

PSYCH 438 Counseling Across the Lifespan [Section 1/SIS#3741] (Spring, 2008)

Course time and location: 9-9:50 a.m. MWF, MAC-225

Instructor: Dr. Kristin Vespia

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

Office Hours: 7:45 a.m.-8:45 a.m. F; 11:00 a.m.-12:00 p.m. MWF; 3:30 p.m.-4:30 p.m. MWF

I am happy to arrange other meeting times by appointment.

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

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

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

Hall, K. R. (2006). Using problem-based learning with victims of bullying behavior. *Professional School Counseling, 9*, 231-237.

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." (<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, 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.
3. I will discuss each assignment briefly in class, but the information in this syllabus is what you should rely upon when writing your papers. You will be held accountable for following the written instructions about assignments whether or not those instructions are reviewed again in class. Please see me if you have any questions.

Paper#1: Journal Article Review

Your first writing assignment involves the review of a journal article. You will read the article by Hall (2006) 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. Please read the article and then write 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 specific and support your statements. (2 points)

2. Explain the purpose of this study and briefly describe what problem-based learning is. What do you believe the researcher's hypothesis is? Again, be specific. (4 points)
3. Describe the specific research methods used by the author (e.g., how, specifically, did she conduct the study?). Make sure to give appropriate detail. (4 points)
4. Describe what you see as the two most important results of the study. Please also include two specific limitations of this particular study and its findings and explain how you might address them in a future study. Make sure to explain and support your answers. (6 points)
5. As a part of your formal conclusion to the paper, explain why being able both to conduct research and to understand research articles are important skills for counselors and other mental health professionals to have. Give a specific example to support your answer. (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. 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. The paper is worth 25 points. Twenty points relate to providing thorough, correct, and well-supported responses to the questions (see point values in parentheses). Five points are for writing quality.

Paper #2: Man's Search for Meaning Essay

You will write a paper that describes and applies the content of Viktor Frankl's *Man's Search for Meaning*. Essentially, you will be writing about Frankl's theory and its application to a case study. The final paper should be 5-6 double-spaced pages in length (at least 5 full pages, no more than 6.5), not including the title and reference pages. To complete the assignment, you should:

1. Provide a formal introduction to the paper, including a thesis statement. (2 points)
2. Describe how and why Frankl came to write the book and develop his theory. Make sure to use a specific example or two from the book and to thoroughly support your ideas. (4 points)
3. Provide an overview of Frankl's theory. As a part of this description, make sure to include the three specific ways Frankl believes we can create meaning in life, existential frustration, noogenic neuroses, the existential vacuum, and a description of logotherapy and one of its interventions. Define/describe any theoretical terms you use and support your statements. Everything must be completely in your own words (no full or partial quotes) – including Frankl's 3 ways to create meaning! (2 pages; 10 points)
4. Apply the therapy to one student character in the movie "Freedom Writers." (Note: you do not need to re-summarize the entire case in your paper, but write the paper so someone who has not seen the movie could understand it. You should provide a brief one paragraph explanation of the character and his/her major concerns before you begin applying the theory.) Provide two specific and different conceptualizations of the character's problems early in the film using two of the ideas you have outlined from Frankl's theory (e.g., noogenic neurosis, existential vacuum, three ways to create meaning). Make sure to use examples from the movie and Frankl's book to support your answers. Keep in mind that you may only use the "three ways to create meaning" for one of your conceptualizations. (2 pages; 14 points)
5. Describe how the teacher in the movie helped your student character to create meaning for him or herself, and the ways in which Frankl would see the teacher's actions as consistent with those of a logotherapist (make sure to include information/examples from the book about how Frankl used logotherapy interventions here). Again, support your answer. (1 page; 8 points)
6. Provide a brief conclusion to the paper. It need not summarize everything in the previous pages, but it should in some way bring the paper to a point of closure for the reader. (2 points)

I expect that you will be able to address items 1 and 2 in about 1 page (combined). You should devote at least 2 full pages to item 3, about 2 pages to item 4, and approximately 1 page to item 5. Item 6 can likely be completed in about a paragraph. I am giving you these estimates to provide you with a sense of what to emphasize as you

work on this paper, but please be aware that although I am providing you with specific questions to answer, I expect your paper to read as a coherent, integrated essay, not as separate answers to individual questions. You should pay attention to making effective transitions between topics and integrating information, and you do not need to answer these questions in the order provided. You may not use any quotations in your paper. I expect you to paraphrase the authors' ideas, putting everything entirely in your own words. You still need to cite, however, any ideas or specific facts that come from the books (using proper APA Style). You do not need to use outside resources other than Frankl's book, and you do not need to cite the film in your paper. You are welcome to use additional resources if you wish, but you may not use your textbook or Internet sources (i.e., websites); any additional resources should be scholarly texts or peer-reviewed journal articles. Although I hope our class discussions will enhance your understanding of the book, you should not use lecture material (or class handouts/outlines) as sources for your paper. I want you to demonstrate that you have read and understood *this* book.

You 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 final paper will be graded out of a possible 50 points. You will be evaluated on how thoroughly and accurately you respond to each element of the paper and on how effectively you support your assertions with material from the book and the film. You will also be graded on the quality of your writing (5 points) and on your use of citations and APA Style (5 points). Although unusual, credit (or deductions) may be given (or taken) for elements not listed on these pages.

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

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 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, or other distracting behaviors (e.g., arriving late or leaving early) when class is in session.
- ✓ 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 and to retrieve pertinent information.

Course Schedule:

Date	Topic	Reading Assignment
January 23-30	Introduction and Overview (Historical, Professional, and Research Issues)	Careers in the Helping Professions Handout (D2L) Writing Handouts (D2L) Frankl, pp. ix-41
February 1-4	Ethical Issues in Counseling and Psychotherapy Paper #1 Due (February 4)	Corey, Chapter 3; Skim 2002 APA Code of Ethics (General Principles, Standards 1, 2, 3, 4, & 10) http://www.apa.org/ethics/
February 6	The Counseling Process	Frankl, pp. 42-93
February 8	The Counselor as a Person and Professional	Corey, Chapter 2
February 11-18	Psychoanalysis	Corey, Chapter 4 Frankl, pp. 97-134
February 20	Exam 1	
February 22-29	Existential Therapies	Frankl, pp. 137-165
March 3-7	Person-Centered Therapy	Corey, Chapter 7
March 10-12	Gestalt Therapy	Corey, Chapter 8
March 14	Exam 2	
☺ ☺ ☺ SPRING BREAK ☺ ☺ ☺		
March 24-31	Behavior Therapy Paper #2 Due (March 31)	Corey, Chapter 9
April 2-9	Cognitive-Behavioral Therapy	Corey, Chapter 10
April 11-14	Feminist Therapy	Corey, Chapter 12
April 16-21	Attachment Theory and Psychotherapy Quiz (April 18)	Shorey & Snyder (2006)
April 23-28	Issues in Counseling Children	Jones, Casado, & Robinson (2003)
April 30-May 5	Issues in Counseling Adolescents	
May 7-12	Issues in Counseling Older Adults Final Exam Take-Home Essay Due (May 12)	Yang & Jackson (1998)
May 19	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!**