

Syllabus for  
**PSY 411—Counseling Psychology I**  
3 Credit hours  
Fall 2001

I. COURSE DESCRIPTION

A study of the major theoretical concepts of counseling psychology presented with the practical applications of those concepts in terms of counseling strategies and techniques. The student is expected to formulate appropriate hypotheses concerning representative client problems and propose competent methodologies/strategies for addressing those problems.

Prerequisites--PSY 201, PSY 321, PSY 338

II. COURSE GOALS

- A. This course is not intended to make professional counselors of students, but rather to provide the basis for further learning and experience in the counseling area.
- B. Preparation for the field work placement is also another basic goal of the course.
- C. During the course, each student will begin the process of developing, his or her own theory of counseling.
- D. It is the purpose of this course to provide not only a practical learning experience, but a personal growth experience as well.
- E. In addition, it is considered vital that the course address itself to the basic issues of ethical and personal concerns within counseling.

III. COURSE OBJECTIVES

Upon completion of the course, the successful student will be able to do the following:

- A. formulate appropriate hypotheses concerning a client's presenting problem and that client's underlying problem.
- B. propose meaningful ways to test those hypotheses within the counseling setting.
- C. organize and communicate ideas concerning the client in case history format.
- D. compare and contrast the major theories of the counseling process.
- E. select and/or formulate a personal theoretical framework from which to operate in her/his own counseling.
- F. evaluate her/his own and other's diagnosis of cases in reference to accepted counseling procedure.
- G. describe the wide range of problem areas typically presented by clients within the counseling

setting.

- H. discuss the basic tenets of the major counseling theorists presented during the course.
- I. exhibit an appropriate level of competence in the use of the basic counseling dynamics and techniques presented during the course.

#### IV. TEXTBOOKS

Egan, Gerard. (2001) The skilled helper. (7<sup>th</sup> ed.). Monterey, CA: Brooks/Cole Publishing Company.

Corey, Gerald. (2001) Theory and practice of counseling and psychotherapy. (6<sup>th</sup> ed.) Monterey, CA: Brooks/Cole Publishing Company.

Egan, Gerard. (2001) Exercises in helping skills. (7<sup>th</sup> ed.). Monterey, CA: Brooks/Cole Publishing Company.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
- 2. Double cuts will be assessed for absences immediately preceding or following breaks or holidays.
- 3. Excessive absences can reduce a student's grade or deny credit for the course.
- 4. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
- 5. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
- 6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

##### B. Course Policies and Procedures

- 1. Evaluation Procedures
  - a. Grades are computed as follows:

Four exams at 100 points each .....	400 points
One Verbatim worth 100 points .....	100 points
One term paper .....	100 points
Exercising Helping Skills workbook .....	<u>75 points</u>
	675 points
  - b. Term Paper—the due date for this final paper is Thursday during Week 14. The paper is to contain the student's personal theory of counseling. It should include such aspects as:
    - 1) view of human nature.
    - 2) view of personality formation.
    - 3) therapeutic process.
      - (a) goals
      - (b) therapist's function and role
      - (c) client's experience and role

- 4) therapeutic techniques and procedures
  - c. Work Book—completed workbook to be turned in during the 15<sup>th</sup> week. Not all items must be completed, however, you must demonstrate an adequate understanding of each sub-section.
  - d. Verbatim
    - 1) The paper is to contain a word for word transcription of a dialogue between therapist and client.
    - 2) Consists of 3 double-spaced pages of material related to one of the helping skills (step I-A through step III-C, listed in Egan's book)
2. Other Policies and Procedures
- a. Changes—Class attendance is considered an essential component of the requirement for this course. Therefore, any changes in syllabi, assignments, exams, or class requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if unsure of what is expected.
  - b. All assignments and papers are due at the beginning of class the day the assignments and/or papers are due.
    - 1) Unless specified by the instructor, all assignments and papers must be typed.
    - 2) Spelling, grammar, and neatness count towards your grade.
    - 3) The official guide for writing papers in the department of Behavioral Sciences is the Publication Manual of the American Psychological Association, 4th ed., 1994.
  - c. Late assignments and papers receive point deductions.
    - 1) The professor reserves the right to refuse any paper or assignment that is late.
    - 2) All late assignments/papers must be in the instructor's departmental mailbox, have on the front page the time and the date handed in, and be signed by a member of the Behavioral Science Department staff as verification. Be advised that the office is not open in the evening or on weekends or holidays.
    - 3) Because course requirements are assigned in advance, excused extensions are extremely rare.
  - d. Plagiarized work receives no points for the assignment paper and no makeup opportunities. To avoid having work suspected of plagiarism, be sure that the sources of information and opinions are documented and acknowledged to the appropriate author. Students should not "loan" work to other students.
  - e. Because exams are announced in advance, excused makeup exams are extremely rare.
    - 1) No points or fees are deducted for Administrative Excuses. These must be typed, signed by the appropriate staff in Dr. Fagin's office, and presented to the instructor no later than one day before the exam is to be given.
    - 2) As physician appointments can be scheduled around exams, only bona fide emergency visits, properly documented (signed excuse), are acceptable. No points or fees are deducted for an excused emergency.
    - 3) Arrangements must be made to take the excused makeup exam within one week of the originally scheduled exam. Requests to arrange to take an excused makeup exam must be submitted in typed form, dated, and given to the instructor no later than one week before the scheduled exam.
    - 4) No show - no points.

- 5) Students must notify the instructor no later than the week before the exam is to be given. Failure to do so constitutes a "no show."
  - 6) The student automatically loses 10% of the total possible points as a late exam penalty.
- f. Cheating
- 1) Blatant—Student receives no points for the exam and no makeup.
  - 2) Suspected (i.e., reported by classmate or proctor) – The student takes a makeup exam. The procedure for the makeup exam follows that of a late exam (as above). If the student refuses, no points are received for the exam.
  - 3) All appeals to the contrary must be typed and copies given to both Dr. Walker and the instructor within the week.
- g. Office hours are posted on instructor's door and given in class. If a student cannot make the posted hours, see instructor after class or leave a message (with a phone number and/or box number, and times to be reached). If the instructor's door is closed, please check first with the secretary before knocking. Students should respect the confidentiality of others requested by the closed door.
- h. Tape Recordings—No tape recordings of class lectures or activities may be made without the prior, explicit permission of the instructor. Such permission must be requested in typed form, dated, and permission must be granted prior to using such equipment.

## VI. COURSE CALENDAR

<u>Week</u>	<u>Subject</u>	<u>Text</u>
1	Psychoanalytic Therapy	Corey, ch. 4
2	Adlerian Therapy and Existential Therapy	Corey, ch. 5-6
3	Person-Centered Therapy and Gestalt Therapy	Corey, ch. 7
4	Exam I on Tuesday Gestalt Therapy	Corey, ch. 8
5	Reality Therapy Behavior Therapy	Corey, ch. 9 Corey, ch. 10
6	Cognitive Therapy	Corey, ch. 11
7	Other Therapies Integration	Lecture Corey, ch. 14
8	Review Exam II on Thursday	Lecture
9	Introduction to Helping Overview of the Helping Model	Egan, ch. 1 Egan, ch. 2
10	Attending and Listening Empathy and Probing	Egan, ch. 4 Egan, ch. 5-6
11	Stage I: Step I-A	Egan, ch. 7-8

<b><u>Week</u></b>	<b><u>Subject</u></b>	<b><u>Text</u></b>
	Stage I: Step I-B	Egan, ch. 9-10
12	Stage I: Step I-C Exam III on Thursday	Egan, ch. 11-12
13	Stage II: Step II-A	Egan, ch. 13
14	Stage II: Step II-B Stage II: Step II-C	Egan, ch. 14 Egan, ch. 15
15	Stage III: Step III-A & Step III-B Stage III: Step III-C	Egan, ch. 16-17 Egan, ch. 18
16	Final Exam	

Randall Feller

Name of Instructor

MISSION

The lifestyle at ORU is rooted in the word “Wholeness.” ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

General Outcomes

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in  
Decision-Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

PSY 411

Course #

1. Communication/Critical Thinking: be familiar with the classic counseling theories and theorists.
2. Analysis: begin developing a personal theoretical approach to counseling.
3. Problem Solving: exhibit a basic proficiency in use of a problem solving, opportunity enhancing counseling model.
4. Spiritual Development: integrate a Christian belief system with an understanding of psychological theory.

COURSE GOALS

Introduction to Counseling

Title of Course

1. Demonstrate factual knowledge of counseling theories and theorists.
2. Compare, contrast and integrate the various counseling theories into a personal approach to counseling.
3. Develop the counseling skills/ techniques necessary to assist clients in addressing basic problems.
4. Compare and contrast the various counseling theories with a Biblical understanding of persons.

ASSESSMENT OF COURSE  
OUTCOME

Behavioral Sciences

Name of Department

STIMULI

1. Examinations
2. Role play
3. Case studies
4. Videos
5. Class discussions
6. Demonstrations
7. Verbatims

CRITERIA

1. Successfully pass four unit exams.
2. Produce a paper on their personal counseling theory illustrating accurate understanding and integration.
3. Complete a counseling technique workbook.
4. Demonstrate basic counseling skills through role play and verbatims.