

PSYCHOLOGY 620: COUNSELING THEORIES

INSTRUCTOR:
COURSE DAY/TIME:
COURSE ROOM:
OFFICE HOUR:
OFFICE:
TELEPHONE:
EMAIL:

COURSE DESCRIPTION:

This course is designed to expose you to the major theoretical approaches underlying individual and group practice in counseling and psychotherapy. Theories in counseling serve two basic purposes: (a) a descriptive function -- they try to explain why clients do what they do, think what they think, and feel what they feel and (b) a prescriptive function -- they posit a model of normal and/or optimal functioning and provide guidelines and procedures designed to help clients solve their problems and achieve normal or optimal functioning.

Specifically, the goals are to provide in depth coverage of:

- (1) counseling theories that provide students with models to conceptualize client cases and that help students select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a model of counseling that can be utilized with clients.
- (2) a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

REQUIRED READINGS:

Wedding, D., & Corsini, R. J. (Eds.). (2019). *Current psychotherapies* (11th ed.). Boston, MA: Cengage.

COURSE PHILOSOPHY:

This course reflects my commitment to the counseling profession. As professional counselors, we have moral and ethical responsibilities to prepare ourselves to work effectively with clients. An important part of the preparation is to gain a good understanding of various counseling theories that are available for us to use and to develop a coherent theoretical orientation that matches our personality and worldview. To this end, I believe that reflection, self-analysis, and sharing of personal feelings, thoughts, experiences, and biases are as necessary as gaining relevant scholarly information.

The process and outcome of this class will depend on everyone's contributions. It is expected that everyone will prepare for each meeting by completing the assigned readings and reflecting upon the material shared. Everyone's active participation during each class session will contribute to the learning process for all involved. The more each of us gives to the class, the richer the experience will be for all of us. Thus, each class member is asked to be ready to fully participate in class activities.

ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS:

In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to assist you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.

HERE IS A NOTE FROM THE UH-HILO DISABILITY SERVICES OFFICE: "Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Student Services Center E215, 932-7623 (V), 932-7002 (TTY), uds@hawaii.edu - as early in the semester as possible."

UH HILO SEXUAL DISCRIMINATION AND VIOLENCE POLICY:

The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

UH Hilo Counseling Services: SSC, room E-203. 932-7465.

UH Hilo Medical Services: Campus Center, room 212. 932-7369

Hawaii Island YWCA, 935-0677

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support*, contact:

Libby Bailey, Title IX Coordinator: 932-7818 libby.bailey@hawaii.edu

Jennifer Stotter, Director of the Office of Equal Opportunity & Deputy Title IX Coordinator: 932-7641 jstotter@hawaii.edu

Kalei Rapoza, Interim Director of Human Resources, 932-7626 kaleihii@hawaii.edu

* Please note that you do not have to file a report with the University to receive institutional support or assistance.

As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to: <http://www.hawaii.edu/titleix>

PLEASE ALSO SEE THE SUPPLEMENT TO THIS SYLLABUS THAT DESCRIBES ADDITIONAL SUPPORT SERVICES FOR STUDENTS.

COURSE REQUIREMENTS AND EVALUATION:

- (1) Papers describing your reactions to the readings: Students are expected submit eight one-page reactions to the readings. Please note that I am interested in your reactions to the chapter readings and not a summary of them. [30% OF THE GRADE]
- (2) Counseling role-play: This assignment will be completed in groups of three. The presentation will consist of a therapy session between one of you playing the part of therapist and the others playing the role of clients. The therapist will use one of the theories covered in the class to guide his or her analysis of the clients' problem and his or her behavior during the therapy session. In order to increase the spontaneity of your presentation, I would recommend that you do not rehearse it ahead of time. Instead, you can work together to come up with a clear description of the client and the problem, but let the simulated therapy session be spontaneous and unrehearsed. After the simulated therapy session, the "client" and "therapist" can both comment on their thoughts, feelings, behaviors, and goals during the simulated therapy session. Your presentation should last about 30 minutes, with about 15 minutes devoted to the actual "session" and the rest to discussion. [20% OF THE GRADE]
- (3) Research support for a theoretical orientation: In this assignment, you are asked to provide a 15-minute Powerpoint presentation on a research article that provides evidence of validity for a theory of your choice. In your report, please briefly summarize the article including research question(s), hypotheses, method, results, limitations, and implications for practice, theory, and research. [10% OF THE GRADE]
- (4) Application of your theoretical orientation: In this 15-20 page paper (not including references), you will apply a counseling theory (including an integrated theory) of your choice to a written case study that will be provided to you. In your paper, you will (a) describe your theoretical orientation, (b) analyze the causes of the problem that the client is facing based on your theory, and (c) describe a detailed plan for a counseling intervention that will benefit the client. You should support your analysis and plan with appropriate citations to the literature. In addition to the course text, find at least three relevant articles that support your analysis and treatment plan. This paper should be in the format of the American Psychological Association's (APA) publication style. [40% OF THE GRADE]

GRADING

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = BELOW 60

Students are expected to attend class on time. Students having more than one unexcused absence will be dropped from the course and will receive either a W or an F for the course. At the discretion of the instructor and the Director of the counseling psychology program, students who commit serious professional or ethical violations may also be dropped from the course and may receive a W or F.

PSYCHOLOGY 620: CALENDAR OF ACTIVITIES

<u>Date</u>	<u>Topics</u>	<u>Readings</u>
	Introduction/review syllabus Exploration of personal theories of change in people All theories have prizes! Terminology (counseling/psychotherapy; client/patient)	Chapter 1
	Psychoanalysis Brief Dynamic Therapy	Chapters 2
	Adlerian Psychotherapy Research Article Presentation: _____	Chapter 3
	Client-Centered Therapy Research Article Presentation: _____	Chapters 4 & 13
	Rational Emotive Behavior Therapy Research Article Presentation: _____	Chapter 5
	Behavior Therapy Research Article Presentation: _____	Chapter 6
	Cognitive Therapy Research Article Presentation: _____	Chapters 7 & 12
	Existential Psychotherapy Research Article Presentation: _____	Chapter 8
	Gestalt Therapy Research Article Presentation: _____	Chapter 9
	Multimodal Therapy Research Article Presentation: _____	Arnold Lazarus chapter
	Interpersonal Psychotherapy Role-play Presentation: _____	Chapter 10
	Family Therapy Functional Family Therapy Role-play Presentation: _____	Chapter 11
	Integrative Psychotherapies Role-play Presentation: _____ Describe Your Theoretical Orientation	Chapter 14
	Multicultural Theories of Psychotherapy Role-play Presentation: _____ Describe Your Theoretical Orientation	Chapter 15
	Contemporary Issues in Psychotherapy Role-play Presentation: _____ Role-play Presentation: _____ Describe Your Theoretical Orientation	Chapter 16

DUE: Theoretical Orientation Paper