



THEORIES & PROCESSES OF COUNSELING (PSY 304)

Fall 2014 • Tuesdays & Thursdays 8:30am-9:45am • Dunning NG13

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Office hours: I'll be holding official office hours on Tuesdays from 2:00pm-4:00pm and Wednesdays from 9:00am-12:00pm but I have an open door policy—if I'm in my office, please feel free stop in. I'm also happy to set up an appointment with you if you can't make my normal office hours.

COURSE DESCRIPTION:

This class is designed to introduce you to the historical context, main principles, and clinical applications of the major theories of counseling. You'll have the chance to discuss the ethical and cultural issues pertinent to the field of counseling overall and to the individual theories, and will have the opportunity to learn and practice counseling process skills. In order to register for the class students must have taken or be enrolled in PSY 111, 112, or two semesters of Sociology.

COURSE OBJECTIVES:

By the end of the course you will have gained familiarity with:

- 1) The key principles of existing counseling theories;
- 2) How contextual factors shape ideas of psychological well-being and distress;
- 3) How theories are translated into practice.

COURSE MATERIALS:

Required text: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2012). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques* (2nd ed.). John Wiley & Sons: Hoboken, NJ.

Additional readings will be made available via Canvas or handed out in class.

CLASS ETIQUETTE:

This class will only work if we all actively participate in both the discussions and the experiential activities. With that in mind, it is important that an atmosphere is created where we all feel comfortable sharing our ideas, challenging one another, and taking risks without fear of judgment or negative reprisals. During the first class meeting we will work as a group to create norms to foster this environment. It is my expectation, however, that regardless of whether we agree with one another's stated opinions, ideas, or values, we will respect and seek to understand one another. With that in mind, language that degrades any individual or group because of gender, age, ethnicity, nationality, race, socioeconomic status, disability status, religious preference, or sexual orientation will not be tolerated. If at any point in the semester you are feeling unsupported or disrespected please come and speak with me so we can address any issues that may be compromising your learning, growth, or comfort.

COURSE POLICIES:

1) Attendance, Preparation, and Participation: It is my perspective that our peers are our greatest educational resources because of the different reactions and points of view held. Because of this, it is expected that you will attend, be prepared for, and engage in all class meetings—not just for your own sake, but for the sake of your classmates as well. This means completing the readings and/or assignments *prior to each class* and being prepared to discuss the readings, ask questions, and actively participate in any and all experiential activities. With that said, I recognize that extraordinary circumstances occasionally arise that make class attendance and active engagement impossible. Should one of these extraordinary circumstances arise it is essential that you come and speak to me preferably before (but certainly after) the event. Failure to notify me or follow up after an absence will result in that absence being considered unexcused. As extra incentive for your attendance, preparation, and participation, the following policies will be followed:

- You are allowed one “freebie” unexcused absence—no questions asked. However **all unexcused absences after the first will result in one point being deducted from your final grade.** Further, any unexcused absences for a test will result in a grade of 0.
- I’m a stickler about starting and ending on time. So to encourage your timely arrival for class, **a third of a point will be deducted from your final grade for each late arrival** (5 or more minutes)
- If you seem routinely unprepared for class or are not actively engaging in class activities you will be required to meet with me so we can determine the barriers to your engagement and how you might be able to participate more fully.
- If the class as a whole seems to be having difficulties coming to class prepared I reserve the right to implement a reading quiz at the beginning of any class.

2) Writing: Our ability to communicate in a written format is an essential component of our psychological training. For this reason, I hold high standards for your written assignments. All assignments are required to be in APA format (please see the 6th edition APA Style Manual and additional resources on Canvas as a reference) and should be *thoroughly* edited before being turned in. Paper organization and writing style, including proper grammar, punctuation, and spelling, comprise **20%** of each assignment rubric. If you feel that you could benefit from additional help with your writing, I encourage you to visit the writing center. Appointments can be scheduled through their website at <http://www.washcoll.edu/offices/writing-center/>

3) Paper submissions: In the service of moving towards an increasingly paperless society, I am asking that you submit all of your written assignments via Canvas. Instructions for how to submit assignments are available in the Canvas Help menu. Given that this submission process does not involve the actual “handing in” of papers during course meetings, you should plan to have your assignments completed and uploaded *prior to the class meeting time*. Assignments not received prior to the start of class will be considered late.

4) Late assignments: For the sake of fairness and to maintain the integrity of the course, **10% of the possible assignment points will be deducted each day for late assignments**, meaning that if you have not made prior arrangements with me and have not submitted your paper/assignment by class time on the due date, 10% of the possible points will be deducted. If the assignment is still not submitted by class time the following day, another 10% of the possible points will be deducted. With that said, I fully realize that circumstances arise that may preclude you from turning an assignment in on time. If you do not wish to be penalized for this, you are responsible for making arrangements with me *at least 48 hours before* the due date.

5) Academic dishonesty: As a reminder, you are expected to abide by the Honor Code and will be required to indicate your adherence to that code on all assignments. If it appears an honor code violation has occurred, actions will be taken in accordance with the honor code policy outlined in the Student Handbook (<https://www.washcoll.edu/live/files/2801-student-handbook-201314>)

6) Laptop and cell phone usage: You are welcome to use your laptop, iPad, etc. in class in order to take notes but ONLY to take notes. Other activities are distracting not only to you but also to those around you, including to me. I ask that if you are going to use a laptop or other device, you disable your internet connection during class time. **If it appears that you are using the device for purposes other than taking notes I reserve the right to prohibit you from bringing the device to class with you in the future.** I also ask that you SILENCE OR TURN OFF your phone (not just place on vibrate) for the duration of each class and also that you try not to look at it during class (even on breaks as this should be time that you are spending interacting with your peers and thinking about class material). **Again, if it seems as though your cell phone is serving as a distraction to you I reserve the right to prohibit you from bringing it to class in the future.**

7) Learning Accommodations: It is my goal to make this class accessible to all students, regardless of ability status. Therefore, I will do all that I can in order to accommodate for any disabilities that you have. The college's official policy states that if you have a documented disability that requires accommodations, you will need to first contact the Office of Academic Services at x7883 (2nd Floor, Miller Library). Please do this as soon as possible so that we can have a conversation about your needs and the recommended accommodations. You are welcome to meet with me in my office hours to discuss these accommodations, and I encourage you to do so early in the semester.

8) Religious and cultural observance policy: I will make every effort to accommodate all students who, because of religious or cultural obligations, have conflicts with scheduled tests, assignments, or other required attendance, provided I am notified well in advance (at least two weeks) of the scheduled conflict.

PROVISION OF CHANGES TO THE SYLLABUS:

The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

GRADING:

Final grades will be distributed as follows out of the total possible points:

A	93-100%	B-	80-82%	D+	68-69%
A-	90-92%	C+	78-79%	D	63-67%
B+	88-89%	C	73-77%	D-	60-62%
B	83-87%	C-	70-72%	F	0-59%

Please note that although I am very open to discussing grades on individual assignments and participation, final grades are not negotiable. If your final point tally falls between two letter grades I will use normal rounding up/down standards (i.e., 89.3% would round down to a B+, 89.7% would round up to an A-)

COURSE ASSIGNMENTS

Assignment	Points per assignment	Total points
Counseling skills reflections	5	25
Paper #1	25	25
Test #1	25	25
Test #2	25	25
Videotape & Reflection		
Part I: Videotape	10	50
Part II: Transcription	30	
Part III: Reflection	10	
Paper #2	50	50
TOTAL POINTS		200

1) COUNSELING SKILLS REFLECTIONS—*Due the Tuesday following indicated skill development days via Canvas*

Learning and practicing counseling skills can be a surprisingly complex and overwhelming task. In part this is due to the fact that you may learn things about your interpersonal style that you hadn't previously realized. Taking the time to think through these realizations is paramount to skill development.

In these **2-3 page, double-spaced, APA formatted** reflections you'll have a chance to share any observations or realizations you had during the experiential activities of the day and to reflect on what those observations or realizations mean to you. You must complete **FIVE** of these reflections during the semester. It is your choice which weeks you submit a reflection.

In the reflection I would like you to answer the following prompts:

- What did you notice about your interpersonal/communication style during the activities of the day?
- How did you feel/what did you think about what you noticed?
- How might these realizations affect how you interact with others in the future?

As you may be able to imagine, there are no "right" or "wrong" answers to these prompts. Therefore, your grade will be based not on your response itself but in the reflection that contributed to that response and your ability to convey your thoughts in an organized and coherent manner. **If you choose to reference any readings or sources from within or outside of class** (which you *may* do, but do not *have* to do), **you must properly cite them using APA style guidelines and include a separate reference page** (not included in total page count).

Points	Rubric component
.2	APA formatting
.4	Writing
.4	Organization
4	Demonstrated reflection
5	Total points

Note: You must type the following honor code statement at the top of the first page:

I pledge my word of honor that I have abided by the Washington College Honor Code while completing this assignment.

2) PAPER #1: The 'what' and 'how' paper—Due Tuesday, September 2nd via Canvas

Most theories of counseling seek to answer two questions: 1) What causes symptoms; and 2) How can those symptoms be remediated. In this **4–5 page, double-spaced, APA formatted** paper you'll have the opportunity to consider your current working ideas about these two questions and explain why you believe what you do. *You should think of this paper as a chance to get your own ideas on paper before we delve into existing theories.* Again, there are no right or wrong answers to these prompts—this paper is strictly based on your opinion and should be written as such.

An effectively written paper will include an *introduction* with a clear thesis statement, a *conclusion*, and should address four points:

- 1) Description of what causes symptoms
- 2) Explanation for why you believe symptoms are caused in this way
- 3) Description of what can be done to remediate symptoms
- 4) Explanation of why you believe symptoms can be remediated in this way

Similar to the skill reflections, if you would like to integrate any readings or sources from within or outside of class (which you *may* do, but do not *have* to do), **you must properly cite them using APA style guidelines and include a separate reference page** (not included in total page count).

Points	Rubric component
1	APA formatting
4	Writing (2) & Organization (2)
5	Description of what causes symptoms
5	Explanation of why you believe symptoms are caused in this way
5	Description of what can be done to remediate symptoms
5	Explanation of why you believe symptoms can be remediated in this way
25	Total points

Note: You must type the following honor code statement at the top of the first page:

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3) TESTS—Test #1: Thursdays, October 16th; Test #2: November 25th

There will be two content-based tests in this class to help promote your learning about particulars of the theories we discuss. The tests will be **closed book** and will be comprised of a combination of multiple choice and short-answer questions. The content of each test is indicated below.

Test #	Content
1	Ethics, Multiculturalism, Common factors, Family systems, Person-centered, Existential, Adlerian
2	Gestalt, Feminist, Behavioral, Cognitive Behavioral, Psychoanalytic

4) VIDEOTAPE & REFLECTION—Due Thursday, November 6th via Canvas

For this assignment, you'll have the opportunity to try out and reflect upon your counseling skills.

Part I: Videotape

To begin, you will be assigned a volunteer with whom to conduct a **20-minute videotaped** "counseling session." Once assignments have been made you should contact the student, explain the purpose of the meeting to them, and schedule a time to conduct the session in a quiet, place where you will not be interrupted. In this initial conversation you should ask your volunteer to come prepared with an issue or topic they would like to discuss.

You are welcome to use your own recording equipment or you can borrow equipment from the college (training on this equipment is available). Make sure you familiarize yourself with the recording equipment before the session, however, as technological issues will require you to do the session again. At the beginning of the session you should have the client sign a paper copy of the informed consent form (*available on Canvas*), which should be turned in along with your recording in class on November 4th.

Points	Rubric component
2	Orientation of client to session, informed consent
4	Effectiveness of non-verbal behaviors
4	Effectiveness of verbal behaviors
2	Proper "closing" of session
10	Total points

Part II: Transcription

For this part of the assignment you will select a **7-8 minute, continuous segment** from the session that you believe demonstrates your counseling skills (please indicate the time at which the transcribed section begins and ends on the transcription). This segment should be transcribed and annotated as shown below, with each of *your* statements followed by: (a) the label you would assign to your response; (b) the intentions and cultural assumptions that prompted your statement; and (c) your perception of the effectiveness of the skill used.

Dialogue	Label	Intention/Cultural Assumptions	Effectiveness
<i>Verbatim transcription of what was said by you or client</i>	<i>The type of counseling skill that was used</i>	<i>Why you said what you did (What you were trying to elicit/uncover; what you believed the client needed and why; etc.)</i> <ul style="list-style-type: none">- <i>What was your "in-the-moment" internal dialogue?</i>- <i>What were you thinking? Feeling?</i>- <i>What were the personal/ cultural assumptions and values that were impacting or guiding your work?</i>	<i>Effectiveness of skill usage (and how you assessed effectiveness); What effect did you have on the client and vice versa?</i>

Points	Rubric component
5	Preciseness of transcription
5	Proper labeling of skills
12	Reflections on intentions/Cultural Assumptions
8	Reflections on effectiveness
30	Total points

Part III: Reflection

For this final segment of the assignment you will write a **3-4 page, double-spaced, APA formatted** reflective paper in which you consider:

- Your comfort with the skills you employed
- What you did that you believe was particularly beneficial for the “client”
- What you may have done differently
- Your feelings about the overall experience.

Points	Rubric component
.5	APA formatting
1.5	Writing (.75) & Organization (.75)
2	Reflection on your comfort with the skills you employed
2	Reflection on what you did that you believe was particularly beneficial for the “client,”
2	Reflection on what you may have done differently
2	Reflection on your feelings about the overall experience
10	Total points

Note: You must type the following honor code statement at the top of the first page:

I pledge my word of honor that I have abided by the Washington College Honor Code while completing this assignment.

5) PAPER #2: Theoretical orientation paper—Due on Tuesday, December 9th by 11:30am via Canvas

This final paper is designed to provide you with an opportunity to reflect on the theories we discussed in class and consider which of those theories best resonates with your personal beliefs about symptom etiology and remediation. In order to do so, you will have to pick **one** of the theories that we discussed in class and address each of the following points:

- What are the central principles of the theory?
- How do the ideas in the theory align with what you wrote in paper #1?
- Why does this theory most resonate with you?
- What aspects of the theory do you not agree with?

In this **6-8 page, double-spaced, APA formatted paper** it is expected that you will integrate literature presented in class *as well as at least **three** outside sources* in order to support your ideas. Acceptable sources include: Peer reviewed journal articles; Books; and Book chapters. **These sources must be cited using proper APA formatting, including in-text citations for direct quotes and paraphrasing as well as a separate reference page (not included in total page count)**

Points	Rubric component
2	APA formatting
8	Writing (4) & Organization (4)
8	Description of central principles of the theory
8	Alignment of theory with paper #1
10	Description of why the theory most resonates with you
10	Description of the aspects of the theory you do not agree with
4	Proper use and citing of outside sources
50	Total points

Note: You must type the following honor code statement at the top of the first page:

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COURSE SCHEDULE

Date	Topic	Readings	Assignments
WEEK 1			
Tues. 8/26	Review of syllabus, introductions		
Thurs. 8/28	What is counseling? Listening skills	Horowitz (2012)	
WEEK 2			
Tues. 9/2	Ethics & Multiculturalism	Chapter 1, p. 18-29	Paper #1
Thurs. 9/4	Ethics & Multiculturalism con't	Chapter 13	
WEEK 3			
Tues. 9/9	Common factors	Chapter 1, p. 1-17	
Thurs. 9/11	Structure of counseling sessions		
WEEK 4			
Tues. 9/16	Person-centered theory	Chapter 5	
Thurs. 9/18	Relationship building*		
WEEK 5			
Tues. 9/23	Family systems theory	Chapter 12	
Thurs. 9/25	Gathering background information*		
WEEK 6			
Tues. 9/30	Existential theory	Chapter 4	
Thurs. 10/2	Reflecting feeling/restating content*		
WEEK 7			
Tues. 10/7	Adlerian theory	Chapter 3	
Thurs. 10/9	No class-- Fall Break!		
WEEK 8			
Tues. 10/14	Test review/study day		
Thurs. 10/16			Test #1
WEEK 9			
Tues. 10/21	Gestalt theory	Chapter 6	
Thurs. 10/23	Paraphrasing/summarizing*		
WEEK 10			
Tues. 10/28	Feminist	Chapter 10	
Thurs. 10/30	Self-disclosure*		
WEEK 11			
Tues. 11/4	Behavioral	Chapter 7	
Thurs. 11/6	Confronting/challenging*		Videotape
WEEK 12			
Tues. 11/11	Cognitive Behavioral	Chapter 8	
Thurs. 11/13	Directives, advice *		
WEEK 13			
Tues. 11/18	Psychoanalytic	Chapter 2	
Thurs. 11/20	Test Review/Interpretations*		
WEEK 14			
Tues. 11/25			Test #2
Thurs. 11/27	No Class—Happy Thanksgiving!		
WEEK 15			
Tues. 12/2	Integration and eclecticism		
Thurs. 12/4	Wrap-up		
Tues. 12/9 by 11:30am			Paper #2

* Indicates skill development day. You may write a counseling skills reflection about any five of these days; it is your responsibility to keep track of the number of reflections you have written and plan accordingly so you complete all five.