
COUN 547

Counseling Theories
3 Semester Hours, Fall 2009
Wednesdays 9:20-12:00, SEM 204
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 Wednesday 9:20-12:00. 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:

Corsini, R.J. & Wedding, D. (2008). *Current Psychotherapies*, 8th ed. Belmont: Thompson-Brooks/Cole.

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.

A note about technology: Please limit cell phone use to emergencies. It is expected that computers used during lecture are for notetaking only. Do not text or use the internet during class.

Mid-Term Exam (30 points)

Students will complete a midterm exam on the major theories presented in lecture and covered in the text. The midterm is an opportunity for students to solidify their theory knowledge and demonstrate basic understanding of key concepts for each theory. A brief case study will be presented and students will then answer prompts about key concepts, view of the person/mental health, process of psychotherapy,

stance of the therapist, beginning/middle/end of treatment, relevant interventions/techniques and outcome goals (g5d,e).

Counseling Theory videotapes (20 points)

Students will choose 6-8 theory or assessment/ treatment videos to watch (8 hours total). Students will submit one, 3-page paper, discussing the theoretical and practical applications of each approach, highlighting/noticing the “aha”, change event moments (if there are any) in the session. 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 (g5d,e).

Integrated Counseling Theory and Response Papers (g5d, e). (50 points 15 + 35)

Response Papers (15 points total)

The student will submit three reflection papers on the assigned dates. This assignment is intended to aid the student in wedding their emerging theoretical understanding to their personal style and history. The reflection papers are intended as facilitative aids- a way for students to receive feedback on their writing and theory development throughout the semester. These papers can be used as a foundation from which to begin writing the Integration Counseling Theory Paper. (5 points each)

1. Where do I come from?

The student will reflect on their personal history and identify formative events, key relationships and significant periods in their life that have influenced their development. With this in mind, the student will engage the questions- What creates change? What is the role of relationship in healing? and What are the key conditions necessary for healing to occur? Students are then encouraged to discuss how their personal history influences their thinking about the counseling process. Students may disclose personal information at their own discretion.

2. Theory application

The student will identify a specific current life issue that they want to address and choose three theories to think through regarding this issue. Then, imagining they are the client, the student will reflect on the key treatment conditions necessary in each theory (key concepts, worldview, view of person, stance of therapist, specific interventions, treatment objectives) and work through the problem from each of these perspectives (see professor for theory prompt questions if needed). Reflect on which theory, or which parts of each theory, would be most facilitative in addressing your concern and why.

3. Developing a meta-theory

Choose one guiding theory that encapsulates how you see the world and how you imagine you would like to work with clients (which theory, so far, appears most consonant with your interests, history, how you see the world and future goals.) Identify the key components of this theory that are relevant to you and how this theory would shape your engagement with clients and your work as a therapist.

Integrated Counseling Theory Paper (35 points)

The student will submit an 8-12-page Integrated Counseling Theory paper. This assignment allows the student to study and analyze various theoretical approaches to therapy, developing a personally relevant working approach to counseling. The student is expected to utilize the textbook, at least four other theoretical readings and a minimum of three relevant journal articles. APA style must be used in formatting the paper and follow the outline (use the outline to create headings and subheadings) provided below.

I. Meta Theory-

- A. Key components of your theoretical understanding (How I see the world)
- B. View of human nature
- C. Definition and development of personality
- D. Definition and sources of mental health
- E. Summary of key concepts of theory

II. Process of Counseling

- A. Therapy process
- B. Theoretical evidence supporting this approach
- C. Therapeutic goals
- D. Therapist's function and role
- E. Client's experience in therapy
- F. Relationship between counselor and client
- G. Application: Therapeutic techniques, interventions and procedures

III. Counselor Identity Development

- A. My personhood and profession
- B. Integration of psychology and spirituality
- C. A metaphor for my counseling style
- D. Professional training and personal growth goals
- E. Context and community- How theory will shape my work with clients

Readings (g5d,e)

It is expected that students will complete all of the assigned readings for this course. Each student will be required to sign a statement documenting the percentage of readings completed.

Academic Integrity Policy

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). Taken from "Academic Integrity" in the *2009-2010 Undergraduate Catalog*, pp. 16-19.

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library.

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, Roselawn Ground Floor, 432-4233.

Course Schedule

Date	Subject and Reading (g5d)	
9/2	History, context and overview <i>Convocation 9:50-11:00</i>	chap 1, 15
9/9	Freud and Psychoanalysis Object Relations/Psychodynamic	chap 2
9/16	Adler Jung/ Analytical <i>Due: Reaction Paper #1</i>	chap 3 chap 4
9/23	Client-Centered and Rogers	chap 5
9/30	Gestalt Video: Gestalt therapy with Gordon Wheeler <i>Due: Reaction Paper #2</i>	chap 10
10/7	REBT Video: Gloria tapes	chap 6
10/14	Existential Therapy Guest Speaker: Nate Koser, M.A.	chap 9
10/21	Beck/ Cognitive Therapy Video: Cognitive Therapy with Judith Beck	chap 7
10/28	Cognitive and Cognitive Behavioral Video: DBT with Marsha Linehan	chap 8
11/4	<i>Mid-term Exam</i> A Meta-Theoretical Approach Attachment Theory (g5e) Experiential	
11/11	Systems Theory/ Family Therapy (g5e) Constructivist, Narrative and Solution Focused	chap 12
11/18	Object Relations, Self- Psychology Brief Psychodynamic Video: AEDP with Diana Fosha <i>Due: Reaction Paper #3</i>	
11/25	Thanksgiving Break	

12/2	Contemplative Guest Lecture: David Glanzer, Ph.D. <i>Due: Video Response Paper</i>	chap 13
12/9	Thoughtful Integration	chap 11,14
12/16	<i>Integrated Counseling Theory Paper Presentations</i> <i>Due: Integrated Counseling Theory Paper</i>	