

COUNSELING THEORIES

Instructor: Anna Taylor
Phone: (432) 634-3880
Email: ataylor@odessa.edu

Class Day/Time: Wed. 6:00 - 8:50 p.m.
Classroom: Wilkerson Hall 234
No office hours - Available immediately after class
via e-mail email or phone

Course Description: An examination of the major theories and current treatment modalities used in the field of counseling.

Objectives: Demonstrate competency in general theory in counseling the chemically dependent client.

1. Demonstrate competency in general theory of counseling and psychotherapy.
2. Demonstrate knowledge of major and alternative theories of counseling and psychotherapy.
3. Become familiar with the Texas Department of State Health Services web site.
4. Identify Competencies and requirements for licensure in Texas
5. Identify the knowledge, skills, and attitudes of professional practices
6. Examine the 12 core functions/global criteria of the substance abuse counselor.

Text: *Theory and Practice of Counseling and Psychotherapy*, 9thed. Corey, G., Brooks/Cole Publishing Co.

PROPOSED COURSE CALENDAR:

Aug. 29 th	Introduction to Theory Reading assignment: Chapter 1
Sept. 5 th	The Counselor: Person and Professional Reading assignment: Chapter 2
Sept. 12 th	Ethical Issues Reading assignment: Chapter 3
Sept. 19 th	Psychoanalytic Therapy Reading assignment: Chapter 4 Test (25 question – multiple choice)
Sept. 26 th	Adlerian Therapy Reading assignment: Chapter 5
Oct. 3 rd	Existential Therapy Reading assignment: Chapter 6
Oct. 10 th	Person Centered Therapy Reading Assignment: Chapter 7
Oct. 17 th	Gestalt Therapy Reading Assignment: Chapter 8 Test (25 question – multiple choice)
Oct. 24 th	Behavior Therapy Reading Assignment: Chapter 9
Oct. 31 st	Cognitive Behavior Therapy Reading Assignment: 10

Nov. 7 th	Reality Therapy Reading Assignment: Chapter 11
Nov. 14 th	Postmodern Approaches Reading Assignment: Chapter 13 Test (25 question – multiple choice)
Nov. 21 st	THANKSGIVING BREAK
Nov. 28 th	Family Systems Therapy Reading Assignment: Chapter 14
Dec. 5 th	Integrative Approach Reading Assignment: Chapter 15 Presentations of new approaches; papers due.
Dec. 12 th	Final Exam

Term Project: The term project is a 4-6 page paper where the student will choose an eclectic approach, combining some major and/or alternative theories of counseling and psychotherapy. Generally speaking, the issues will address the philosophy, methodology, technology, and integration of the student's chosen theories of counseling and psychotherapy.

Tests: 75%; Term Project: 15% ; Final Exam: 10%

Attendance: Attendance will be taken daily. Those who miss 4 or less classes over the entire semester will have an additional 5 points added to their final grade. Try not to be late as it interrupts the class; enter quietly if you arrive late. Don't forget to sign the sign-in sheet if you are late so that you are not counted absent.

***** EXTRA-CURRICULAR ACTIVITIES *****

Involvement in various activities and interests is not a problem - however, you are still responsible for learning the material and keeping up on assignments, reading, and tests, etc. in this class. No exceptions made for athletes, musicians, cheerleaders, Zen Buddhists, Islamic extremists, etc.

Cellphones

NO TEXTING DURING CLASS. Cellphones must be turned off or silenced.

MAKE-UP EXAMS POLICY:

If you miss a test, **you will be responsible to make it up.** Makeup Exams are to be scheduled with the teacher and may be taken after class the following week. Although you can choose to not do a test, remember it will significantly affect your overall grade.

OC INCOMPLETE POLICY:

A grade of "Incomplete" may be given only if (1) the student has passed all work completed, and (2) he/she has completed a minimum of 75% of the required coursework. A grade of "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

STATEMENT OF ACADEMIC DISHONESTY:

Ethics, Cheating and Plagiarism "Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism." "Ideas or phrasing" includes written or spoken material, of course, from whole papers and paragraphs to sentences, and, indeed, phrases. but it also includes statistics, lab results, art work, etc. "Someone else" can mean a

professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise), which offers to sell written papers for a fee." (statement taken from <http://webster.commnet.edu/mla/plagiarism.shtml>).

I do not tolerate cheating in any form. If you plagiarize an essay or cheat on an exam once, that assignment will receive a "0." If you plagiarize or cheat the second time, you will receive an "F" in the course.

Cutting and pasting any information from any Internet source is considered cyberplagiarism and will result on a 0 for the first offense and an F in the course for any subsequent offenses.

See the section on "Scholastic Dishonesty" in the updated Odessa College *Student Handbook*.

See: <http://www.riosalado.edu/library/tutorials/Pages/avoidingPlagiarism.aspx> for plagiarism and citation information.

STATEMENT OF SPECIAL ACCOMMODATIONS:

In accordance with federal and state laws and regulations, Odessa College does not discriminate on the basis of disability in the recruitment and admission of students, the employment of faculty and staff, and the operation of any of its programs and activities. Students with a disability should contact *ADA Accommodation/Support personnel* Becky Rivera-Weiss at either (432) 335-6861 or brivera@odessa.edu

STUDENT SUPPORT/SUCCESS COACHES:

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

This syllabus is subject to change at the instructor's discretion

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

A Statement on Plagiarism

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course — from whole papers and paragraphs to sentences, and, indeed, phrases — but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

Let us suppose, for example, that we're doing a paper for Music Appreciation on the child prodigy years of the composer and pianist Franz Liszt and that we've read about the development of the young artist in several sources. In Alan Walker's book *Franz Liszt: The Virtuoso Years* (Ithaca: 1983), we read that Liszt's father encouraged him, at age six, to play the piano from memory, to sight-read music and, above all, to improvise. We can report in our paper (and in our own words) that Liszt was probably the most gifted of the child prodigies making their mark in Europe in the mid-nineteenth century — because that is the kind of information we could have gotten from a number of sources; it has become what we call common knowledge.

However, if we report on the boy's father's role in the prodigy's development, we should give proper credit to Alan Walker. We could write, for instance, the following: **Franz Liszt's father encouraged him, as early as age six, to practice skills which later served him as an internationally recognized prodigy (Walker 59).** Or, we could write something like this: **Alan Walker notes that, under the tutelage of his father, Franz Liszt began work in earnest on his piano playing at the age of six (59).** Not to give Walker credit for this important information is plagiarism.

Most students would never intentionally steal objects. All too often, however, they steal another writer's ideas and words—they plagiarize. To be fair and to avoid even the appearance of plagiarism, always use your own words and generously credit your sources.

Be careful when you use research that others have done.

Only information that is widely available from a variety of sources—such as historic facts and geographic data—can be used without giving credit.

For example, if you were writing a research paper on earthquakes and you wanted to do some comparing of California earthquakes to others throughout history, you could find and use the dates and locations of other major earthquakes without referencing a specific source because similar information is available from any number of sources. If, however, you wanted to use a person's story about an earthquake, an analysis of the cause of an earthquake, or even a description of an earthquake, you would have to give credit to your source.

To serve as an example, this is an original paragraph from the book *What Johnny Shouldn't Read—Textbook Censorship in America*:

In the Dick and Jane readers some of us remember from our childhoods, a family consisted of a married couple, two or three well-behaved children, and a dog and a cat. Father wore suits and went out to work; mother wore aprons and baked cupcakes. Little girls sat demurely watching little boys climb trees. Home meant a single-family house in a middle-class suburban neighborhood. Color the lawn green. Color the people white. Family life in the textbook world was idyllic; parents did not quarrel, children did not disobey, and babies did not throw up on the dog.

Joan Delfattore, *What Johnny Shouldn't Read—Textbook Censorship in America*, p 26.

The following paragraphs illustrate plagiarized versions of the above excerpt:

❶ In the Dick and Jane readers some of us remember from our childhoods, a family consisted of a married couple, two or three well-behaved children, and a dog and a cat. Father wore suits and went out to work; mother wore aprons and baked cupcakes. Little girls sat demurely watching little boys climb trees.

Plagiarized.

Problem: *This has been directly copied without quotation marks or credit to the author.*

❷ According to Delfattore, the Dick and Jane readers of several years ago pictured an unrealistic family life. Stories always seemed to take place in **middle-class suburban neighborhoods** where life **was idyllic; parents never quarreled** and **children always obeyed** (26).

Plagiarized.

Problem: *Although credit has been given to the author, this paraphrased version is not adequate because it contains bits and pieces of the original text (illustrated in bold above).*

❸ In the past, elementary school reading books told stories of an unrealistic life style. Families always lived in suburbia where homes and life were picture perfect.

Plagiarized.

Problem: *Although this has been paraphrased, credit has not been given to the author.*

Professional writers always credit their sources unless they are absolutely certain their information is available from a wide variety of references; you should too. General guidelines:

- Use quotation marks and credit the source when you copy exact wording. Use quoted material selectively, quoting only those words, phrases, lines or passages that are particularly interesting, powerful, or vivid. The overuse of quoted material can interrupt the flow of your writing and make it seem as though you lack original ideas.
- Whenever possible, use your own words to paraphrase instead of copying. The best way to do this is carefully read the selection you want to paraphrase. When you are finished, push away or cover up the original, thereby resisting the temptation to use it as a “guide.” Ask yourself “What did I just read?” and *trust your answer*. Write a summary of the material in your own words. You might be surprised at how much easier this is than trying to doctor or manipulate the original version!
- Give credit for words and ideas that aren't your own, even if you paraphrase.

Myrick Land, author of *Writing for Magazines*, offers this excellent advice: "Remember that you are a writer, not a compiler of previously published material. Although you will consult other writers, frequently for facts and background information, the value of your writing will depend on your own contribution."

References:

Bower, Donald, ed. *The Professional Writer's Guide*. Colorado: National Writer's Club, 1990.
 Kozak, Ellen. "The ABC's of Avoiding Plagiarism." *Writer's Digest* 73.7 (1993): 40-1.
 Land, Myrick. *Writing for Magazines*. New Jersey: Prentice-Hall, 1993.

Avoiding Plagiarism: Practice Exercise

Put the knowledge and strategies you have learned into practice by completing the following activity.

Rewrite each of the paragraphs below. Quote when appropriate, paraphrase when possible, and credit when necessary. Check your rewrites against the sample rewrites.

Original

- Since all of my recommendations call upon you to prepare for speaking by writing out, in some form, what you wish to say, it is, first of all, of great importance to recognize that what is written to be read has a radically different character from what is written to be heard.

The remarkable difference between listening and reading—the one requiring you to keep moving forward irreversibly with the flow of speech, the other allowing you to proceed at your own pace and to go forward or backward at will by simply turning the pages—demands that you accommodate what you write for listening, as contrasted with what you must do for readers.

M.J. Adler, *How To Speak, How To Listen*, p 12.

- **Acceptable use of direct quotation:**
 A speech should not be written with readers in mind. According to M.J. Adler, author of *How to Speak, How to Listen*, you should “accommodate what you write for listening” (12).
- **Acceptable paraphrase:**
 When writing a speech, you must recognize that the words you are putting to paper are not meant to be read, but rather to be heard. This is an important consideration, as the recipients of a speech do not have the same benefits as readers do. They cannot pause for reflection, reread for understanding, or take in the information at their leisure. The audience of a speech must process the information that is presented all at once, so plan your words accordingly (Adler 12).

Original

- Fairy tales are unique, not only as a form of literature, but as works of art which are fully comprehensible to the child as no other art form is. As with all great art, the fairy tale's deepest meaning will be different for each child and different for the same child at various moments in his life.
 Bruno Bettelheim, *The Uses of Enchantment*, p. 77.

- **Acceptable use of direct quotation:**

Children love fairy tales because they revolve so heavily around *choices* and allow them to experience the phenomena of cause and effect from a safe distance. As Bruno Bettelheim, author of *The Uses of Enchantment* points out, “Fairy tales are unique, not only as a form of literature, but as works of art which are fully comprehensible to the child as no other art form is” (77).

- **Acceptable paraphrase:**

Fairy tales capture the imaginations of children because children are especially receptive to the art of storytelling. From a developmental perspective, *Little Red Riding Hood* may be a story about stranger danger, or about caring for those who are unable to care for themselves, or about the importance of relying on one’s wits, depending upon the child’s age and stage. In this way, children rarely hear the same fairy tale twice (Bruno 77).

Original

- A relatively new field, called interpersonal neurobiology, draws its vigor from one of the greatest discoveries of our era: that the brain is constantly rewiring itself based on daily life. In the end, what we pay the most attention to defines us. How you choose to spend the irreplaceable hours of your life literally transforms you.

All relationships change the brain—but most important are the intimate bonds that foster or fail us, altering the delicate circuits that shape memories, emotions, and that ultimate souvenir, the self.

Diane Ackerman, “The Brain on Love,” p. 1.

- **Acceptable use of direct quotation:**

Concentrate on the positive relationships in your life. According to Diane Ackerman, author of “The Brain on Love,” the important people in our lives affect our brain circuitry and sense of who we are: “All relationships change the brain—but most important are the intimate bonds that foster or fail us, altering the delicate circuits that shape memories, emotions, and that ultimate souvenir, the self” (1).

- **Acceptable paraphrase:**

The emerging field of study called interpersonal neurobiology suggests that the brain is constantly reconfiguring itself in response to the dominant relationships in our day-to-day lives (Ackerman 1).

Original

- A compelling reason to preserve species is that each one plays an important role in an ecosystem (an intricate network of plant and animal communities) and the associated environment. When a species becomes endangered, it indicates that something is wrong with the ecosystems we all depend on.

Like the canaries used in coal mines whose deaths warned miners of bad air, the increasing numbers of endangered species warn us that the health of our environment has declined. The measures we take to save endangered species will help ensure that the planet we leave for our children is as healthy as the planet our parents left for us.

U. S. Department of the Interior, U. S. Fish and Wildlife Service, *Endangered Species*, p. 4.

- **Acceptable use of direct quotation:**

We don’t necessarily need expensive scientific equipment or analysis to measure the health of the physical environment. Mother Nature provides this information free of charge. One of the most tale-tell indicators of the health of our ecosystems is the number of endangered species. According to the U. S. Department of the Interior, U.S. Fish and Wildlife Service, “When a species becomes endangered, it indicates that something is wrong with the ecosystems we all depend on” (4).

- **Acceptable paraphrase:**

There is a correlation between the increasing number of endangered species and the declining condition of the ecosystems on which we depend. Future generations deserve the opportunity to enjoy a happy and productive life in a habitable physical environment. The measures we take now to protect endangered species will also protect the physical resources and livelihoods of generations to come (U. S. Department of the Interior, U. S. Fish and Wildlife Service 4).