

Summer 2015
 Theories of Counseling
 15:297:613
 3 Credits
 Mon 5:30-9:00 PM, Scott Hall Room 215

Caroline "CC" Clauss-Ehlers, Ph.D.	Email address cc@gse.rutgers.edu	
Office Phone: 848-932-0819	10 Seminar Pl Rm 310	
Office Hours Thurs 3:00-5:00 PM	Prerequisites or other limitations:	
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact instructor via email at cc@gse.rutgers.edu if special permission is needed	

Learning goals:

1. To be able to describe and understand the major concepts of foundational theories of helping.
2. To generate a reflective journal. This course seeks to prepare you to engage in some basics of interviewing in the belief that it is critical to take theory directly into practice. Instructions for the journal are presented in the syllabus.
3. To describe and understand some basics of family counseling. This course states the individual develops in a family in a cultural context. An understanding of all three dimensions are vital for effective individual, family, or group counseling.
4. To describe and understand current trends in the helping professions.
5. To develop an ethically and multiculturally aware understanding of the field. Ethics, which includes multicultural and gender sensitivity, must undergird course presentations, your practice exercises, and your own professional work.
6. To develop a sense of empirical research associated with each of the counseling theories and implications for best-practices. In addition, to understand what current trends suggest about future work in the helping professions.
7. To develop a sense of a consultation framework from which to understand and practice consultation.

Course catalog description: Presents different theoretical orientations and in doing so, extends knowledge of theoretical aspects of counseling. Students explore their theoretical approach and relevant techniques.

Class materials/ Textbooks:

Required Reading

Clauss-Ehlers, C.S., & Weist, M.D. (Eds.). (2004). *Community planning to foster resilience in children*. New York, NY: Kluwer Academic Publishers.

Ivey, A., D'Andrea, M., & Ivey, M.D. (2012). *Theories of counseling and psychotherapy from a multicultural perspective*. (7th Ed.). Boston: Allyn & Bacon.

Suggested Reading

Coleman, H.L.K., & Yeh, C. (2008, Eds.). *Handbook of school counseling*. Newbury Park, CA: Sage Publications.

Other description of course purposes, context, methods, etc:

A key purpose of this course is to participate in a re-conceptualized profession of helping that incorporates multicultural and systemic perspectives. Counseling is also moving rapidly toward new conceptions of theory and intervention, much of which is conducted outside the traditional “clinical office” and instead in schools and community settings. This course is designed to introduce you to, not only some of the key theoretical and practical applications of counseling, but also to provide you with specific alternatives for working with a variety of clients. As the course progresses, current trends in the helping professions will be reviewed.

Developing one’s own integration of counseling theory will remain important in the future, but we are also finding that certain types of intervention are likely to be more effective than others with some clients. As such we have a responsibility to learn interventions and theories that are not always comfortable for us. We may not always practice these methods but we need to know enough about them to make intelligent referrals. In addition, the course will provide a general framework for practicing and understanding consultation.

In this course you are encouraged to explore alternative perspectives on the truth. You are encouraged to generate your own construction of the counseling process. At the same time, you are asked to respect and understand the constructions and worldview of people different from you.

This is a hybrid course, where your learning will take place in classroom sessions and through our online community, along with the online assignments that are provided during the week. The in-class format is divided into two parts: lecture/discussion and role-play skill-building activities. Each class will incorporate both of these activities. All classes will involve active participation from students. The online component of the course will require posting responses and active online dialogue based on the week’s

readings and topic of discussion. There will also be activities posted online (and discussed in class) that students will be responsible for completing as indicated below.

Confidentiality and Ethics Information

In this course you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of this discussion, it is possible for a student colleague to say something personally important and confidential. It is your responsibility to maintain confidentiality and trust. These same principles hold when speaking with your clients. Papers that do not disguise the nature of the individual with whom you are talking will not be accepted.

For your own consideration in your own role-plays as a client: You have the right and personal responsibility to only share of yourself what you want to talk about. This is a professional and pre-professional course, as such, we are working with practice material.

Grading policy: Attendance to all classes is mandatory. Any absences must be approved by the instructor in advance, failure to do so will result in a 3 point decrease in the student's grade.

Late paper policy. All papers (i.e., journal assignments, final paper) have an assigned due date as indicated. Please note that late papers will NOT be accepted.

Assignments¹:

1. Final paper. Please type or use a word processor for the final paper. Total amount of points for the final paper assignments is 40. A detailed description of the paper will be handed out in class.

2. Reflective Journal. The journal is an opportunity to share you reflections about the theories and approaches used in class. A total of 2 journal writings will occur during the course. The class schedule indicates where there are specific assignments for journal writing, otherwise this is a space for you to write about your experience. Each Reflective Journal entry is worth 15 points for a total of 30 points.

3. Class participation/Skill building. This requirement is based on 1) your willingness to complete homework assignments; 2) demonstration of readings in class; and 3) ability to demonstrate significant skill as a counselor through skill-building activities. Skill building is worth 15 points.

4. Paper presentation. You will be given class time to present the key themes and critical issues presented in your paper. The paper presentation is worth 15 points.

Web site: (If any)

¹ Including exams, papers etc.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule

Course Schedule and Readings

June 1 Unit 1. THEORETICAL WORLDVIEWS AND MICROSKILLS

6/1 In-Class Component: INTRODUCTION: WORLDVIEW, ETHICS, AND MICROSKILLS

Ivey Chapter 1

Clauss-Ehlers & Weist Chapter 1

Dyad Introductions & Activity

6/2-6/7 On-line Course Component: WORLDVIEW, ETHICS, AND MICROSKILLS

Empathic Rating Scale

Basic Listening Sequence: Skill Count

Influencing Skills: Skill Count

Ivey Chapter 1 (continued), 4, & 9 (Rogers material)

*Assignments: Assignments Due in Class 6/8: Reflective Journal 1: Attending Behavior & Observation Skills; Reflective Journal 2: Thinking about Your Career Development
Prepare for Mid-Semester Check in and Review Due in Class 6/8*

June 8 Unit 2. Theoretical Approaches & Techniques

Reflective Journals 1 and 2 due

6/8 In-Class Course Component: Multicultural, Cognitive-Behavioral, Psychodynamic, and Existential/Humanistic Approaches

a) Multicultural

Color of Fear Video

b) Cognitive-Behavioral Counseling Techniques:

Ivey Chapter 7

c) Psychodynamic Techniques:

Ivey Chapter 5

d) Existential-Humanistic Techniques:

Ivey Chapter 9

Second Clinical Interview

Mid-Semester Check-In and Review

Assign small groups to report on Clauss-Ehlers & Weist chapters online

6/9-6/14 On-line Course Component: Multicultural, Cognitive-Behavioral, Psychodynamic, and Existential/Humanistic Approaches

a) Continuation from 6/4 in-class discussion:

Questions about the Color of Fear Video

b) Clauss-Ehlers & Weist, 4, 5, 6, and 7; Small group activity to report online

c) Community-Genogram Activity

Discussion: Final Paper & Case Conference Presentation

Assignments: *Final paper/transcript and case conference presentation due in class 6/15;
Prepare for End of Semester Check in and Review Due in Class 6/15*

June 15 Unit 3. End of Semester Check-in/Review & Case Conference Paper Presentations

Final paper/transcript due; Case conference presentations due

Final Clinical Interviews

End of Semester Check in and Review

Case Conference Presentations on Final Papers