

**CPSY 423: Theories of Counseling and Psychotherapy
Spring 2019**

Tue 16:15 - 18:45

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LT 1142

TA: N/A

Office hours: By appointment

Course Description

This course represents an introduction to theories of counseling and psychotherapy. It is the goal of this course that through the class, students will gain working knowledge of major theoretical orientations, consisting of their propositions, techniques, and applications. Specially, therefore, this course is designed to help students achieve two learning goals, including: (1) gaining knowledge of counseling theories, and (2) learning to apply knowledge and skills to case conceptualization.

Note: The two course objectives are the objectives that students will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system. In the IDEA system, these are labeled (1) gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories), and (2) Learning to apply course material (to improve thinking, problem solving, and decisions). The addendum to this syllabus (see last page) explains more about the IDEA Course Evaluation System.

Course Requirements

Students are expected to have read all material for the course and engage in class discussion on the readings. Grading will be based on weekly comment paper (10%), group presentation (20%), midterm exam (15%), final exam (25%), theory reflection paper I (10%) and II (10%), and class participation (10%).

Weekly comment paper. At the end of the class, students will write a brief paper about any reflection, questions, or feedback related to the class material and turn it in. The comment paper should be at least two sentences, so the grading focus is on the completion of the paper instead of the length. The comment paper will serve as a tool to enhance students' reflection and interaction with the instructor. The instructor will address typical or important questions selected from the comment papers in the next class.

Peer teaching. Remember, teaching is the best learning. For this assignment, six small groups (3-4 members/group) will be formed to present on each of the six topics identified on the course schedule (see course schedule for presentation topics and dates). Each group will use the guideline provided by the instructor and the guideline will specify the content and structure of the presentation. The guideline will also divide the presentation into sections, so group members can discuss and each choose one section of interest. The grade will be based on group and individual performance. The instructor will provide learning materials supplementing the student presentation.

Midterm Exam. The midterm exam will consist of multiple-choice questions focused on the content covered in readings and lectures.

Final Exam. The final exam will be cumulative of everything covered in class and will be in the same format as the midterm.

Theory Reflection Paper I. For this assignment, you will choose one theory from theories covered before midterm to conceptualize a case scenario. The instructor will provide a guideline regarding questions you will need to specifically address.

Theory Reflection Paper II. For this assignment, you will reflect on which theoretical orientation makes the most sense to you and related questions. The instructor will provide a guideline regarding the content and structure the reflection paper should follow.

Late Assignment Policy: If you submit any assignment after the class start time of the due date, your assignment will be considered late. You could receive 50% of the total points if you submit your assignment within one week after the due date. After one week since the due date, your assignment will not be accepted.

Grading:

Final course grades will be assigned on the following basis:

90.0-100% = A

87.0-89.99% = B+

80.0-86.99% = B

77.0-79.99% = C+

70.0-76.99% = C

60.0-69.99% = D

<60% = F

Text & Readings

Required Text:

Corey, G. (2016). *Theory and practice of counseling and psychotherapy (10th ed.)*. Belmont, CA: Brooks/Cole Cengage Learning. ISBN: 9781305263727

Supplemented Readings:

N/A

See Reading Assignments on the attached course schedule. All, except where otherwise noted, can be downloaded from the University Library electronic data base. Those that are unavailable electronically will be posted on Sakai.

Course Schedule

Class	Content	Assignment Due
1/15	Introduction to course Introduction to psychotherapy and theories	Textbook chapter 1 & 2
1/22	Psychoanalytic therapy	Textbook chapter 4
1/29	Existential therapy	Textbook chapter 6
2/5	Person-centered therapy	Textbook chapter 7
2/12	Gestalt therapy	Textbook chapter 8
2/19	Cognitive behavior therapy	Textbook chapter 10
2/26	Case conceptualization	
3/5	Spring break	
3/12	Midterm exam	Theory reflection paper I due
3/19	Adlerian therapy Behavioral therapy	Textbook chapter 5 & 9
3/26	Choice theory/reality therapy Postmodern approaches	Textbook chapter 11 & 13
4/2	Feminist therapy Family system therapy	Textbook chapter 12 & 14
4/9	Summary of theories	
4/16	Integration of theories	Textbook chapter 15 Theory reflection paper II due
4/23	Final exam	

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Social Action through Education. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination are as empirically-based as possible.

DIVERSITY

Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. We will cover educational and career development issues with diverse populations to facilitate your work with diverse clients and communities.

DISPOSITIONS

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The specific disposition that student should develop in this class is Professionalism. The descriptions of the expected behaviors for the listed disposition can be found on the rubric posted in LiveText for this course.

**Loyola University Chicago
School of Education
Syllabus Addendum**

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.

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](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.