

CPSY 513**Theory and Philosophy of Counseling****Summer 2010**

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Office hours:
 Mon. 12:30-1:00; Tues: 9:30-11:30,
 Wed. 9:30-11:30, before/after class,
 other times as needed.
 Appointments must be scheduled in advance.

Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings, site visits or other appointments during those times.

Catalog description: Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, and brief therapy, as well as integrative approaches. Examines a wide range of theoretical perspectives and advocates professional knowledge of best practices. Students acquire knowledge of various counseling theories and critique their relevance to diverse populations and clinical situations. Students clarify their personal assumptions and learn how to explain their own theoretical stance. Issues of diversity and client matching are addressed throughout. Prerequisite: None.

Objectives: Students will...

- Develop a strong foundation and awareness of diverse theoretical perspectives. (CC: 5c, 5d)
- Demonstrate knowledge of different theoretical counseling interventions. (CC: 5c)
- Demonstrate the ability to conceptualize a client within a systematically derived theoretical model (s). (CC: 7h, 5c)
- Demonstrate an understanding of issues and considerations associated with human diversity as applied to theory
- Understand one's own value systems and the impact on therapeutic work. (CC: 5b)
- Begin to formulate one's own theoretical orientation and apply it to client issues. (CC: 5c)
- Demonstrate the application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches (CC: C7)
- Use diagnoses and diagnostic tools, including the DSM, as appropriate to the theory (C5)
- Ethical and legal considerations related to theory (CC: 1h)

CACREP objectives/student learning outcomes: Students will gain an understanding of...

II.K.2.a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

- II.K.2.e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- II.K.5.b. essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client

relationship is therapeutic and the counselor maintains appropriate professional boundaries;

- II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- II.K.5.d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- II.K.7.h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- II.K.8.a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Required texts: Corey, Gerald (2009). *Theory and Practice of Counseling and Psychotherapy*, 8th Edition. Belmont, CA: Thomson. ISBN-13: 978-0-495-10208-3.

Additional required reading will be posted to Moodle

Course requirements:

1. Attendance and active participation are critical to learning. One absence from class per semester for extenuating reasons is allowed, but make up activities will be expected as arranged with the instructor. More than one absence will invoke major additional requirements for makeup activities (i.e., 10 page paper) and may lead to a failure to complete requirements for credit. If you get the flu, please contact me for web-based make-up assignments.

Course requirements (continued):

3. One final paper will be required (45 points total for 3 parts). The paper is a combination of a reflective paper and a theory overview paper. This paper should follow the format described at the end of the syllabus. **Part I of the paper will be due the second day of class, Parts II and III on the second week of presentations.**

4. Client role-play (5 points). You will role-play a client for another student in the course. In designing your character, use a popular book, movie, poem, song, television show, painting, etc., which you know well and which might be known by several other students in the course. Your “therapist” will give you up to 5 points for your participation.

5. Creative intervention presentation -- (20 points). Each student will give a **20 minute** presentation that applies a theoretically consistent intervention to their assigned “client.” Students will present a theory-based assessment of their “client” followed by a theory-based intervention to the class.
 The presentation is worth 20 points:
 - 8 points for the quality in which a theoretically consistent assessment/analysis of the “client” and or client issues is communicated to the class,
 - 8 points for the quality in which a theoretically consistent description of your intervention is communicated to the class
 - 4 points for style/engagement/creativity during your presentation.

6. Theoretical case conceptualization & treatment portfolio -- (30 points). Prior to the presentation, each presenter will give all members of the class a written case conceptualization and treatment portfolio which consists of **FOUR sections**:
 1. a very brief overview of the chosen theory (about one page) -- 6 points,
 2. a detailed description/assessment of the client issues as viewed through the lens of the theory (1-3 pages) -- 8 points,
 3. a counseling plan/treatment plan that uses the theory as a primary guide (1 page; include both immediate/short term goals and longer term/theory-derived goals) – 8 points,
 4. specific/detailed examples of theoretically consistent possible interventions that might be used with the client (1-2 page description of your creative intervention plus at least 3 other possible, theoretically consistent interventions) -- 8 points

Grading:

A	100–95	points
A-	94–90	points
B	89–85	points
B-	84–80	points
C	79–75	points
C-	74–70	points
F	69	and below

Tentative Course Schedule (subject to change)

<u>Date</u>	<u>Topic</u>	<u>Readings—Moodle readings will be posted by 6 a.m. on the Saturday prior to class</u>
May 13	Introductions and expectations What is counseling/Need for theory	Chap. 2 & 3
20	Feminist, Multicultural (Critical) Counseling Theories	Chap. 12 + Moodle
27	Humanistic approaches	Chap. 7, 2 + Moodle
June 3	Person-centered Therapy	
10	Existential Theory	Chap. 6 + Moodle
17	Gestalt Therapy	Chap. 8, 3 + Moodle
24	Behaviorism	Chap. 9 + Moodle
July 1	REBT, CBT	Chap. 10 + Moodle
8	Postmodern	Chap. 13 + Moodle
15	Psychoanalytic/Psychodynamic approaches Adlerian, NeoFreudian	Chap. 5 + Moodle
22	Object relations and Jungian	Chap. 4 + Moodle
29	presentations (up to 6)	
Aug 5	presentations (up to 6)	Final Paper (Parts II and III) Due
Aug 12	presentations (up to 6)	

Description of Final Paper

Part I (2 points):

This is an exploration of your own worldview and belief systems about counseling. Write, WITH DEPTH AND DETAIL, what you believe about the following concepts. Include an explanation of WHY you believe what you believe (i.e., if you believe that God created the self, why do you believe that? If you believe that counseling works because the counselor is smarter than the client, why do you believe that?) Suggested length is 5 pages, double-spaced. Please include your beliefs about:

- 1) Self/personality/self-structure (i.e., What is a self/personality? How is a self/personality created? Does the self exist as an individual? What is the role of context/community/others to the self? Is it pre-determined or not? What are values, and how do they relate to who you are?)
- 2) Why do you believe people come to counseling (AKA: issues, problems in living, mental illness, DSM-IV diagnoses, life trauma, etc., etc.) and especially, what you believe causes or leads up to these problems, issues, etc.?
- 3) Why do you believe counseling works, or how does it help? What is a therapist's role in making counseling work? What do you think "changes" enough that things get better with counseling (i.e., thoughts, feelings, self-structure, behaviors)?

Part II (40 points):

Research a counseling theory and write a research paper covering the major points of this theory. Include a section that explains this theory's perspective of what makes therapy work, what the central helping/healing dynamic is according to this theoretical perspective. The theory may be one that we cover during the course or may be a theory you have been interesting in exploring for yourself. At the end of the paper, include a (4 page minimum) critique/commentary of how you might consider social justice issues such as race/ethnic, class, gender, sexual orientation, and similar diversity/power/dominant culture vs. non-dominant cultural issues within the theoretical framework represented in the paper.

Suggested length is 15 pages, double-spaced. **Paper must be in APA format** and include at least 10 references other than the course text/readings. Internet references should be from **peer reviewed** journals, but full-text online journals are fine. Please include a table of contents and headings/subheadings. You are encouraged to turn in a detailed outline for review prior to writing the paper.

Part III (3 points):

Revisit the worldview you described in Part I. Integrate the viewpoint of the theory you wrote about in Part II with your own beliefs about self, other, causes of distress, and why counseling works. If your beliefs have changes since you originally wrote Part I, describe the changes. Remember to integrate the theory you wrote about with your own belief (i.e., is your belief consistent with the theory? If not, what is different?)