

**CPSY 423 Theories of Counseling
Spring 2011
Corboy Law Center, Room 105
Tuesdays, 7:00 PM- 9:30 PM**

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Course Description

This course provides an overview of the various theories of counseling and their associated techniques. Students will study a range of theories and their applications in various professional settings and will be required to synthesize their own approach. This course contributes to the theoretical foundations of the helping relationships component of the program and is required of all students.

Required text:

Corey, G. (2009). Theory and practice of counseling and psychotherapy. Belmont, CA: Thomson Brooks/Cole.

Course Objectives:

The objectives to the course are to help students to:

1. Understand the relationship between counseling theory and counseling practice;
2. Understand the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy;
3. Identify the strengths and limitations of each the major theories, including their usefulness with multicultural populations;
4. Identify commonalities and differences among the major counseling theories;
5. Apply each of the major theories to problem situations in a manner congruent with the theoretical principles;
6. Formulate a personal theory of counseling that reacts to the theories studies and represents an initial formulation that may be revised and reformulated as students develop professionally.

Requirements:

1. On-line Counseling Exercise:

The class will be arranged in groups of 5-6 students. Each student will pre-select one of the theories discussed in class, and then be assigned to a group containing 4-5 class peers. During the designated on-line counseling exercise days (see schedule below), the group will meet on the Blackboard Chat Room (as a default, during the designated class time, unless otherwise arranged UNANYMOSLY by the group members) for 2 hours to conduct the On-Line Counseling Exercise. During each on-line counseling session, one student will play the role of “counselor,” one student will play the role of the “client,” and the other students will play the role of consultants to the counselor.

As the counselor: You will have already selected one of the theories discussed in class and then complete one on-line session with a class member who will be role-playing a hypothetical case. You will be given a short background on the hypothetical case. You are not to discuss this case in advance with your group. During the on-line session, you will be expected to conduct the counseling session utilizing the theoretical strategies and interventions of 1) the theory you have chosen, and 2) within the context of the Common Factors skills you learned in CPSY 420 Counseling Skills. During the session, you can stop the session and ask your “consultants” for suggestions. As with any consultation, your questions should be specific to the case at hand. After you have conducted the session, you will 1) write a 4-5 page (double spaced) Process Paper that conceptualizes your client case in terms and language of the theory you have chosen for this exercise, 2) includes the rationale for your skills and intervention techniques during the session, and 3) includes how you would have improved your performance within the terms and language of the theory and/or Common Factors Skills. This written assignment will be due during the first class session after the assignment is completed.

As the client: You will be given a written role-play assignment by your TA. You are not to share this with other group members, including the counselor. Your job (and participation grade) will be to role-play the hypothetical client. After the session, you will write a 2-3 page (double spaced) reaction paper that includes your reaction to the counselor’s professional and theoretical approach (e.g., as a “client,” was this session helpful? If so, how so? If not, why not? How could the counselor have improved their approach?). This written assignment will be due during the first class session after the assignment is completed.

As the consultant: You will be given a short background on the hypothetical case. You are not to discuss this case in advance with your group. Your job (and participation grade) will be to provide specific on-line theoretical and skills feedback and suggestions to the counselor either when solicited by the counselor or the TA. After the session, you will write a 1-2 page (double spaced) reaction paper that provides construction feedback (including strengths and improvements) to the counselor’s approach during the session. The terms and language that you use will be in terms of the theory that the counselor has chosen. This written assignment will be due during the first class session after the assignment is completed.

2. Personal Counseling Theoretical paper:

Students will complete a 5-10 page (not including cover page, abstract, and references) Personal Counseling Theoretical paper (APA style). Students may choose to summarize one theory from the course or combine theoretical orientations (an eclectic approach), but a clear basis from the course readings and discussion, and sound rationale for your personal counseling approach must be clearly stated within the text. Your personal counseling theory should include:

- a. Your basic philosophy on life.
- b. Your view of human nature.
- b. Description of sources of motivation.
- c. Development of pathology.
- d. Nature of change.
- e. Nature of the client/therapist relationship.
- f. Tools/techniques/interventions utilized.
- g. Types of clients best served.
- h. Strengths and limitations of the approach.

3. Blackboard activities

Students will complete activities (4-5 double spaced pages) posted on Blackboard and submit the assignment on the due date (see course outline). Each activity will allow students to practice and critically examine a technique from the theories. Activities will be graded on content and writing style, and are worth 5 points each.

Grading rubric for reflection papers:

Target: In the reaction paper, the student shows superior ability to critique the theory and the technique and shows excellent insight and self-reflection ability, willingness to be open to self-exploration. Well written. 5 points.

Acceptable: In the reaction paper, the student adequately describes the theory but critique is minimal and self-reflection is somewhat superficial. 4 points.

Unacceptable: In the reaction paper, the student does not provide critique of theory or technique and does not demonstrate a complete understanding of the theory or technique. Poorly written. 1-3 points.

Objective	Criteria	Weight
1. understand the relationship between counseling theory and counseling practice	1. Students will demonstrate knowledge of the philosophical aspects of the theory as it relates to the technique in the assignment	25%
2. understand the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; 3. identify commonalities and differences among the major counseling theories	2. Students will demonstrate knowledge of concepts of the theory that underlie the technique in the assignment. Students may compare the various theories.	25%

4. identify the strengths and limitations of each the major theories, including their usefulness with multicultural populations	3. Students will demonstrate the strengths and limitations of the theory and technique.	25%
5. apply each of the major theories to problem situations	5. Students will demonstrate the appropriate use of the theory	25%

4. Class and on-line participation: active and thoughtful in-class and on-line participation is expected of you to receive full grade credit.

All papers must be written according to the American Psychological Association's (APA) Publication Manual (5th edition). As students are preparing for careers as professional counselors, papers must be grammatically correct and reflective of this level of education. Please consult the writing tips sheet on the website for more specific recommendations. Papers will only be accepted if stapled or clipped in the left hand corner. Please do not place papers in folders or binders. There are no exceptions to deadlines.

GRADES:

- On-line Exercise/Process Paper (Therapist): 20 points
- On-line Exercise/Process Paper (Client/Consultant): 20 points
- On-line Activities: 20 points
- Personal Counseling Paper: 20 points
- Participation (On-line and in-class): 20 points

The grading scale for the course is as follows:

- 93-100% A
- 90-92 A-
- 87-89 B+
- 83-86% B
- 80-82 B-
- 70-79% C
- 60-69% D
- below 60% F

COURSE OUTLINE

- | Date | Topic/Assignments Due |
|--------------|---|
| January 18: | Introduction. Course Review. Developing Personal Counseling Theory. |
| January 25: | Psychoanalytic/Psychodynamic Ch. 4. On-line group sign-up. |
| February 01: | Gestalt Ch. 8. |
| February 08: | Behavior therapy Ch. 9. |
| February 15: | On-line Exercise #1. |
| February 22: | Cognitive-behavioral therapy Ch. 10 |
| March 01: | Cognitive-behavioral therapy continued. |
| March 08: | No class (Spring Break). |
| March 15: | On-line Exercise #2. Activity #2 due. |

March 22: Adlerian Ch. 5, Reality therapy Ch. 11.
March 29: Existential Ch. 6, Person-centered Ch. 7
April 05: On-line Exercise #3; Activity #3 due.
April 12: Feminist, Ch. 12 ; Eclectic, Conjoint, Multimodal Ch. 15;
April 19: On-line Exercise #4. Activity #4 due.
April 26: Course Summary; Personal Counseling Theoretical paper due.

University Policies

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of

the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Attendance

See university catalog for official policy.

Policies

Conceptual Framework Standard CF1: Candidates demonstrate and understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Conceptual Framework: Professionalism in the Service of Social Justice

As a future counselor, you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination, and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others.

Technology

In this course you will use technology to aid you in communicating and locating resources. You will be able to locate journal articles through the Library's PsychInfo or ERIC search engines, access resources from Blackboard, and find additional information through website links.

Diversity

Your department and program are committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This course will include discussions of theoretical applications to a diverse population.

Supplementary Reading List

- Adler, A. (1927). The practice and theory of individual psychology. New York: Harcourt, Brace, Jovanovich.
- Beck, A. (1976). Cognitive therapy and the emotional disorders. New York: International Universities Press.
- Beck, A., Rush, J., Shaw, B., & Emery, G. (1980). Cognitive therapy of depression. New York: Guilford.

Burns, D. D. (1980). Feeling good: The new mood therapy. New York: Signet.

Ellis, A. (1971). Growth through reason. Palo Alto: Science and Behavior Books.

Frankel, V. E. (1963). Man's Search for Meaning. Boston: Beacon Press.

Frankel, V. E. (1967). Psychotherapy and existentialism. New York: Simon & Schuster.

Freud, S. (1965). The psychopathology of everyday life. New York: W. W. Norton & Company.

Freud, S. (1966). Introductory lectures on psycho-analysis. New York: W. W. Norton & Company.

Glasser, W. (1965). Reality therapy: A new approach to psychiatry. New York: Harper & Row.

Lazarus, A. A. (1971). Behavior therapy and beyond. New York: McGraw-Hill.

Meichenbaum, D. (1977). Cognitive-behavior modification: An integrative approach. New York: Plenum.

Perls, F. (1969). Gestalt therapy verbatim. Moab, UT: Real People Press.

Rogers, C. R. (1961). On becoming a person. Boston: Houghton Mifflin Company.

Rogers, C. R. (1942). Counseling and psychotherapy. Cambridge: Houghton-Mifflin.

Skinner, B. F. (1974). About behaviorism. New York: Vintage Books.

Skinner, B. F. (1953). Science and behavior. New York: Macmillan.

Yalom, I. (1980). Existential psychotherapy. New York: Basic Books.

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Conceptual Framework

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework—*Professionalism in Service of Social Justice*—is exemplified within the context of that particular course. **Please be sure to state the conceptual framework**, as well as thoughtfully elaborate on how it is exemplified within the context this course. If this course houses a Core assessment for one or more of the CF Standards for your program area it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed.

Technology

Each syllabus is required to have a statement explaining how technology is integrated into the framework of the course.

Diversity

Each syllabus is required to have a statement relating to diversity and how it is addressed in the context of the course.

Teacher Prep Courses with Clinical Components

If you are unsure about this requirement and your course, check with Dorothy Giroux. All courses with clinical components must include specific information about the clinical experience in the syllabus.

Students should be able to tell what portion of the final grade reflects the work they do in a clinical setting,
what specific assignments must be completed in clinicals,
the criteria being used to evaluate the products that come out of that work,
the course objectives that relate directly to that work, and
consequences for:

not attending clinicals

not conducting themselves in a professional manner, or

not completing the related coursework.

It is also important to indicate either a total number of hours that must be served, or, start and end dates; days of attendance; and a suggested daily schedule for students in an educational block.