



Leadership for Diverse Communities

Master Syllabus in Compliance with CTC Standards 2001 COUN 150

Course Description:

This course presents an overview of traditional legal doctrines concerning minors in the home, in the school and in the juvenile justice system, with an emphasis on applying traditional doctrines to contemporary issues.

Primary Learning Outcomes (Objectives)

1. The student will describe the significant aspects of the American legal system relating to minors. CTC 6, 18
2. The student will describe the autonomies and protections provided to minors regarding property ownership, marriage, employment, health and medical treatment, and civil litigation generally. CTC 6
3. The student will describe the nature and extent of the rights conferred on juveniles by the U.S. Constitution. CTC 6, 18
4. The student will describe the development of the juvenile justice system both before and after *In re Gault*.. CTC 6
5. The student will describe the legal aspects of the home-school relationship, including the responsibilities and obligations of children, of parents and of school personnel in matters of attendance, curriculum, discipline and supervision. CTC 2, 6, 7, 18
6. The students will describe the laws that apply in determining custody and control of minors in various legal proceedings. CTC 6
7. The student will describe the processes and limitations for state intervention to ensure adequate parenting--including child abuse reporting laws, protective placements for children, dependency actions, and terminating parental rights. CTC 6
8. The students will analyze contemporary problems applying the general and specific legal principles that apply to children in the home, in school and in society. CTC 6, 18
9. The student will identify **multicultural issues and concerns** that relate to specific applications of law relating to minors. CTC 3, 6
10. The student will become aware of the implications and legal applications of due process; the student will describe the dynamics of the laws pertaining to reduce the incidences of sexual harassment in school

Required Texts and Instructional Materials

REQUIRED MATERIALS:

Textbook: Ramsey and Abrams, *Children and the Law 3rd Ed.*, West, 2008.

Internet: “Kids & the Law” – available from [Links](#) on my web page.

Examinations and Major Assignments

CTC 6:

TESTS:

-- Candidates are given two quizzes and a cumulative examination to assess understanding of the assigned readings and lectures in class.

COMPILATION PAPER:

-- Candidates will compile a research paper related to the course and their credential objective after their study of three comprehensive cases and/or articles from law review or professional journals.

-- Candidates will then produce a 2-3 page conclusion summarizing the information and will make a presentation of their findings in class.

CTC 18:

Counseling 150 covers the following topics related to Law in the School:

- a) Compulsory attendance requirement Public school vs. private school, parental options;
 - Home schooling, legal concerns
 - Truancy
 - California specific rules
- b) Compulsory attendance and child labor laws
- c) Curriculum concerns
 - Family life education
- d) First Amendment Issues
 - School prayer and religious expression
 - Flag salute-“one nation under God”
 - Dress codes
 - Student speech and student publications
 - Textbooks/Library/Internet concerns
 - California specific rules
- e) School Discipline Suspension/Expulsion-due process
 - California specific rules
 - Corporal punishment
 - Zero Tolerance-specific concerns regarding school shootings and drugs
- f) Fourth Amendment- Search and Seizure TLO-two pronged test of reasonableness
 - Locker/Backpack/Automobile searches

Sniffing dogs and random drug testing of students
 Limitations if school officials act in concert with police

g) Contemporary Issues

Brown vs Board of Education revisited: Federal requirements for notice in Parent's primary language
 Gender discrimination issues
 Education of Disable children; mainstreaming
 Vouchers for private schools
 Confidentiality/Privacy of student records
 Negligence in the school setting-The duty of care imposed on schools and on School personnel
 Child abuse reporting requirements

Grading:

Each student's final grade in this course shall be based on the following:

1. Compilation Paper*--due **October 25, 2010** 20 points
 (4 points per week off for late papers to 50%)
 Grade is based on importance of topic; the relevance of the sources and the quality of the students analysis.
 --with a one page summary of paper--**included with report**
2. Quiz Grades 30 points
 2 quizzes will be given (15 points each);
 Quiz 1 covers classes 1-5
 Quiz 2 covers classes 5-9
3. CUMULATIVE EXAM--covering entire semester 50 points
 Extra credit will be given for optional presentations -- maximum 5 points

Note: No make-ups on quizzes or exams will be permitted after papers are returned to the class. Quizzes and exams are open book and open notes.

COURSE GRADE:

The final grade shall be the sum of points earned for the various components --
 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; <60= F.

ABOUT THE COMPLILATION PAPER:

*A compilation paper is a research project in which the student selects a topic of current interest relevant to the course that is related to the student's particular degree or credential objective.

The paper includes all **4** components **in the following order:**

- 1) Presentation of the conclusions and key ideas from your compilation paper on a single page sheet **with the source material identified.** Those students making oral presentations will hand out their summary page at time of making the presentation. A COPY OF YOUR ONE-PAGE SUMMARY IS TO BE ATTACHED AS THE **FIRST PAGE OF THE COMPILATION REPORT. Make sure your name is on this page.**
- 2) A 1–1 1/2 page introduction setting forth the topic, its relevance and the scope of the investigation.
- 3) Photocopies of three (3) cases or articles from pertinent sources, with important content highlighted **OR** a photocopy of one (1) comprehensive law review or journal article with important content highlighted. Pertinent sources generally include articles from law reviews and professional journals rather than from local papers and magazines. [Your source material should be 25-30 pages].
- 4) A 2-3 page conclusion summarizing the information presented in the selected article(s) and/or case(s).

University Policies

Policy on Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information , contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Copyright: **You will be provided with digital and/or print materials to support your earning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work**

A tentative course schedule is attached to this syllabus.

** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**

COUN 150: COURSE SCHEDULE & ASSIGNMENTS – Fall 2010

DATE	TEXT	TOPIC
8/23/10		Overview of Course – LEADERSHIP FOR DIVERSE COMMUNITIES; Vision, Mission, and Professional Dispositions: <i>reflection, critical thinking, professional ethics, valuing diversity collaboration, and life-long learning.</i> STATUS, RIGHTS & OBLIGATIONS OF CHILDREN: Who Speaks for the Child? VIDEO [R8reflection and Critical Thinking]
8/30	7-47	The Law's Evolving Conceptions of Children's Status, Rights and Obligations: compulsory school attendance, home schooling, truancy, work permits. California specific information. [Reflection and Critical Thinking]
9/13	21-33 374-386 439-467	The Law's Evolving Conception of Children's Status, Rights and Obligations: Constitutional Issues. dress codes, school discipline issues, First Amendment–speech, prayer, censorship concerns, and Fourth Amendment–student searches and drug testing. Special Education. [Reflection and Critical Thinking]

9/20	48-84	DEFINING THE CHILD-PARENT RELATIONSHIP: Establishing Paternity or Maternity Questioning the Definition of "Parent" Guardianship and the Guardian's Role /California Family Law [Reflection and Critical Thinking]
9/27	85-103	CHILD ABUSE AND NEGLECT /California Reporting Statutes / "mandated reporters" Quiz 1 [NCATE 1.2, 1.5, 1.6] [Reflection, Critical Thinking, and Professional Ethics]
10/4	103-149	Patterns of Abuse and Neglect Child Protective Services State Intervention to Ensure Adequate Parenting VIDEO [Reflection, Critical Thinking, and Professional Ethics]
10/11	150-182	FOSTER CARE Permanency Planning Types of Placements VIDEO [Reflection and Critical Thinking]
10/18	183-238	CRIMINAL ABUSE AND NEGLECT Abuse, Neglect and Child Endangerment Sexual Abuse Child Pornography VIDEO [Reflection and Critical Thinking]
10/25	239-300	ADOPTION Who may adopt? Quiz 2 [NCATE 1.2, 1.6, 4] Compilation Papers Due [NCATE 1.2, 1.5, 1.6, 4] [Reflection, Critical Thinking and Life-long Learning]
11/1	301-328	MEDICAL DECISION-MAKING Decision-Making Authority Medical Neglect Withholding or Terminating Medical Care VIDEO [Critical Thinking]
11/8	329-373	FINANCIAL RESPONSIBILITY AND CONTROL Child Support Obligation Capacity to Contract The Child's Property Torts and Family Relations Children as victims of torts; Liability in the school setting TORT LIABILITY generally [Critical Thinking and Professional Ethics]
11/15	374-427	REGULATION OF CHILDREN'S CONDUCT Child Labor Laws; Alcohol / Tobacco; Driving Privilege; Gambling; Firearms; Juvenile Curfews; Status Offenses, including truancy *Presentations VIDEO [Reflection and Critical Thinking]

11/22	428-440 459-478 487-490 510-522 526-533	DELINQUENCY Juvenile Crime in America An Overview of the Juvenile Justice System /The range of dispositions <i>In re Gault</i> *Presentations [Reflection and Critical Thinking] VIDEO
11/29		Putting it all together – A review with an emphasis on school law issues. [Reflection, Critical Thinking, and Professional Ethics]
12/6		Cumulative Exam - 50 points [NCATE 1.2, 1.5. 1.6, 4] [Critical Thinking and Professional Ethics]
12/13 @ 8 pm		Final class Session – Sharing on the Dispositions: [<i>reflection, critical thinking, professional ethics, valuing diversity, collaboration,, and life-long learning.</i>]

Additional reading may be assigned when necessary to develop a concept of the course.

CALIFORNIA STATE UNIVERSITY - FRESNO
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING, SPECIAL EDUCATION, AND REHABILITATION
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FRESNO, CA 93740-8025
(559) 278-0340

Syllabus: COUN/PSYCH 174: Introduction to Counseling
 Units: Three (3)

Master Syllabus in Compliance with CCTC Standards 2001

REQUIRED TEXT:

Corey, Gerald (2009). *Theory and Practice of Counseling and Psychotherapy*. (8th edition).
 Brooks Cole: Pacific Grove, CA.

An electronic version and print version of this text is now available for purchase (either in full or in part) at www.ichapters.com You can purchase and download as text , eBook or individual chapters at significant savings.

RECOMMENDED READING:

Remley, T. P. & Herlihy, B. (2001). *Ethical, legal and professional issues in counseling*.
 Alexandria, VA: ACA Press

HANDOUTS

A copy of lecture outlines and chapter study guide questions are posted on Blackboard (blackboard.csufresno.edu). You will find these helpful as you take notes and study for exams. Important class announcements will be posted on Blackboard and you will also have access to your assignment, attendance points, quiz scores, exam scores, and extra credit points. You must have a Fresno State email account in order to access Blackboard. Registered students can obtain a free email account online at <https://zimmer.csufresno.edu/csuf/index.html>. Your Blackboard login and password are the same as your CSUF email login and password.

COURSE DESCRIPTION

Overview of basic counseling models and of the biological, social, and psychological factors that affect behavior over the life span (3 units).

COURSE OBJECTIVES

Through successful participation in the course the student will be able to:

1. Describe major counseling theories including Psychoanalytic, Adlerian, Existential, Person Centered, Gestalt, Behavior, Cognitive-Behavior, Feminist, Postmodern and Family Systems. CTC 8
2. Recognize, analyze, and discuss counselor-client characteristics and roles with respect to various counseling methods.
3. Recognize the relational conditions required in establishing an effective therapeutic alliance. CTC 21
4. Identify current legal and ethical issues in the field of counseling. CTC 6, 18

5. Analyze appropriate implementation of counseling approaches with respect to different counseling settings, issues, and populations.

6. Utilize counseling theories and knowledge to gain perspective on his/her personal life experiences. This includes a required personal experience in the role of the client.

CTC 21

7. Discuss current literature regarding counseling theories and models.

8. Understand the importance of counselor advocacy.

REQUIREMENTS (Assignment)

1. Four - Six (4-6) Counseling Sessions with a Reflection Paper (a minimum of 4 complete pages, (no more than 5 pages) typed, double-spaced, 12-pt. font Times New Roman, no more than 1.25 inch margins). Your paper will be submitted through SafeAssignmnet located in Course Documents on Blackboard (Bb) no later than 7 days after your final counseling session.

The four - six(4-6) counseling sessions provide an important experiential component to the class. You are involved as a client in a counseling relationship. You will learn to recognize relational conditions required to establish a counseling relationship with clients. You will also gain perspectives on your personal life experiences. CTC 8

You may arrange for this individual counseling experience through the Counselor Education Program Training Lab, or through other legitimate counseling services. The sessions in the Training Lab are free and are held in the clinical lab in the Atrium level of the Education Building. The Coun 208 instructors will **drop** you from counseling services **if you fail to show two times** (without notifying your student counselor). If you miss a session and are unable to make it up, points will be deducted from your paper. If you have seen a licensed or pre-licensed therapist for at least six (6) individual sessions during the last 6-12 months you may bring in a signed verification (including dates of sessions) from your therapist and write your reflection paper from that experience. Your counseling sessions will not be evaluated for a grade per se, but your reflection paper will be evaluated on spelling, grammar, and on the basis of whether or not you address the questions listed below. Your opinion of the sessions will not be reflected in your grade. The counseling sessions are a prerequisite for receiving a grade in this course. Your Reflection Paper should express your impressions of the experience.

Please specifically address the following 7 questions as you write your paper.

1) What were your feelings, thoughts, apprehensions, resistance, and expectations going into the experience? 2) Were these feelings and thoughts validated by your experience? 3) When did you sense rapport building with your counselor? 4) How did you know you were/were not making progress? 5) What did you learn/notice about the counselor and about yourself? 6) How did you feel at the end? 7) What was your overall evaluation of the experience? Reflection Papers must be referenced in APA format, typed, double-spaced, edited for grammar and spelling, and at least **4 complete pages** in length and no more than 5 pages (do not type the questions). Your FINAL submission of this paper to Turnitin on Bb is due no later than seven days after your final counseling session. Attach the reflection paper evaluation form to the “verification” form from your 208 counselor (or a signed letter from your private counselor) and turn that in to me as soon as your counseling sessions are completed. **Your submitted reflection paper is due seven days after your final counseling session. Points are deducted for sessions missed, for late papers, and for papers that are not the required length.** Your papers will be graded and returned to you through Bb.

2. – 5. Three exams and final exam. The exams may include short answer essay, true/false, “list and describe,” and multiple-choice questions. For these exams you will be asked to discuss,

explain, define, and illustrate key concepts, goals, techniques, and issues presented in the textbook, class discussion and videos. Use the study guides (posted on Bb) and lectures to help you focus on the key material. The final exam will cover specific chapters as well as emphasize an integrative perspective of the counseling theories presented throughout the semester. The final also includes matching questions. All students are required to take the final. Exams are partially scored in class and scantron sheets are **not** needed. If you fall behind in your studies or find that you are not doing as well as you expect on the exams or on any other aspect of your course work, please feel free to talk to me before or after class, or you can schedule a meeting or a telephone conference.

6. Chapter Quizzes

There will be a short, five-question chapter quiz at the beginning of each class lecture that covers a new chapter with the exception of Ch 10 and Ch 14 (two quizzes each chapter—see course schedule). Questions will be true false, multiple choice and fill in the blank. **If you are absent or late to class you may not make up the quiz**; however, there will be opportunities for earning extra credit during the semester. Take-home quizzes will **not** be accepted late.

7. Attendance and Participation

The class will involve a variety of formats: lecture-presentations, discussions, film and videotape, and small group activities. Sign-in sheets will be utilized to record attendance. **If you fail to sign in, you will not be counted as present in class. If you take a quiz at the beginning of class and leave, you will not be counted as present in class.** Regular attendance in class and participation in small groups are expected. Please contact me if you need to miss a class session. If you **contact me by email in advance or on the day**, your absence will be excused. **When you email, please place YOUR NAME and CLASS ID in the subject line, or your absence MAY NOT be excused.** My email address is: ruth_shaeffer@csufresno.edu. Attendance and participation are evaluated as follows:

Participation and all classes attended	= 45 points
Participation and one/half class missed	= 38.5points
Participation and one class missed	= 31.5 points
Participation and one and one-half classes missed	= 27 points
Participation and two classes missed	= 22.5 points
Participation and two and one-half classes missed	= 18 points
Participation and three classes missed	= 13.5 points
More than three classes missed	= 0 points

At the beginning of the semester you will notice that you have 45 points for attendance recorded on Blackboard. If you do **not** notify me regarding your absence (as indicated above), the appropriate number of attendance points will be deducted from your attendance score on Bb. It is your responsibility to monitor your attendance points on Bb, and if you see a discrepancy to send me an email immediately.

8. Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. (Quizzes may **not** be made up.) In case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and /or homework assignments. See grading policy in syllabus for additional information.

GRADING

The University criteria for letter grades, as outlined in the university catalog, will be followed. Exams will be graded according to the following percentage scale: A=90-100; B=80-89; C=70-79;

D=60-69; F=below 60. Papers will be evaluated according to content, effort, and accuracy. The letter grade that you receive for this class will be based upon the following:

Description	Points
Verification of 4 counseling sessions and reflection paper. The counseling experience is a <u>prerequisite</u> for receiving a grade in this course.....	60
15 Quizzes on Ch 2-10/12-15.....	75
1 st Exam.....	60
2 nd Exam.....	60
3 rd Exam.....	60
Final Exam.....	70
Attendance and Participation.....	45
TOTAL	430
Grade Points	
385 – 430 = A	
342 — 384.5 = B	
299 – 341.5 = C	
253.5 — 298.5 = D	
0 — 253 = F	

SUGGESTED READING

Your text contains a comprehensive list of suggested references and readings at the end of each chapter.

Tentative Course Schedule

Minor changes may be made by the instructor. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

	Date	Topic CTC 8, 17	Reading Assignment
1	Wed, Aug 25	Introduction, overview The Counselor, Person and Professional	Ch 1; take-home quiz for Ch1/ 2; Ch 2
2	Wed, Sept 1	Ethical Issues in Counseling Video /Groups	Ch 3 and quiz; turn in Ch1/ 2 quiz; Ch 3 discussion questions from Bb
3	Wed, Sept 8	Psychoanalytic Therapy Video /Groups	Ch 4 and quiz
4	Wed, Sept 15	Adlerian Therapy Video/Groups; review for exam	Ch 5 and quiz Ch 1-5
5	Wed, Sept 22	Exam Existential Therapy; Video /Groups	Ch 1-5 Take-home quiz for Ch 6
6	Wed, Sept 29	Person Centered Therapy Video/Groups	Ch 7 and quiz; turn in Ch 6 quiz; Rogers
7	Wed Oct 6	Gestalt Therapy Video/Groups;review for exam	Ch 8 and quiz Perls; Ch 6-8
8	Wed, Oct 13	Exam Behavior Therapy/ Video /Groups	Ch 6-8 Ch 9 and take-home quiz
9	Wed, Oct 20	Cognitive Behavior Therapy pt. 1 Video /Groups	Ch 10 pt 1 pp. 268-283 & quiz; turn in Ch 9 quiz
10	Wed, Oct. 27	Cognitive Behavior Therapy pt 2 Video /Groups	Ch 10 pt. 2 pp.283-206 and quiz;
11	Wed, Nov 3	Feminist Therapy Video/Groups; Review for exam	Ch 12 and quiz Ch 9, 10, 12
12	Wed, Nov 10	Exam Post-modern approaches; Videos/Groups	Ch 9, 10, 12 Take-home quiz for Ch 13
	Wed, Nov 17	Family Systems Therapy Video/Groups	Ch 14 and 1 st quiz; turn in Ch 13 quiz;
13	Wed Nov 24	Thanksgiving Break	Enjoy!
14	Wed, Dec 1	Family Systems Therapy cont'd	Ch 14 cont'd and 2 nd quiz
15	Wed, Dec 8	An Integrative Perspective & Advocacy Video/Groups; Review for Final	Ch 15 quiz, study guide questions and advocacy Ch 13-15
Final Exam Preparation & Faculty Consultation Days:		Thursday and Friday	Dec 9-10
Final Semester Examinations		Monday-Thursday	Dec 13-16
Final Exam in this course		Wednesday 8:00 3PM-10:00	Dec 15

	PM	
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OFFICE HOURS:Please feel free to visit with me before or after class. If you would prefer to schedule an appointment and/or leave me a message, please email. Email is the very **best** way to reach me. I will attempt to reply within 24 hours.

SERVICES FOR STUDENTS WITH DISABILITIES: “Americans with Disabilities Act (ADA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services with special assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations. Please notify your instructor so that reasonable accommodation can be made. If you expect accommodation through the ADA, you must make a formal request through Services for Students with Disabilities. Tel (559) 278-2811.” *

CHEATING, PLAGIARISM, AND COPYRIGHT: Copyright law and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permissions from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of the course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, republished, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site or distributed in class.

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STATEMENT ON DISRUPTIVE CLASSROOM BEHAVIOR : The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the right of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class." *

- (Excerpts from Schedule of Courses and the University Catalog)

COUNSELOR EDUCATION PROGRAM POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM (ADOPTED 12-11-07):

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" (**not** "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, iPads, iMP3 players, etc.:** The use of such devices,

with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

SCHOOL'S THEME, MISSION AND VISION

School Theme: "Making a Difference in a Diverse Society: Leadership for a New Millennium."

Vision: The Kremen School of Education and Human Development is committed to developing the knowledge, skills, and values for education leadership in a changing, diverse and technologically complex society.

Mission: The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

PHILOSOPHICAL MODEL and KNOWLEDGE BASE

This course is a prerequisite for the graduate programs in Counselor Education. The course introduces students to the theme of "making a difference in a diverse society" by focusing on the foundation skills and concepts of counseling and their relevance to different client groups. The model presented is that of reflective collaborative counselor, one who is sensitive to the subjective reality of clients and who works in collaboration with families, schools, and communities to achieve counseling goals. The course addresses the strengths and limitations of counseling theories and practices as they apply to diverse populations, including those with disabilities and different life-style orientations.

The knowledge base for the curriculum emphasizes four dimensions:

1) *Philosophical and ideological*, which exposes students to the historical and contemporary theories of counseling and encourages students to integrate these into their own perspective and personal life experience; 2) *Cognitive and reflective*, which exposes students to the principles and techniques of counseling, especially the core clinical skills of empathy, respect, genuineness, concreteness, immediacy, confrontation and self-disclosure, which are the building blocks of the reflective counseling approach that need to be mastered for success in later course work; 3) *Integration and application*, which introduces students to the specific strategies required for effective counseling interventions in a variety of settings and problem situations; and 4) *Diversity*, which highlights multicultural perspectives, strategies and issues in counseling.

If you have special needs as addressed by the American Disabilities act and need course materials in alternative formats, please notify your instructor immediately. Reasonable effort will be made to accommodate your special needs.

SafeAssignment

The campus utilizes the SafeAssignment plagiarism prevention screening service, and you will be asked to submit written assignments to SafeAssignment accessed through Blackboard (blackboard.csufresno.edu).

Your reflection paper must be submitted to SafeAssignment (accessed through Bb located under Course Documents) and will be evaluated for plagiarism detection only and for no other purpose. SafeAssignment will send an Originality Report for each submission to me and your Originality Reports will be available for your viewing. Only you and I will have access to the results. You may submit your paper more than once prior to the final submission date. Please note that if you quote or cite a source, SafeAssignment will code the work as not original. I am aware of this feature and can override those areas.

CALIFORNIA STATE UNIVERSITY, FRESNO
 Department of Counseling, Special Education & Rehabilitation Counseling, MS ED003
 5005 N. Maple Avenue, Fresno, CA 93740

COUN 200 SEMINAR IN COUNSELING TECHNIQUES

Master Syllabus in Compliance with CTC Standards 2001

PREREQUISITE: COUN 174 is a prerequisite for all counseling majors. Students in the counseling program must have received their letter of acceptance to the program prior to taking this class.

COURSE DESCRIPTION: This 3-unit, lecture/lab course is designed to help you acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. You will **NOT** emerge from the course as a polished psychotherapist, but you will be provided the basic tenets on which many outstanding therapists base their technique. Particular emphasis will be placed on learning and demonstrating the “core conditions” of counseling as defined by the person-centered movement. Course material will be presented using varied instructional methods, including lecture, small and large group discussion, case studies, demonstrations, role play, class exercises, and assigned reading.

OBJECTIVES: To the degree expected of an entry level counselor, the student will:

1. Demonstrate a practical understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. (CTC 27)
2. Review current literature on the nature of the helping relationship across various diverse client populations. (CTC 3, 21)
3. Actively participate in class activities, which include assuming the role of both counselor and client in lab practice sessions, which are consistently recorded and viewed by student for self-assessment. (CTC 8, 31)
4. Observe peers and offer critique on the appropriateness of their counseling behaviors. (CTC 16)
5. Strengthen critical thinking ability through practice in analyzing the implications of intrapersonal, interpersonal and contextual issues in counseling, including comparing and contrasting counseling techniques appropriate for various client populations, including multicultural and social equity populations. (CTC 3, 21)
6. Demonstrate the ability to apply current legal and ethical practices to the counseling relationship. Examine the ethical standards of the ACA and related entities, as well as the application of ethical and legal considerations in professional counseling to foster the ability to make well-reasoned ethical decisions that rely on reflection and result in professional action. (CTC 6, 18)
7. Examine counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors, personal characteristics, and skills. Gain knowledge to increase ability to

- work effectively with diverse populations and to recognize the importance of valuing cultural, linguistic, cognitive, and physiological diversity
8. Develop a means of self-assessment for evaluation of your counseling skills, and generally to develop the dispositional tendency to reflect on your skills and other aspects of your professional practice.
 9. Examine the nature and effects of crises on individuals, and demonstrate knowledge of basic crises intervention techniques (CACREP II, G5g).
 10. Learn about the importance of collaboration through development of supportive peer relationships. Become familiar with and develop an attitude of respect for the variety of professional paths of the students in the class.
 11. Become acquainted with some of the opportunities for continuing professional growth to foster a disposition toward a commitment to life-long learning and professional development.

AREAS OF SPECIFIC MENTION:

1. Introduce students to an understanding of the nature and needs of individuals at all developmental levels; theories of learning and personality development. (CTC 2)
2. Introduce a 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. (CTC 7, 11)
3. Introduce professional identity – studies that provide an understanding of all of the following aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. (CTC 17, 18)
4. Introduce professional organizations, primarily ACA and CAMFT, including membership benefits, activities, services to members, and current emphases. (CTC 18)
5. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. (CTC 23)

ASSIGNMENTS

SKILLS DEVELOPMENT: You will have the opportunity to practice the skills taught in role-play, classroom exercises, and one on one counseling practice. All students will serve both as counselor and client. This class is, essentially, an experiential process, and you will have to be involved and supportive of each other to maximize the professional growth opportunities for all. (CTC 31; CACREP II, G5c)

ATTENDANCE: In order to learn the skills and to demonstrate professional responsibility, you **MUST BE PRESENT AND ON TIME**. Being present and on time, and informing of any compelling reasons not to do so, is a key responsibility of counselors. For that reason, absences without a compelling reason, absences without prior notice to the instructor, or arriving late and leaving early will all incur deductions from the ethical/professional responsibility section of your grade. Your attendance at every class is expected. Please **CALL IN ADVANCE** to let me know should you have unavoidable circumstances that require you to miss a class. Leave messages at both phone numbers, 225-5860 and 266-9331. Appropriate closure is an important part of the counseling process, and an important part of this class. **You are expected to attend the final class meeting.**

PROFESSIONAL JOURNAL ARTICLE SUMMARY & CRITIQUE/REACTION: Students are expected to become familiar with journals that relate to counseling techniques and strategies for use with diverse populations. Students will turn in a journal article, along with a summary, critique of, and reaction to the article. The article must present research related to counseling techniques and strategies and **EXACTLY** follow the guidelines for topic, content and format as described on the sheet entitled “JOURNAL ARTICLE SUMMARY AND CRITIQUE/REACTION, COUN 200, Instructor: J. Church, GENERAL REQUIREMENTS” (included at the end of the syllabus). On the due date, the articles will be discussed in class. It is essential that you are prepared on the day the assignment is due. **It must be received by the due date.** If there are compelling reasons, the assignment will be accepted up to one week following the due date, but scores will be reduced by one full grade level (10%), e.g. a paper receiving a grade of 36 points (90%) will be reduced by 10% to 32 points (80%). The assignment will not be accepted later than one week following the deadline, and no credit for the assignment will be given. The due date is listed on the calendar in this syllabus.

GRADED HOMEWORK ASSIGNMENT: This assignment will focus on demonstration of cognitive ability to apply the skills. It will require responses to client statements using the core conditions, as well as a facility in the use of affective words. Again, for compelling reasons, the assignment will be accepted up to one week following the due date, but scores will be reduced by one full grade level (10%).

NON-GRADED HOMEWORK ASSIGNMENT: There will be a homework assignment which will not be graded. It is intended to facilitate your progress in developing your counseling skills. Therefore, completion of the assignment is considered part of your ethical/professional responsibility. Failure to complete or late completion of the assignment will affect your Professional/Ethical Responsibility grade. Late completion of the assignment, or completion more than one week late, will result in 4 points off in this area. Failure to complete the assignment will result in 12 points off.

PROFESSIONAL/ETHICAL RESPONSIBILITY: It is expected that you act at all times in a professionally responsible way. This includes attending class, being punctual and prepared, participating actively, completing assignments, showing respect for each other, etc. Given the nature of this class (i.e. the kind of intimacy that emerges in counseling relationships), all exchanges of personal information are to be kept in the strictest of professional confidence in accordance with the “Ethical Standards” of the American Counseling Association (ACA). This “ethics” document will be distributed and discussed early in the course. **Class Ethical Guidelines** are included in the syllabus. All guidelines must be followed to receive full credit in this area. Breaches of ACA Ethical Guidelines which have the potential of causing harm to others (e.g. a breach of confidentiality) will increase the weighting of the Professional/Ethical Responsibility area of your grade, and could result in a failing grade in this course.

TEXTBOOK:

Required: Martin, D.G. (2000). *Counseling and therapy skills* (2nd ed.). Prospect Heights, IL: Waveland Press.

Recommended, but not required: Rogers, Carl R., with introduction by Kramer, P.D., (1995). *On becoming a person*. Boston/New York: Houghton Mifflin Company.

ACCESSORIES: You will need to supply a blank Flash Drive for recording your practice counseling sessions. **These are to be reviewed on a computer in a confidential setting and**

self-evaluated following each of your counseling practice sessions. You will also need to supply a method of audio taping all of your sessions. CTC 31 Please have the flash drive and audio device available by the third week of class, and bring them to each subsequent class. To further assure confidentiality, **all flash drive files and audio tapes must be destroyed by the end of the semester.**

HANDOUTS/WRITTEN ASSIGNMENTS: **ALL** handouts and written assignments ON BLACKBOARD should be downloaded, printed, and brought to class beginning the second week of class. They will be helpful to you for class discussions, exercises, and review for exams.

CALENDAR: A calendar for classes is attached. The dates presented thereon are to help us stay on task, and are subject to change in the event of extenuating circumstances. The exact date topics are covered and the exact format for each class may vary according to class need. However, I do expect to maintain the dates listed on the calendar for Exams 1 and 2. You will be informed ahead of time in the event of any necessary changes in due dates for assignments. The final meeting date for this class is listed on the calendar, along with the time of meeting.

EVALUATION: There will be two (2) exams during this course given on the dates listed on the calendar. These exams will be on content of counseling. The exams will require you to do two things: 1) demonstrate understanding of and develop your thoughts regarding selected topics/issues from the textbook and class discussions/handouts; and 2) demonstrate understanding of the core conditions by giving appropriate, effective written responses to selected client statements. Responses will be evaluated based upon level of empathy, the presence of other requested core conditions, and following directions for what not to include in responses.

Your counseling competence will be determined by a rating procedure designed to discriminate levels of counselor effectiveness, yet it is a subjective rating system. Since this is a “skills” oriented class, you will have ample opportunity to learn and practice your basic counseling skills. As in any skill building process, feedback is essential and will be frequent and ongoing. If, at any time, you feel unclear about how you are doing in this area, you are expected to contact me for additional feedback. Your active participation, including regular attendance, is the key to success in this area. The following scale will be used to evaluate students in this course:

Two Exams @ 25% each	200 points
Journal Article Summary & Critique/Review (10%)	40 points
Graded Homework Assignment (5%)	20 points
Counseling Competence (30%)*	120 points
Professional/Ethical Responsibility (5%)**	<u>20 points</u>
TOTAL	400 points (100%)

*This is, for the most part, a function of professional judgment on the part of your instructor. Frequent feedback is essential to keep you feeling comfortable with this method of evaluation. Students are responsible for making an appointment to meet with your instructor for additional feedback if desired.

**This includes following ACA Ethical Guidelines, as well as the ethical guidelines for the class, including, but not limited to: maintaining confidentiality, respectful communication, regular attendance, participation, and completion of assignments. Usually this is no problem and will only be worth the 5%. Infractions resulting in personal/emotional injury, however, will increase the weighting; and up to 400 points could be deducted.

Grading Scale: A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = below 60%. Students who make a grade of “C” or below may be asked to retake the course to gain the skills required for success in subsequent courses.

SCHOOL THEME & VISION: “Leadership for Diverse Communities” The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

UNIVERSITY/DEPARTMENT POLICIES

STATEMENT ON SERVICES FOR STUDENTS WITH DISABILITIES: “The University is committed to providing reasonable academic accommodation to students with disabilities. Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations.” (Madden Library 1049, 278-2811) Please notify your instructor immediately, so that reasonable accommodations for learning and evaluation can be made.

STATEMENT ON CHEATING AND PLAGIARISM: “The University has a written policy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. The full text of the document is available in the office of the Vice President for Student Affairs in the Joyal Administration Building, Room 262. University definitions of cheating and plagiarism may be found in the section on “Legal Notices” in the current ‘Schedule of Courses’.”

COMPUTERS: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

DISRUPTIVE CLASSROOM BEHAVIOR: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.” (Refer to the University Policy on Disruptive Classroom Behavior in the Schedule of Courses.)

HONOR CODE: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should: a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration); b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading; and c) take responsibility to monitor academic dishonesty in any form and report it to the instructor or other appropriate official for action.

COPYRIGHT POLICY: Copyright laws and fair use policies protect the rights of those who have produced material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfl.pdf>. For copyright Questions and Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>.

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POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM (Adopted by the Counselor Education Program, 12/11/07)

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones**: Students must put cell phones on “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even “silent” cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the “off” mode. “Texting” during class is offensive and will not be tolerated. If you are “on call” for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers**: While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.) The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., is strictly prohibited. **iPods, MP3 players, etc.**: The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this

policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

CLASS ETHICAL GUIDELINES

- * All exchanges of personal information will be kept in the strictest of professional confidence in accordance with ACA Ethical Standards.
- * Students and instructor will consistently show respect for others, including but not limited to communication of feedback regarding counseling practice sessions.
- * Students and instructor will show professional responsibility by regular attendance. Students will advise instructor in advance should there be unavoidable circumstances, which prevent attendance.
- * Students will demonstrate responsibility to self and others by active and supportive participation in all class activities.
- * Students will meet class commitments to complete all assignments and examinations fully and on time.
- * Students and instructor will be punctual and prepared for each class.
- * Students will work within their level of competency. Should very sensitive issues arise for another student, students will not attempt to provide therapy services; rather, both students will call this to the attention of the instructor for consultation and possible referral for professional counseling.
- * Students will be diligent in maintaining the confidentiality of recorded sessions. They must be transported safely, kept in a confidential place, viewed in a confidential setting, and destroyed by the end of the semester

COUNSELING 200 CALENDAR, MONDAYS, FALL 2010

Schedule #73982/73983 * Instructor: Jacquelyn Church

NOTE: Assignments are listed on the date you are to begin them and should be completed by the following class.

AUGUST 23:

Introductions/Getting to Know You/About this Course
 What is Counseling?
 ASSIGNMENT: Chapters 1 and 12

AUGUST 30:

The Core Conditions – Lecture/Discussion
 Basic Listening Skills – Lecture/Practice
 Levels of Empathy – Lecture/Practice
 ASSIGNMENT: Chapters 2 & 3; Complete Core Conditions Assignment

SEPTEMBER 6: **Labor Day, No Class**

SEPTEMBER 13: **Core Conditions Assignment Due**

Recognizing Empathy: “Rogers Tape”
 Using Empathy, Practice
 Listening for the Message/Language as a Tool – Lecture Discussion
 Beginning & Ending a Session – Lecture/Discussion
 ASSIGNMENT: Complete Journal Article Assignment due next class

SEPTEMBER 20:

Journal Article Summary/Critique/Reaction Due (See guidelines for specifics.)
 Small and Large Group Discussion of Articles

Orientation to Lab, and work in booths
 ASSIGNMENT: Chapters 9 & 10; Read ACA Ethical Standards

SEPTEMBER 27:

Ethics – Lecture/Discussion, related Direct Interventions
 Work in Booths
 ASSIGNMENT: Chapters 5 & 11

OCTOBER 4:

Putting the Client in Charge of His/Her Own Life – Lecture/Discussion
 The Core Conditions to Facilitate the Client Taking Charge – Lecture/Discussion
 Work in Booths
 ASSIGNMENT: Chapters 4 & 6

OCTOBER 11:

Immediacy & Personalizing
 Brief Review for Exam next class
 Work in Booths
 ASSIGNMENT: Begin Graded Homework Assignment due 11/1.
 Prepare for **Exam #1 next class** (Chaps. 1-6, 10-12; lecture material;
 ethics;
 skills responses).

OCTOBER 18:

EXAM #1 (Chapters 1-6, 9-12; lecture material; ethics; skills responses)

OCTOBER 25:

Debriefing of Exam
 Immediacy and Personalizing Revisited
 Perls Tape
 Work in Booths
 ASSIGNMENT: Chapter 16, Complete Graded Homework Assignment due next class

NOVEMBER 1:

Graded Homework Assignment Due
 Anxiety Based Problems – Lecture/Discussion
 Work in Booths
 ASSIGNMENT: Chapter 15

NOVEMBER 8:

Crisis Intervention – Lecture/Demonstration
 Work in Booths
 ASSIGNMENT: Chapters 17 & 18

NOVEMBER 15:

Theory to support Practice – Lecture/Discussion
 Research Findings/Direct Interventions
 Work in Booths
 ASSIGNMENT: Chapters 13 & 14

NOVEMBER 22:

Beginnings and Endings
 The Core Conditions in Family Therapy – Video Clips
 Work in Booths

ASSIGNMENT: Select session file to turn in to instructor next class, only if desired or requested

NOVEMBER 29:

Turn in session file for instructor to review one session, if desired or requested

Brief Review for Exam

The Nature and Importance of Closure

Work and closure in Booths

ASSIGNMENT: Prepare for **Exam #2 next class** (Chaps. 13-18, lecture material, skills responses, ethics)

DECEMBER 6:

EXAM #2 (Chaps. 13-18, lecture material, skills responses, ethics)

DECEMBER 13:

FINAL CLASS MEETING, 8:00pm - Class Closure Exercises

COUN 200 SELECTED BIBLIOGRAPHY

Brammer, L.M. (1993). *The helping relationship: Process and skills* (5th ed.). Boston: Allyn & Bacon.

Capuzzi, D. & Gross, D.R. (1995). *Counseling and psychotherapy: Theories and interventions*. New York: Merrill.

Carkhuff, R.R. (1983). *The art of helping* (5th ed.). Amherst, MA: Human Resource Development Press.

Corey, M.S. & Corey, G. (1988). *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.

Corey, G. (1991). *Theory and practice of counseling and psychotherapy* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G., Corey, M.S., & Callanan, P. (1993). *Issues and ethics in the helping professions* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Dyer, W.W. & Vriend, J. (1988). *Counseling techniques that work*. Alexandria, VA: American Association for Counseling and Development.

Egan, G. (1994). *The skilled helper: A systematic approach to effective helping* (5th ed.). Pacific Grove, CA: Brooks/Cole.

- Gollnick, D.M. & Chinn, P.C. (1994). *Multicultural education in a pluralistic society* (4th ed.). New York: Merrill.
- Ivey, A.E. (1993). *Intentional interviewing and counseling: Facilitating client development* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Martin, D.G. & Moore, A.D. (1995). *First steps in the art of intervention*. Pacific Grove, CA: Brooks/Cole.
- Pipes, R.B. & Davenport, D.S. (1990). *Introduction to psychotherapy: Common clinical wisdom*. Englewood Cliffs, NJ: Prentice Hall.
- Rogers, Carl R., with introduction by Kramer, P.D., (1995). *On becoming a person*. Boston/New York: Houghton Mifflin Company.
- Scissons, E.H. (1993). *Counseling for results: Principles and practices of helping*. Pacific Grove, CA: Brooks/Cole.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (1993). *Foundations of therapeutic interviewing*. Boston, MA: Allyn & Bacon.
- Teyber, E. (2000). *Interpersonal process in psychotherapy: A relational approach* (4th ed.). Belmont, CA: Brooks/Cole.

JOURNAL ARTICLE SUMMARY & CRITIQUE/REACTION

GENERAL REQUIREMENTS

The article must relate to **research on the EFFECTIVENESS OF A COUNSELING THEORY, MODALITY, OR SET OF TECHNIQUES OR STRATEGIES used with a SPECIFIC CLIENT POPULATION** from the options listed below. In our class discussion we will compare and contrast counseling techniques appropriate for various client populations. To help focus the discussion, please use one of the following “specific populations”: ethnic/cultural group; age group; socioeconomic group; sexual orientation; or persons with physical or developmental challenges. Check with the instructor if you are uncertain whether or not the article of your choosing meets the criteria for “specific population” and/or other criteria described above.

The article **must** be from a **professional journal** 2000 to present. The article must relate to research as outlined above. Submit a copy of the complete article with your paper. Be sure the Name of the Journal, Volume #, Date, Page Numbers, and References at the end of the article are included.

Keep papers to the **3-page maximum, double spaced**. Please do not use smaller than 11-pitch font size. Your instructor has old-aged vision, and smaller type increases the length beyond that requested.

AT THE TOP of your paper, write **your name** and give the **standard APA reference** of the article submitted. The reference should follow APA format like in the following example:

Mitchum, N. (1987). Developmental play therapy: A treatment approach for child victims of sexual molestation. *Journal of Counseling and Development*, 65(6), 320-321.

Clearly separate each section listed below, LABELING each section in your paper.

SPECIFIC CONTENT/SECTION REQUIREMENTS

- A. (15 POINTS) SUMMARY OF ARTICLE:** Please lift out of the article the most significant points the authors make, as well as summarizing findings/conclusions they present. Especially important are any suggestions made for use of counseling techniques. Please remember, if you use **quotations** from the journal article or any other source, you must put them **in quotation marks and follow the quote with the page number** it was on. If you do not, it is plagiarism, and will result in a significant reduction of score on the assignment and/or departmental or university actions.
- B. (2 POINTS) STRENGTHS AND WEAKNESSES of the research/article** (not of the model/techniques presented): Some examples of this might be: strength or weakness of sample sizes and research methods; weakness of presenting opinions as facts rather than backing them up with references; weakness of apparent bias; strength of clarity of organization and writing style; etc.
- C. (5 POINTS) REVELANCE TO YOUR COUNSELING:** Discuss the relevance of the information in the article to the counseling process (i.e., How will this information specifically help you in your future counseling?).
- D. (8 POINTS) RELEVANCE TO THE CORE CONDITONS:** Specifically discuss 4 different core conditions that are especially pertinent to the counseling strategies and/or specific population discussed in the article. Describe how each would be used and why it is important. Please be specific by discussing at least 4 different core conditions, not just the core conditions in general.
- E. (5 POINTS) PERSONAL INSIGHTS:** What did you learn **about yourself** from reading this article? Some examples might be: insights regarding cultural or values differences which might affect your counseling; insight regarding personal issues or biases which may need to be addressed in order not to interfere with your counseling effectiveness with this population.

OTHER GRADING CRITERIA: A portion of your grade is based on writing ability and following instructions for the paper. Points are assigned as follows:

- Writing ability (e.g. clarity of writing, grammar, spelling, etc.) **(4 POINTS)**
- Following instructions exactly **(1 POINT)**

HINTS FOR SHORTENING PAPERS:

1. Don't repeat the name of article or authors in your text; they are already at the top of your first page.
2. Be succinct in presenting the points; don't couch in unnecessary prefaces, etc.
3. Use colons followed by lists, rather than several sentences. For example, "The author notes 3 things to consider: developmental level, cultural background, and intelligence." (Not, "The author notes three things to consider. The first is developmental level. The second is cultural background. The third is intelligence.")
4. Since it is assumed all information and quotes come from this one article, you may diverge some from usual APA format. Quotations from the article must be put in quotation marks and cited, but citation only needs to indicate the page number of the quote. You do not need to also indicate the author(s) and year in your citation. You do not need to use APA citations for material summarized in your paper. It will be assumed that it is a summary of the article.

THIS ASSIGNMENT IS IN LIEU OF A MAJOR PAPER AND MUST DEMONSTRATE THE SAME QUALITY OF WRITING AS IS EXPECTED IN TERM PAPERS. Remember, failure to put quotes in quotation marks is plagiarism and may result in a failing grade for the assignment.