

Theory and Practice of Counseling

Department of Educational Leadership and Counseling College of Education

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Office Hours:

Virtual Hours: Daily 10:30-11:30 a.m.

Face-to-face conferences will be available upon request.

Course Location: Online

Course Abbreviation and Number: CNSL 5023

Catalog Description: A study of major counseling theories and issues related to therapeutic practice with emphasis on practical application. (3-0) Credit 3 semester hours.

Prerequisites: None

Co-requisites: None

Required Materials:

Textbook: Corey, G. (2005). *Theory and practice of counseling and psychotherapy* (7th ed.). Belmont, CA: Wadsworth. [ISBN 0006441238]

TrueOutcomes Account (no cost): TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

If you have not already done so, you must upload a current résumé to TrueOutcomes in order to set up the required account. Résumés must be uploaded by 10 June 2008.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net.

Access to Learning Resources: PVAMU Library:
Phone: (936) 261-1500;
Web: <http://www.tamu.edu/pvamu/library/>
University Bookstore:
Phone: (936) 261-1990;
Web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Objectives/Accrediting Body (NCATE) Standards Met:

At the end of this course, the student will be able to

1. Demonstrate the ability to write a personal theoretical orientation to counseling based on counseling characteristics and behavior that influence the helping process.
2. Demonstrate knowledge of theories and competencies in utilizing the basic theories of counseling.
3. Demonstrate an ability to utilize essential interviewing and counseling skills.
4. Understand and adhere to the basic ethical/legal requirements and trends in and affecting counseling.

TEXES Competencies for School Counselors that Relate to CNSL 5023-Theory and Practice of Counseling:

- **001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.
- **002 (Student Diversity):** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
- **003 (Factors Affecting Students):** The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
- **006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.
- **010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Theoretical Framework

CNSL 5023 Appraisal Techniques is based in part on the “**E-FOLD-P**” model of the College of Education. The acronym refers to the preparation of educator as facilitator of learning for diverse populations. The major goals of this model are:

- To prepare counselors as problem solvers, critical thinkers, and decision-makers.
- To prepare counselors as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning counselors with an awareness of human diversity, knowledge of the importance skills needed for effective community and parental involvement.
- To prepare beginning counselors to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

Course Evaluation Methods

This course will utilize the following instruments to determine student achievement:

- Online discussions** – written assignments designed to reinforce course material and apply course material
- Research activities** – web assignments designed to measure ability to supplement presented material
- Cinema analyses** – written analyses of counseling-related films
- TrueOutcomes artifact** – comprehensive personal theoretical orientation paper
- Ethics exam** – written test designed to measure student understanding of counseling ethics
- Midterm exam** – written test designed to measure knowledge of presented course material
- Final exam** – written test designed to measure ability to apply presented course material

Grading Matrix

Instrument	Point Value	Total
Online discussions	10 online discussions at 10 points each	100
Research activities	5 research activities at 10 points each	50
Cinema analyses	2 cinema analyses at 30 points each	60
TrueOutcomes artifact	Personal theoretical orientation paper	30
Ethics exam	20 points	20
Midterm exam	50 points	50

Final exam	50 points	50
Total course points		360

Grade Determination:

- A = 340-360 points
- B = 304-339 points
- C = 268-303 points
- D = 232-267 points
- F = ≤ 231 points

Course Procedures

Submission of Discussion Posts:

Online discussions should be posted in the appropriate discussion thread. When you respond to a classmate's post, please put her/his name in the subject line, and address her/him by name in your post.

Because this is an online course, there will be no required face-to-face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Submission of Research Activities and Cinema Analyses:

For research activities and cinema analyses, students should use the Assignment Drop Box under the appropriate assignment heading.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either Microsoft Word, Rich-Text, or plain text format.

Exam Policy:

Ethics, Midterm and Final Exams should be taken as scheduled. No make-up exams will be allowed except under documents emergencies. (See Student Handbook.)

Professional Organizations

- American Counseling Association (ACA) <http://www.counseling.org/>
- Texas Counseling Association (TCA) <http://www.txca.org/tca/Default.asp>
- American Psychological Association (APA) <http://www.apa.org/>
- Texas Psychological Association (TPA) <http://www.texaspsyc.org/>
- Association for Multicultural Counseling and Development (AMCD) <http://www.bgsu.edu/colleges/edhd/programs/AMCD/>
- Psychologists Acting with Conscience Together (PsyACT) <http://www.psyact.org/>
- Psychologists for Social Responsibility (PsySR) <http://www.psysr.org/>
- Society for the Study of Peace, Conflict and Violence (Division 48, Peace Psychology, of APA)

References

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- Bird, B. E. I. (2005). Understanding dreams and dreamers: An Adlerian perspective. *Journal of Individual Psychology, 61*(3), 200-216.
- Brown, L. S. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. *Psychology of Women Quarterly, 30*(1), 15-24.
- Butler-Byrd, N., Nieto, J., & Senour, M. N. (2006). Working successfully with diverse students and communities: The community-based block counselor preparation program. *Urban Education, 41*(4), 376-401.
- Frankl, V. E. (1993). *Man's search for meaning*. Cutchogue, NY: Buccaneer Books.
- Hage, S., Hopson, A., Siegel, M., Payton, G., & Defanti, E. (2006). Multicultural training in spirituality: An interdisciplinary view. *Counseling and Values, 50*(3), 217-234.
- Maltsberger, J. T., & Weinberg, I. (2006). Psychoanalytic perspectives on the treatment of an acute suicidal crisis. *Journal of Clinical Psychology, 62*(2), 223-234.
- Ogrodniczuk, J., (2006). Men, women, and their outcome in psychotherapy. *Psychotherapy Research, 16*(3), 453-462.
- Rogers, C. (1995). *A way of being*. New York: Mariner Books.
- Schnall, E. (2006). Multicultural counseling and the Orthodox Jew. *Journal of Counseling and Development, 84*(3), 276-281.
- Wells, A., & King, P. (2006). Metacognitive therapy for generalized anxiety disorder: An open trial. *Behavior Therapy & Experimental Psychiatry, 37*(3), 206-212.
- Wilkes, R. S., & Milton, M. (2006). Being an existential therapist. *Existential Analysis: Journal of the Society for Existential Analysis, 17*(1), 71-82.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the

instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. '

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator version 4.61 or Microsoft Internet Explorer version 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282