

**Counseling Theories and Techniques  
Psychology 440  
Spring Semester 2022**

Instructor: Leanne Parker, Ph.D.

Office Hours: Monday 4:15 – 5:15 p.m., Tuesday 2 – 3 p.m., Wednesday 4:30 – 5:30 p.m., or by appointment  
(please request Zoom appointment if needed)

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Meeting Times: Monday, Wednesday 3 p.m. – 4:15 p.m.  
Tuesday 3 p.m. – 5 p.m.

Class Meeting Place: SGC 224

Final Meeting Date: Wednesday, May 11, 3 p.m.

**Texts Required:**

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10<sup>th</sup> ed.). Cengage Learning.

Frankl, V. (1984). *Man's search for meaning: An introduction to logotherapy*. Simon & Schuster.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9<sup>th</sup> ed.). Cengage Learning.

There will be various supplemental readings provided, which are also required.

**Be sure to bring the appropriate book to each class! In general, Monday and Wednesday you should bring your Corey book (or supplemental readings), and Tuesday bring the Ivey, Ivey and Zalaquett 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 may be utilized, or assigning points for homework. Mondays and Wednesdays will be spent discussing the readings from the Corey text and supplemental material provided. Tuesdays will be spent utilizing the Ivey, Ivey and Zalaquett 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.

**COVID-19 Considerations:** Be aware that anything about the syllabus may change depending on evolving realities associated with the current pandemic. In general, you can expect that coursework scheduling will remain constant under normal circumstances. However, due to outside forces beyond the control of faculty and/or staff at LCSC, schedule and delivery modalities may change throughout the semester. While course times and meeting days should remain the same (excluding class cancellations), delivery modalities (face-to-face, virtual remote, online, etc.) may change due to extenuating circumstances. When circumstances warrant, assignment due dates or changes to assignments may be made. I will communicate such changes with students in a timely manner. Examples of extenuating circumstances include, but are not limited to: inclement weather, natural disaster, localized power outages, local or state directives, or instructor obligations (e.g., community or college service, professional development, injury/illness, etc.).

To maximize prevention and protection from the emerging variant(s), LC State is requiring all members of the campus community – regardless of vaccination status – to wear a face covering in indoor spaces where others are present. **This will continue in my courses regardless of changes made by LC State administration.**

**Thus, masks that cover both the nose and mouth must be worn in class.** You can take brief sips of any beverage that you might bring to class, but please do not eat food in class.

**At any point in the semester if you develop symptoms of COVID-19 or any other communicable illness, *do not attend any of your classes in person* and contact the LCSC Student Health Center right away: (208) 792-2251.** Please email me right away, so that we can adjust your participation as needed.

While this isn't new territory anymore, let's all do our best to be patient and understand that if things don't always go exactly as planned, we will try to creatively problem-solve any issues that arise. We will also periodically check-in with each other to see how things are working for everyone and readjust as necessary. **Our flexibility and understanding in this ongoing, fluid process will help make this semester a success!**

**Please check your LCSC email account at least once every day. It is the major way I communicate with you between class meetings.**

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. I'm also happy to work with Accessibility Services here on the LCSC campus.

Grading:

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 (assessed in part by possession of completed homework in class)
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	500 points total (approximately)
Lab exercises and tests	300 points (50 points for attendance and participation [assessed in part by possession of completed homework in class], 50 points for midterm, 100 points for final, and 50 each for initial and final videotape and review)
	<b>Explained in detail on supplementary syllabus.</b>
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	800 points, course total (approximately)

**Assignments may be modified at professor's discretion.**

Grading:	93 – 100%	= A	77 – 79.9%	= C+
	90 – 92.9%	= A-	73 – 76.9%	= C
	87 – 89.9%	= B+	70 – 72.9%	= C-
	83 – 86.9%	= B	67 – 69.9%	= D+
	80 – 82.9%	= B-	60 – 66.9%	= D
			59% & below	= F

Elaboration of assignments

**General:** All papers must be typed, with no more than 1 inch margins and 12 point font. Assignments must be turned in to me in hard copy form, unless otherwise specified. **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 mailbox, or in the box outside the Social Sciences Division door. **All papers must be in APA format.** Please note that APA format was revised in 2019 (7<sup>th</sup> edition). You must use the most recent revision. **If you are not familiar with APA format, please see me.**

**Suggested or required paper lengths do not include cover page or reference page(s); abstract is not required.**

**There are no makeup exams.**

**PLEASE NOTE:** 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 typed.

**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, please discuss with me privately.*

#### Elaboration of Assignments, Class Time

There will be 2 exams based on the Corey text and supplemental reading, one at midterm 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.

**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!**

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 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. We’ll discuss ideas for how to best approach this assignment in class, but there is no one “right” way to do it.

You are also required to submit a minimum 10 page psychological analysis of your life history based on one of the theoretical models studied.

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. **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, I strongly suggest you identify what you will need early in the semester and take steps to secure it.

\*\* 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 I encourage you to come to my office to review 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 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.

**Some Words About Confidentiality, Class Discussions, and Interviewing**

In this course you are entering an experience that involves a fair amount of class discussion and practice interviewing. Naturally, in the course of these conversations, 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 Class Discussions, Interviews, 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.

Resources for Assistance:

Student Counseling Services: (208) 792 – 2211, Sam Glenn 212 (free to all registered students)

TAO (Therapy Assistance Online) <https://www.lcsc.edu/student-counseling/tao-therapy-assisted-online-self-help>

***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 18:** Syllabus handout, introduction and overview  
**Corey, Chapter 1, p. 9 – 12**, Intake Interview and Stan’s Autobiography
- January 24:** The counselor as a person and professional  
**Corey, Chapter 2**  
**Supplemental Reading, Chapters 7 & 8, *Between Therapist and Client***, Michael Kahn
- January 31:** Ethical issues and becoming a knowledgeable consumer of psychotherapy services  
**Corey, Chapter 3**
- February 7:** Interviewing/psychosocial history taking, mental status exam, and diagnosis/issues with the DSM – 5. Issues of managed care will also be discussed  
**Supplemental reading** from *Foundations of Clinical and Counseling Psychology*
- February 14:** Family systems therapy  
**Corey, Chapter 14**
- Family systems therapy  
**Supplemental reading, excerpt from Chapter 7, *Handbook of Family Therapy***, v. 1, Family Systems Theory and Therapy, Michael Kerr.
- February 21:** **No Class on Presidents’ Day**  
**Supplemental reading, Chapter 1, *Satir Step by Step***, Virginia Satir & Michele Baldwin
- February 28:** Person-Centered therapy  
**Corey, Chapter 7**
- March 7:** Person-Centered therapy (continued)
- March 14:** Existential therapy  
**Corey, Chapter 6**
- Man’s Search for Meaning*, Viktor Frankl
- March 21:** **Midterm Exam** (Corey text, Frankl book, supplemental reading, lecture)
- March 28:** **Spring Break!**
- April 4:** Feminist therapy  
**Corey, Chapter 12**

**\*\* April 7, 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 11:** Behavioral therapy  
**Corey, Chapter 9**

**Life History is due at the beginning of class April 11. 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 18:** Behavioral therapy (continued, including mindfulness-based interventions)  
Supplemental Reading TBD

**April 25:** Cognitive behavior therapy  
**Corey, Chapter 10**

**Life History and Analysis due in my mailbox in Spalding Hall by 5:00 p.m. Friday, April 29.**

**May 2:** Psychoanalytical therapy, including Freud, Jung and Kohut  
**Corey, Chapter 4**

Postmodern Approaches  
**Corey, Chapter 13**

**Final Exam Handed Out May 4**

**May 11, Wednesday: Final exam due by 3 p.m. Please come to class to turn in your final exam.**