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Abilene Christian University
Introduction to Counseling
PSYC 485.01 SYLLABUS
Spring 2014 M and W 2:00 p.m.-3:20 p.m.
Location TBA

Professor: L.A. Norsworthy, Ph.D.

Office: 674-2282

E-mail: norsworthy1@acu.edu

Office Hours: M 1:00 p.m. - 2:00 p.m. and 3:30 p.m.- 5:30 p.m.

T 1:00 p.m. - 3:00 p.m.

W 10:00 a.m. - 11:00 a.m., 1:00 p.m. - 2:00 p.m., 3:30 p.m. - 5:30 p.m.

Texts: Corey, G. (2013). *Theory and practice of counseling & psychotherapy* (9th ed.). Belmont, CA: Thomson Brooks/Cole.

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Thomson Brooks/Cole.

Haney, J. H., & Leibsohn J. (1999). *Basic counseling responses*. Pacific Grove, CA: Brooks/Cole.

Prochaska, J. O., Norcross, J. C., & Declemente, C. C. (1994). *Changing for good*. New York: Avon Books, Inc.

Course Description: This four hour credit course is an introduction to the theory and practice of counseling. The emphasis is on the development of essential attending, interviewing, and influencing skills. The course requires a lab that meets two hours per week, Monday 3:30-5:20 p.m. in CH 205 or Thursday 3:30-5:20 p.m., location TBA. The laboratory is graded and credited with the course.

Course Objectives:

- To provide the student with information about the therapeutic process and the practical elements of the counseling interaction
- To provide the student with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process
- To expose the student to a variety of ethical and professional issues in counseling and to guide the student in developing a position on these issues
- To develop an interest in reading in the counseling field
- To develop self-evaluation skills, writing skills, and critical thinking skills
- To encourage the student to integrate the theoretical and experiential learning in order to form a personal model of the counseling process
- To challenge the student to look at his or her own qualities that support and/or hinder their attempts at being therapeutic for others

Principles of Course:

- Active and cooperative learning: Several teaching styles will be presented and student involvement will be required to maximize learning. The activities utilized are designed to enhance the student knowledge and ability to use that knowledge. Thus, class attendance

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and preparation are imperative.

- Quality: Student work is expected to be on time and of good quality. An aspect of the quality of the work is being turned in on the due date of the assignment.
- Critical thinking: This principle is implemented with assignments that require organizing, applying and synthesizing ideals. The focus of this course is to increase student ability to think and reflect on the ideas and facts that are presented.
- Fulfillment of the University's Mission: This course will acknowledge and be guided by the incorporation of Biblical truths that are relevant to the objectives and principles of this course.

Course Requirements:

- Attendance & Participation: Regular attendance and participation is expected. Students are responsible for all work missed, regardless of the reason.
- Read and understand the textbook materials, chapters 1-11 and 14.
- Complete the exercises in *Student Manual*, chapters 1-11 and 14.
- Write a three-page essay.
- As a member of a group, present the case of Stan from an assigned therapeutic perspective.
- Participate in Inner Circle/Outer Circle Exercises
- Tests: Tests will be multiple-choice. There will be four tests, each covering three chapters and a final exam that will cover the chapters in which the nine therapies covered (Chapters 4-11 and 14).
- Complete all work in Lab including assignments from *Basic Counseling Responses* and *Changing for Good*.

Academic Integrity: Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violation will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office site and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Counseling Laboratory: PSYC 485 requires the completion of a laboratory that meets either Monday 3:30 p.m. -5:20 p.m. (L1) in CH 205 or Thursday 3:30 p.m.-5:20 p.m. (L2) in CH 205. For more information about the laboratory requirements see the laboratory syllabus.

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Evaluations:

<i>Tests</i>	<i>Chapters</i>	<i>Tentative date</i>	<i>Point value</i>
o Test I	1-3	January 29 th	100 points
o Test II	4-6	February 24 th	100 points
o Test III	7-9	March 31 st	100 points
o Test IV	10, 11 & 14	April 30 th	100 points
• Final Exam,	chapters 4-11 and 14,	May 7 th	100 points
• Paper		February 10 th	50 points
• Case of Stan Group Project,	(see tentative schedule)		100 points
• Inner Circle/Outer Circle Exercises (see tentative schedule)	test curves		
• Laboratory L 1	Monday 3:30 -5:20 p.m. or		
	L 2 Thursday 3:30 -5:20 p.m.		250 points

Grading Scale:	<i>Letter Grade</i>	<i>Point Range</i>
	92-100 A =	824-900
	82- 91 B =	734-823
	72- 81 C =	644-733
	61- 71 D =	554-643
	< 61 F =	≤ 553

Writing Assignments: **Writing Assignment One** is a three-page paper is due by the beginning of the class, February 10th and will not be accepted after that time for full credit. The maximum points possible for a late paper is 61. Write on **Topic 1 and either 2 or 3 below** (approximately 1.5 pages per topic/number). Topic 1 is for partial completion of capstone requirements. The topics are addressed in chapters 1-3 in your textbook and will be discussed in class). From the Topics below, write no more than 1.5 pages on Topic 1 and no more than 1.5 pages on either Topic 2 or 3 (a total of 3 pages):

1. Discuss your personal needs and motivations **especially as it relates to your faith** for you wanting to seek a career in counseling and/or the helping professions. Include how your needs might either help or hinder you in your attempt to provide effective help to others.
(E.g. **Need:** Something you lack such as love, acceptance, sense of worth, wholeness, and
Motivation: Something that you are driven to do (behavior) because of a need (s) for example to be in relationships at all cost that is manifested in behaviors to avoid conflicts. Other examples include the need for acceptance and being motivated to seek approval, the need for worth by striving for accomplishments, also consider a need as something that you lack or in Adlerian terminology (chapter 5) as *inferiority* and motivation as ways that you strive to fill the lack or to strive for *superiority/completeness*).

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2. The textbook deals with common issues and concerns facing beginning counselors, such as the challenge of staying alive as a person and as a professional, and the topic of becoming a multicultural skilled counselor. Take one of these specific topics and write a one and a half page position paper. The issue you select should be a personal reflection paper. Be sure to select a specific theme and then develop this theme as it applies to you both personally and professionally.
3. Select what you consider to be a major ethical issue in the practice of counseling and address this particular issue. Be sure to take a specific issue and then write a one and a half page position paper on this subject that states why this is a significant issue for you and the profession (client).

The paper will be given an F if the paper does not conform to APA writing style. The paper must have a cover page, running head, page numbers, title, and headings. Do not include an abstract or reference page (see exemplar).

Writing Assignment Two is prepare a resume with a cover letter that is appropriate for either a job application based in part on your bachelor's degree or applying to graduate school in psychology or the field you plan to go in. This assignment is part of your capstone requirements. The details of this assignment will be discussed in either lab or class. As an introduction to this assignment consider the following:

- 1) Writing a Cover Letter
 - a. The cover letter is an introduction to your resume that enables you to focus your application to a prospective employer or graduate program.
 - b. It must be a concise introduction of who you are and provide a brief explanation what you can offer the prospective employer or graduate program.
 - c. Three paragraphs is typical.
 - i. 1st paragraph state your reason for writing (e.g. position desired or to apply to a clinical psychology program).
 - ii. 2nd paragraph explain what your can offer to the employer or program. This should include the highlights of your background and/or training relevant to the position or program.
 - iii. 3rd paragraph state contact information and expresses thanks to the reader and reiterates your interest in the position or program.
 - d. The cover letter needs to answer the following questions:
 - i. What is the purpose of this letter?
 - ii. What are the needs of the reader?
 - iii. What benefits will an employer gain from me?
 - iv. How can I maintain the reader's interest? How can I end the letter persuasively so that the reader will want read my resume and contact me?

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- 2) Functional Resume
 - a. The emphasis is on your specific accomplishments that clarify how your work history, skills, and accomplishments uniquely qualify you for the position or program being applied to.
 - b. Formatting and style will be address in class or lab that will include:
 - i. Resume Checklist
 - ii. Use of action verbs
- 3) In addition to the above written requires other important issues will be discussed including common interview questions, possible questions to ask during an interview, what to wear for an interview, use of thank-you note, and suggested readings.

Case of Stan Group Project: As a member of a group, present the case of Stan from the assigned therapeutic perspective. Present to the class how a therapist from the assigned therapeutic perspective would conceptualize the case of Stan and the therapeutic process including: goals, therapist's function and role, Stan's experience in therapy, relationship between therapist and Stan, and techniques and procedures. The main focus on the presentation is not to summaries the assigned therapeutic approach, rather an application specifically to the case of Stan.

The chapters to select therapeutic approaches from are chapters 4 through 11. Generally groups will be composed of 4 members. The members of the group must be in the same Lab; therefore the group will be assign by Lab Instructor.

You should provide (electronic) handouts to the class on the material presented. A hard copy of the handout should be given to the professor the day of the presentation. If your group plans to use any form of technology in the presentation, make sure you reserve the equipment and allow enough time to set up the equipment so that it is operational at the beginning of the class time.

Inner Circle – Outer Circle Exercise: The class members will be placed in one of four groups (Four groups of 7). Each group will participate as the “Inner Circle” group to discuss two chapters. On the day chapters 4-11 are first introduced, as listed in the Tentative Schedule, the Inner Circle – Outer Circled exercise will take place. The first group will be the Inner Circle Discussion Group (ICDG) for chapters 4 and 8. Group Two will be the ICDG for chapters 5 and 9. The ICDG Three will discuss chapters 6 and 10 and ICDG Four with discuss chapters 7 and 11).

On the day your ICDG is to present, come prepared to present three main points from the chapter. The ICDG is NOT to express personal opinions but presents the theorist's main points as factually as possible. I will be part of the inner circle and will facilitate the discussion with you on the points you are presenting. The atmosphere is conversational rather than a formal presentation. In some cases a classmate may present one of the points you came prepared to

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discuss. After they have finished their materials it is appropriate to add to what has been said.

After the ICDG has presented all of the points (approximately 45 minutes), the Outer Circle Group (OCG) (the rest of the class) will summarize, ask questions and express opinions. During this discussion time it is appropriate for the ICDG members to express their opinions.

Based on the ICDG member's participation, the percentage of curve points for each member for the next test will be determined. Another factor that affects the amount of curve points received is based on completing the Student Workbook and participation in the discussion of the materials.

Suggestions For Getting The Most From The Course:

1. Read the contents in this course outline and study guide. Any questions should be clarified during the first week.
2. DECIDE at the out set if you have the time and are willing to devote the time and effort needed to do a quality job for this important course in your major. As a rough estimate:
 - 40 hours are devoted to attending class meetings
 - 45 hours of class preparation (including reading and studying, as well as preparing for the tests)
 - 5 hours to write the paper
 - 25 hours for group project
 - 40 hours for lab
 - 155 hours = during the semester, or approximately 15 hours weekly. This is only an estimate, as students vary with respect to factors related to how much time/effort any course will require.
3. Don't allow yourself to get behind in your reading! The readings from both the *Theory and Practice of Counseling and Psychotherapy* and the *Student Manual* should be completed before class time. Come to class prepared to ask questions or raise issues based on the reading.
4. It is expected that you make full use of the *Student Manual for Theory and Practice of Counseling and Psychotherapy*. In addition to reading and studying the chapters in the textbook, this manual provides self-inventories for each therapy approach, discussion questions, a concise summary of the basic points of each theory, a glossary, practical exercises and activities, and case studies and other open-ended situations for you to consider. After you have thoroughly studied the textbook, take the self-tests in the manual and score them to determine your level of mastery of the material. These will be most helpful in reviewing for examinations.
5. Come to class with an open frame of mind and be willing to take some risks. This course is designed as a beginning survey of counseling theory and practice. Thus, as it is an introductory course, you are NOT expected to have counseling experience. Don't allow yourself to be intimidated. Hopefully, you will challenge your fears and push yourself to become an active and involved participant.

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6. Each week, prior to reading the assigned material, carefully look over the study guide that contains focus questions for each week. We will be discussing these topics in class; so do come prepared to raise the questions that you'd most like to discuss. You are expected to think critically, to take positions on the issues explored, to learn how to develop your thoughts clearly and fully, and to express your thoughts/reactions verbally in class sessions. Ask yourself if the material can integrate into Christianity. Often Biblical perspectives will be considered to increase your opportunities to integrate therapy issues into Christianity.
7. **RESPECT CONFIDENTIALITY!** Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness are needed to learn about counseling. It is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual session or a group session in this course will have his or her confidentiality respected.
8. Make use of my office hours. I hope each of you will come in at some time(s) during the semester to discuss your progress and learning in the course, or for any other issues you want to talk over. I suggest you schedule a time in advance. And most of all--enjoy this course. My main hope is that you surprise yourself with how much you will challenge yourself and how much you'll learn.

The Disability Services Office: The Disability Services Offices facilitates disability accommodations in cooperation with instructors. In order to receive these accommodations, you must be registered with the Disability Services Office and you must complete a specific request of accommodation. To register with the Disability Services Office, you must provide current and complete documentation of your disability. To request specific accommodations, you should obtain separate Disability Accommodations Request forms for each class in which you will need accommodations at the beginning of each semester from the Disability Accommodations Coordinator. You must discuss your need with each professor, obtain his or her signature on the form, and return a copy of the form to the Disability Accommodations Coordinator. You will then be given specific directions as to how accommodations will be facilitated.

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Tentative Course Schedule:

January	Mon. 13 th	Introduction, cover syllabus	Read chapter 1 and 2 in Textbook and Student Manual, fill out surveys in Student Manual, Paper due Feb. 10 th
	Wed. 15 th	Chapters 1 and 2, Surveys from Student Manual chapters 1 and 2	Read chapter 3 in Textbook and Student Manual, fill out survey in Student Manual, Selection for ICDG due Wed 22 nd · No Class Monday 20 th Martin Luther King Jr. Holiday

Monday 20th Martin Luther King Holiday No Class

	Wed. 22 nd	Assignments to ICDG, Chapter 3 and Student Manual Chapter 3	
	Mon. 27 th	Review for Test I, Chapters 1-3	Prepare for Test I
	Wed. 29 th	Test I , Chapters 1-3	Read chapter 4 in Textbook and Student Manual and Answer the 20 questions in Student Manual. Group One, Inner/Outer Circle Exercise
February	Mon. 3 rd	Chapter 4- Group One Inner Circle discussion, Return Test I	Prepare for Case of Stan
	Wed. 5 th	Chapter 4, Psychoanalytic Therapy, Case of Stan and discuss Manual 20 questions	Complete Paper (due Monday 10 th) Read chapter 5 in Textbook and Complete Paper due 2-10th . Group Two, Inner/Outer Circle Exercise

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	Mon. 10 th	Chapter 5- Group Two Inner Circle discussion, Paper due	Read Chapter 5, Answer 20 questions in Student Manual
	Wed. 12 th	Chapter 5 Discuss Chapter 5 and Manual 20 questions	Read chapter 6 in Textbook and Student Manual, Group Three Prepare for Inner/Outer Circle Exercise
February	Mon. 17 th	Chapter 6- Group Three Inner Circle discussion on Existential Therapy	Prepare for Case of Stan, Existential Therapy; Answer the 20 questions in Student Manual Chapter 6.
	Wed. 19 th	Case of Stan Group Presentation on Existential Therapy and Discuss Student Manual, Review for Test II	Prepare for Test II
	Mon. 24 th	Test II , Chapters 4-6	
	Wed. 26 th	Return Test II Chapters 4-6, Video on Person Centered Therapy	Read chapter 7 in Textbook and Student Manual. Prepare for Inner Circle discussion on Person Center Therapy
March	Mon. 3 rd	Chapter 7- Inner Circle discussion	Prepare for Case of Stan Chapter 7, Answer 20 questions on Person Centered Therapy
	Wed. 5 th	Case of Stan on Person Centered Therapy and Discuss Student Manual	Inner Circle discussion on Gestalt Therapy, Chapter 8 Monday March 17 th
	Mon. 10 th	Spring Break	
	Wed. 12 th	Spring Break	
	Mon. 17 th	Chapter 8 video and Inner Circle discussion on Gestalt Therapy	Prepare for Case of Stan for Gestalt Therapy and Answer Student Manual 20 question, Chapter 8

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	Wed. 19 th	Chapter 8, Case of Stan and Discuss Student Manual	Prepare for Inner Circle discussion on Behavior Therapy, Chapter 9
	Mon. 24 th	Chapter 9- Inner Circle discussion on Behavior Therapy	Prepare for Case of Stan, Behavior Therapy and Answer 20 questions, Student Manual (Chapter 9)
March	Wed. 26 th	Chapter 9- Case of Stan, Behavior Therapy, Discuss Student Manual, Review for Test III	Prepare of Test III , Chapters 7-9
	Mon. 31 st	<i>Test III, Chapters 7-9</i>	Read Chapter 10
April	Wed. 2 nd	Return Test III, Chapter 10, Cognitive Behavior Therapy video	Prepare for inner Circle discussion on Cognitive Behavior Therapy (Chapter 10)
	Mon. 7 th	Chapter 10, Inner Circle discussion on Cognitive Behavior Therapy	Prepare for Case of Stan, Cognitive Behavior Therapy, Answer 20 questions in Student Manual (Chapter 10)
	Wed. 9 th	Chapter 10 Group Presentation, Case of Stan Presentation, Discuss Student Manual	Prepare for Inner/Outer Circle discussion on Realty Therapy, Ch.11
	Mon. 14 th	Chapter 11, Inner/Outer Circle discussion on Reality Therapy	Prepare for Case of Stan over Reality Therapy (Chapter 11), Answer 20 questions Chapter 11 Student Manual
	Wed. 16 th	Chapter 11 Case of Stan Group Presentation, Discuss Student Manual	Read Chapter 14, Family Systems
	Mon. 21 st	Chapter 14, Family Systems	
	Wed. 23 rd	Review for Test IV, Chapters 10, 11 & 14	Prepare for Test IV

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	Mon. 28 th	Review for Final Exam, Remember <i>Course Evaluations</i>	Prepare for Test IV
	Wed. 30 th	Test IV , Chapters 10, 11, & 14	
May	Mon. 5 th	Dead Day, no class On Open Class, Test IV results , Chapters 10, 11 & 14	Prepare for Final Exam , Chapters 4-11 and 14.
	Wed. 7 th	Final Exam will cover Chapters 4-11 & 14, Wednesday May 7 th 2:00 -3:45 p.m.	