

Chaminade University
PSY 406: Counseling Psychology
Summer 2012 Syllabus
July 2, 2012 – September 12, 2012

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Catalog Course Description

This course presents counseling approaches and techniques used in helping relationships. The course combines experiential and didactic instruction, giving the student an opportunity to explore helping strategies and develop a philosophy of counseling.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcomes of Counseling Theory and Applied Psychology. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

Course Description

This course allows students an opportunity to obtain an overview of theory, practice, methods, basic principles, and concepts used in educational settings and community agencies by counselors. The purpose of this course is to have students gain an overview of the counseling profession through readings, class discussion, experiential activities and site visits. By the end of the course students will have a clear understanding of what it entails to be a counselor and be able to distinguish a counselor from related mental health professions. In addition, students will begin to see themselves as having taken their first step toward being a professional counselor.

Required Text:

Corey, G.. (2013). *Theory and Practice of Counseling and Psychotherapy (9th Ed.)* Belmont, CA.: Thomson Brooks/Cole.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. Major contemporary counseling theories that are empirically validated by research methods.
2. Their knowledge and skills in counseling methods of assessment and treatment is representative of the various counseling theories presented in class.
3. How culture significantly impacts on the assessment and treatment of behavioral problems, and how methods of assessment and treatment may be adapted, supplemented, or replaced by culturally appropriate assessment and treatment methods.
4. A counseling orientation based on empirically validated interventions, personal characteristics, and important client and situational determinants.
5. The professional and ethical issues involved in the counseling profession.
6. Their ability to think critically, access, comprehend, and utilize information from peer-reviewed professional journals.
7. Communicate ideas and research in the process of evaluating the efficacy of several psychological theories.
8. How the Five Marianist Educational Values are integrated into the course.

Assessment

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

1. **Chapter Quizzes (16 @ 10 points each = 160 points)** – There are 10 point multiple choices quizzes for each chapter available on eCollege. You should take each of the chapter quizzes during the week that the chapter is assigned. You can only open each quiz once so make sure that you are ready to take it before opening it.
2. **Chapter Activities (16 @ 10 points each = 160 points)** – On Monday of each week the activities for the assigned chapters will be available on eCollege. You should read the instructions for and complete each of the activities by the following Sunday night. Place the completed activities in the eCollege Dropbox.
3. **Final Exam (1 @ 100 points)** – Students are required to sign up for and take the final exam for the Course. The final exam can be made up of multiple choice, short answer, and essay type questions.

Total Points Possible = 420

Final Grades are determined on a straight percentage bases

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79%
D = 60 – 69 %
F = 59 % and below

IMPORTANT – ASSIGNMENTS SUBMITTED AFTER THE DUE DATES WILL NOT BE ACCEPTED OR GRADED SO MAKE SURE THAT YOU PLAN AHEAD IN CASE SOMETHING UNEXPECTED HAPPENS!!

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Course Schedule

Week 1 July 2

Read Chapter 1: Introduction and Overview
Review Chapter 1 Powerpoint Slides (find in Doc Sharing)
Take Chapter 1 Quiz
Complete Chapter 1 Activity

Week 2 July 9

Read Chapter 2: The Counselor: Person and Professional

Read Chapter 3: Ethical Issues in Counseling Practice

Review Chapter 2 & 3 Powerpoint Slides (find in Doc Sharing)
Take Chapter 2 & 3 Quizzes
Complete Chapter 2 & 3 Activities

Week 3 July 16

Read Chapter 4: Psychoanalytic Therapy

Read Chapter 5: Adlerian Therapy

Review Chapter 4 & 5 Powerpoint Slides (find in Doc Sharing)
Take Chapter 4 & 5 Quizzes
Complete Chapter 4 & 5 Activities

Week 4 July 23

Read Chapter 6: Existential Therapy

Read Chapter 7: Person-Centered Therapy

Review Chapter 6 & 7 Powerpoint Slides (find in Doc Sharing)
Take Chapter 6 & 7 Quizzes
Complete Chapter 6 & 7 Activities

Week 5 July 30

Read Chapter 8: Gestalt Therapy

Read Chapter 9: Behavior Therapy

Review Chapter 8 & 9 Powerpoint Slides (find in Doc Sharing)
Take Chapter 8 & 9 Quizzes
Complete Chapter 8 & 9 Activities

Week 6 August 6

Read Chapter 10: Cognitive Behavior Therapy

Read Chapter 11: Reality Therapy

Review Chapter 10 & 11 Powerpoint Slides (find in Doc Sharing)
Take Chapter 10 & 11 Quizzes
Complete Chapter 10 & 11 Activities

Week 7 August 13

Read Chapter 12: Feminist Therapy

Read Chapter 13: Postmodern Approaches

Review Chapter 12 & 13 Powerpoint Slides (find in Doc Sharing)
Take Chapter 12 & 13 Quizzes
Complete Chapter 12 & 13 Activities

Week 8 August 20

Read Chapter 14: Family Systems Therapy

Review Chapter 14 Powerpoint Slides (find in Doc Sharing)
Take Chapter 14 Quiz
Complete Chapter 14 Activity

Week 9 August 27

Read Chapter 15: An Integrative Perspective

Review Chapter 15 Powerpoint Slides (find in Doc Sharing)
Take Chapter 15 Quiz
Complete Chapter 15 Activity

Week 10 September 3

Read Chapter 16: Case Illustration: An Integrative Approach to Working with Stan

Review Chapter 16 Powerpoint Slides (find in Doc Sharing)
Take Chapter 16 Quiz
Complete Chapter 16 Activity

Take Final Exam on Saturday, September 8

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this help professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand of explain behavior.

Methods In Behavioral Research; Cozby