assigned readings), Powerpoint lectures, and review related postings in the Course Documents Section on www.csu.edu blackboard website. There may also be assignments in the Assignment and External Links section of blackboard. Class discussions based on the assigned readings and assignments will be posted on the Discussion Board Section of the blackboard website. Contributions to the discussion board should be made at least twice a week. All students are expected to contribute questions, comments, observations, personal views, and relevant experiences to the online discussions. The depth and evidence of familiarity of readings will be assessed for the class participation grade.

Tutorial Quizzes:

You will also be asked to go to the site for your text book to complete tutorial quizzes and other activities. You can get to this section by going to:

<http://www.cengage.com/highered>

On this page, click on Humanities and Social Sciences. On that page, click on Counseling. From the next page, click on Theories. You will next be on a page with several texts. Go to the sections for our textbook (Corey, 8th Edition) and click on the Student Companion tab. Bookmark that page so you can go right to it. Here you will find Tutorial Quizzes. Students need to take the chapter quizzes by the due date and send the results to the instructor.

Additional Assignments:

You may also be directed for some assignments to click on the Instructor Companion Site as well as using the Access Code and CD that came with your text. You are expected to watch all of the “Stan” videos related to each chapter and complete the activities as well.

Midterm/Final Exam: The format of the midterm and final exam will be short essay questions, which focus on topics and material presented in class and from required readings. Although the lecture and textbook may overlap to a great extent, some material presented in the lecture is not covered in the required readings. These must be e-mailed to the professor at lbicknel@csu.edu by the due date and time listed on this syllabus.

Research Paper:

Student scholars are required to complete a review of literature on a theory of their choice. The topic must be specific in nature and approved by your professor. The paper should be at least 10 pages in length (12 point font), typed, doubled-space, and in APA format. The paper must reference literature and specifically evidence-based outcome research related to the chose theory from refereed journals dating 1995 or later. At least twelve references must be used for the paper. Copies of the 12 article references must be handed in with the paper and may not be returned. In addition to at least 12 journal articles, other references may be cited as noted below. References should address the general theory as well as strategies/interventions, appropriate clinical populations, and data relating to impact of theory applied to specific populations. **5% will be deducted each day the paper is late.**

Topic: Have a very specifically defined **topic approved by the professor by the fourth week of class on September 20, 2009.**

Outline and References: Develop an outline and locate at least five appropriate references for the paper. For the final paper, you will need a total of at least 12 references. At least 10 of these must be from psychological journals. Talk to the CSU reference librarian about how to identify journals and access full-text journals from a computer. You may NOT use web sites for references unless they represent a journal, psychological association, NIMH, or similar reputable sites. All sources used in the paper must include references citations for the information presented. When in doubt, have your instructor approve anything from a website. **The outline and first five references are due in class by October 19, 2009.**

Recommended Generic Paper Outline (individualize to your theory)

I. Introduction (Overview of paper topics)

II. Basic Essential Concepts of the Theory (include concepts and terms as well as ideas such as: view of humanity, free-will vs. determinism, primarily conscious or unconscious, role of therapist and client, etc.)

III. The Therapeutic Process (Strategies and Techniques of the Theory)

IV. Uses of Theory and Supporting Outcome Research (Does research support the use of this theory? What does meta-analysis say about this theoretical approach? Is this theory found to be effective

with specific populations (if so, which ones)? Are their populations for which this theory is not recommended (either cultures/ethnicities or specific diagnoses)?

V. Summary

Note: Parts II. and III. can come from books that summarize the theory as well as some articles. Part IV. must come from journal articles. Don't use websites unless pre-approved by instructor.

What this paper is NOT –

- A history of theory development (severely limit the inclusion of history)
- Your personal opinion about the theory – instead cite supporting or nonsupporting research
- A limited application to one population or diagnosis – make sure you include an overview of the entire theory

Suggestions to make this easier:

- Choose a well-developed theory like the ones in your text
- Use books to help you address I and II in the above outline, with journal articles used to write III
- Find a meta-analysis and comprehensive literature review journal article on your theory to help you summarize the research. Don't simply use articles that address only one study. They are too hard to summarize.

Examples of Acceptable Journal Titles:

Adultspan Journal
Counselor Education and Supervision
Journal of Abnormal Psychology
Journal of Abnormal Child Psychology
Journal of Clinical Psychology
Journal of College Counseling
Journal of Counseling and Development
Journal of Behavior
Journal of Counseling Psychology
Journal of Multicultural Counseling and Development
Journal of Substance Abuse
Journal of Addiction
The Journal of Addictions and Offender Counseling
Measurement and Evaluation in Counseling and Development

Style: The paper should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library. All parts of the paper should be double-spaced. Websites with information about APA style are:

<http://webster.comnet.edu/apa/index.htm>

<http://www.uwsp.edu/psych/apa4b.htm>

<http://www.wooster.edu/psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published:

<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Plagiarism: One significant misconception that students have is that rewriting something is not plagiarism, because “they are putting it in their own words.” However, if the source is not officially acknowledged, IT IS PLAGIARISM. Copying and pasting actually only accounts for small percentage of plagiarism. The majority of plagiarism is a result of text manipulation. Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things.

For examples, all of the following are considered plagiarism.

Copying and pasting text from on-line media, such as encyclopedias.

Copying and pasting text from any web site.

Transcribing text from any printed material, such as books, magazines, journals, encyclopedia, and newspapers.

Simply modifying text from any of the sources is plagiarism. For example, replacing a few words, using a thesaurus does not constitute original work.

Using another student’s work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.

Any time you quote, summarize, or paraphrase; you must acknowledge the original source. Even if you summarize or paraphrase, you must acknowledge the original source, if you do not directly credit your sources through a citation you are plagiarizing.

The above information on plagiarism was taken from the following website. Please refer to this website for more information on plagiarism.

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

Cheating/Plagiarism:

A grade of F will be given on any exam or assignments in which a student cheats. A student who is guilty of copying will receive a grade of “F” on that assignment by the instructor. The university policy for plagiarism will be enforced.

NOTE: To assist in the identification of plagiarism, the research papers will be submitted to Turn-it-in through the CSU Blackboard section for this class. Turn-it-in identifies sections of papers that are taken directly from sources. Appropriate citations are needed for all such sections or the paper will be considered plagiarized.

The professor will review all typed **rough drafts that are appropriately referenced and submitted to turnitin no later than 11:30 PM on November 5, 2009.** Early submission allows you to receive feedback to improve your paper and grade.

The final paper is due to be submitted to turnitin on November 22, 2009 by 11:30 PM. NO late papers will be accepted.

XII. Required Texts:

Corey, G. (2008). *8th Edition. Theory and Practice of Counseling and Psychotherapy.*
New York, Wadsworth, Cengage Learning

Supplemental Texts:

Corey, G. & Corey, M. (2003). *6TH Edition. Issues and Ethics in the Helping Professions.*

XIII. Required Reading : Various articles posted on the www.csu.edu website.

XIV. Bibliography

- Altman, N. (2008). Psychoanalytic therapy. In J. Frew & M.D. Spiegler (Eds.). *Contemporary psychotherapies for a diverse world* (pp. 42-92). Boston: Lahaska Press.
- Anderson, S.A., Sabatelli, R. M. (2006). *Family Interaction: a multigenerational developmental perspective, 4th Ed.*. Boston, MA: Allyn and Bacon.
- Becvar, D. (2005). Family therapy: A systemic integration, 6th Ed. Boston: Allyn and Bacon.
- Binger, J. J. (Ed.). (2006). *An introduction to GLBT family studies*. Binghamton, NY: Haworth.
- Bitter, J. R. (2009). Theory and Practice of Family Therapy and Counseling w/ DVD. Florence, KY: Cengage/Brooks Cole.
- Cukrowicz, K.C., White, B.A., Rweitzel, L. R., Burns, A.B., Driscoll, K.A., Kemper, T.S., & Joiner, T.E. (2005) Improved treatment outcome associated with the shift to empirically supported treatments in a graduate training clinic. *Professional Psychology: Research and Practice, 36* (3), 330-337.
- Franklin, N. B. (2003). *Black families in therapy: A multisystems approach, 2nd Ed.* New York, NY: Guilford Press.
- Gladding, S. T. (2006). *Family therapy: History, theory and practice.* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Goldenberg, I. & Goldenberg, H. (2007). Family Therapy: An Overview (7th Ed.). Belmont, CA: Brooks/Cole Publishing Company.
- Hackney, H.L. & Corimier, L.S. (2001). *The professional counselor, a process guide to helping, 4th edition.* Boston, MA: Allen & Bacon.
- Hess, A. K., Hess, K. D., Hess, T. H. (Eds.). (2008). *Psychotherapy supervision: Theory, research, and practice, 2nd Ed.* Hoboken, NJ: Wiley
- Howatt, W.A. (2000). *The human services toolbox.* Pacific Grove, CA: Brooks/Cole.
- Jacobs, E. (1992). *Creative Counseling techniques: An illustrated guide.* Odessa, FL: Psychological Assessment Resources, Inc.
- Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents.* New York: Guilford Press.
- Levenson, H. (2007). Time-limited dynamic psychotherapy. In A. B. Rochlen (Ed.), *Applying counseling theories: An online case-based approach* (pp.75-90). Upper Saddle River, NJ: Pearson Prentice Hall.
- MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations.* Pacific Grove, CA: Brooks/Cole.
- Murphy, B.C. & Dillon C. (1998). *Interviewing in action: process and practice.* Pacific Grove, CA: Brooks/Cole.
- Norcross, J.C. (2002a). Empirically supported therapy relationships. In J.C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patient needs* (3 – 16). New York: Oxford University Press.
- Ober, A. M., Granello, D. H., & Henfield, M. S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision, 48*, (3), 204 – 221.
- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services.* New York: Oxford Press.
- Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling.* Upper Saddle River, N.J: Prentice-Hall.
- Seligman, L. (2004). *Diagnosis and treatment planning in counseling, 3rd edition.* New York, NY: Human Resources Press.
- Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision, 48*, (1), 61 – 71.
- Stout, C. E., & Hayes, R.A. (Eds.). (2005). *The evidence-based practice methods, models, and tools for mental health professionals.* Hoboken, NJ: Wiley.
- Tyber, E. (1997). *Interpersonal process in psychotherapy: A relational approach. Third Edition.* Pacific Grove, CA: Brooks/Cole.
- Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples.* Cambridge, UK: Cambridge University Press.
- Young, M.E. (2008). *Learning the art of helping: Building blocks and techniques, 4th Ed.* Columbus, OH: Merrill/Prentice Hall.

XV. Course Calendar and Content Areas

Week	Topic: Readings and Other Assignments	Assignment/Assessment with Due Date/Session
1 8/24-30	Course Orientation	Obtain text and csu e-mail and learn how to use CSU Blackboard and the Student Companion Site for your text at Cengage
2 8/31 -9/6	Introduction and Overview Using research to inform evidence-based practice	Chapter 1 Take Chap. 1 quiz by 11:30 PM on 9/14
3 9/7-13	The Counselor: Person and Professional Counselor characteristics that influence helping processes	Chapter 2 Take Chap. 2 quiz by 11:30 PM on 9/17
4 9/14-20	Ethical Issues in Counseling Ethical standards of professional organizations and credentialing bodies; applications of ethical and legal considerations in professional counseling	Chapter 3 Take Chap. 3 quiz by 11:30 PM on 9/25 Read ACA, ASCA, AMHCA, and NBCC Ethical Guidelines (in Blackboard course documents)
5 9/21-27	Psychoanalytical Therapy Main concepts Freudian and Eriksonian personality development theory Conceptualization and intervention strategies from psychoanalytic perspective	Chapter 4 in text Take Chap. 4 quiz by 11:30 PM on 10/2 Topic for Research Paper due 9/22
6 9/28-10/4	Adlerian Therapy Implications during development Conceptualization and interventions strategies from Adlerian perspective	Chapter 5 in text Take Chap. 5 quiz by 11:30 PM on 10/8
7 10/5-11	Existential Therapy Conceptualization and intervention strategies from existential perspective	Chapter 6 in text Take Chap. 6 quiz by 11:30 PM on 10/15 Sibling Position group Activity
8 10/12-18	Person-Centered Therapy Conceptualization and intervention strategies from person-centered perspective	Chapter 7 in text Midterm Essay Exam (Chap 1-7in text) Due by 11:30 PM on 10/26 Research Paper Outline with References due 10/19

9 10/19-25	Gestalt Therapy Conceptualization and intervention strategies from gestalt perspective	Chapter 8 in text Take Chap. 8 quiz by 11:30 PM on 11/5
10 10/26-11/1	Behavior Therapy Conceptualization and intervention strategies from behavioral perspective	Chapter 9 in text Take Chap. 9 quiz by 11:30 PM on 11/11 Paper Draft through turnitin by 11:30PM on 11/5
11 11/2-8	Cognitive Behavior Therapy Conceptualization and intervention strategies from cognitive behavioral perspective	Chapter 10 in text Take Chap. 10 quiz by 11:30 OM on 11/18
12 11/9-15	Reality Therapy Conceptualization and intervention strategies from reality theory perspective	Chapter 11 in text Take Chap. 11 quiz by 11:30 PM on 11/25 Research Paper due by 11:30 on 11/22
13 11/17-23	Feminist Therapy; Postmodern Approaches Conceptualization and intervention strategies from feminist and postmodern perspective	Chapters 12 and 13 in text
14 11/24-30	Family Systems Therapy Systems perspective Understanding family and other systems theories Major models of family and related interventions Conceptualization and intervention strategies from family systems perspective	Chapter 14 in text
15 12/1-8	An Integrative Perspective: Conceptualization and intervention Supervision models, practices, and processes Developing one's own model of counseling	Chapter 15 in text Posted articles in Blackboard
16 12/7 - 12	Final Essay Exam Due by 11:30PM on 12/9/08	Final Essay Exam (Chap 8-12, 14) Due by 11:30PM on 12/9/08

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

C. Policy on Unattended Children

Unattended children are not allowed in Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

IV. Policy on Plagiarism and Academic Misconduct

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures", article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.