Counseling Theories and Techniques  
Psychology 440  
Spring Semester 2015

Instructor: Leanne Parker, Ph.D.  
Office Hours: Monday 4:15 – 5:15, Tuesday 1:00 – 3:00, or by appointment  
Office: Spalding 271  
Phone: 792-2854  
Email: lpark@lcsc.edu

Meeting Times: Monday, Wednesday 3:00 – 4:15  
Tuesday, 3:00 – 5:00 p.m. (LAB)

Class Meeting Place: ADM 206  
Lab Meeting Place: MLH 210  
Final Exam Date: Wednesday, May 13, 3:00 p.m.

Texts Required:  

There are also various required readings for this class on e-reserve in the library.

Be sure to bring the appropriate book to each class! In general, Monday and Wednesday you should bring your Corey book (or reserve/supplemental readings), and Tuesday bring the Ivey and Ivey book.

Purpose: Counseling Theories and Techniques is an advanced undergraduate course that requires both Psych 101 and Psych 311 as prerequisites. It is also helpful to have taken Psych 310, Personality Theories. The course presents various aspects of the field of counseling psychology, including theoretical models used for therapy, ethics, and the roles of counselors. In addition, students are exposed to skills in counseling, life history analysis, and the use of assessment tools by psychologists. It is workshop centered, practice-oriented, and a safe place to develop and explore new skills. By the completion of this course, you will have acquired interviewing techniques, counseling skills, a consideration of multicultural issues in counseling practice, and familiarity with diagnoses used in psychology.

As this is an advanced course, it will also be run in a seminar-style format, which necessitates reading the material before class, doing required homework before class, and being prepared to discuss all assigned material. Actively participating in class discussions is an important part of your grade. If it becomes apparent that students are consistently unprepared, weekly and/or pop quizzes will be utilized. Mondays and Wednesdays will be spent discussing the readings from the Corey text and supplemental material on reserve in the library. Tuesdays will be spent utilizing the Ivey text, and applying and practicing counseling skills. Tuesdays are referred to as the “lab” portion of the course; there is a separate syllabus for lab.
Objectives:
1) Be able to compare and contrast theories of psychotherapy.
2) Increase ability to analyze case histories, including key psychological issues and treatment planning vis a vis various theoretical models.
3) Apply a model of psychotherapy to yourself, treating your life as a case history in which you explore key psychological issues.
4) Demonstrate proficiency with basic skills of the counseling process, e.g., empathy, active listening, role playing, confronting, interpretation, etc.
5) Understand and integrate that concepts and skills covered are used in a multicultural world, and can be adapted to facilitate communication, growth, and change in a range of multicultural contexts.

A note to persons with disabilities: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location, office hours, phone number, and email address are noted above.

Grading:

Point totals:
Midterm and final exams 200 points (100 points each)
Life history 100 points (20 of which relate to grammar, punctuation, organization, etc.)
Analysis of life history 150 points
Class attendance & participation 50 points

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500 points total

Lab exercises and tests 300 points (50 points for attendance and participation, 50 points for midterm, 100 points for final, and 50 each for initial and final videotape and review)

Explained in detail on supplementary syllabus.

800 points, course total (approximately)

Miscellaneous points may be added at the instructor’s discretion.

Elaboration of Assignments, Class Time
There will be 2 exams based on the Corey text and reserve reading, one at mid term and the other the final exam. Each will be worth 100 points, and each will be essay. Questions will necessitate that you are familiar enough with the content of the readings and class discussions to apply and integrate the information. For example, you may be asked to compare and contrast 2-3 different theories, or list and discuss the important elements of an intake interview.

You are required to write an autobiography (your life history). The length of your life history will naturally vary given your age, but in no case should it be less than 15 pages. You are also required to submit a minimum 10 page psychological analysis of your life history based on one of the theoretical models studied.

You will turn in your life history before the analysis so that I can read it and give you feedback about what to consider and/or where to focus your analysis. There is a handout for one idea of how to begin writing your life history.
Your analysis of your life history is to be supplemented with **3 extra citations specific to that model** (that is, your text cannot be considered one of your extra citations). The supplementary reading is to increase the depth of your knowledge of the theory you have chosen to analyze your life. You may use **professional journal articles or books**, as long as they are related to the theory you have chosen. For most theories I can give you suggestions for supplementary reading if you have trouble finding some. These citations should be presented as an **annotated bibliography appended to your final paper**. The annotations should describe the material in the article or book. **Two of the citations must be from current literature, i.e., not more than 10 years old. Web citations are NOT to be used unless they are from a peer-reviewed journal.** Given the likelihood you will have to use interlibrary loan, or make a trip to WSU or UI, I strongly suggest you identify what you will need early in the semester and take steps to secure it.

**Suggestions for Writing Papers and Criteria for Grading the Analysis**

DO NOT give a summary of textbook or journal content. Demonstrate that you thoroughly understand the model you have chosen by using key concepts and theoretical assumptions to **explain and analyze your life.** This is why the life history is completed first; you use it as a foundation from which to draw when writing your analysis.

**The analysis will be graded according to the following criteria:**

**a) quality writing skills (20 points)**

- Write directly using standard English.
- Use personal examples to support your points.
- Make sure your analysis reflects college-level writing skills, e.g., use complete sentences, develop your paragraphs, check your spelling, put together a paper that reflects quality.
- It is always a good idea to ask someone to proofread your paper.
- Always use APA style.

**b) creativity and depth of thinking (40 points)**

Again, do NOT simply give a summary of the material you have researched. Write a paper that reflects your own uniqueness and ideas. You are **applying** a theoretical model to yourself, similar to what a therapist would do with a client. A few points to consider: How do you understand yourself using the concepts from the chosen theory? Where does the theory fail to explain who you are? Make it clear to me you have a thorough understanding of the theory and its assumptions/beliefs, and that you have thought about them extensively. It is better to analyze in-depth than spreading yourself too thin.

**c) integration and application (40 points)**

Your papers should emphasize an integration of the various theoretical concepts underlying the theory, and an ability to apply the theory and principles to practice. Thus, you are not only demonstrating that you have a thorough understanding of the theory, but that you can take the information and apply it to a real life situation, namely, **your life.** Make it clear to me you understand how this theory explains certain things about you and your life. Use examples when possible.

**d) organization (25 points)**

Make your paper logical and easy to follow. Use headings or a short title for different sections to increase organization. Transition sentences and paragraphs also increase organization, as well as introductory and summary paragraphs in appropriate places. Begin by stating your intent clearly and concisely in your opening paragraph. Have a solid and impactful concluding paragraph.
e) development (25 points)
Your analysis should be clear, concise, and specific (rather than global and generalized). Do not write in a general and abstract manner, or else it will be more difficult to follow your thinking and you will lose your focus. Develop your thoughts fully, concretely, and logically (rather than being rambling, vague, or wordy). Use examples when possible.

** I have an example of a high quality life history analysis. I will not put this on reserve given the very personal nature of the writing, but if asked I will bring it to class for students to review.

PLEASE NOTE: All papers must be typewritten, with no more than 1 inch margins and 12 point font. Assignments must be turned in to me in hard copy form; NO assignments will be taken on disk, through email, or any other format. As always, grammar/punctuation/spelling are important and count as part of the total grade on any assignment. Late papers will be accepted for up to 3 days after the assignment is due; 10% of the paper’s worth will be taken for EACH day the paper is late (e.g., if a paper is 2 days late, 20% of the paper’s worth will be deducted before any other grading). NO PAPERS WILL BE ACCEPTED MORE THAN 3 DAYS LATE. If not turning in a paper during class, take it to the Social Sciences Division office and place it in my box. All papers must be in APA format.

Required and suggested page lengths for papers do NOT include cover page or reference page.

**
Note on attendance: You are responsible for anything covered in class during your absence. This includes lecture material, handouts, and any announcements or revisions made to the reading schedule. Please consult with a peer or myself when class is missed.

Classroom Etiquette: All students enrolled in this course shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Note: In this classroom, proper behavior conducive to a positive learning environment includes the stowing of all cell phones, iPads, laptops, and any other distracting electronic device. In other words, this class will be a “no technology zone.” If you feel strongly that you need to have a device out during class, feel free to try and convince me.

Homework will be sent by email. It is to be completed, printed out, and brought to class. Attendance and participation are often assessed by the completion and in-class possession of assignments specific to each class. Check your email frequently!

**
I have a standing offer to briefly review any paper that has an upcoming due date and give you feedback about whether you are on the right track, improvements you could make, or anything else about which you have a question. To exercise this option, you must give me no more than a 3 page excerpt to review at least a week before it is due, and it must be typewritten.

Grading: 

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SOME WORDS ABOUT CONFIDENTIALITY AND INTERVIEWING
In this course you are entering an experience that involves a fair amount of practice interviewing and discussion. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. *It is your duty and ethical responsibility to maintain confidentiality and trust.*

FOR YOUR CONSIDERATION IN YOUR INTERVIEWS AS CLIENT AND IN YOUR AUTOBIOGRAPHY
You have the right and personal responsibility to only share of yourself what you feel comfortable sharing. All experiential exercises in this course are optional and you may stop participating in any experiential exercise you wish at any time without penalty. At the same time, if you find yourself not wishing to engage in the exercises, you may prefer to drop the course. *This course, by its very nature, is experientially oriented and involves self disclosure.*

Similarly, your autobiography/life history provides an avenue to disclose very personal information to a professor. You should carefully consider what you are comfortable sharing, and feel no pressure from me to disclose information that makes you feel particularly vulnerable. At the same time, you will gain more from the analytical portion of that exercise if you are willing to take a certain amount of risk. It is ultimately your decision to provide the boundaries around that which you will disclose to your classmates and professor.

PLEASE SEE ME PRIVATELY IF YOU WOULD LIKE TO DISCUSS THESE ISSUES IN MORE DETAIL

Tentative Assigned Readings and Due Dates

PLEASE COMPLETE READINGS AND ASSIGNMENTS BEFORE CLASS

Week of:

**January 19:** Syllabus handout, introduction and overview
Corey, Chapter 1, p. 11 – 15, Intake Interview and Stan’s Autobiography

**January 26:** The counselor as a person and professional
Corey, Chapter 2
Reserve reading, Chapters 7 & 8, *Between Therapist and Client*, Michael Kahn

**February 2:** Ethical issues; becoming a knowledgeable consumer of psychotherapy services
Corey, Chapter 3

**February 9:** Interviewing, mental status exam, and diagnosis/issues with the DSM 5. Issues of managed care will also be discussed.
Reserve reading from *Foundations of Clinical and Counseling Psychology*

**February 16:** Psychoanalytical therapy, including Freud, Jung and Kohut
Corey, Chapter 4
February 23: Postmodern Approaches
Corey, Chapter 13

March 2: Existential therapy
Corey, Chapter 6
Man’s Search for Meaning, Viktor Frankl

March 9: Person-Centered therapy
Corey, Chapter 7

March 16: Person-Centered therapy (continued)
Midterm exam (Corey text, Frankl book, reserve reading, lecture)

March 23: Behavioral therapy
Corey, Chapter 9

March 30: Spring Break!

April 6: Mindfulness-based Interventions
Reserve Reading TBD

Life History is due at the beginning of class April 6. Please note on the front page the model you have chosen through which you will analyze yourself and your life. I will return them next week.

** April 9, last day to withdraw from class(es) or college for the semester.
Please note that I will not support petitions for late withdrawal except under unusual or extraordinary circumstances.

April 13: Cognitive behavior therapy
Corey, Chapter 10

April 20: Family systems therapy
Corey, Chapter 14

Life History and Analysis due in my mailbox in Spalding Hall 101A by 5:00 p.m. Friday, April 24.

April 27: Family systems therapy (continued)
Reserve reading, Chapter 1, *Satir Step by Step*, Virginia Satir & Michele Baldwin

**May 4:**  
Feminist therapy  
Corey, Chapter 12

**Wed, May 13:**  
**Final exam, 3:00 p.m.** (includes text, reserve readings, lecture)
Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/studentservices/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Updated January 2014**