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. Further information about each requirement is provided in subsequent sections.

1. Participation 30 points
2. Application Presentation
   - Written Report 15 points
   - Oral Presentation 5 points
   - Discussion Facilitation 5 points
   - Demonstration 5 points
   Total: 30 points
3. Reaction Journal 10 entries at 1.5 pts ea 15 points
4. 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>
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<tr>
<td>A</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
Note: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that a Student Disability Resource staff send a SAAR form verifying your disability and specifying the accommodation you will need.

1. Attendance and Participation (30 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. A two page typed, APA style 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 Presentation (30 points)

Further detail on the presentation will be provided in a handout. In brief, each student will conduct a 60 minute application presentation in which a specific theory is applied to case material. Components of presentations include a written report (including history, conceptualization, and treatment plan), oral presentation, role play demonstration with a classmate actor, and discussion. Students should pair with a classmate to select a published biography or autobiography as the source of their case material. This approach will allow the same “client” and problem to be viewed through two different theoretical lenses—and will provide an informed client actor for each of the students in their role as presenters/therapists. Student pairs may also collaborate on the history sections of their written reports if they so choose.

3. Reaction Journal (10 entries, 15 points total)

Beginning in week 3 with Individual Psychology and continuing through week 13 with Interpersonal Psychotherapy, students will complete short journal entries (1-3 pp) recording their reactions to each theory. This assignment is intended as a tool to help you bring the abstract world of psychotherapy theory together with the unique person of you, the point at which theory becomes therapist. What fits? What doesn’t? Why? You are free to take the journal reactions in whatever directions seem most productive to you. Ideas include: “What do I like best about this theory and why?” “What do I like least about this theory and why?” What would I be good at/not good at in this approach and why?” “What emotional reactions does this theory elicit in me and why?” “How would I feel as a therapist in this approach?” “To what extent do I share this theory’s underlying assumptions about people?” It can be even more productive to move into
imagined scenarios in which you are the client. Throughout the semester, you are encouraged to conceptualize a problem of your own according to each theory. You do not need to write about the problem, but do write about how it would feel to be the client. That is at least as informative as how it would feel to be the therapist! Throughout the journal writing process, you are the most important audience to yourself. Do, however, bring your entries with you to class each Tuesday. They may be used as discussion points and/or exchanged with classmates for mutual comments. Journals will be turned in to me at midsemester and again at the semester’s end.

While you are encouraged to write as freely as you can about your reactions to the theories, it is not expected that you disclose specific problems or private experiences that may have led to them. Nonetheless, the journal entries and any discussion about them can be personal in nature. In recognition of this, students should maintain confidentiality and not discuss each others’ journal entries outside the classroom.

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

8/24 Introduction to Psychological Counseling Theory & Process

8/26 The Role of Theory in Psychotherapy


Recommended Readings:


Week 2

8/31 Systems of Psychotherapy in Contemporary Empirical, Theoretical, and Multicultural Perspectives, Pt I

*Prochoska & Norcross Chapter 1


Recommended Readings:


For further detail and perspectives on evidence based practice issues in Counseling Psychology:


For perspectives outside Counseling Psychology:


**9/2 Systems of Psychotherapy in Contemporary Empirical, Theoretical, and Multicultural Perspectives, Pt II**

*Counseling Psychology Model Training Values Statement Addressing Diversity*

*Prochaska & Norcross Chapter 13*

**Recommended Reading:**


Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists: http://www.apapracticecentral.org/ce/guidelines/multicultural.aspx (See especially the sections on Historical and Sociopolitical Developments for Guidelines, Introduction to the Guidelines, Guideline 2, & Guideline 5.)

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

**Week 3**

**9/7 Psychodynamic Therapies, Emphasis: Individual Psychology**

*Prochoska & Norcross Chapter 3*


9/9 Individual Psychology Application (in-class exercise)

**Week 4**


9/16 Brief Psychodynamic Therapy Application: __________________________

________________________________________________________________________

**“THE SECOND FORCE:” BEHAVIORISM**

**Week 5**

9/21 Behavior Therapies

Prochaska & Norcross, Chapter 8, pp. 237-244

Prochaska & Norcross, Chapter 9


9/23 Behavior Therapy Application: __________________________

________________________________________________________________________

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

**Week 6**

9/28 Existential Therapies

Prochaska & Norcross, Chapter 4


9/30 Existential Therapy Application: ________________________________

________________________________________________________________

“THE AMERICAN THIRD FORCE:” HUMANISTIC AND EXPERIENTIAL THERAPIES

Week 7

10/5 Humanistic Therapies, Emphasis: Person-Centered Therapy

*Prochaska & Norcross, Chapter 5


10/7 Person-Centered Therapy Application: ________________________________

Week 8

10/12 Experiential Therapies, Emphasis: Gestalt Therapy

*Prochaska & Norcross, Chapter 6


Recommended Viewing:

Polster, E. (1990), Gestalt Therapy Humanization of Technique, APA Psychotherapy Series I (available at Parks Library Reserve and Media Services Media Collection, Video 004 671)


10/14 Gestalt Therapy Application: ________________________________
Week 9

CLASSIC PSYCHOTHERAPIES IN REVIEW

10/19 Reflections and discussion; viewing and discussion of *Three Approaches to Psychotherapy, Part III, Dr. Albert Ellis, Founder of Rational-Emotive Therapy.*

10/21 Viewing and discussion of *Three Approaches to Psychotherapy, Part I, Dr. Carl Rogers, Founder of Client-centered Therapy* and *Three Approaches to Psychotherapy, Part II, Dr. Frederick Perls, Founder of Gestalt Therapy*

**Reaction Journals Due**

Week 10

ONE FOURTH FORCE: “THE COGNITIVE REVOLUTION”

10/26 Cognitive Therapies, Emphasis: Beck’s Cognitive Therapy

*Prochaska & Norcross, Chapter 10


**Recommended Reading:**


**Recommended Viewing:**


**10/28 Cognitive Therapy Application:**_____________________________
Week 11

11/2 Constructivist Therapies, Emphasis: Narrative Therapy

* Prochaska & Norcross, Chapter 14


11/4 Narrative Therapy Application: ________________________________

ANOTHER FOURTH FORCE: “THE MULTICULTURAL REVOLUTION”

Week 12

11/9 Multicultural Counseling, Emphasis: Feminist Therapy


Recommended Reading:


11/11 Feminist Therapy Application: ____________________________________________

THE PREVAILING FORCE: MIXING, INTEGRATING, AND TRANSCENDING

Week 13

11/16 Introduction to integrative and eclectic therapies; An integrative/eclectic therapy emerging from an interpersonal psychodynamic tradition: Klerman’s Interpersonal Psychotherapy

*Prochaska & Norcross pp. 474-483

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


Recommended Reading:


11/18 IPT Application
Reaction Journals Due

11/23—THANK GOODNESS IT’S THANKSGIVING WEEK—11/25
Week 14

11/30 An integrative/eclectic therapy emerging from a cognitive-behavioral tradition: Multimodal Therapy

*Prochaska & Norcross pp. 491-500


Recommended Reading:

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


12/2 Transtheoretical Therapy

*Prochaska & Norcross, Chapter 16


Week 15

12/7 Common Factors and Multicultural Counseling Revisited


12/9 The Future of Psychotherapy, The Future of You

*Prochaska & Norcross, Chapter 17

Week 16

FINAL EXAM (tentatively scheduled for T 12/14 9:45 a.m. – 11:45 a.m.)