
COUN 547

Counseling Theories
3 Semester Hours, Fall 2011
Thursday, 8:15-10:50, S003
Office Hours: By appointment

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COURSE DESCRIPTION:

This course is designed to provide students with an overview of central theories of counseling and psychotherapy. Key counseling theory concepts are introduced through readings, lecture, videos and small group exercises. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises.

COURSE OBJECTIVES:

1. Students will gain an understanding of a variety of counseling theories (g5d,e).
2. Students will demonstrate knowledge about the historical development of various counseling theories (g5d,e).
3. Students will learn how to conceptualize client presentation and select appropriate counseling interventions from a variety of theoretical perspectives (g5d).
4. Students will learn to apply various theories to practical case studies (g5d).
5. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field (g5d,e).

COURSE FORMAT:

This course will meet Thursday, 8:15-10:55. Sessions will emphasize lecture, video, discussion, role-play and self-exploration exercises. Course evaluation will be based on class participation, readings and assignments.

REQUIRED READING:

Kottler, J.A. & Montgomery, M.J. (2011). *Theories of counseling and therapy: An experiential approach, 2nd ed.* Los Angeles: Sage.
Whyte, D. (2002). *The heart aroused: Poetry and the preservation of the soul in corporate America.* New York: Crown Business.

RECOMMENDED READING:

Halbur, D.A., & Halbur, K.V. (2006). *Developing your theoretical orientation in counseling and psychotherapy.* Boston: Pearson.

Course Instructions

Attendance and Participation

This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences may lower the overall course grade.

A note about technology: Please limit cell phone use to emergencies. It is expected that in-class use of computers be for note taking only. Do not text or use the internet during class.

Counseling Theory videotapes (15 points)

Students will choose 6 theory or assessment/ treatment videos to watch (8 hours total). Students will submit one, 3-page paper discussing their response to watching various approaches to working with

clients. Special attention should be given to the underlying assumptions of each theory, meta-communication style, the student's assessment of the theory and overall counselor effectiveness.

Integration Process Papers (10 points each)

Each student will submit a 3-5 page paper on each theory (psychodynamic, behavioral, humanistic, cognitive, systemic, brief) addressing the questions below:

1. What does it mean to be human?
2. What causes distress?
3. What do you do to intervene?
4. What is the role of the counselor?
5. What is the responsibility of the client?
6. How does this theory address/ understand metapsychological concepts such as defense, projection and resistance?

The student will integrate their learning from texts, identify relevant theory articles and utilize theoretical readings that address each theory. Each student is encouraged to read one, original writing on each theory. APA formatting and utilization of resources other than the text as well as relevant journal articles (at least 3 for each paper) is required.

Readings and Journal (10 points) (g5d,e)

It is expected that students will complete all of the assigned readings for this course. Students will keep a journal of their responses to the *personal reflections* and *field study* call out boxes in the Kottler text. This journal will be turned in on the assigned day.

Journey Reflection Paper (15 points)

This final paper is an opportunity for students to begin to articulate their unique calling to the profession of counseling with their emerging learning about counseling theory. Students are encouraged to reflect on their journey thus far and weave this together with their academic learning about theory, personal development and their imagined work with clients. Students are encouraged to vision ways to deepen their own inner exploration and imagine into their counseling work as an ongoing journey.

Grading Summary

Counseling Theory Videotapes	15
Integration Process Papers	60 (10 points each)
Readings and Journal	10
Reflection Paper	15

Grading Scale

A 100 – 94; A- 93 – 90; B+ 89 – 86; B 85 – 83; B - 82 – 80

Academic Honesty

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Disability Statement

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Hartzler Library, Third Floor, 432-4233.

Course Schedule

Date	Subject and Reading (g5d)	
9/1	History, Context and Overview Finding your place on the Journey	Chap 1, 2, 3
9/8	<u>Psychodynamic</u> Freud and Psychoanalysis Koser	Chap 4 Selected Readings
9/15	Depth Psychology- Jung Early	Selected Readings
9/22	Object Relations, Self- Psychology Brief Psychodynamic Koser/Early	Selected Readings
9/29	<u>Behavioral Approaches</u> What is learned can be unlearned David Glanzer, Ph.D. <i>Due: Psychodynamic Paper</i>	Chap 5
10/6	<u>Humanistic</u> Existential Koser	Chap 6 Selected Readings
10/13	Person Centered Koser <i>Due: Cognitive Paper</i>	Selected Readings
10/20	Gestalt Early	Selected Readings
10/27	<u>Cognitive Approaches</u> Beck- Cognitive Therapy REBT Cheree Hammond, Ph.D. <i>Due: Humanistic Paper</i>	Chap 7
11/3	Adler and Reality Therapy Koser	

	<u>Systemic Approaches</u> Early <i>Due: Cognitive Paper</i>	Chap 8 Selected Readings
11/10	No Class- VCA	
11/17	<u>Brief Approaches</u> Cheree Hammond, Ph.D., Teresa Haase, Ph.D. <i>Due: Systemic Paper</i>	Chap 9
11/24	Thanksgiving	
12/1	<u>Theories on the Edge</u> Experiential and Attachment <i>Experiential changes processes: Using neuroscience to inform our practice</i> Early <i>Due: Brief Paper</i>	Chap 10 Selected Readings
12/8	Emerging Approaches Emile Friedland, LMFT <i>Due: Counseling Videotape Paper and Workbook</i>	Chap 11, 12 Selected Readings
12/15	<i>Journey</i> <i>Due: Final Journey Reflection Paper</i>	