

PSYCH 438 Counseling Across the Lifespan [SIS#10775] (Fall, 2009)

Course time and location: 11:40 a.m.-12:35 p.m. MWF, MAC-225

Instructor: Dr. Kristin Vespia

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Office Hours: 1:30-3:30 p.m. MW & 10:00 a.m.-12:00 p.m. R (I am happy to meet at other times by appointment.)

Text:

Archer, J., & McCarthy, C.J. (2007). *Theories of counseling and psychotherapy: Contemporary applications*. Upper Saddle River, NJ: Pearson.

Additional Required Readings:

Shapiro, J. P. (2009). Integrating outcome research and clinical reasoning in psychotherapy planning. *Professional Psychology: Research and Practice*, 40, 46-53. [For Paper #1]

Bodenmann, G. et al. (2008). Effects of coping-oriented couples therapy on depression: A randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 76, 944-954. [For Paper #2]

Wolgast, B. M., Lambert, M. J., & Puschner, B. (2003). The dose-response relationship at a college counseling center: Implications for setting session limits. *Journal of College Student Psychotherapy*, 18, 15-29. [For Paper #2]

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. [For Counseling Children class topic]

Zalaquett, C. P., & Stens, A. N. (2006). Psychosocial treatments for major depression and dysthymia in older adults: A review of the research literature. *Journal of Counseling and Development*, 84, 192-201. [For Counseling Older Adults class topic]

Course and Relevant Departmental Learning Objectives:**

Course Description and Objectives

This course is designed to meet the following specific 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>)

Note that we will review a variety of theoretical approaches to counseling during the semester. Although you may 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 I hope this course in some way addresses almost all of the *Psychology Department Learning Outcomes* (which were adopted directly from APA's learning outcomes for the undergraduate psychology major), I believe the class is particularly relevant to the following objectives:

Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues.

Critical Thinking Skills in Psychology: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Personal Development: Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Reprinted directly from: <http://www.uwgb.edu/psychology/learning/index.htm>

Course Requirements/Assignments: [All due dates are listed on the Course Schedule on the final page of the syllabus.]

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 50 points (5 points per assignment). More than 50 points of credit will be offered during the term, so you may miss one activity for any reason with no penalty (Note: Fifty 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. In addition, you will write and submit three formal papers, including a take-home essay that will be one portion of your final exam. Information about these assignments will be posted in D2L. I would encourage you to keep the following points in mind as you complete these assignments.

1. Please remember to visit the Writing Center or to consult with your instructor if you need assistance with your 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. See me if you have any questions.

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. Papers and other assignments will not be accepted via email.
4. There should be no full or partial quotations included in any of your papers. The convention in Psychology is to paraphrase (see Writing Handout for information about proper paraphrasing), not to quote. I also cannot assess your understanding of material unless it is entirely in your own words.
5. 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.
6. 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.”).
7. 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.
8. I expect the papers you turn in to me will be your own, independent work and your own words. 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.
9. 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 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. 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 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 400 points can be earned in the class.

Exam 1	100 points	Paper #1	10 points
Exam 2	100 points	Paper #2	40 points
Final Exam (In Class)	50 points	In-Class Assignments	50 points
Final Exam (Take-Home Essay/Paper #3)	50 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 highly 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. If not, you may receive an automatic zero on the test. 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 for make-up exams. 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. Although they are intended to be equivalent experiences, make-up exams may consist of only short answer and essay items, as it is impossible for me to prevent exposure to items from the original exam once it has been administered.

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. I do not accept assignments left in my mailbox or sent to me via email unless we have mutually agreed to that arrangement prior to the due date.

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 will be entirely your own work. You are also responsible for reading, understanding, and complying with all University academic misconduct policies (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 ensure 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.
- ✓ I would prefer that you not bring laptops to class to take notes. If you do, you need to confine your activities to taking notes (not checking email, Facebook, etc.). I reserve the right to ban laptops if their presence becomes disruptive to me or, more importantly, to 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, many handouts, and selected announcements 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 4-14	Introduction and Overview (Historical, Professional, and Research Issues)	Skim Careers in the Helping Professions Handout (D2L); Read Writing Handouts (D2L) and Archer & McCarthy, Ch. 1 & Ch. 15 (pp. 471 & 482)
September 16-21	Ethical Issues in Counseling and Psychotherapy Paper #1 Due September 14	Skim 2002 APA Code of Ethics (General Principles, Standards 1, 2, 3, 4, & 10) http://www.apa.org/ethics/
September 23-28	The Counseling Process	
September 30- October 5	Psychoanalysis	Archer & McCarthy, Ch. 2
October 7-14	Person-Centered Therapy	Archer & McCarthy, Ch. 4
October 16	Exam 1	
October 19-21	Existential Therapy	Archer & McCarthy, Ch. 5
October 23-26	Gestalt Therapy Paper #2 Due October 23	Archer & McCarthy, Ch. 6
October 28- November 6	Behavior Therapy	Archer & McCarthy, Ch. 8
November 9	Exam 2	
November 11-18	Cognitive-Behavioral Therapies	Archer & McCarthy, Ch. 9
November 20-23	Feminist Therapy	Archer & McCarthy, Ch. 10
November 25	Counseling and Attachment Theory (<u>Note</u> : No class – November 27)	Archer & McCarthy, Ch. 15
November 30- December 9	Counseling Children and Adolescents	Jones, Casado, & Robinson (2003)
December 11	Counseling Older Adults	Zalaquett & Stens (2006)
December 14	Integration Activities Paper#3 Due December 14	
December 18	Final Exam (1:00-3:00 p.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!**