CPSY 423: Theories of Counseling and Psychotherapy  
Spring 2022  
Tue 16:15 - 18:45  
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LT 1142  
TA: Claire Furtado, M.A. (cfurtado@luc.edu)  
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: Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed. The evaluation is completely anonymous and will not impact a student’s grade. The addendum to this syllabus (see last page) explains more about the Smart 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:

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.
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<tr>
<th>Class</th>
<th>Content</th>
<th>Assignment Due</th>
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<tr>
<td>1/18 (Zoom)</td>
<td>Introduction to course&lt;br&gt;Introduction to psychotherapy and theories</td>
<td>Textbook chapter 1 &amp; 2</td>
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<tr>
<td>1/25 (Zoom)</td>
<td>Psychoanalytic therapy</td>
<td>Textbook chapter 4</td>
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<td>Existential therapy</td>
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<td>Person-centered therapy</td>
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<td>2/22</td>
<td>Cognitive behavior therapy</td>
<td>Textbook chapter 10</td>
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<tr>
<td>3/1</td>
<td>Case conceptualization</td>
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<td>3/8</td>
<td>Spring break</td>
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<tr>
<td>3/15</td>
<td><strong>Midterm exam</strong></td>
<td><strong>Theory reflection paper I due</strong></td>
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<td>3/22</td>
<td>Adlerian therapy&lt;br&gt;Behavioral therapy</td>
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<td>3/29</td>
<td>Choice theory/reality therapy&lt;br&gt;Postmodern approaches</td>
<td>Textbook chapter 11 &amp; 13</td>
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<td>4/5</td>
<td>Feminist therapy&lt;br&gt;Family system therapy</td>
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<td>4/12</td>
<td>Summary of theories</td>
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<td>4/19</td>
<td>Integration of theories</td>
<td>Textbook chapter 15&lt;br&gt;<strong>Theory reflection paper II due</strong></td>
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<td>4/26</td>
<td><strong>Final exam</strong></td>
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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 Digication for this course.
Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- 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 in to 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 Digication. 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.

Digication
All students, except those who are non-degree, must have access to Digication 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 Digication here: Digication.

Syllabus Addendum Link

- https://www.luc.edu/education/academics/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.

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.

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.

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 Student Accessibility Center (SAC) (http://www.luc.edu/sac/).