CPSY 423 - 002: THEORIES OF COUNSELING AND PSYCHOTHERAPY
SPRING 2021
LOYOLA UNIVERSITY CHICAGO

Course time and location: Tuesdays 5:30 – 8:00pm; Online (synchronous)
Instructor: Claire Furtado, M.A. (she/her)
Email: cfurtado@luc.edu
Virtual office hours: By appointment
Campus office/phone: n/a

Responsiveness: The best way to contact the instructor is via email. Students can anticipate a response to emails within 1-2 business days.

Class meetings: All class meetings will be held synchronously online. Zoom links for each class meeting will be accessible through the Zoom tool on Sakai.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return:
Spring 2021 RETURN to CAMPUS Checklist
Spring 2021 RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates
Course Description and Learning Outcomes:
This course provides an overview of major theories of counseling and psychotherapy. The goal of this course is for students to gain a working knowledge of major counseling theories, including their central propositions, associated techniques, and applications. This course is designed to help students achieve two key learning goals. The first goal is for students to gain knowledge of major counseling theories. The second goal is for students to learn and practice applying relevant knowledge and skills to case conceptualization.

The two general outcomes for this course that will be evaluated at the end of the semester via the IDEA course evaluation system are:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

SOE Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

School of Education Conceptual Framework: The SOE’s Conceptual Framework—Social Action through Education—is exemplified in this course such that students will learn the foundational knowledge needed to provide professional counseling services to diverse populations that embody the values of social justice. Further, in this course students will evaluate the utility of theories of counseling and psychotherapy in promoting equity and social justice for diverse clients and populations.

Diversity: The Counseling Psychology Program is committed to issues of diversity including but not limited to race/ethnicity, gender, sexual orientation, social class, and religion/spirituality. In this course students will reflect on the utility and application of major counseling theories with diverse populations to facilitate their work with diverse clients and populations.

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 will be assessed in this course is professionalism. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.
Required Textbook:

Class Assignments:
All assignments are to be submitted online via Sakai. Below is a list of assignments for the course, followed by a description of each assignment.

- Class Participation (14 points, 10% of grade)
- Midterm Exam (15 points, 15%)
- Final Exam (15 points, 15%)
- Theory Paper (20 points, 20%)
- Theoretical Orientation Paper (20 points, 20%)
- Group Presentation (20 points, 20%)

1. **Class Participation** (10%)
   Students are expected to attend all synchronous classes on zoom for the entire duration of the class session, and to read the assigned weekly readings prior to the start of class each week. Additionally, students are expected to actively participate in class discussions and activities. Students will receive one point for each class that they attend and participate in. If a student needs to miss a class they are asked to inform the instructor prior to the start of class. If a class period is missed, students can choose to complete a make-up assignment in order to receive participation credit for that day. Additionally, students are expected to obtain any missed content from peers if they need to miss all or part of a class.

2. **Midterm Exam** (15%)
   The midterm exam will consist of multiple choice questions focused on the lecture and reading material covered during the first half of the course.

3. **Final Exam** (15%)
   The final exam will consist of multiple choice questions focused on the lecture and reading material covered after the midterm, and will therefore *not* be cumulative.

4. **Theory Application Paper** (20%)
   Students will receive a clinical case vignette and choose one counseling theory that has been covered in class to write a paper in which they conceptualize the client from the chosen theoretical framework. Papers should be 5-7 pages in length (excluding title page and references), utilize a minimum of 3 academic sources, and should be written in APA style. In the paper, students should:
   - Provide a brief overview of relevant background information about the client, including a clear description of the client’s presenting concern(s)
   - Describe the counseling theory, including major assumptions and tenets of the theory, as well as aspects of the theory that are important for understanding the client
   - Conceptualize the client according to the theory
• Create a treatment plan indicating the goal(s) of therapy and outline 3 techniques/interventions consistent with the theory that you would use in working with the client

5. **Theoretical Orientation Paper** (20%)
This assignment is designed to help students reflect on their emerging theoretical orientations. After learning about the major counseling theories discussed in this course, students will identify one counseling theory that they are most interested in using in future counseling work. Students will then write a 5-7 page paper (excluding title page and references) in APA style in which they include the following information:

- Identify the chosen theory and briefly describe the historical development of the theory (i.e., key figures, relevant historical context)
- Outline the major assumptions/tenets of the theoretical approach
- Explain why you chose the theory/how it resonates with you
  - How does the theory align with how you understand human functioning, and the role of counseling?
- Evaluate the strengths and limitations of the theory

6. **Group Presentation** (20%)
For this assignment, students will form groups consisting of 4-5 members to present on one of the counseling theories discussed in the course. Presentations can be interactive and should include a minimum of 3 academic sources/references. Each group will give a 40-minute presentation that includes the following components:

1. Briefly outline the theory answering the following questions:
   a. How does the theory define “healthy” psychological functioning?
   b. How does the theory explain psychological issues?
   c. What are the major assumptions/tenets of the theory?
   d. What are the roles of the client and therapist according to the theory?
2. Present a case vignette
   a. This should describe who the client is (including social identities), their presenting concern(s), and any relevant background/contextual information
3. Present a conceptualization of the client from the chosen theoretical perspective
   a. Describe how the theory would explain the client’s presenting problem(s)
4. Present a treatment plan for the client
   a. Outline 2-3 treatment goals for the client that are consistent with the theory and conceptualization
   b. Outline a minimum of 3 techniques/interventions you could use in working with the client (consistent with the theoretical approach)
5. Discuss relevant diversity considerations
   a. Provide a critique of the strengths and limitations of practicing the theory with diverse clients/populations
**Late Assignment Policy:** Assignments are considered late if they are submitted after the beginning of class on the day the assignment is due. Late work will be accepted after the assignment deadline with instructor approval.

**Grading Scale:** The total accumulation of points will be used to determine your course grade based on the following:

- 100–93% A
- 92–90% A-
- 89–87% B+
- 86–83% B
- 82–80% B-
- 79–77% C+
- 76–73% C
- 72–70% C-
- 69–67% D+
- 66–60% D
- 59% or less F

**RECOMMENDED READINGS**


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<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
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<td>Week 1 1/19</td>
<td>Introduction to Course</td>
<td>Textbook Chapters 1, 2</td>
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<td>Week 2 1/26</td>
<td>Psychoanalytic Therapy</td>
<td>Textbook Chapter 4</td>
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<td>Week 3 2/2</td>
<td>Existential Therapy</td>
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<td>Week 4 2/9</td>
<td>Person-Centered Therapy</td>
<td>Textbook Chapter 7</td>
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<td>Week 5 2/16</td>
<td>Gestalt Therapy</td>
<td>Textbook Chapter 8</td>
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<td>Week 6 2/23</td>
<td>Cognitive Behavior Therapy</td>
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<td>Week 7 3/2</td>
<td>Behavior Therapy</td>
<td><strong>Paper 1 due</strong></td>
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<td>Week 8 3/9</td>
<td>Spring Break - No Class</td>
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<td>Week 9 3/16</td>
<td><strong>Midterm Exam</strong></td>
<td>Textbook Chapter 9</td>
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<td>Week 10 3/23</td>
<td>Adlerian Therapy &amp; Choice Theory/Reality Therapy</td>
<td>Textbook Chapters 5, 11</td>
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<td>Week 11 3/30</td>
<td>Feminist Therapy &amp; Family Systems Therapy</td>
<td>Textbook Chapters 12, 14</td>
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<td>Week 12 4/6</td>
<td>Postmodern Approaches: SFBT and Narrative Therapy</td>
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<td>Week 13 4/13</td>
<td>Integration of Theories</td>
<td>Textbook Chapter 15 Paper 2 due</td>
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<td>Week 14 4/20</td>
<td><strong>Group Presentations:</strong> Psychoanalytic Therapy, Person-Centered Therapy (2 presentation)</td>
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<td>Week 15 4/27</td>
<td><strong>Group Presentations:</strong> Gestalt Therapy, Cognitive-Behavior Therapy, Feminist Therapy (3 presentations)</td>
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<td>Week 16 5/4</td>
<td>Final Exam</td>
<td>Course Summary</td>
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<td>No Class - Finals Week</td>
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Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

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, Digication 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

- [https://www.luc.edu/education/studentlife/resources/syllabi/](https://www.luc.edu/education/studentlife/resources/syllabi/)

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*.

Special Circumstances - Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course
work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Additional Online Course Policies

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings & Student Participation
Class meetings will be held synchronously during the specified course time each week via Zoom. Students can access the weekly Zoom meeting links through the Zoom tool on Sakai. Students are expected to attend and participate in all synchronous class meetings (see class participation expectations/policy in assignments section of syllabus).

Class Conduct
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.