

Spring 2016  
Theories of Counseling  
15:297:613:01  
3 Credits  
Tues 4:50-7:30 PM

Instructor Name Kathy Shoemaker	Email address
Phone Number 908-391-8128	MU 112
Office Hours: By prior appointment	Prerequisites or other limitations:
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

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 history, philosophy, and current trends in school counseling.
5. To develop an ethically and multiculturally aware understanding of the field. Ethics, which includes multicultural and gender sensitivity, must undergird both course presentations, your practice exercises, and later 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 both counseling and school counseling fields.
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:

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.). Sage Publications Inc.

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

We face a time in counseling where the history of cultural oppression needs to be reviewed. Counseling has in many ways operated without awareness of a multicultural and systems context and there is much change that needs to occur. To this end, a key purpose of this course is to participate in a re-conceptualized profession of helping.

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. In addition, as school counselors, the course will present an overview of the philosophy and history of the school counseling profession. As the course progresses, current trends in school counseling as well as future directions the field appears to be taking 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.

The class format is divided into two parts: lecture/discussion and role-play skill-building activities. All classes will involve active participation from students.

Grading policy: Students receive a letter grade for the course.

Attendance. As this course will be highly experiential with practice exercises and only meets once a week, attendance at all sessions is crucial. A written request and corresponding approval from the instructor to miss any class is required in advance. Failure to do so will result in 3 points taken off the final 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.

Assignments 1:

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 your reflections about the theories and approach used in class. A total of 6 journal writings will occur over the course of the semester. 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 5 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.

**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](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

Week	Assignments & Readings
January 19 Class 1:	INTRODUCTION: WORLDVIEW, ETHICS, PROFESSIONAL AFFILIATIONS & CREDENTIALS Ivey Chapter 1 Clauss-Ehlers & Weist Chapter 1 Dyad introductions Reflective Journal 1: Worldview Preliminary Statement
January 26 Class 2:	MICROSKILLS: LISTENING DERIVED FROM CARL ROGERS Ivey Chapter 4 Hand in Reflective Journal 1
February 2 Class 3:	THE EMPATHIC CONDITIONS Ivey Chapter 4 Ivey Chapter 9 Rogers material Reflective Journal 2
February 9 Class 4:	MICROSKILLS: INFLUENCING SKILLS AND STRATEGIES Ivey Chapter 4; Decisional counseling; 5-stages interview Hand in Reflective Journal 2
February 16 Class 5:	MULTICULTURAL COUNSELING Video The Color of Fear Clauss-Ehlers & Weist Chapters 4,5,6, & 7; Small group activity Reflective Journal 3: Questions about the Color of Fear
February 23 Class 6:	COGNITIVE-BEHAVIORAL COUNSELING (Focus on Stress Management) Ivey Chapter 7 Hand in Reflective Journal 3
March 1 Class 7:	NEUROSCIENCE & COUNSELING; PLAN AHEAD FOR FINAL PAPERS Ivey Chapter 2 Reflective Journal 4
March 8 Class 8:	MID-SEMESTER CHECK-IN AND REVIEW PSYCHODYNAMIC COUNSELING & THERAPY I Ivey Chapter 5 Hand in Reflective Journal 4
March 15	NO CLASS SPRING BREAK
March 22 Class 9:	MID-SEMESTER CHECK-IN AND REVIEW (cont.) PSYCHODYNAMIC COUNSELING & THERAPY II Ivey Chapter 5 Reflective Journal 5
March 29 Class 10:	EXISTENTIAL-HUMANISTIC TRADITION Ivey Chapter 9 Review of Community Genogram Activity Hand in Reflective Journal 5
April 5 Class 11:	LINKING COMMUNITY ADVOCACY TO DEVELOPMENT Clauss-Ehlers & Weist Chapter 3 Reflective Journal 6: Community Advocacy Activity
April 12 Class 12:	FINAL REVIEW MEETINGS TO PREPARE FOR END OF SEMESTER



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	Hand in Reflective Journal 6
April 19 Class 13:	LOGOTHERAPY AND GESTALT COUNSELING Ivey Chapter 10
April 26 Class 14:	SCHOOL COUNSELING, HISTORY, PHILOSOPHY, AND CURRENT TRENDS; PAPER PRESENTATIONS Clauss-Ehlers & Weist Chapter 3 Ivey Chapter 12 Final Papers Due
May 3 Class 15:	FUTURE DIRECTIONS; PAPER PRESENTATIONS (cont.)