

**EDP 652 Theories of Counseling
Fall 2000; T/Th 9:30-10:45
DH 203**

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Purpose

The purpose of this course is to expose the student to a variety of contrasting theoretical models and to provide a foundation for critically evaluating the practical applications of a variety of counseling perspectives.

Learning Outcomes

By the end of this course, each student should be able to:

- Understand how his or her psychosocial and cultural context influences his or her values, worldview, and, therefore, his or her choice of theoretical framework.
- Discuss the similarities and differences among various theoretical perspectives.
- Evaluate a primary source that describes a counseling theory.
- Discuss professional, ethical, and diversity issues that pertain to various theories
- Apply theoretical concepts to case material.
- Use critical thinking, personal reflection, and professional writing skills to explore and begin to form a personal theoretical orientation for use in conceptualizing work with clients.

Required Learning Activities:

Required reading:

Corey, G. (2001). Theory and practice of counseling and psychotherapy (6th Ed.) Pacific Grove, CA: Brooks/Cole.

Corey, G. (2001). Case approach to counseling and psychotherapy (5th ed.).

Corey, G. (2001). Student manual for theory and practice of counseling and psychotherapy (6th Ed.).

Recommended reading: (on reserve in Education Library)

Corsini, R. J. & Wedding, D. (1999). Current Psychotherapies (5th Ed.). Itasca, Illinois: F.E. Peacock.

Learning Activities (continued)

Personal Reflection Papers: Each student will complete a total of five reflection papers (2-3 pages, double-spaced). The purpose of these papers is to forge connections between important theoretical constructs and personal experiences and to communicate these connections clearly and succinctly. Papers will be shared in small groups and responded to in writing (see handout for details) **(20 points)**.

Primary Source Paper (see handout for list of primary sources). Reading primary sources will allow you to gain more in-depth knowledge about a theory and thus make more informed judgments about its usefulness. Select a primary source from the list that is attached.

Part 1 of this assignment is to write a 1 page summary of the book to be shared with your classmates.

Part 2 of the assignment (5 pages) is to explain to your classmates how reading this book will contribute to their professional lives beyond what they can get from the summaries provided by Corey. In other words, what do we, as counselors, have to gain by reading this particular primary source that we would otherwise miss if we only read the Corey textbook? Revised papers are to be submitted as attachments for posting to the class discussion list **(25 points)**

Theoretical Orientation Paper: As G. Corey notes, integrating theory, personal values, interaction style, and specific client needs requires time, attention, effort, and experience. The purpose of this paper is to begin this process of exploration and integration.

In Part I of the paper, articulate your own personal theoretical orientation to counseling. Draw on your readings, class discussions, and personal reflections. Be sure to integrate at least two theories (do not regurgitate Corey!). Include the key concepts of your approach, your view of your role as therapist, therapeutic goals, and central techniques and methods. Explain why this approach “fits” for you as a counselor (6-8 pages).

In Part II of the paper, tell how you would use your theoretical framework as explicated in Part I to address two of the themes in Ruth’s life (Case Approach, page 307-308). Again, do not merely summarize the material in the Case Approach book; instead, show that you can apply your own theoretical integration (5-6 pages). **(35 points)**.

Final (Take-Home) Exam (20 points) : Submit a portfolio containing items that best illustrate your learning in this course. Include the following “artifacts” from the course:

1. Items that best represent your learning in this course. The choice of items and the number of items is up to you.
2. Guided reading questions (and your responses) (see handout).
3. Learning assessment (2-3 pages) that explains how your portfolio items demonstrate that you have achieved the learning outcomes for this course at “A” level.
4. Course feedback evaluation form.

Grading

Total points accumulated:

90-100 = A

80-89 = B

70-79 = C

Below 70 = E

Policies

Papers will be collected at the beginning of class on the day they are due. After class begins, papers are considered late and will be penalized 10% of the total point value for each 24-hour period that they are past due. If you are having difficulty with an assignment, please see me as soon as possible.

Class attendance, preparation, and participation are expected of all students. Please email or call Dr. R if an emergency prevents you from attending a class. Excellent work and consistent preparation is expected of graduate students. A minimum amount of time you should invest in your out-of-class preparation is 8-9 hours per week (per class).

Schedule (tentative)

DATE	TOPIC	Learning Activity Due:
Aug 24	Overview and Introductions	***Each Tuesday you should come to class prepared to discuss the chapters in the Theories book and the Case Approach book that correspond to the topic for the week. Use the student workbook to assess your comprehension of the material you have read.
Aug 29	The Counselor: Person and Professional	Self-inventories: Student Man. (Chap 1 & 2)
Aug 31		
Sept 5		
Sept 7	Ethical Issues	
Sept 12	Psychoanalytic Therapy	Reflection paper #1 due
Sept 14		Show and Tell: Primary Sources
Sept 19	Adlerian Therapy	Reflection paper #2 due
Sept 21		
Sept 26	Existential Therapy	Dr. R at NCPTP: Work on your papers!
Sept 28		
Oct 3	Person-Centered Theory	Primary Source Paper Due
Oct 5		
Oct 10	Gestalt Therapy	Reflection paper #3 due
Oct 12		
Oct 17	Reality Therapy	
Oct 19		
Oct 24	Behavior Therapy	Reflection Paper #4 due
Oct 26		
Oct 31	Cognitive Behavior Therapy	Reflection Paper #5 due
Nov 2		

Nov 7	Election Day: holiday	
Nov 9	Peer Review Workshop	Part I of Theory Paper due
Nov 14	Feminist Therapy	
Nov 16	Peer Review Workshop	Part II of Theory Paper due
Nov 21	Family Systems Therapy	
Nov 28		
Nov 30	Integrative Perspective	Theoretical Orientation Paper Due
Dec 5		
Dec 7	Wrap-Up/Evaluation	
Dec 14 (8:00)	Final Exam	Portfolios must be turned in by this time.

Reflection papers:

#1: Write a letter to Freud. Tell him what you think of his contribution to psychology and how his theory applies to your life (or how it does not apply).

#2: Choose one of the following:

- In addition to focusing on the family constellation, Adlerians ask for a few early recollections. What is your earliest memory? What meaning does this recollection hold for you today?
- Adler sees us as the actor, creator, and artist of our life. How does this description fit your own life experience?

#3: Choose one of the following:

- Think of a person who seems to meet your definition of fully functioning. How is that person different than other people? What changes would you need to become more fully functioning yourself?
- Write your obituary. What existential themes are reflected in it?

#4: Choose one of the following:

- Gestalt therapists speak about “catastrophic expectations” that lead us to feel stuck. We imagine some terrible thing will happen if _____. What are some of your unreasonable fears? What risks do you avoid taking because of those expectations? How might you attempt to help a client deal with his or her catastrophic expectations?
- What aspects of your life can you control and what aspects can you not control? When you are anxious or depressed, can you choose not to anxietize or to depress?

#5: Choose one of the following:

- How do cognitive distortions fit with cultural values? What societal values have you learned that have implicit cognitive distortions?
- What were some of the major rules that governed your family? What rules did you learn about appropriate sex-role behavior? What did you learn about femininity and masculinity? To what degree did you abide by all these rules? Were there any that you challenged?

Scoring guide for Reflection Papers

3 points:	Paper integrates theoretical constructs and personal experience. Paper is written in clear, understandable way without grammatical, structural, spelling problems.
2 points	Paper is lacking in one of two criteria listed above.
1 point	Paper is lacking in both of the criteria listed above
0 points	Paper was not submitted in a timely manner

1 additional point will be earned by providing short responses to small group members' reflection papers (to be done in class). These responses should address the criteria by commenting on the extent to which the writer made strong connections between the theory and his/her personal experience.

Scoring Criteria for Primary Source Paper

Part 1: Summarize the primary source in one double-spaced page (5 points)

Part 2: Your essay (5 pages) is supposed to provide a supported answer to the following question:

- How does this primary source contribute to one's professional development beyond what we can learn from reading the summary provided by Corey?

In order to do well on this paper, you need to do these things:

1. Have your own clear answer to this question (thesis) (5 points).
2. Support your answer with strong arguments, examples, and details (10 points).
3. Make your essay organized and clear enough for a reader to understand with one reading (5 points).

A few guiding questions to ponder as you organize your theoretical orientation paper:

- What do you consider the most important therapeutic goals? Which theoretical orientations would most guide you in formulating your goals?
- What do you see as your major responsibility as a helping agent? What would you expect of your clients? How do you view the relationship between you and your clients? Which theories are compatible with your answers to these questions?
- What are your basic assumptions about human nature? Which approach to therapy comes the closest to your beliefs?
- Given your basic assumptions, what procedures will you use with clients to achieve the therapeutic goals?

Procedure for Peer Review workshop for drafts of Theoretical Orientation papers:

1. Class members will meet in groups of four.
2. First volunteer will read his/her paper aloud.
3. Group members will listen carefully and take notes addressing the following:
 - Note aspects that worked well.
 - Note any negative reactions (places you were confused or points of disagreement)
 - Note any questions that arise from your reading of the paper (indicating that an idea may need further explanation or development).
5. Group members will share personal responses to the draft.
6. Writer will take notes during each response but is NOT allowed to enter into a discussion.
7. After each group member has responded to the draft, the next group member reads his/her draft and proceeds to #3 above.

Grading criteria for theoretical orientation paper

Quality of Ideas: (20 points)

Integrates theoretical constructs and personal experiences in a way that communicates a range and depth of understanding that will positively impact clinical work. Shows an appropriate sense of complexity of theoretical issues and an awareness of opposing viewpoints.

Organization and development: (5 points)

Has an effective title, a logical and clear arrangement of ideas, effective transitions, unified and coherent paragraphs, and good development of ideas through use of supporting details and examples.

Clarity and Style: (5 points)

Sentences are clear and understandable. Sentence structure is varied, mature, and even graceful 😊

Writing Mechanics (5 points)

Absence of usage and grammatical errors; accurate spelling; careful proofreading; attractive and appropriate manuscript form.

Guided Reading Questions (Take Home Final)

1. How is anxiety explained from a psychoanalytic view? Compare/Contrast this view of anxiety with the existential view.
2. How is Adler's view of human nature different from Freud's?
3. From the perspective of counseling culturally diverse client populations, what are some of the contributions and limitations of the existential approach?
4. Differentiate between existentialism and humanism.
5. In what way is Gestalt therapy a form of existential therapy? How is the approach experiential? What is the primary focus of this approach?
6. What are Glasser's views on mental illness and mental health?
7. What are some of the main applications of reality therapy?
8. In what ways does behavior therapy differ from experiential approaches to counseling?
9. Summarize the four trends in behavior therapy (classical conditioning, operant conditioning, social learning, and the cognitive trend).
10. Why are ethical issues likely to be raised when discussing behavioral therapeutic applications, but less likely with person-centered therapy and psychoanalysis?
11. In what way can behavioristic methods be used to attain humanistic goals? What is the basis for an integration of the behavioral and humanistic perspectives?
12. Discuss some of the main differences between REBT and Beck's cognitive therapy.
13. Discuss some specific concepts and techniques of the cognitive behavior therapies that you would want to incorporate into your own style of counseling.
14. In what ways do feminist therapists carry out functions that are similar to traditional therapy? What are some unique roles and functions that distinguish feminist therapists?
15. Describe in about a sentence the way that the process of change occurs in each of these approaches to family therapy:
 - Adlerian family therapy
 - Multigenerational family therapy
 - Human validation process model
 - Experiential/symbolic family therapy
 - Structural family therapy
 - Strategic family therapy
 - The reflecting team
 - The linguistic approach
 - The narrative approach
 - Solution-oriented therapy

EDP 652: Theories of Counseling Primary Sources

Psychodynamic

- Erikson, E.H. (1963). Childhood and society (2nd ed.) NY: Norton.
Freud, S. (1955). The interpretation of dreams. London: Hogarth Press.
Jung, C.G. (1961). Memories, dreams, reflections. NY: Vintage.
Strupp, H. & Binder, J. (1984) Psychotherapy in a new key: A guide to time-limited dynamic psychotherapy. NY: Basic

Alderian

- Adler, A. (1964). Social interest: A challenge to mankind. NY: Capricorn. (originally published in 1938).
Ansbacher, H.L., & Ansbacher, R. (Eds.). (1964). Individual psychology of Alfred Adler (2nd ed.). New York: Harper Torchbooks.

Person Centered

- Rogers, C. (1961). On becoming a person. Boston: Houghton Mifflin.
Rogers, C. (1980). A way of being. Boston: Houghton Mifflin.

Existential

- Frankl, V. (1969). The will to meaning: Foundations and applications of logotherapy. NY: New America.
Frankl, V. (1978). The unheard cry for meaning. NY: Simon & Schuster/Touchtone.
May, R. (1953). Man's search for himself. NY: Dell.
May, R. (1983). The discovery of being: Writings in existential psychology. NY: Norton.
Yalom, I.D. (1980). Existential psychotherapy. NY: Basic.
Yalom, I.D. (1989). Love's executioner and other tales of psychotherapy. NY: Basic.

Gestalt

- Perls, F. (1969a). Gestalt therapy verbatim. Moab, UT: Real People Press.
Perls, F. (1969b). In and out of the garbage pail. Moab, UT: Real People Press.
Polster, E. & Polster, M. (1973). Gestalt therapy integrated. NY: Vintage.

Reality

- Glasser, W. (1998). Choice theory: A new psychology of personal freedom. NY: Harper Collins.
Glasser, W. (2000). Reality therapy in action. NY: Harper Collins.

Multimodal

- Lazarus, A. (1989). The practice of multimodal therapy. Baltimore: Johns Hopkins University Press.
Lazarus, A. (1997). Brief but comprehensive psychotherapy: The multimodal way. NY: Springer.

Cognitive-Behavioral

- Beck, A.T. (1976). Cognitive therapy and emotional disorders. NY: New American Library.
Beck, A.T. (1988). Love is never enough. NY: Harper & Row.

- Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. NJ: Prentice Hall.
- Ellis, A. (1985). Overcoming resistance: rational emotive therapy with difficult clients. NY: Springer.
- Ellis, A. (1994). Reason and emotion in psychotherapy revised. NJ: Birch Lane.
- Ellis, A. (1996). Better, deeper, and more enduring brief therapy: The rational emotive behavior therapy approach. NY: Brunner/Mazel.
- Ellis, A., & Dryden, W. (1997). The practice of rational-emotive behavior therapy. NY: Springer.
- Meichenbaum, D. (1977). Cognitive behavior modification: An integrative approach. NY: Plenum.
- Meichenbaum, D. (1985). Stress inoculation training. NY: Pergamon Press.

Feminist

- Brown, L. (1994). Subversive dialogues: Theory in feminist therapy. NY: Basic.
- Jordan, J.V. et al (1991). Women's growth in connection: Writings from the stone center. NY: Guilford.
- Jordan, J.V. (Ed.) (1997). Women's growth in diversity: More writings from the stone center. NY: Guilford.
- Worell, J. & Johnson, N.G. (Eds.)(1997). Shaping the future of feminist psychology: Education, research, and practice. Washington, DC: APA.
- Worell, J. & Remer (1992). Feminist perspectives in therapy: An empowerment model for women. NY: Wiley.

Family systems

- Bowen, M. (1978). Family therapy in clinical practice. NY: Aronson.
- DeShazer, S. (1991). Putting difference to work. NY: Norton.
- Haley, J. (1984). Ordeal therapy: Unusual ways to change behavior. San Francisco: Jossey-Bass.
- Haley, J. (1976). Problem-solving therapy: New strategies for effective family therapy. San Francisco: Jossey-Bass.
- Mandanes, C. (1981). Strategic family therapy. San Francisco: Jossey-Bass.
- Mandanes, C. (1984). Behind the one-way mirror: Advances in the practice of strategic therapy. San Francisco: Jossey-Bass.
- Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.
- Satir, V. (1983). Conjoint family therapy (3rd ed.) Palo alto, CA: Science and Behavior Books.
- Satir, V. (1988). The new peoplemaking. Palo Alto: CA: Science and Behavior Books.