Psychology 422  
Counseling Theories and Techniques (Fall 2012)

Class Time: TR 11:00-12:15  Room: 108 Kildee  
Instructor: David L. Vogel, Ph.D.  
Office Hours: TR 12:15-1:30  or by appointment  
Professor  
Phone: 294-1582  
Office #: W149 Lagomarcino Hall  
Email: dvogel@iastate.edu  
Homepage: http://counseling.psych.iastate.edu/node/40  

Course Overview and Objectives:
1. To review the major counseling theories and their key concepts, beliefs, therapeutic goals, therapist role, and their approaches and techniques.
2. To consider the application of counseling approaches to diverse populations.
3. To increase self-awareness and interpersonal-awareness through learning about counseling theories.
4. To understand the helping process.
5. To conceptualize cases from different theoretical approaches.

Course Conduct:

To accomplish the above we make an agreement to work together on several levels including class lectures, within class discussions, and example exercises conducted either within and/or outside of class time. My goal is not only to expose you to the necessary knowledge to understand and talk about counseling theories and techniques but also to stimulate critical thinking regarding the subject matter. I want you to have the ability to evaluate and think about what you are told instead of just memorizing it for a class. As a result you are expected to:

Attend class on time: The reading will only cover a portion of the material learned in this course. We will have frequent in class activities and assignments that cannot be made up outside of class. Therefore, you are expected to have regular and prompt class attendance and to participate in class discussions. If you are absent, you are responsible for any information or material that was covered in class on that day.

Participate in class activities and discussions: Class participation is an important part of the learning experience both for your own learning, as well as everyone else’s learning. This is particularly so in this class where we will have frequent group discussions and experiential activities. The process of engaging in these discussions and activities may require you to take some risks to talk about personal information and may, at times, feel intimidating. Please only share what you feel comfortable sharing. If you have any concerns about the information you have shared or about what is appropriate to reveal, please feel free to consult with me.
Create and open and safe class atmosphere: During class, I ask that we all work to make the atmosphere respectful and open. This means that personal beliefs and differences need to be heard and respected. Furthermore, to help facilitate the creation of a trusting environment for learning, I would ask that you do not share any personal information you hear from others in the class outside of the classroom. You may discuss class material or your own reactions to class but please do not discuss other’s reactions or information.

Do not provide counseling services to others: In this course we will review and evaluate a variety of theoretical approaches to counseling. Although you will be exposed to some counseling techniques that may improve your interpersonal skills, you are asked not to provide counseling to anyone, which can cause harm if done improperly. Graduate-level training and supervision are necessary to become a counselor or psychotherapist. If you, or someone you know, are in need of counseling services, please seek help at the Student Counseling Service at 294-5056 and/or ask the staff there for referrals to other community professionals.

Course Requirements/Assignments:

Experiential Activities (48 points): Throughout the semester you will be asked to answer questions and/or participate in activities related to the theory covered for that day. Each activity is worth 3 points. You are required to do 16 of the 21 activities. The goal of each activity or question is provide greater clarity and insight into each of the theories. To gain credit you will be asked to write about your experience with the activity. These write-ups should be 1-2 pages (double spaced and typed with 1-inch margins and 12-point font) and can be turned in in-class or by email (dvogel@iastate.edu) by the next class period after they are assigned.

Theory Paper (22 points): One of the best ways to learn about counseling is to see it and carefully evaluate what happens. Therefore, I will ask you to write a 2-4 page (double spaced and typed with 1-inch margins and 12-point font) regarding your evaluation of the theories based on the videos, readings, and class discussion. The purpose of the paper is for you to state which theory “makes the most sense to you.” Please use examples from the videos, readings, and your own life experiences to explain your opinion. Paper due Dec. 4th.

Three Exams (150 points): There will be three exams on Thursday 9/20, Thursday 10/18, and Thursday 12/6. They will cover the material we talk about in class and material from the required reading. Exams will contain multiple-choice questions (50 points per exam). Make-up exams will be provided for students with legitimate, documented absences only. If you wish to request a make-up exam, you should submit this request to me prior to the exam date.

Grades:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>205-220</td>
<td>B-</td>
<td>176-182</td>
<td>D+</td>
<td>148-153</td>
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<tr>
<td>A-</td>
<td>198-204</td>
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<td>139-147</td>
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<td>B+</td>
<td>192-197</td>
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<td>161-169</td>
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<td>B</td>
<td>183-191</td>
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<td>154-160</td>
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<td>131 and below</td>
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Iowa State University complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act. Anyone who anticipates difficulties with the content or format of this course due to a physical or learning disability should see me as soon as possible in order to discuss your specific needs. You may also want to contact the Disability Resources (DR) office, located on the main floor of the Student Services Building, Room 1076 or call them at 515-294-6624.
## Tentative Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter*</th>
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</thead>
<tbody>
<tr>
<td>Aug. 21&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Course Introduction and overview of syllabus</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Aug. 23&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Building your foundation as a helper</td>
<td>Chapter 2</td>
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<td>Aug. 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Psychoanalytic Therapy</td>
<td>Chapter 4</td>
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<td>Activity 1 (Dreams)</td>
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<td>Activity 2 (Attachment Style)</td>
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<td>Activity 3 (Transference)</td>
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<td>Sept. 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Object Relations Therapy</td>
<td>Chapter 5</td>
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<tr>
<td>Sept. 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Brief psychodynamic approach</td>
<td>Activity 4 (Family Constellation)</td>
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<td>Sept. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Adlerian Therapy</td>
<td>Activity 5 (Earliest Memory)</td>
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<td>Sept. 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Adlerian Therapy</td>
<td>Chapter 14</td>
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<td>Sept. 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Family Systems Approach</td>
<td>Activity 6 (Genogram)</td>
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<td>Activity 7 (Video Reaction 1)</td>
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<td>Sept. 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review</td>
<td>Chapter 7</td>
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<td>Sept. 20&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Exam 1</td>
<td>Activity 8 (Congruence)</td>
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<td>Sept. 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Person-Centered Therapy</td>
<td>Activity 9 (Listening)</td>
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<td>Oct. 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Gestalt Therapy</td>
<td>Chapter 8</td>
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<td>Oct. 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Gestalt Therapy</td>
<td>Activity 10 (Video Reaction 2)</td>
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<td>Oct. 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Existential Therapy</td>
<td>Chapter 6</td>
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<td>Oct. 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Emotion-focused therapy</td>
<td>Activity 11 (Purpose in Life Survey)</td>
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<td>Oct. 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review</td>
<td>Activity 12 (Emotions)</td>
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<td>Oct. 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exam 2</td>
<td>Activity 13 (Video Reaction 3)</td>
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<td>Oct. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Behavior Therapy</td>
<td>Chapter 9</td>
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<td>Oct. 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Behavior Therapy</td>
<td>Activity 14 (Self-Monitoring)</td>
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<td>Oct. 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Rational Emotional Behavioral Therapy</td>
<td>Activity 15 (Relaxation)</td>
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<td>Nov. 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Rational Emotional Behavioral Therapy</td>
<td>Chapter 10</td>
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<td>Nov. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Cognitive Therapy</td>
<td>Activity 16 (Irrational Beliefs)</td>
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<td>Nov. 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Postmodern Approaches (Personal Constructs)</td>
<td>Activity 17 (Positive Assertions)</td>
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<td>Nov. 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Postmodern Approaches (Narrative Therapy)</td>
<td>Chapter 13</td>
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<td>Nov. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Postmodern Approaches (Solution-Focused)</td>
<td>Activity 18 (Fixed Role)</td>
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<tr>
<td>Nov. 20&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Thanksgiving Break</td>
<td>Activity 19 (Letter to the Future)</td>
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<tr>
<td>Nov. 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Thanksgiving Break</td>
<td>Chapter 12</td>
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<tr>
<td>Nov. 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Feminism Therapy</td>
<td>Activity 20 (Gender)</td>
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<tr>
<td>Nov. 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Multicultural Approach</td>
<td>Activity 21 (Diversity Experiences)</td>
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<tr>
<td>Dec. 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review</td>
<td>Theory Paper Due</td>
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<tr>
<td>Dec. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exam III (normal class time and location)</td>
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*All assignments (e.g., readings, activities) are to be completed by class on the scheduled date without prior approval.*