

PSYCH 438 Counseling Across the Lifespan [Section 1/SIS#11726] (Fall, 2008)

Course time and location: 9:30-10:25 a.m. MWF, MAC-217

Instructor: Dr. Kristin Vespia

Office/Phone/Email/Website: MAC C312; 465-2746; vespiak@uwgb.edu; www.uwgb.edu/vespiak

Office Hours: 8:00 a.m.-9:00 a.m. WF; 2:15 p.m.-4:15 p.m. MW

I am happy to arrange other meeting times by appointment.

Texts/Readings: (Journal articles are available in full-text form in PsycINFO)

Corey, G. (2005). *Theory and practice of counseling and psychotherapy* (7th ed.). Belmont, CA: Thomson Learning, Inc. [Available at Phoenix Bookstore; may also use 8th edition]

Frankl, V. E. (2006). *Man's search for meaning*. Boston: Beacon Press. [Available at Phoenix Bookstore]

Stewart, R. E., & Chambless, D. L. (2008). Treatment failures in private practice: How do psychologists proceed? *Professional Psychology: Research and Practice*, 39, 176-181.

Jones, K. D., Casado, M., & Robinson, E. H. (2003). Structural play therapy: A model for choosing topics and activities. *International Journal of Play Therapy*, 12, 31-47.

Shorey, H. S., & Snyder, C. R. (2006). The role of adult attachment styles in psychopathology and psychotherapy outcomes. *Review of General Psychology*, 10, 1-20.

Yang, J. A., & Jackson, C. L. (1998). Overcoming obstacles in providing mental health treatment to older adults: Getting in the door. *Psychotherapy: Theory, Research, Practice, Training*, 35, 498-505.

Course and Relevant Departmental Learning Objectives:**

Course Description and Objectives

1. To review many of the contemporary approaches to counseling and psychotherapy and learn to compare, contrast, and critically evaluate these approaches
2. To provide an overview of the counseling process and of historical and current issues in counseling and psychotherapy (e.g., research, ethical issues)
3. To provide exposure to original theoretical and research writings about counseling and psychotherapy
4. To consider the application of counseling approaches to children, adolescents, and older adults.
5. To improve written and oral communication, time management, and critical reading and thinking skills
6. To address the General Education objective related to Writing Emphasis courses of helping students "...communicate effectively through listening, speaking, reading, writing, and the use of computers." (from: <http://www.uwgb.edu/lasdean/gened/learning.htm>)

In this course we will review a variety of theoretical approaches to counseling. Although you will be exposed to counseling techniques in your textbook and in lecture, you should **never attempt to use these techniques, **which can cause harm** when used inappropriately. This class is **not in any way** designed to teach you to counsel others. Graduate-level training and supervision are necessary to do that kind of work.**

Relevant Psychology Department Learning Outcomes

Although not necessarily a major focus of the course, we will address in some way the following Psychology Department learning outcomes.

1. Knowledge of the major theories of personality or of the nature and origins of abnormal behavior.
2. Ability to access professional resources in psychology (e.g., Psychological Abstracts, PsycINFO, professional journals, Annual Reviews of Psychology).
3. Ability to understand/critically evaluate published research in psychology and recognize its implications.
4. Ability to communicate clearly in writing about issues and topics in psychology.
5. An understanding of career opportunities in psychology, the work entailed, and the preparation required.

Course Requirements/Assignments:

Attendance and Participation

All students should attend class regularly and promptly and participate actively. Please remember you will get a lot more out of any class if you participate on a consistent basis. I also want us to have active discussions in the classroom! If you do miss a class session, please obtain notes and other materials from a classmate. You should then see me if you have specific questions about them. I distribute handouts (and pass back papers and exams) only once. If you are not present on a day that handouts or papers are distributed, it is your responsibility to come to my office to pick up those materials.

Reading

All reading assignments for a given day should be completed before the beginning of class on that date. I expect you to read all assigned material. Discussion is critical in a course such as this one, and it will be limited if not everyone has completed the reading for the day. Not all readings will be discussed in class, as lectures will frequently be used to supplement text and other reading assignments. Therefore, I encourage you to raise issues in class or see me individually if you have questions about the readings.

In-Class Assignments/Activities

There will be eleven graded in-class assignments or activities throughout the semester that are designed to help you learn the material more effectively, enhance the classroom experience, and be indicators of your participation. These will not be announced in advance, and they will require no preparation beyond what is expected for coming to class each day (e.g., reading). These assignments are worth a combined total of 30 points (about 3 points per assignment). More than 30 points of credit will be offered during the semester, so you may miss one activity for any reason with no penalty (Note: Thirty points is the maximum that can be earned related to in-class assignments, even if you complete every activity.). After you have missed one activity, if you are absent on the day of an in-class assignment, you will lose the points associated with it. These are designed to be in-class learning activities, and I cannot duplicate that experience outside of the classroom. Thus, except in the most extenuating circumstances (and with supporting documentation – e.g., doctor's note, confirmation of travel for a University-sponsored event), you cannot "make-up" these lost points.

Papers and Essays

Counseling Across the Lifespan is a writing emphasis course. As a result, you will be completing a number of writing assignments, and I will be evaluating your work not only on its content, but also on the quality of your written expression. All of your exams will have short answer or essay components (including possible take-home essays). In addition, you will write and submit formal papers. I would encourage you to keep the following points in mind as you complete these assignments.

1. Please remember the Writing Center is an excellent resource for students looking for assistance with their writing skills.
2. Writing handouts will be available on the D2L site for this course. I strongly advise you to review these handouts before writing your first paper. I also strongly encourage you to review carefully the general information about writing papers and the specific instructions for each assignment contained in this syllabus or in separate handouts about the assignments.
3. I will discuss each assignment briefly in class, but the information in this syllabus and in pertinent handouts is what you should rely upon when writing your papers. You will be held accountable for following any written instructions about assignments whether or not those instructions are reviewed again in class. Please see me if you have any questions.

Writing Assignment #1: Journal Article Review

Your first writing assignment involves the review of a journal article. You will read the article by Stewart and Chambless (2008) listed on the first page of your syllabus (obtainable via PsycINFO). I want you to learn more about the relationship between research and counseling practice, and this article provides one example of that relationship. This assignment actually has two parts, but in essence you will be reading the article and then writing a brief paper (at least 2½ and no more than 3 full double-spaced pages, 1 inch margins, 12 point font) that addresses all of the issues/questions below.

1. Provide a brief, formal introduction to the paper, including pertinent background information about the topic and the study. Be sure to describe the goals of the investigation. Be specific and support your statements. (3 points)
2. Describe the specific research methods used by the author (e.g., Who were the participants? What were the measures used? How, specifically, did they conduct the study?). Make sure to give appropriate detail. (3 points)
3. Describe what you see as the three most important results of the study. Please also include two specific limitations of this particular study and its findings and explain how they might have influenced the results. Make sure to explain and support your answers. (5 points)
4. Discuss the implications of this study. What do the findings mean? What do they tell you about the relationship between counseling research and practice? Finally, what did you learn from reading this article, and what information from it do you think would be helpful both for providers and consumers of counseling services to know? (4 points)

I have given you specific issues to address, but I do not want you to write a paper that merely answers a series of questions. You should write an integrated essay with a brief introduction and conclusion, and you must include specific information from the article that shows evidence of going beyond the abstract. You need to address all of the points above, but you may do so in any order. You do not need to include a title or reference page for this particular paper. You also do not need to include citations (but you may), as I know what the resource is for your information. However, you should include no full or partial quotations from the article in your paper. Everything should be put entirely in your own words, or you will face a significant grade reduction. I realize it may be challenging to use your own words, but it is an important skill to master. It may help to read the article carefully and take notes using your own words and phrases, and then write your paper from the notes (rather than trying to write it with the article in front of you). Please also make sure that you fully explain and support your ideas.

This assignment will be completed in two parts. The first part is due on **September 12**. On that date you will submit a typed draft of the first page of your paper (likely encompassing questions 1 & 2 – or at least portions of them). I will read and comment on that first page, so that you have feedback on your writing before turning in the entire paper. The completed paper will be due on **September 26**. I expect that it will reflect significant revisions from your first draft. The entire assignment is worth 25 points. Fifteen points relate to providing thorough, correct, and well-supported responses to the questions (see point values in parentheses) on your final draft of the paper, and up to five points will be awarded for writing quality on that final submission. The rough draft of your first page will be worth an additional five points.

Writing Assignment #2: Man's Search for Meaning Paper

Your major paper assignment for the term will involve describing and applying the content of Viktor Frankl's *Man's Search for Meaning*. You will receive detailed information about this assignment in a supplementary handout, but you should expect to write a paper of about 5-6 pages (not including title page and references) that has multiple parts to it. It will also relate to the University's theme this year: "Waging War, Waging Peace." You will need to use APA Style when writing the paper, and you must cite all ideas that are not your own. You should also include title and reference pages properly formatted in APA Style. A handout on APA Style is available on D2L, and you should feel free to use Cofrin Library's website for additional information: <http://www.uwgb.edu/library/research/guides/apaStyle.html>. You can also consult the *Publication Manual of the American Psychological Association* (5th edition). The paper will be graded out of a possible 50 points, and it will be due on **November 3**.

Writing Assignment #3: Take-Home Essay

Your final exam will include take-home essay question or questions. I will evaluate your responses based on their content and on your writing quality. You will receive the assignment about a week in advance of its due date, and you will turn in your responses on **December 8**.

General Information about Writing Papers for This Class

1. Please staple all of your papers before coming to class (no paperclips, please).

2. Your papers should be turned in using your student identification number (not your social security number and not your name). Please write your name on the **back** of your papers.
3. Please do not submit papers to me via email unless we have discussed and agreed to that arrangement.
4. Please read the list of “common grammatical pitfalls” included in your writing handouts and make sure not to repeat them. Two things I frequently have to correct and would particularly like you to avoid are comma splices/run-on sentences and mismatched nouns/pronouns.
5. Please also avoid these common problems:
 - a. Do not use contractions (e.g., can’t, they’re, etc.) in your papers. Although contractions are used frequently in spoken English, they are not appropriate in formal writing.
 - b. Do not refer to authors by their first names. The convention in formal writing is to use last names only (e.g., “Smith believes play therapy is a very important intervention.”).
6. One of the things for which I will be looking as I evaluate your papers is your ability **to explain and support** your ideas. Make sure to define any terms you use and to support any opinions you offer with specific evidence and examples. Use your own words, and do not assume your reader has background knowledge about your paper topic. The only way I can assess your understanding of a topic is through your complete explanation of it.
7. I expect the papers you turn in to me will be your own, independent work and your own words. You may not submit work for this class that you have turned in (or plan to turn in) for another course. You are expected to be familiar with the academic rules and regulations (and subsequent penalties) reviewed in the UWGB Student Resource Handbook (see also the Academic Honesty policy in this syllabus). Ignorance of the applicable rules and/or the assignment instructions will not be viewed as a valid excuse for any infractions.
8. Please also refer to the UWGB writing policy below.

The faculty of the University of Wisconsin-Green Bay have adopted the following writing policy for out-of-class assignments.

ACCEPTABLE WRITING:

1. Clear writing is a reflection of logical thinking; therefore, an acceptable paper must be organized. Every essay should be structured around a thesis and supported by factual evidence and by arguments that are organized in a logical progression.
2. Writers must acknowledge their use of data or ideas of others; therefore an acceptable paper must have proper documentation of all source material, following professional guidelines such as those approved by the...American Psychological Association (APA)...
3. An acceptable paper must reflect control of correct grammar, usage, spelling and punctuation.
4. An acceptable paper must be presented in appropriate manuscript form, with errors neatly corrected and care taken with margins, numbering of pages, spacing and format.

Last updated February 28, 2002 Retrieved from: <http://www.uwgb.edu/registrar/Timetable/Undergrad%20Info%20and%20Policies/Writing%20Center.HTM>.

Exams

There will be three exams and one quiz during the term. You will be asked during exams to provide information about specific concepts addressed during the course, and you will further be expected to compare, contrast, critique, apply, and integrate material from lectures and from your reading (including *Man’s Search for Meaning*). The exams will include a mixture of multiple-choice and short answer or essay items. Your final exam will include a take-home essay component. The majority of your final exam will not be cumulative, but the take-home essay question(s) will likely address topics from across the course.

You will have a study guide in the form of a Counseling Process handout and associated questions. It, along with the Rosa case study, can be used to help you study for exam questions related to the different theories we will cover. This is, however, a 400 level course, and I expect you as advanced students to review all class and reading material for exams and to be able to judge which information should be highlighted in your study.

Evaluation:

Grades

Course grades will be assigned based on your performance on the papers, examinations, and in-class assignments. Approximate point values are indicated below. A total of about 275 points can be earned in the class.

Exam 1	50 points	Quiz	20 points
Exam 2	50 points	Paper #1	25 points
Final Exam (In Class)	30 points	Paper #2	50 points
Final Exam (Take-Home Essay)	20 points	In-Class Assignments	30 points

The grading scale that follows will be used in determining final grades (% of total points possible).

A	93-100%	C	73-77%
A/B	88-92%	C/D	68-72%
B	83-87%	D	63-67%
B/C	78-82%	F	Below 63%

Course Policies:

Make-up Exams

Make-up exams will be given at the discretion of the instructor only in unusual or extenuating circumstances. If you wish to request a make-up exam, you must submit this request for my consideration prior to the exam. This policy includes any take-home exam components (i.e., late take-home exam questions will not be accepted). You may be asked to provide written documentation in support of requests. Please be aware that providing such documentation does not necessarily mean a make-up exam will be given. If the request for a make-up exam is granted, the test will be given at a time scheduled by the instructor, and it typically will consist of only short answer and essay items.

Late Papers or Assignments

Assignments are due at the beginning of class on the dates indicated in this syllabus. I believe an essential component of this course and the academic enterprise is to help students improve their time-management skills and their ability to work on multiple tasks at the same time. Papers submitted after the beginning of class on the designated date will be considered late and will be penalized 1 full grade. Papers turned in between 24 and 48 hours from the original due date/time will be penalized 2 full grades. No late papers will be accepted more than 48 hours (including weekends) from the deadline. Extensions on assignments may be granted following the same policies and procedures described above under "Make-up Exams." Please remember to make back-up copies of your work. You should also allow plenty of time to print and then proofread your work before the deadline. Computer malfunctions generally will not be considered valid grounds for late work submissions.

University Policy for Individuals with Disabilities

As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Academic Honesty

I believe that students approach their work with integrity, and I know your assignments and exams represent your hard work and talents. To honor that hard work and encourage academic honesty, I expect all assignments and exams submitted for this class will be entirely your own work. You are also responsible for reading,

understanding, and complying with all University policies regarding academic misconduct (see http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf). Please pay particular attention to information contained in your writing handouts regarding proper use of citations, quotation marks, and so on. Note that I also consider submitting an assignment for this class that you turn(ed) in for another course to be a form of academic dishonesty.

Classroom Conduct

To insure a productive learning environment for everyone, please attend to the following:

- ✓ Turn off/mute cell phones and pagers before class begins.
- ✓ Avoid talking to classmates, passing notes, text messaging, or other distracting behaviors (e.g., arriving late or leaving early) when class is in session. Even when I do not comment on these behaviors, I notice and become distracted by them, as do your classmates.
- ✓ Feel free to express your ideas and to challenge others' ideas in the classroom, but do so in a respectful manner that does not involve personal attacks or insults.
- ✓ In general, please treat others as you would wish to be treated.

Email Policy and D2L Information

The best way for me to communicate with you outside of class sessions is via email. I will send information and announcements pertinent to the class to your **UWGB email account** using the email class list. I expect you to check your UWGB email on a daily basis (excluding weekends). I may occasionally send handouts or other class materials via email. Finally, if you wish to contact me by email, please also do so using your UWGB account; messages from other accounts may be diverted to my Spam file. There is a D2L site for this class, and the syllabus and many handouts will be posted on that site. It is your responsibility to check it regularly and to retrieve pertinent information.

Course Schedule:

Date	Topic	Reading Assignment
September 3-10	Introduction and Overview (Historical, Professional, and Research Issues)	Careers in the Helping Professions Handout (D2L) Writing Handouts (D2L) Frankl, pp. ix-41
September 12-15	Ethical Issues in Counseling and Psychotherapy Paper #1 Due – Partial Draft (September 12)	Corey, Chapter 3; Skim 2002 APA Code of Ethics (General Principles, Standards 1, 2, 3, 4, & 10) http://www.apa.org/ethics/
September 17	The Counseling Process	Frankl, pp. 42-93
September 19	The Counselor as a Person and Professional	Corey, Chapter 2
September 22-29	Psychoanalysis Paper #1 Due – Final Paper (September 26)	Corey, Chapter 4 Frankl, pp. 97-134
October 1	Exam 1	
October 3-10	Existential Therapies	Frankl, pp. 137-165
October 13-17	Person-Centered Therapy	Corey, Chapter 7
October 20-22	Gestalt Therapy	Corey, Chapter 8
October 24	Exam 2	
October 27-31	Behavior Therapy	Corey, Chapter 9
November 3-10	Cognitive-Behavioral Therapy Paper #2 Due (November 3)	Corey, Chapter 10
November 12-14	Feminist Therapy Quiz (November 14)	Corey, Chapter 12
November 17-19	Attachment Theory and Psychotherapy	Shorey & Snyder (2006)
November 21-26	Issues in Counseling Children	Jones, Casado, & Robinson (2003)
December 1-5	Issues in Counseling Adolescents	
December 8-10	Issues in Counseling Older Adults Final Exam Take-Home Essay Due (December 8)	Yang & Jackson (1998)
December 17	Final Exam (8:00-10:00 a.m.)	

Note: Please be aware that although I very rarely do so, the dates and topics listed above may be subject to change during the semester. In general, this syllabus, including assignments and policies, is intended as an overview and guide. I reserve the right to make revisions throughout the semester. I will make every attempt to provide you with reasonable notice about such changes. **Because it is highly unusual for exam or due dates to change, please make sure that you review those now and plan ahead!**