

COURSE SYLLABUS₁

Counseling Theories and Techniques
EDPS 600

Counseling and Development Program
Department of Educational Studies
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Fall 2006

The one who listens is the one who understands.
- African (Jabo) proverb

It is a luxury to be understood.
- Ralph Waldo Emerson

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Basic Information

Instructor:

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Course:

Number: EDPS 600
Title: Counseling Theories and Techniques
Credits: 3
Prerequisite(s): Admission into a C&D program; instructor permission
Dates: 8/21/06 – 12/08/06
Day: Tuesday
Time: 8:30 – 11:20am
Room: BRNG 2275

Required Textbook:

Day, S. X. (2004). *Theory and design in counseling and psychotherapy*. Boston, MA: Houghton Mifflin.

Recommended Textbooks:

Ivey, A. E., & Ivey, M. B. (2002). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Pipes, R. B., & Davanport, D. S. (1999). *Introduction to psychotherapy: Common clinical wisdom* (2nd ed.). Boston, MA: Allyn & Bacon.

Supplemental Reading List

- Adler, A. (1927, 1957). *Understanding human nature* (pp. 15-23). New York, NY: Fawcett.
- Beck, A. T. (1988). *Love is never enough* (pp. 69-89). New York, NY: Harper Perennial.
- Berman, P. S. (1997). Developing case conceptualizations and treatment plans. In *Case conceptualization and treatment planning* (pp. 1-18). Thousand Oaks, CA: Sage.
- Bohart, A. C., & Tallman, K. (1999). Research results that may surprise you—How do we know the client is an active self-healer? In *How clients make therapy work: The process of active self-healing* (pp. 25-55). Washington, DC: American Psychological Association.
- Fischer, A. R., Jome, L. M., & Atkinson, D. R. (1998). Reconceptualizing multicultural counseling: Universal healing conditions in a culturally specific context. *The Counseling Psychologist, 26*, 525-588.
- Freud, S. (1900). *The interpretation of dreams* (pp. 279-304). New York, NY.
- May, R. (1958). *Existence: A new dimension in psychiatry and psychology* (pp. 76-91). New York, NY: Basic Books.
- O'Hanlon, W. H., & Weiner-Davis, M. (1989). The session as intervention: The components of solution-oriented interviewing. In *In search of solutions: A new direction in psychotherapy* (pp. 75-125). New York, NY: W. W. Norton.
- Perls, F. (1973). *The Gestalt approach and eyewitness to therapy* (pp. 73-84). Palo Alto, CA: Science & Behavior Books.
- Rogers, C. R. (1961). *On becoming a person* (pp. 107-124). Boston, MA: Houghton Mifflin.
- Skovholt, T. M., & Ronnestad, M. H. (1992). Transition to professional training stage. In *The evolving professional self: Stages and themes in therapist and counselor development* (pp. 22-29). Chichester, England: Wiley & Sons.

Overview

Description:

The focus of this course is on the major theories of counseling and behavior change. Class time will be devoted to discussing the general practice of helping/counseling and 10 current and popular counseling theories (e.g., Psychoanalytic Theory, Adlerian Theory, etc.). This course complements EDPS 601, Counseling Techniques Lab, which focuses on basic counseling techniques and skills required for entry-level clinical work.

Goals/Objectives:

The course goals/objectives are to:

- introduce you to the major theories of counseling and behavior change
- help you develop case conceptualization skills and make informed decisions regarding the theories you may choose to use and integrate into your own future counseling practice
- help you gain a deeper understanding of (and appreciation for) the link between theory and technique and, generally speaking, the “scientist-practitioner” model of helping/counseling
- further develop your professional identity as an informed, intentional, and ethical helper and counselor

Requirements:

Course requirements include five graded assignments:

- a 2-page self-assessment paper (10 pts)
- a small group presentation and case conceptualization (30 pts)
- a midterm exam (20 pts)
- a final exam (20 pts) and
- class participation (20 pts)

For the “self-assessment” paper, you are required to discuss your counseling-related strengths and weaknesses, fears and insecurities, and personal insights regarding your personality, career interests/goals, and values. Details related to the small group presentation and case conceptualization are discussed on p. 5. The midterm and final exams will consist of short answer and essay questions. Class participation is defined – for this course – as your apparent interest and involvement in day-to-day class activities and discussions, especially with respect to in-class case conceptualizations.

Grading:

Grades will be awarded according to the following system: A, 90 points and above; B, 80-89 points; C, 70-79 points; D, 60-69 points; F, below 60 points. Incompletes are strongly discouraged, so please get your assignments in on time.

****Please note that academic dishonesty, as defined and outlined in the University Regulations, will result in a failing grade for the course and in consideration for dismissal from the program.*

Note. Please know that if you are a person with a disability, any and all reasonable/necessary accommodations will be made.

₁This syllabus was modeled, from a content standpoint, after Heather Servaty-Seib's, Ph.D., 2005 syllabus.

Counseling Theories and Techniques **EDPS 600**

Small Group Presentation and Case Conceptualization

In small groups of three, you are required to complete a case conceptualization on a movie character of your choice and present it to the class. Specifically, you are required to discuss, in detail, the “psychological makeup” of a movie character, including relevant background/historical information, possible origins of his or her perceived/identified problem(s), underlying themes in his or her life/interpersonal relations, potentially appropriate **theoretically-based interventions and techniques**, and any anticipated counseling-related challenges and obstacles. Each presentation should last one hour and include clips from the movie to illustrate your overall assessment and conceptualization. Presentations will occur the first three weeks of November. The purpose of this assignment is to help you develop case conceptualization skills and begin to make informed decisions regarding the theories you may eventually choose to use in your future clinical work.

In addition to the class presentation, each group member is required to turn in, for grading, a 10-12 page paper (double-spaced, in APA style). The paper should include a summary of the information presented in class (2-3 pages) and in-depth conceptualizations of the movie character’s problems/issues from three different theoretical perspectives (6-8 pages). In considering the character’s problems/issues, try to address “why” issues? *Why*, for example, is he or she thinking, feeling, and behaving the way he or she does? *Why* is he or she experiencing these problems/issues? The paper should also include, at the very end, a discussion of your developing and evolving personal theory of counseling and behavior change (2-3 pages), including factors that, to date, have affected your current beliefs and theoretical preferences. For this part of the paper, you should refer back to your “How talking facilitates change” in-class assignment, comparing and contrasting it with your newer, perhaps more informed, personal theory. The paper is due the week after you present.

All papers should include evidence (i.e., quotes, citations) that you have read and considered original works by theorists discussed in class, as well as empirical studies that support the use of the interventions and techniques you recommended using. A few examples of such theoretical works are listed below.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman & Co.

Beck, A. T. (1999). *Prisoners of hate: The cognitive basis of anger, hostility, and violence*. New York, NY: Perennial.

Ellis, A. E., & Harper, R. A. (1997). *A guide to rational living*. Hollywood, CA: Wilshire.

Enns, C. Z. (1997). *Feminist theories and feminist psychotherapies: Origins, themes, and variations*. New York, NY: Haworth.

- Frankl, V. E. (1992). *Man's search for meaning*. Boston, MA: Beacon.
- Horney, K. (1987). *Final lectures*. New York, NY: W. W. Norton & Co.
- Glasser, W. (1975). *Reality therapy: A new approach to psychiatry*. New York, NY: Harper.
- Kirschenbaum, H., & Henderson, V. L. (1989). *The Carl Rogers reader*. New York, NY: Houghton Mifflin Co.
- Maslow, A. H. (1999). *Toward a psychology of being (3rd ed.)*. New York, NY: Wiley & Sons.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- May, R. (1983). *The discovery of being*. New York, NY: W. W. Norton & Co.
- Skinner, B. F. (1976). *About behaviorism*. New York, NY: Vintage Press.

Schedule of Topics/Due Dates

<u>Date:</u>	<u>Topic:</u>	
08/22/06	Welcome, Introductions, and Course Overview; Top 10 Stressors of Graduate School	
THE PRACTICE OF HELPING/COUNSELING		
08/29/06	So... You Want to be a Counselor, Huh?; Professional Identity Development <i>How Talking Facilitates Change Due (in-class assignment)</i>	
09/05/06	Effective Ingredients of Counseling; Theory & Case Conceptualization; Counseling Ethics <i>Self Assessment Due</i>	D: 1, 2, 3
MAJOR THEORIES/SYSTEMS OF COUNSELING & BEHAVIOR CHANGE		
09/12/06	Analytic Approaches (Freud, Jung, Kernberg, Kohut) Video American Psychoanalytic Association http://www.apsa.org	D: 4 Freud (1900)
09/19/06	TBA	
09/26/06	Adlerian Approach (Adler) North American Society of Adlerian Psychology www.alfredadler.org	D: 5 Adler (1957)
10/03/06	Humanistic/Existential & Person-Centered Approaches (Rogers, May, Frankl, Yalom) Guest Lecture: Dr. Heather Servaty-Seib Association for Humanistic Psychology www.ahpweb.org Society for Existential Analysis www.go.to/existentialanalysis	D: 6 May (1958) Rogers (1961)
10/10/06	No Class (Fall Break)	

10/17/06	Gestalt Approach (Perls) The Center for Gestalt Development, Inc. http://www.gestalt.org	D: 7 Perls (1973)
10/24/06	Behavioral/Cognitive-Behavioral Approaches (Skinner, Beck, Ellis, Bandura, Lazarus) Video Association for Advancement of Behavior Therapy www.aabt.org Beck Institute for Cognitive Therapy and Research http://www.beckinstitute.org	D: 8, 9 Beck (1988)
10/31/06	<u>Midterm Exam</u> ; Assessment: Question-Asking Intake Interviewing, & Risk Management; Counseling Ethics (and Research)	
11/07/06	Family Systems Approaches; Multicultural Approaches (Bowen, Minuchin, Haley) <u>Small Group Presentations: Groups 1 & 2</u> American Association for Marriage and Family Therapy http://www.aamft.org	D: 10 F. et al (1998)
11/14/06	Feminist Approaches & Reality Therapy (Baker Miller, Enns, Brown, Glasser) <u>Small Group Presentations: Groups 3 & 4</u> American Psychological Association – Division 35 http://www.apa.org/divisions/div35 The William Glasser Institute www.wglasser.com	D: 11
11/21/06	Postmodern (Solution Focused, Narrative) & Transpersonal Approaches (de Shazer, Maslow, Leary) <u>Small Group Presentations: Groups 5 & 6</u> Institute for the Study of Therapeutic Change www.talkingcure.com	D: 12 O. & W-D (1989)
11/28/06	Integrative Approaches & “Common Factors” (Sullivan, Berne, Frank, Beutler, Norcross) Corey Video: Part I & II; Course Wrap-Up and Eval.	D: 13
12/05/06	<u>Final Exam</u> (Time and place TBD)	