

CPSY 423 Theories of Counseling & Psychotherapy (Fall 2016)

Class time: Wednesdays 4:15-6:45pm, Corboy Law Center, Rm 421

Instructor: J. Corey Steele, Ph.D.

Office hours: By appointment

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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.

Course Objectives:

Upon completion of this course, you should be able 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.

In order to accomplish these goals, lectures are supplemental to the readings; that is, it is presumed that you will have read the assigned readings, and that you will actively participate in the subsequent lecture with questions and/or comments.

IDEA Objectives for Course Evaluation:

Essential: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

IDEA Course Evaluation Link for Students: <http://luc.edu/idea/>

Readings:

Murdoch, N. L. (2013). Theories of counseling and psychotherapy: A case approach (3rd ed.). Upper Saddle River, NJ: Prentice Hall (Pearson). ISBN: 978-013265978-9. Price: \$116.95 (Amazon).

Additional Readings (accessed via LUC Library or posted on Sakai):

Course Activities and Requirements

1. Attendance

Attendance is mandatory for this highly interactive class! Each unexcused absence will result in a drop of one half-letter in a student's final grade.

2. Midterm examinations (27.5% of grade, each)

Two midterm exams may include a blend of multiple-choice, short-answer, true/false, and essay questions and will cover therapy models and other course material covered in during the time period indicated between exams (i.e., the second exam will not be comprehensive).

3. Final examination (30% of grade).

4. Theoretical Orientation Reflection Paper (10% of grade).

At the end of the semester, you will submit a paper reflecting on your personal theoretical preferences and the philosophical stances. Further details will be discussed in class. Papers should be submitted to LiveText and by email. Late submissions of the paper will not be accepted after 11:00pm of the final class meeting date. [Papers are submitted in APA style (12-point font, double-spaced) and are not to exceed 7 manuscript pages.]

5. Participation (5% of grade)

You will be expected to attend all class meetings on time and to read the assigned readings. Participation grades also will reflect your professional behavior, including on-time submission of all assignments and active participation in all class activities and discussions.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Grading:

Final course grades will be assigned on the following basis: 94.0-100% = A 90.0-93.99% = A- 88.0-89.99% = B+ 84.0-87.99% = B 80.0-83.99% = B- 70.0-79.99% = C <70% = F

School of Education Conceptual Framework

Social Action Through Education CF: As a professional counselor, higher education professional, school psychologist, or counseling psychologist you can be a vehicle for justice in whatever setting you work. This class is designed to help you consider social justice as a critical aspect of your professional work

CF3: Professionalism in Service of Social Justice

CF4: Skills to work effectively with diverse clients

Course Outline & Reading Assignments*

8/31: Introduction

9/7: Course orientation: Toward intentional interviewing & counseling.

Begin Psychoanalysis

Readings: Murdoch Chapters 1 & 2 & Vasquez (2011)

9/14: Psychoanalysis Continued & Neoanalytic Approaches

Readings: Murdoch Chapter 2 & 3

9/21: Person-Centered Therapy

Reading: Murdoch Chapter 5

9/28: Midterm exam #1

10/5: Existential Therapy

Reading: Murdoch Chapter 6 & Price, M. (2011). Searching for meaning: Existential-humanistic psychologists hope to promote the idea that therapy can change not only minds but lives. *APA Monitor*, 42(10), 58-60.

10/12: Family Systems Theory

Reading: Murdoch Chapter 13

10/19: Solution-Focused Therapy

Reading: Murdoch Chapter 14

10/26: Narrative Therapy

Reading: Murdoch Chapter 15

11/2: Midterm Exam #2

11/9: Behavioral and Cognitive-behavioral therapies

Readings: Murdock Chapters 8 & 10

11/16: Acceptance and Commitment Therapy

Reading: Hayes, S.C., Pistorello, J. & Levin, M. E. (2012). Acceptance and Commitment Therapy as a Unified Model of Behavior Change. *The Counseling Psychologist*, 40(7), 976-1002.

11/23: No Class: Holiday

11/30: Mindfulness Approaches

Reading: Murdock Chapter 16

12/7: Feminist Therapy

Reading: Murdock Chapter 12

12/14: Final Exam

Theoretical Orientation Paper Due

** Course topics & reading assignments are subject to change depending on progress of class. Student is responsible for any changes announced in class.*

IDEA Course Evaluation Link for Students: <http://luc.edu/idea/>

GENERAL POLICIES

Loyola University Chicago/SOE Policies:

<http://luc.edu/education/syllabus-addendum/>

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

Diversity

The School Counseling Program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Technology

In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library's PsychInfo search engine.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.