

CATALOG COURSE DESCRIPTION:

This course is an overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation.

Prerequisites: PSY 521, PSY 524, and PSY 601.

PROGRAM LINKING STATEMENT:

This course develops and assesses the skills and competencies for the MSCP Program core student-learning outcome of Counseling Theories and Skills. This course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

COURSE DESCRIPTION:

This course provides an overview of major psychotherapeutic systems presented in terms of their means of understanding personality, dysfunction, assessment, and techniques related to application. The main focus of this course will be on: Psychoanalytic Therapy; Adlerian Therapy; Existential Therapy; Person-Centered Therapy; Gestalt Therapy; Behavior Therapy; Cognitive Behavior Therapy; Reality Therapy; Feminist Therapy; Family Systems Therapy; and Post-Modern Approaches. Significant theorists and theoretical principles of counseling and psychotherapy, as well as a variety of tools, approaches and techniques used in both individual and group settings will be introduced, explored, and evaluated for use and effectiveness over the duration of this course.

STUDENT LEARNING OUTCOMES:

By the completion of this course students will demonstrate an understanding of:

1. The major contemporary counseling theories.
2. How major counseling theories are integrated into assessment instruments and treatment protocols for psychiatric disorders.
3. Knowledge and skills in counseling methods representative of the various counseling theories.
4. The application of different theoretical approaches to culturally diverse populations.
5. The application of the major counseling theories in different settings including school, family, and community settings.
6. Thinking critically, communicating effectively, and problem-solving in the process of evaluating the efficacy of psychotherapies.
7. Empirical support for the major counseling theories.
8. Ethically appropriate counselor behavior in the context of different theoretical approaches.
9. A culturally diverse approach to counseling.

COURSE TEXT: **Theory and Practice of Counseling and Psychotherapy** 10th Ed.
By Gerald Corey 2017 Cengage Learning Publishing Company

COURSE APPROACH:

Chaminade classrooms hold individuals of different cultural and social backgrounds, learning styles, and educational interests. Therefore, a variety of teaching and learning modalities will be used, including audio-visuals, reflective exercises, group discussions, hands-on experientials, student presentations, and class lecture.

COURSE REQUIREMENTS:

Assignments

Attendance and Participation.....	40
Attitudes & Beliefs Survey/write-up.....	04
Chapter Quizzes (5).....	35
Research Paper.....	30
Tool/Technique Demonstration.....	12
Counseling Theory Presentation	35
Website Presentation.....	04
Final Exam	40
	200

GRADING SYSTEM:

The total points are 200 .	180 - 200	A	
Letter grades are based	160 - 179	B	
on the following points:	140 - 159	C	Below 140 F

ATTENDANCE:

Only one absence is allowed. No exceptions. If you miss more than one class you will be given a “C” and you must retake the class the next time it is offered. *There is a 1 point deduction for each half hour one arrives late to class or leaves early for up to two hours. Missing over two hours of a class will result in an absence for that class.*

Class participation: Includes arriving on time, remaining in class until class dismissed, participating in class dyads, role plays and student tool/technique demonstrations, asking and answering questions in class, and avoiding idle banter and/or unrelated discussion with fellow students during class time. However, active, on-topic discussion, personal insights, information and experiences that enrich the course are strongly encouraged.

MSCP/INSTRUCTOR POLICY FOR ASSIGNMENTS:

- * No make-up work for a missed class will be allowed. No exceptions.
- * No late papers will be accepted. If a paper is turned in late, it is given no credit.
- * No extra credit or special arrangements for only one student. No exceptions.
- * All work needs to be completed within the time frame of the class. Nothing will be accepted after the last class of the term.
- * **Please note: There should be NO electronic devices, laptops, or cell phones on or used during class time without the prior permission of the Instructor.**
- It is a Chaminade University of Honolulu policy to use CUH email for messages or attachments. Please try to comply with this policy. There is also general and program info that is provided that is beneficial for you to periodically review.

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** at **735-4845**, at the Counseling Center (*the Office next to Security*) in order to determine if the student meets the requirements for a documented disability in accordance with the American Disabilities Act (ADA). ***It is important to make contact as soon as possible so accommodations can be implemented in a timely fashion.***

EXPLANATION OF COURSE REQUIREMENTS:

Attendance and Participation 40 Points

Because this is an accelerated class, every absence constitutes a major loss of data and the ability to participate in class activities. There are **NO** exceptions for absences. Each four hour class is worth four attendance and participation points, one point per attendance half hour (or fraction thereof). If you arrive late or will be leaving early, be sure to inform the Instructor so you receive correct attendance points instead of a four point absence.

Selected Counseling Tool/Technique Research Paper 30 Points

**Class Demonstration of research tool/technique:* 12 Points

Your topic must be pre-approved. Each student will select and research a specific tool, technique or approach from one of the 11 grand theories, research it, and demonstrate it to the class. (*Demonstrations should take about 15 minutes.*) *The tool/technique must be actively demonstrated, preferably via class participation or active demonstration.*

The research paper must have an Introduction, a clearly stated, well-developed Summary or Conclusion, be 12 font, double-spaced, paginated, minimum 2½ pages, maximum 3 pages in length, not including the Works Cited page. (*A standard page is 22 lines long; about 12 to 14 words a line.*) The main body of research must contain at least 3 published sources whose citations are clearly about the tool or technique being researched. The author(s) being cited, as well as the specific page number(s) where what is cited was found, MUST be given in the main body of research for each citation.

****Web site information is not by nature, empirical, thus website information should not be used or included in this type of research paper. Only use and cite published works.***

A Works Cited page is required listing all of the authors and sources cited in the research. ***Cited works must contain ALL the following information: Author's name; Title of the Article/Book; Volume or Edition (if there is one); Publication Date; a Publishing Company; and the Specific Page Number(s) for the citations.*** APA style is preferred, but not required. However, even if the form and style selected does not require all of the above information, ***I do.*** Just stay consistent with form, style and sequence when listing each cited work on the separate Works Cited page, or there will be point deductions.

Note: Academic research collections such as ERIC, EBSCO, and Academic Search Premier are not Publishers, and most books and journals do not publish themselves.

email your research paper draft no later than end of the day it is due. NO late papers will be accepted, NO exceptions. *** ***For editing purposes, please only send attachments as a plain Word document and only use .doc or .docx to send attachments.***

The following are three examples of a complete cited work. *(The first 2 are APA format.)* The first example is for when there is no person as author for the work cited, as with certain manuals. The second example is for a work cited with two authors. The third is an example of a different form and style, but with all of the above required information.

American Psychological Association. *Publication Manual of the American Psychological Association*. 3rd ed., Washington: American Psychological Association, 1983, 112.

Klein, D. F. and Wender, P. H. (1981). *Mind, mood, and medicine: A guide to the new biological psychiatry*. New York: Farrar, Straus, and Giroux Publishing Co., 274-276.

Corey, Gerald, *Theory and Practice of Counseling and Psychotherapy*, 7th ed., (Brooks Cole Publishers: 2005), 325.

The purpose of this assignment is for students to become familiarized with the types of tools, techniques and approaches used in the therapeutic setting in both individual and group counseling. Through an understanding of the theoretical premises supporting the technique or approach the student can better determine appropriateness and goodness-of-fit; analyze results and match them to client goals and expectations; and to develop an appreciation for the use and application of counseling and psychotherapeutic techniques.

Selected Counseling Theory Presentation 35 Points

Each student will research theorist(s) and/or the theoretical concepts presented in a pre-selected Chapter section, and present key aspects in class. Each student presentation must be a **minimum length: 20 minutes, maximum length: 25 minutes. Presentation time does not include the time for the extra activities. Activities should be about 10 minutes.** Presentations MUST be more than just the lecture or Power Point, such as brief dvd/video clips, experientials, and exercises that are used to demonstrate or clarify your presentations. (Instructor will follow up Chapter presentations with remaining information. If you want me to make handout copies, provide them at least 1 day prior to class.

Website Presentation 4 Points

Present a website that is on a tool or technique used in the counseling milieu. It can be about an exercise, activity, assessment, or therapy that is useful to the counselor and/or the client. Website selections and the complete website address must be emailed by Sun. 02/25/18. *(It must be a direct main website and not just a site that links to other sites.)*

The Presentations give students the opportunity to develop and demonstrate ability to gather and present topic materials in a scholarly manner, as well as develop and/or augment communication and presentation skills that are required in many field settings.

Chapter Quizzes (5) 35 Points

Five quizzes valued at 7 points each. There is NO way to make up these quizzes, so plan accordingly. Quizzes serve as a study guide and comprise the bulk of the Final Exam.

Final Exam 40 Points

There will be a summative review Week 9 and a Final Exam Week 10, to determine the general understanding and retention of the course content. ** **NO MAKE-UP EXAM.**

Attitudes and Beliefs Survey (ABS): pre/post and write up 4 Points

The ABS will be handed out Week 1 (pre) and again Week 8 (post). Week 9 a write up will be due. Explanation of write up will be given by Instructor at end of Week 8's class. *The pre/post give students the opportunity to review personal growth over the semester.*

FOCUS FOR ASSIGNMENTS:

It is strongly recommended to focus your various assignments in this class on the theories and concepts common to that specialty area. For example, with a mental health emphasis, select a theoretical tool or technique appropriate to providing therapy for a particular population, or services for a particular presenting problem; if marriage and family emphasis, focus research and presentation on a tool or technique useful for relationships counseling; if elementary, middle or high school counseling emphasis, focus research on a specific theory's tool or technique used to work with one of those specific populations. If you are undecided as to an area of emphasis, focus your research on a particular theory, theorist, tool or technique that holds the most interest, value, or appeal to you so your options can be better understood and developed and your choices better clarified.

ACADEMIC HONESTY STATEMENT:

Academic honesty is an essential aspect of all learning, scholarship and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidents of academic dishonesty to an Instructor, or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the Instructor, who must make a report with recommendations to the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' grade for the course, to suspension or dismissal from the University.

ETHICAL BEHAVIOR STATEMENT:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

* Chaminade Counseling Center at: 808 735-4845.

* Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

SCIENTIFIC METHOD DEFINITION

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 to: 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 helps 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 or explain behavior.

Methods In Behavioral Research:

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

AN EDUCATION IN THE MARIANIST TRADITION IS MARKED BY 5 PRINCIPLES:

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, provides 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.

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.

Educate in Family Spirit: Known for their strong sense of community, Marianists have traditionally spoken of this sense of 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.

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.

Educate for Adaptation & Change: In the midst of rapid social and technological change Marianist universities readily adapt and change their methods and structures so 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 met.

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

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

COURSE ACTIVITIES SCHEDULE

WEEK 1 01/10/18	Course Introduction and Requirements/Icebreakers Attitudes and Beliefs Survey Introductory review of the 11 major theories presented in text. Chapter 1: Introduction and overview - Intro to Stan Chapter theory/theorist selection <i>Tool/Technique selection sheet <u>must</u> be turned in next week.</i>
<hr/>	
WEEK 2 01/17/18	Discuss Attitudes and Beliefs Survey combined stats Chapter 2: The Counselor: Person and Professional Chapter 3: Ethical Issues in Counseling Practice Dyad work on ethical issues. Video, if time permits.
<hr/>	
WEEK 3 01/24/18	Chapter 4: Psychoanalytic Therapy pages 58 to 72 – By: pages 72 to 85 – By: <i>15 minute demonstration:</i> Chapter 5: Adlerian Therapy pages 96 to 108 – By: pages 108 to 121 – By: <i>15 minute demonstration:</i> The Case of Stan – Dyad work. Research Topic Selections <i>(Must be pre-approved by Instructor)</i>
<hr/>	
WEEK 4 01/31/18	Quiz #1, Chapters 2, 3, 4 Chapter 6: Existential Therapy pages 130 to 141 – By: pages 141 to 154 – By: <i>15 minute demonstration:</i> Chapter 7: Person-Centered Therapy pages 164 to 175 – By: pages 175 to 186 – By: <i>15 minute demonstration:</i>
<hr/>	
WEEK 5 02/07/18	Quiz #2, Chapters 5, 6, 7 Chapter 8: Gestalt Therapy (Handout on Fritz and Laura Perls) pages 199 to 210 – By: pages 210 to 221 – By: <i>15 minute demonstration:</i> Chapter 9: Behavior Therapy pages 232 to 245 – By: pages 246 to 259 – By: <i>15 min. demonstration:</i>

WEEK 6 02/14/18	Chapter 10: Cognitive Behavior Therapy pages 270 to 285 – By: pages 285 to 299 – By: <i>15 min. demonstration:</i> Chapter 11: Reality Therapy pages 312 to 324 – By: pages 324 to 329 – By: Instructor <i>15 minute demonstration:</i> Case of Stan – Dyad work	
*email Research draft no later than this Sunday, 02/18/18. ***<u>Only</u> use .doc or .docx for your email attachment. <i>Late papers will not be accepted, no exceptions.</i>		
WEEK 7 02/21/18	Quiz #3, Chapters 8, 9, 10 Chapter 12: Feminist Therapy pages 338 to 351 – By: pages 351 to 355 – By: Instructor <i>15 minute demonstration:</i> Chapter 13: Postmodern Approaches pages 368 to 380 – By: pages 380 to 392 – By: <i>15 minute demonstration:</i> Case of Stan – Dyad work, if time permits	
*email your proposed website presentation selection no later than this Sunday, 02/25/18, to give Instructor review time to avoid duplications.		
WEEK 8 02/28/18	Quiz #4, Chapters 11, 12, 13 Chapter 14: Family Systems Therapy pages 404 to 417 – By: <i>15 minute demonstration:</i> Part 3 - Chapters 15 and 16: Integration and Application – By: Instructor Attitudes & Beliefs Survey, Part 2 - Case of Stan, if time permits	
WEEK 9 03/07/18	Quiz #5, Chapters 14, 15, 16 Remaining tool/technique presentations: _____ _____ Website tools/technique Presentations: _____ _____ _____ _____	Final Exam Review _____ _____ _____ _____
WEEK 10 03/14/18	FINAL EXAM –	<i>NO early, late or make up exam will be given, so be sure to plan accordingly.</i>

SYLLABUS MAY BE ADJUSTED TO MEET THE NEEDS OF THE CLASS.