EDCP 616: Counseling II – Theories and Strategies  
Fall 2009 Syllabus  
Department of Counseling and Personnel Services  
University of Maryland at College Park  

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(410) 757-2077  

Class Time & Location: Tuesdays, Benjamin 0212  
Lecture/videos: 4:15-7:00 pm  

Course Description: This course focuses on understanding diverse clients from different theoretical perspectives and utilizing various strategies and techniques to bring about client change. An overarching goal of this course is to foster the development of attitudes and knowledge necessary to become a reflective practitioner serving a pluralistic society. Issues of multiculturalism and client diversity (e.g., race/ethnicity, gender, class, sexual orientation, disability, etc.) will be integrated into all course content.  

Course Objectives: By the end of this course, the student should have demonstrated:  
1) Knowledge of and capacity to evaluate a variety of counseling theories and intervention strategies based on those theories;  
2) The ability to make a transition between knowledge and information to the learning process of becoming a professional counselor;  
3) The ability to apply counseling theoretical approaches to selected case studies and simulated counseling interventions;  
4) An awareness of personal strengths and limitations in utilizing counseling theories and intervention strategies, as well as a commitment to personal growth in dealing with diverse populations;  
5) The development of a theoretical foundation to one’s approach to counseling; and  
6) Sensitivity to the needs of special populations, as well as familiarity with ethical and professional issues in counseling interventions.  

ISBN 13: 9780495102083 or Icheapters.com to order e-text.
Class Format: This course will be divided include lectures, discussion and class exercises. The lecture section will provide information about each of the theories we will be studying as well as several key issues that commonly occur in various counseling and counseling-related settings. The discussion and exercises will be co-led by the TAs who are knowledgeable about counseling theories and applications in their specialty area and will allow students to apply the theories to the population with which they intend to work. A variety of instructional strategies will be used which include lectures, videotapes, clickers, and small group cooperative learning experiences.

Course Expectations:
1) Students are expected to attend all lecture and discussion sessions, to be on time, and to be involved in the learning process. Only under extreme circumstances will you be excused from class. If you miss three or more classes you will not receive a passing grade for this course except under exceptional circumstances that are discussed with the faculty instructor.
2) All assignments will be handed in on time. Late assignments will not be accepted.
3) Come to class with an open mind and a willingness to take risks. This course is designed as a beginning survey of counseling theories. You are not expected to have counseling experience. Don’t allow yourself to become intimidated. Hopefully you will challenge your fears and push yourself to become an active and involved participant.
4) Don’t allow yourself to get behind in your reading! The required readings from the text should be completed each week prior to coming to lecture. Plan to spend at least 6-8 hours at a minimum on preparing for this class each week.
5) Respect confidentiality! Being actively involved in class and small group activities entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates.

Accommodations for Students with Disabilities

If you are a student with a documented disability and wish to discuss academic accommodations for this class, please contact us during the first week of Class.

Policy on Religious Holidays

The University’s policy "Assignments and Attendance on Dates of Religious Observance" provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.
Academic Integrity

Academic dishonesty is a corrosive force in the academic life of a university. As an academic community, the University is committed to the principles of truth and academic integrity. The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

As a student at this University, it is your responsibility to help uphold these principles for yourself and for other students. Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. If you are aware of acts of academic dishonesty (cheating, fabrication, plagiarism, or facilitating academic dishonesty), either your own or a classmate’s, you are responsible for challenging these acts and reporting them to the Student Honor Council.

Wireless Devices: As a courtesy to the instructors and other classmates, please turn off all cell phones, pagers, and other wireless devices before coming to class.

Course Assignments: There will be 5 major assignments in this course. The goal of these assignments is to help you master and integrate the theories we will learn. The assignments will be managed through the discussion sections. The TA for your discussion section, under the supervision of the instructors, will evaluate each assignment.

1) Group Class Presentation – Each participant will make a brief 30-minute presentation on the counseling theory of choice prior to class lecture: 25% of course grade
2) Midterm Exam: multiple choice: 35% of course grade
   Date: October 28
3) Final Exam – multiple choice: 40% of final grade.
   Date: TBD

Grading will be based on the individual’s total composite score of the mid-term and final examinations and the class participation. To best reflect each participant’s class performance, each score will be standardized before the course grade is assigned according to the following criteria:

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<tr>
<th>Percentile Range</th>
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<tr>
<td>84 percentile and above</td>
<td>A+</td>
<td>40 - 49 percentile</td>
<td>B+</td>
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<tr>
<td>59 – 83 percentile</td>
<td>A</td>
<td>30 - 39 percentile</td>
<td>B</td>
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<tr>
<td>50 - 58 percentile</td>
<td>A-</td>
<td>22 - 29 percentile</td>
<td>B -</td>
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<td>16 - 21 percentile</td>
<td>C+</td>
<td>4 – 5 percentile</td>
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<td>10 - 15 percentile</td>
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<td>6 - 9 percentile</td>
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<td>Below 1 percentile</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment Due</td>
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| 9/1   | Introduction/Course Overview  
Definition of Counseling:  
Common factors; Role of theory  
Counselor skills and characteristics  
Client characteristics and presenting problems  
Evidence-based practices |                                                      |
| 9/8   | Professional Issues/Counselor  
Values and Development,  
the dyad or group | Chapters 1 & 2                      |
| 9/15  | Ethics in counseling | Chapter 3                       |
| 9/22  | Person-centered | Chapter 7                       |
| 9/29  | Feminist / Multicultural | Chapter 12                      |
| 10/6  | Feminist / Multicultural (cont).  
Postmodern Approaches | Chapter 13:                       |
| 10/13 | No class – Dr. Otani Conference |                                                      |
| 10/20 | Behavioral Modification | Chapter 9                       |
| 10/27 | Cognitive-Behavioral | Chapter 10                      |
| 11/3  | Psychodynamic | **Midterm Exam**  
Chapters 4                       |
| 11/10 | Interpersonal | No assigned reading                       |
| 11/17 | Gestalt & Existential | Chapters 6, 8                       |
| 11/24 | No class – Happy Turkey Day! |                                                      |
| 12/1  | Family Systems/systems | Chapter 14                      |
| 12/8  | Integration & Synthesis  
Common Factors in Counseling | Chapter 15                      |
| 12/9  | Common Factors (cont.)  
Evidence-based approaches |                                                      |

**Final Exam: date determined by University final exam schedule**
Note: Instructor reserves the right to modify this syllabus as needed.