Iowa State University

PSYCHOLOGY 621: PSYCHOLOGICAL COUNSELING THEORY & PROCESS
(PSYCH 621, 3 C.H.)
T 9:00 a.m. – 11:50 a.m.
Fall 2008

| Instructor: | Karen R. Scheel, Ph.D. | Office: | Lagomarcino W169 |
| Phone: | 294-4083 | e-mail: | krscheel@iastate.edu |
| Office Hours: | W 10:30 a.m.—1:30 p.m. and by appointment |


Readings: See course schedule for required and recommended readings; presenters see supplemental reading lists (available from instructor) for additional sources.

COURSE DESCRIPTION

This course is designed to provide a critical understanding of the role of theory in effective counseling practice and the key concepts and processes of the major theories of counseling and psychotherapy in use today. Theories are examined and contrasted in terms of their underlying philosophical assumptions, core psychopathology and health constructs, postulated change mechanisms, and applicability to diverse problems and individuals. The question “how do people change?” is a fundamental one, thus change mechanisms are examined closely in terms of specific and common factors, particularly the role of the therapeutic relationship, and the broad strategies and specific techniques that bring each theory to life in actual practice. Readings, didactic instruction, discussion, and, most importantly, “hands on” application are utilized to achieve the specific course objectives listed below.

COURSE OBJECTIVES

- Students will further their understanding of the role of theory in a scientist-practitioner approach to psychotherapeutic practice.
- Students will acquire a detailed understanding of the tenets and practices of the major systems of psychotherapy practiced by counseling psychologists today and will acquire a basic understanding of the empirical status of each system.
- Students will be able to conceptualize client issues, develop treatment goals, and specify treatment strategies and techniques according to each theoretical approach.
- Students will critically examine each system for its cross-cultural applicability and other aspects of fit with the values and philosophies of counseling psychology.

- Students will develop an understanding of the commonalities, differences, strengths, and limitations of the systems and the various approaches to combining them (e.g. forms of eclecticism, integration, and “trans-theoreticism”).

- Students will further develop their own theoretical orientations.

**OVERVIEW OF COURSE REQUIREMENTS AND GRADING**

The following summarizes the requirements of the course and associated course points. Details about each requirement are provided in subsequent sections.

1. Participation 15 points

3. Application Presentations (2-- individually prepared, one co-prepared)

   Written Conceptualization 10 points
   Oral Presentation 10 points
   Discussion Facilitation 5 points
   Demonstration 5 points

   Total: 30 points each 60 points

5. Final Essay Exam 25 points

**Total for Course:** 100 points

Grades will be assigned according to the following scale:

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<tr>
<th>Grade</th>
<th>Letter</th>
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<tr>
<td>93%</td>
<td>A</td>
<td>80%</td>
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<tr>
<td>90%</td>
<td>A-</td>
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<td>83%</td>
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Grades below a C- are not expected of graduate work and will only be given in the case of incomplete assignments, missed assignments, or unprofessional assignments.

**GUIDELINES AND EXPECTATIONS REGARDING COURSE ASSIGNMENTS**

1. **Attendance and Participation (15 points)**

   Independent initiative in learning and the active and informed participation of all students is critical to the success of this doctoral seminar. It is expected that students will complete readings prior to each class meeting and come prepared with points of discussion in mind.
Attendance is expected at each class session; please contact the instructor in advance if you are unable to attend due to illness, emergency, observation of a religious holiday, or other compelling reason. Absences, whether excused or unexcused, adversely affect participation points. A three page typed, APA style reaction paper may be submitted the class session following an excused absence (unless other arrangements are made with the instructor) to compensate for the missed participation. Reaction papers may critique some aspect of the theory covered, point out a similarity or difference with another approach, apply the theory to a case scenario, discuss how the theory might inform an integrative or eclectic approach, critique the empirical basis of the theory, and so forth. To merit full credit, reaction papers must demonstrate a thoughtful, scholarly processing of the relevant material.

2. Application Presentations (2 at 30 points each)

Details on the individual and joint application presentations will be provided in a handout. In brief, each student will conduct two 60 minute application presentations in which a specific theory is applied to case material. The individual presentation will be conducted for a “classic” theory of counseling, the joint presentation for a newer and more eclectic one. Components of each presentation will include a written conceptualization, oral presentation, role play demonstration, and discussion. Student presenters will select a published biography or autobiography as the source of their case material. Co-presenters should jointly select their “client” and use that client for both their individual and joint presentations. This approach will allow the same client and problem to be viewed through a total of three different theoretical lenses (and will save presenters some preparation time as well).

4. Final Exam (25 points)

This in-class exam will include one or two broad essay questions and will in some way include attention to students’ own developing theoretical orientations. Students will be expected to demonstrate knowledge of course material and the ability to flexibly apply, critique, and integrate it and to support their own professional theoretical positions. The course description and objectives will provide useful guidelines on material to emphasize in preparing for the exam. It is expected that citations will be used to support specific points from readings—although providing citations is only a tool to building an argument, not the goal unto itself. Students may bring their course syllabus to the exam as a memory aid for references. No other materials may be accessed during the otherwise “closed book” exam.
TENTATIVE COURSE SCHEDULE
*Required Reading

Week 1 (8/26)

Introduction to Theories of Counseling and Psychotherapy

Week 2 (9/2)

A. The Role of Theory in Psychotherapy


B. Systems of Psychotherapy in Contemporary Empirical, Theoretical, and Multicultural Perspectives

*Prochoska & Norcross Chapter 1


Recommended Readings:


For further detail and perspectives on the empirically supported treatment debate in Counseling Psychology:


**Week 3 (9/9)**

**Systems of Psychotherapy in Contemporary Empirical, Theoretical, and Multicultural Perspectives, Continued**


*Counseling Psychology Model Training Values Statement Addressing Diversity*

*Prochaska & Norcross Chapter 13*


**Week 4 (9/16)**

**“THE FIRST FORCE:” PSIHYOANALYTIC AND PSYCHODYNAMIC THERAPY**

A. Psychodynamic Therapies, Emphasis: Individual Psychology
*Prochoska & Norcross Chapter 3


B. Individual Psychology Application (in-class exercise)

**Week 5 (9/23)**

Brief Psychodynamic Therapy, Emphasis: “2nd Generation” Time-Limited Dynamic Psychotherapies


**Week 6 (9/30)**

A. Brief Psychodynamic Therapy Application:________________________

__________________________________________________________

“THE SECOND FORCE:” BEHAVIORISM

B. Behavior Therapies

*Prochaska & Norcross, Chapter 8, pp. 260-270

*Prochaska & Norcross, Chapter 9


**Week 7 (10/7)**

A. Behavior Therapy Application:_________________________________

______________________________________________________________

**“THE EUROPEAN THIRD FORCE:” EXISTENTIAL THERAPY**

B. Existential Therapies

*Prochaska & Norcross, Chapter 4


**Week 8 (10/14)**

A. Existential Therapy Application:_______________________________

________________________________________________________________________

**“THE AMERICAN THIRD FORCE:” HUMANISTIC AND EXPERIENTIAL THERAPIES**

B. Humanistic Therapies, Emphasis: Person-Centered Therapy

*Prochaska & Norcross, Chapter 5


**Week 9 (10/21)**

A. Person-Centered Therapy Application:___________________________

B. Experiential Therapies, Emphasis: Gestalt Therapy

*Prochaska & Norcross, Chapter 6


Recommended Viewing: APA Psychotherapy Series I, Process-Experiential Psychotherapy

Week 10 (10/28)

A. Gestalt Therapy Application: ________________________________

__________________________________________________________

ONE FOURTH FORCE: “THE COGNITIVE REVOLUTION”

B. Cognitive Therapies, Emphasis: Beck’s Cognitive Therapy

*Prochaska & Norcross, Chapter 10


Recommended Reading:


Recommended Viewing: APA Psychotherapy Series I: Cognitive-behavior Therapy (for depression) and APA Psychotherapy Series II: Cognitive-behavioral Relapse Prevention of Addictions

Week 11 (11/4)

A. Cognitive Therapy Application: ________________________________

__________________________________________________________

B. Constructivist Therapies, Emphasis: Narrative Therapy

*Prochaska & Norcross, Chapter 14


Week 12 (11/11)

A. Narrative Therapy Application: ________________________ ______________________

ANOTHER FOURTH FORCE: “THE MULTICULTURAL REVOLUTION”

B. Multicultural Counseling, Emphasis: Feminist Therapy


Recommended Reading and Viewing:

APA Psychotherapy Series I: Feminist Therapy (video)


For overview of multicultural counseling in counseling psychology:


Week 13 (11/18)

A. Feminist Therapy Application: ________________________ ______________________

THE PREVAILING FORCE: MIXING, INTEGRATING, AND TRANSCENDING

B. Introduction to Integrative and Eclectic Therapies

*Prochaska & Norcross pp. 474-483

C. Integrative/eclectic therapies emerging from an interpersonal psychodynamic
**tradition: Klerman’s Interpersonal Psychotherapy**

*Prochaska & Norcross pp. 204-214, 220-227


**Recommended Readings**


**Week 14 (12/2)**

**A. IPT Application**

**B. Integrative/eclectic therapies emerging from a cognitive-behavioral tradition:**

**Multimodal Therapy**

*Prochaska & Norcross pp. 491-500


**Recommended Reading and Viewing:**

APA Psychotherapy Series I: Multimodal Therapy

For information on Dialectical Behavior Therapy, an eclectic approach in a cognitive-behavioral tradition:


**C. Transtheoretical Therapy**

*Prochaska & Norcross, Chapter 16


**Week 15 (12/9)**

**A. Common Factors and Multicultural Counseling Revisited**


**LOOKING AHEAD**

**B. The Future of Psychotherapy**

*Prochaska & Norcross, Chapter 17

**Week 16 (12/16)**

**FINAL EXAM (tentatively scheduled for T 12/16 7:30 a.m. – 9:30 a.m.)**

_Devloped by: Dr. Karen Scheel_  
_Date: August 22, 2008_