A. Protocol

Course Name: Theories of Counseling and Psychotherapy
Course Number: PSY 741
Credits: 3
Prerequisites: Permission of Advisor
Maximum Class Size (face-to-face): 30
Maximum Class Size (online):
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Competencies Addressed:

Assessment – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. Emphasis is placed on the synthesis of assessment data that can be utilized in the development of an appropriate intervention for social, emotional and/or behavioral problems.

Intervention – knowledge, design, and implementation of strategies, including counseling for social, emotional, and/or behavioral problems.

Consultation – communication (oral & written) of information in a clear, concise, client-centered manner toward the solution of social, emotional, and/or behavioral problems.

1) The student will develop skill in the use of behavioral assessment for purposes of treatment planning and progress monitoring.

2) The student will develop skill in communicating behavioral concepts, processes, and strategies that can be employed by teachers and parents.

3) The student will develop skill in assessing the role of extraneous/environmental/situational factors which are impacting the student’s academic, behavioral, social, and emotional adjustment.

4) The student will develop skill in translating the results of assessment into therapeutic intervention appropriate to the child’s context.
5) The student will develop familiarity in utilizing a collaborative approach to working with clients, teachers, parents, and other school personnel who may be involved in employing therapeutic interventions.

6) The student will develop skill in translating elements of the presenting difficulty(ies) into appropriate behavioral, academic, cognitive, social and/or affective goals.

7) The student will develop skill in assessment and selection of intervention strategies that are respectful of cultural/ethnic influences upon these areas.

8) The student will become familiar with ethical principles that are applicable to therapeutic assessment and intervention as well as proper application when confronted with ethical dilemmas.

9) The student will become familiar with resources available within the school and community that can be utilized by the client and their family in addressing social, emotional, and/or behavioral deficits that are affecting school adjustment.

10) The student will develop skill in recognizing and addressing crisis situations that may occur while providing therapeutic services to clients.

C. Catalog Description:

This course is designed to introduce students to the most common therapeutic approaches in use today (e.g., Person-centered, Cognitive, Behavioral, Family Systems and Reality Therapy). Lectures, classroom demonstrations and role-playing are utilized to illustrate these various orientations. Attention is paid to implementation of counseling that is respectful of ethical boundaries/issues as well as cultural factors which may be involved in the therapeutic process. Student participation is required. A position paper describing the student's own orientation is required.

D. Outline of the Course:

1) An overview of counseling and psychotherapy. Issues in counseling individuals from culturally diverse backgrounds. APA ethical standards are discussed.

2) A presentation and discussion of Psychodynamic Theory and Therapy.

3) A presentation and discussion of Person Centered Therapy.

4) A presentation and discussion of Gestalt Therapy.

5) A presentation and discussion of Adlerian Therapy.

6) A presentation and discussion of Rational-Emotive Behavior Therapy.

7) A presentation and discussion of Cognitive Therapy.
8) A presentation and discussion of Reality Therapy.

9) A presentation and discussion of Behavior Therapy.

10) A presentation and discussion of Family Systems Therapy.

E. Teaching Methodology:

1) Traditional Classroom Methodology
   a) Lecture-discussion format coupled with active role-playing on the part of all students.
   b) Assignments in textbooks and extra reading.
   c) Viewing of videotapes and listening to audiotapes for purposes of critiquing and developing therapeutic problem solving skills.

   Much of the class activity takes the form of seminar type discussion of various theories, techniques, and concepts pertaining to counseling. The students have special reading and research assignments prior to each class session. Supplemental information is provided through lectures, handouts, and film presentations. Liberal opportunity is provided for student-student and student-instructor interactions and discussions in class.

2) Online Methodology
   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:


G. Assessment Activities:

1) Traditional Classroom Assessment

   A student’s final grade will be based on four major areas of consideration.

   a) Level and quality of participation within the classroom discussion. (5 pts. maximum) (See Appendix A)

   b) Performance on 2 of 3 major exams. (100 points maximum)
c) Deductions for unexcused absence. (5 per unexcused absence)

d) Credit received on the term paper. (20 pts. maximum) *(See Appendix B)*

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>105 AND ABOVE</td>
</tr>
<tr>
<td>B</td>
<td>95 TO 104</td>
</tr>
<tr>
<td>C</td>
<td>85 TO 94</td>
</tr>
</tbody>
</table>

2) Online Assessment

H. Accommodations for Students with Disabilities:

*Accommodations for Students with Disabilities*

Students with disabilities:
- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: [http://www.calu.edu/current-students/student services/disability/index.htm](http://www.calu.edu/current-students/student services/disability/index.htm)

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


Rational emotive therapy [video recording]. Champaign, IL: The Company 1982. VM-201


Rogers, C. (1983). Freedom to learn, for the 80's. Columbus, Ohio, C.E. Merrill Publishing.


Additional Information for Course Proposals

J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

M. Answer the following questions using complete sentences:

   1. Does the course require additional human resources? (Please explain)
   2. Does the course require additional physical resources? (Please explain)
   3. Does the course change the requirements in any particular major? (Please explain)
   4. Does the course replace an existing course in your program? (If so, list the course)
   5. How often will the course be taught?
   6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.
1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.