

COUN 6800 Topics in Adult Counseling

Professional Counseling Program
Middle Tennessee State University



Course Description: An overview of salient issues in counseling profession related to working with adult clients. Students will be introduced to topics such as spirituality, intimate partner violence, gerontological counseling and working with couples in counseling. Other topics may be added as relevant issues emerge in the counseling literature.

Required texts:

Cashwell, C & Young, J. (2011). *Integrating spirituality and religion into counseling*. Alexandria, VA: American Counseling Association.

Gurman, A. S. (2008). *Clinical Handbook of Couple Therapy*. 4th ed. New York, NY: Guildford Press.

Objectives:

Spirituality

1. Recognize the influence of spirituality and religion on client development
2. Reflect on personal spiritual development
3. Review ethical issues related to spiritual/religious values in counseling
4. Recognize spirituality/religion as a potential resource for helping

Couples Counseling

1. Develop an understanding of theoretical approaches to conducting effective counseling with couples
2. Recognize multicultural and diversity issues when working with couples
3. Review legal and ethical issues related to couples counseling
4. Develop effective therapeutic techniques for working with couples

Intimate partner violence

1. Develop an understanding of intimate partner violence
2. Develop techniques for working with victims of intimate partner violence
3. Examine resources available for victims of violence

Gerontological Counseling

1. Develop an understanding of developmental issues related to aging
2. Examine the various environments in which elderly reside (nursing homes, assisted living, home care)
3. Develop counseling techniques applicable for working with the elderly population

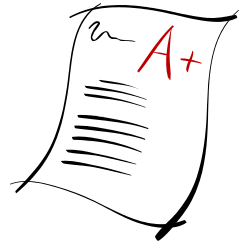
Evaluation

Class Attendance	50 points
Participation/Weekly Assignments	200 points
Spiritual Autobiography	200 points
Article reviews (4)	400 points
Journal entries	200 points
Chapter Presentation (Couples Counseling)	200 points
Group project	200 points

TOTAL POINTS	1500 POINTS
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Grading Scale

Grade	Percentage	Points	Evaluation based on points earned.
A	100-90%	1000 – 900	Mastery of content/concepts
B	89%-80%	899 - 800	Good understanding of material
C	79%-70%	799 – 700	Rather basic understanding, work is needed to perform appropriately and at a professional level
D	69%-60%	699 – 600	Limited understanding, significant work is needed to perform appropriately and at a professional level
F	< 60	599 and below	Measured performance indicates material was not adequately understood



Assignments

1. Class Attendance

All students are expected to attend class regularly and to participate fully in exercises, activities, and assignments. Please see the tentative schedule at the end of this syllabus for class dates. We will meet during our regularly scheduled course time. Any absences should be discussed in advance with the instructor. After **ONE (1)** absence (either excused or unexcused), you will begin to lose points. Two (2) late arrivals will be equivalent to one (1) absence. **NO EXCEPTIONS!**

2. Participation

Students will be required to participate in activities throughout the course that will be submitted via the Dropbox on Desire2Learn. Weekly assignments include internet activities and discussion boards. **Assignments that are emailed to me will not be accepted.**

- **Internet activities** should be submitted via Desire2Learn using the appropriate Dropbox on the designated due dates. Internet activities can be found under 'Content' then 'Internet Activities' and D2L. Please see the tentative schedule to determine when these activities are due. **All activities MUST be completed. You will not be able to choose the activity you will complete if there are multiple activities presented.**
- **Discussion Board** activities will be evaluated based on the following: Students are expected to make at least two postings per discussion board prior to the due date after reading or viewing the assigned materials for the week.

Students may use this forum to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation. Quality of Participation will be based on the following:

- originality of posting
- understanding of the material
- length and depth of postings

Postings that simply agree with a previous posting, offer no additional information or thoughts, and demonstrate no in depth understanding of the information will receive no points.

3. On-Line Journal (100 points)

Students will be required to keep an online journal of their readings, as well as personal experiences regarding course material and reactions to activities related to the class. Specifically, students will be expected to provide personal reactions to (1) readings from *Integrating spirituality and religion into counseling*; (2) readings from *Clinical Handbook of Couple Therapy*, and (3) any other class activities and discussion. This journal will be completed on-line using Desire2Learn with **weekly** entries made and should be a minimum of two (2) typed page, double-spaced. Entries are due by 5 pm on the day of class and should be labeled with date and journal entry number (ex. Journal Entry #1; Jan. 12, 2004). This assignment is designed to provoke thought and self-reflection, therefore please be conscientious and specific with reactions.

Each journal entry must contain your reactions to readings in *Integrating spirituality and religion into counseling*.

4. Spiritual Autobiography

Students will be required to submit a reflection paper related to spiritual development throughout their life. Papers must be written in APA style (6th edition), double-spaced, well organized (with headings and subheadings as appropriate). Papers should be a minimum of 8 pages (not including title page or reference page). Students may visit <http://www.apa.org/journals/faq.html> for additional information on APA style. In addition, students may utilize the MTSU Writing Lab for assistance in preparing their papers. Papers should include the following information:

Part 1:

- Describe your very earliest images of "God". How old were you at the time? Describe significant persons and/or events that helped shape that image.
- How has your image of God changed over the years? Who/what has influenced these changes?
- How does your current view of God affect your view of yourself? How does it affect your relationships? Your morals? Values? Lifestyle?
- Describe the role religion and/or spirituality has played (or not played) in your life. What are your beliefs about organized religion? What are your beliefs about spirituality?
- Describe any people in your life who have influenced your views of religion or spirituality.
- Where do you see yourself going spiritually? Do you have any goals for yourself in this area? If so, what are they? How do you plan to try to reach them?

Part 2:

- Attend one (or more) meetings of a faith community that differs substantially in some way from your own. Examples of ways in which you might meet this requirement would be to attend a meeting/service of a different world religion than your own, or to attend a religious meeting of a different cultural group from your own. You are welcome to team up with classmates to attend a meeting but you should write up your own experience. Also, you are welcome to invite classmates to any community that you attend.

5. Article reviews (4 articles @ 100 points each = 400 points)

Locate, read, describe, and summarize four (4) peer-reviewed journal articles (published anytime after 2000). The content of each article must pertain to aging issues, gerontology, elderly populations, gerontological counseling, etc. These

summaries should be a minimum of three (3) type, double-spaced APA (6th Edition) style paper (not including the title page and reference page). These article reviews should be submitted via D2L. You must upload either the article or the URL where you retrieved the article.

6. Group project

Design a workshop/seminar or group counseling proposal based on domestic violence or intimate partner violence. This project is designed to provide a practical component to this class. Proposals will be posted via Desire2Learn for other students to access. All projects must be able to be replicated by others. Therefore, any activities must be explained fully. Students can choose from to design either a group counselor proposal or a workshop/seminar:

- ❖ Group Counseling proposal: Group proposal format must contain a minimum of six (6) small group sessions. Project must address all the areas below:
 1. Group Format: Sessions must include population served, any rules necessary for group, group logistics. Please refer to the group counseling literature as to how to develop a group proposal.
 2. Goals for the entire group session project: One to three broad goals for the entire project—how all the sessions work together.
 3. Objectives for each session (stated in behavioral terms.) When writing these, be sure to answer the question, “what will participants do, think or feel differently as a result of being in this specific session?” Be very specific—clear and concise.
 4. Structure for each session
 5. Content to be covered – outline in detail the topics that will be covered in the group – the “what.” *Do not describe how you deal with the content—just what it is.*
 6. Procedures – indicate here the activities and exercises to be used in session in ensuring that members receive and process the content. *This refers to how you will handle the content.* Delineate how much time in minutes will be given to each activity (each session must be 1.5 hours long)
 7. Advertising the group: This section should address How members will be obtained for the group; Who will you solicit for membership and why did you pick them? How will you proceed to solicit them – spell out your strategy.
 - *Brochure* – develop a brochure that explains your group, which will be given to prospective members of the group before they leave the presentation. The brochure should be attractive and tell, among other things, who the group is for when it will meet (dates and times), what is the goal, what is the intended outcome, who are the leaders, what topics will be covered, what are the costs, what are the rules, why should a reader of the brochure come?
 - *Flyer/poster* – develop a colorful and attractive 8 ½” x 11” flyer that will tell about the group and answer the questions: *who, what, why, where, led by whom, cost, how to become a member, and similar issues.* The purpose of the flyer is to entice persons to become a member of your group.
 8. Informed consent – design an informed consent document.

- ❖ Workshop/Seminar: The workshop must contain information to be presented in a one-day workshop (at minimum). The workshop must contain the following:
 1. Workshop/seminar format: This section should address the logistics of the workshop/seminar such as timeframes, etc.
 2. Goals for the workshop/seminar: One to three broad goals for the entire project—how all the sessions work together.
 3. Objectives for each session (stated in behavioral terms.) When writing these, be sure to answer the question, “what will participants do, think or feel differently as a result of being in this specific session?” Be very specific—clear and concise.
 4. Powerpoints – Powerpoints must be thorough and specific. Students should include a minimum of 15 slides.
 5. Small group/experiential activities - These must be described in a handout. Be sure to reference any resources used.
 6. Procedures – indicate here the activities and exercises to be used in session in ensuring that members receive and process the content. *This refers to how you will handle the content.* Delineate how much time in minutes will be

given to each activity.

7. Advertising the group: This section should address How members will be obtained for the group; Who will you solicit for membership and why did you pick them? How will you proceed to solicit them – spell out your strategy.
 - *Brochure* – develop a brochure that explains your workshop/seminar, which will be given to prospective participants. The brochure should be attractive and tell, among other things, who the workshop is for, when it will meet (dates and times), what is the goal, what is the intended outcome, who are the leaders, what topics will be covered, what are the costs, what are the rules, why should a reader of the brochure come?
 - *Flyer/poster* – develop a colorful and attractive 8 ½" x 11" flyer that will tell about the workshop and answer the questions: *who, what, why, where, led by whom, cost, how to become a participant, and similar issues*. The purpose of the flyer is to entice persons to attend.

7. Chapter Presentation

Students will develop a Powerpoint presentation for an assigned chapter from *Clinical Handbook of Couple Therapy*. This presentation will be shared with classmates online. Chapter presentations should include the following:

1. 15 to 20 slides based on key points from your chapter – What you share with your classmates should help them understand the content of the chapter.
2. Your slides should content voice, explaining each of the slides. You will find more information about adding voice to your Powerpoint on D2L.

8. Resources

MTSU has a variety of resources to help the student complete assignments:

- Libraries: www.mtsu.edu/libraries.
- Walker Library's Distance Learning site: <http://ulibnet.mtsu.edu/distance>.
- University Writing Center: Peck Hall 325, 326; 904-8237; www.mtsu.edu/~uwcenter; uwcenter@mtsu.edu

The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, work with students to develop the skills necessary to become a confident, competent writer by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email drop box and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. The Center provides a free computer lab, located next door to the Center, which affords students the opportunity to immediately incorporate suggestions and assistance gained during their session. The Center is open Monday through Saturday, and access to online services is available 24/7.

SMARTTHINKING Online Tutoring Service : SMARTHINKING is the leading provider of online tutoring. Students connect to live tutors from any computer that has Internet access. SMARTHINKING is a virtual learning assistance center. It provides online tutoring 24 hours a day, 7 days a week. To use this service at www.smarthinking.com, access the site with the Username and Password below:

Username: full MTSU email address (example lmm2r@mtmail.mtsu.edu)

Password: MTSU

11. Reporting of Unofficial Withdrawals

Federal regulations require that students who cease class attendance but do not officially withdraw from the University must be reported so that future financial aid will cease and/or the student will be required to return funds. Therefore, during the semester I will be required to complete a roster indicating those students who have stopped attending class without officially withdrawing. Faculty members are not required to check attendance each day; however, project submission deadlines, exams, quizzes, advising appointments, or other methods I choose may be used to determine unofficial withdrawals.

12. Academic Honesty



It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

11. Confidentiality



Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role play, or group activity will have their confidentiality respected.

13. MTSU Professional Counseling Program Dispositions

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty’s continuous evaluation of student progress. (See Professional Counseling Program Handbook at <http://www.mtsu.edu/~psych/counsel.htm> for details).

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.

In class etiquette



Please make sure that all cell phones are turned off or volume down during class! Please do not answer phone or text message during class. Use only in case of emergencies.

Please do not use laptop computers for any purpose other than class participation. If I determine you are using the computer inappropriately (e.g., Facebook, etc.), you will lose points for participation and potentially lose a letter grade in the course. Thank you!

