

CED 620: Counseling Theories Spring 2005

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Catalog Description

Basic understanding of various counseling theories, procedures, and techniques. Practice in these areas will lead to a clearer understanding of student's own counseling technique.

Course Objectives

At the conclusion of this course, students will be able to:

1. Understand the historical and cultural development of various counseling theories
2. Understand the predominant counseling theories, including theory on family therapy, and apply them to case examples.
3. Understand the relationship between theories of counseling and the practice of counseling, with particular emphasis on case conceptualization and effective interventions
4. Understand how cultural factors interact with the counseling process from theory to practice
5. Articulate the rudiments of their current theory of counseling and develop and appreciation for their continued process of theory development
6. Develop an awareness of how their personal characteristics and worldview affect their preference for different theories
7. Develop an appreciation of what theories are most appropriate with different presenting concerns and client populations

Required Text and Other Readings

TEXT:

Sharf, R.S. (2004). *Theories of Psychotherapy and Counseling, 3rd ed.* Pacific Grove, CA: Brooks/Cole.

OTHER READINGS:

Cameron, S. & turtle-song, i. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development, 80(3)*, 286-292. (can be found online through journal finder).

Monk, G. (1997). How narrative therapy works. In G. Monk et al. (Eds.). *Narrative therapy in practice: The archaeology of hope*. San Francisco, CA: Jossey-Bass.

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2003). An overview of the interview

- process. In Authors (Eds.), *Clinical interviewing, 3rd ed.* (pp. 135-166). Hoboken, NJ: John Wiley & Sons, Inc.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (2003). Intake interviewing and report writing. In Authors (Eds.), *Clinical interviewing, 3rd ed.* (pp. 167-212). Hoboken, NJ: John Wiley & Sons, Inc.
- Trepal-Wollenzier, H.C., & Wester, K.L. (2002). The use of masks in counseling: Creating reflective space. *Journal of Clinical Activities, Assignments & Handouts in Psychotherapy Practice, 2*(2), 123-130.
- Walter, J.L., & Peller, J.E. (1992). *Becoming Solution Focused in Brief Therapy* (pp 1-36). Levintown, PA: Brunner/Mazel.

Recommended Books

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association (5th ed)*. Washington, DC: Author.

Course Activities

Lecture, small and large group interactions, discussion

The instructor will be discussing topics on the syllabus each class meeting. These topics may or may not be coming from the required text or readings. Additionally, it is important that you participate in class, as much of the learning that occurs is facilitated through group discussions. Your contribution in class discussions greatly contributes to the learning process. At times, students may be divided into groups in order to facilitate experiential learning of a particular topic.

Readings

Students are expected to read assigned material **BEFORE** class and come prepared to discuss the topic. This is vital to your learning experience and understanding of the material. Come to class prepared to raise questions and discuss each theory. Small groups activities will also be related to each theory. Additional readings may be assigned throughout the course.

Attendance

Attendance is a requirement for the course. If you are absent for *more than one class* during this semester, your grade may be negatively impacted.

Blackboard Postings

By Friday at 5 p.m. you are required to post a *brief* posting about your understandings of the readings and questions that you have based off of the readings. Although not all questions can be answered within the lecture segment, the postings will be used to adjust the lecture to attempt to cover areas that the majority of the class still does not quite understand, as well as so that the instructor does not cover topics in class that are already well understood.

Theory Application

This assignment is designed so that you will begin to gain understanding of the application of theories by using a case study. In applying each theory to a particular

case study will assist you in beginning to gather information on the assumptions, goals, techniques, and desired outcomes for the theory.

The Theory Application paper should *not exceed 2 pages double-spaced*. Included in the paper should be *brief, but concise* sections on the following:

1. Your clinical assumptions of the client, based on the theory's assumptions
2. Goals for counseling
3. Techniques and interventions employed from this theory
 - a. What will you use
 - b. How will you use it
4. Desired outcomes (e.g., based on the goals you have set, and the theory's assumptions, how will you know when the client has achieved these goals or is "better?")

Each of these sections should be based on the theory that you are attempting to apply. Theory application papers are due the class after the theory was discussed. You are to write a theory application paper for EACH theory discussed; however, the papers will be randomly collected throughout the semester. Names will be randomly selected by the instructor for each class period. If your name is selected and you do not have a theory application paper, you will receive a 0 on that particular assignment.






















Exams

The exams may be a combination of multiple choice, short answer, and case studies. You must take the exam on the day the exam is scheduled.

- (1) Midterm
- (2) Final

Theories Research Paper

This assignment is designed so that you will gain considerable understanding on one theory of your choice (selected the first day of class), and the application of this theory to a case study. The case study will consist of a movie chosen from the following list, which has relevance to the track you are currently enrolled in.

Community Counseling	Marriage and Family Counseling	School Counseling	Student Development
 About a Boy  Beautiful Mind  A Man Without A Face  I am Sam  Under the Tuscan Sun	 Deep End of the Ocean  A River Runs Through It  The Story of Us  Life as a House  Kramer versus Kramer	 Dangerous Minds  Breakfast Club  Basketball Diaries  For Keeps  Thirteen	 With Honors  Mona Lisa Smile  Good Will Hunting  All I Want  Dead Poet's Society  Animal House

Your research paper on a theory should be written in APA style (5th edition), and you should use a *minimum* of 9 sources outside of your course text. These sources can be original sources from the theory's founder (e.g., Freud, Adler), research articles, or books. The paper is to be a *maximum* of 10 pages (not including title page, abstract or references).

On the first day of class, you will be asked to select a theory. This is the theory that you will use to write the Theories Research Paper. When watching the movie you are to select one character or one family to apply the selected theory to.

For the Theory Research Paper assignment, please turn in:

1. 10 page paper which:
 - a. Discusses the client (character you chose)
 - i. Demographics
 - ii. Presenting Concern
 - b. Discusses the theory that you will be using
 - c. How you will apply the theory your client
 - i. How the client is viewed based on the theory's view of mental health
 - ii. Goals of treatment with the client (based on the theory)
 - iii. Techniques from the theory that you will use to help client
 - d. Does this theory easily apply to your client?
 - i. Strengths
 - ii. Weaknesses
 - iii. Problems in applying the theory to this particular client
 - e. A brief discussion of your thoughts regarding this theory (e.g., is this a theory that you feel fits you? Is this a theory that you will choose to work from with future clients? Why? Are there other theories that better fit you?)

Tape Presentation

This assignment is designed to (1) assist you in designing a case presentation and (2) to discuss the application of a theory in practice. You will be asked to sign up on a day in class in which you will bring in your tape of a counseling session with your CED 620 client. You will need to set up your tape *prior to class* at a 5 minute segment of you attempting (either successfully or unsuccessfully) to apply a theory (e.g., assumptions or techniques/interventions).

You will be asked to present to the class information that sets up the counseling session, including demographics of client, presenting concern, number of sessions, and the point at which the tape is being shown in the current session (e.g., 1st 5 minutes, last half of the session). You will also be asked to present what you were attempting to do in the segment you have selected, including the theory you were working from and what you were attempting to do.

The class will be asked to provide feedback – *both positive and constructive!* after the tape has been presented.

This tape presentation will include:

- | | |
|------------------------|-----------|
| (1) Set-up information | 5 minutes |
| (2) Tape presentation | 5 minutes |
| (3) Class feedback | 5 minutes |

In addition to your tape presentation, you will hand a *maximum* of a 3-page double-spaced case presentation paper into the instructor. This paper will include client information (*but no client name*). This information will include:

1. counseling experiences to date (i.e., number of counseling sessions)
2. client's presenting problem
3. purpose of current session (i.e., your intended goals in the session you are having the class/group listen to)
4. theoretical approach you used with the client (for the session you are presenting)
5. techniques you used to address the problem(s) (for the session you are presenting)
6. your perception of your application of this particular theory – Do you feel it was done correctly? What went right/wrong? What would you have done differently?

For the tape presentation, you will be graded on your presentation, application of a theory, discussion of the strengths and weaknesses of your application of the theory in practice.

RESPECT CONFIDENTIALITY!

Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Also, client tapes will be shown in class, thus client and counselor confidentiality **MUST** be kept! Due to the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. Please, do not tape-record any lectures, discussions, or demonstrations. Tape recording parts of the class sessions could well pose problems with respect to confidentiality and privacy.

Policy on attendance and late assignments

An understanding of a wide variety of theories and techniques is a critical task for counselors not only for practice but for obtaining state (or national) licensure / certification. Therefore, you are expected to attend each class.

Late assignments are subject to grade penalties. One letter grade will be deducted for each day the assignment is late (therefore, if you hand an assignment in that is considered 'A' work 2 days late you will receive a 'C,' if the assignment was 'B' work, you would receive a 'D.' Assignments not handed in during class time are considered one day late.

Cheating, submitting work other than your own, or plagiarism will result in an F in the course and will be reported to the Office of Student Affairs. If you are unsure of the University's Academic Integrity Policy and Honor Code, please refer to their website: <http://saf.dept.uncg.edu/studiscp/Honor.html>.

Accommodations of Student Needs

The University of North Carolina at Greensboro recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or as soon as given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services in Room 101, Park Building, (336) 334-5440 (or visit <http://ods.dept.uncg.edu/> for more information on registration procedures).

Evaluation/Grading

All assignments and attendance and participation are used in the evaluation of your work in this course and will determine your grade. You **can not** receive a grade in CED 620 until you have **successfully completed** the practicum attached to this course (CED 653). Class group participation, regular individual participation, and attendance will also be considered in the final grade.

Theories Application Papers	30 points total
Theory Research Paper	40 points total
Midterm	50 points total
Final	50 points total
Tape Presentation	20 points total
Blackboard Postings	10 points total
Attendance and Participation	<u>10 points total</u>
	210 points

Grading Scale:	Grade
90-100 %	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Program Statement of Expectations

The University of North Carolina at Greensboro (UNCG) Department of Counseling and Educational Development (CED) is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The UNCG CED Department attempts to establish a learning community where students can develop professionally. We do this by providing an environment in which students'

rights and responsibilities are respected, and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training related requirements for self or others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program.

Tentative Course Schedule

Week	Focus & Topics	Reading & Assignments Due
January 11	Introduction and Overview	
January 18	Counselor as Person/Professional Ethical Issues Gestalt	Sharf Ch 1, 7
January 25	Structure of a Session Intake Interviewing/Phone Contact Case Notes <i>**Provide your supervisor with a copy of your professional liability insurance</i>	Sommers-Flanagan & Sommers-Flanagan (2003) – BOTH An overview of the interview process AND Intake interviewing and report writing Cameron & turle-song (2002)
February 1	Adlerian	Sharf Ch 4
February 8	Cognitive Theory; Behavioral Theory	Sharf Ch 10; 8
February 15	Writing Day – no class	
February 22	REBT; Closing Sessions/Termination	Sharf Ch 9
March 1	Person-Centered <i>Tape Presentations</i>	Sharf Ch 6
March 8	Spring Break	No readings
March 15	Psychoanalysis <i>Tape Presentations</i>	Sharf Ch 2
March 22	Midterm Evaluation (will NOT include Psychoanalysis) Will include theories from January 18 (Gestalt) through March 1 (Person-Centered)	
March 29	Existential <i>Tape Presentations</i>	Sharf Ch 5
April 5	Reality Therapy <i>Tape Presentations</i>	Sharf Ch 11
April 12	Constructivist/Integrative: Solution Focused Constructivist/Integrative: Narrative <i>Tape Presentations</i>	Sharf Ch 15 Monk chapter Walter & Pellar reading
April 19	Feminist Therapy <i>Tape Presentations</i>	Sharf Ch 12 <i>Theories Research Paper Due</i>
April 26	Family Therapy <i>Tape Presentations</i>	Sharf Ch 13
May 3	Other theories and creative art techniques in counseling <i>Tape Presentations (if needed)</i>	Trepal-Wollenzier & Wester (2002)
May 10	Final 1:00-4:00 251 Ferguson	

*This is a tentative schedule and can change at any time during the semester as determined by the instructor.