

**HDCO 510-01 Counseling Theories II**  
**Fall 2007**  
**Tuesdays 9:30-12:15**  
**Herrick Hall 117**

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122 Herrick Hall, Office Hours: Monday’s 11-12; Wednesdays 10-11;  
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**Course Description**

This course is designed to present the major schools of thought influencing the practice of counseling. The relationship of philosophy, theory, and practice will be a primary focus. Within the context of this relationship, students will conceptualize their own belief system, theory and practice of counseling. At the conclusion of this course, students will have an understanding of the historical foundations of counseling and of the beginnings of their own personal foundation of counseling.

The theories of counseling that have survived the test of time and form the foundation for our present day practice are built on certain fundamental beliefs. These beliefs involve: the view of humankind’s innate nature, how people develop, learn and change, the therapeutic relationship, and the impact of therapy. Our view of people emerges from our experience of ourselves within our world. Our practice of counseling is predicated on how we view ourselves and others.

**Course Objectives**

Students will:

1. examine the historical development of counseling theories
2. identify counseling theory construction and the belief system that underlie each position;
3. explore theory in relation to the nature of humankind;
4. research the literature on various counseling perspectives using computer skills and be able to identify and to describe the differences, similarities, and history of each theory;
5. apply theoretical material “SELF” and to case studies
6. articulate their own theoretical position regarding the nature of human existence the causes of psychological dysfunction, and the types of intervention which may be effective with people who are experiencing affective, cognitive and behavioral difficulties;

7. discuss the nature of humankind, critiquing and expanding on various viewpoints (including their own) without provoking or entering into defensiveness;
8. explore and experience the enterprise of linking theory with practice.
9. confront their own meaning, motivation, and existences;
10. develop a personal model of counseling.

### **Content Areas**

- major theories of personality development and historical influences;
- major counseling theories including affective, cognitive and behavioral theories
- basic interviewing, assessment, and counseling skills as they relate to the various theories of counseling;
- philosophical and theoretical bases for the development of various helping skills, employing support in research;
- philosophical, organizational, and professional activities and ethics related to the practice of counseling.
- technological competence and computer literacy

### **Required Text**

Corsini, R.J., & Wedding, D. (2008, 2005). *Current psychotherapies* (8<sup>th</sup> ed.). Belmont,

CA: Thompson Brooks/Cole  
Current research literature

### **Student Performance Evaluation Criteria and Procedures**

**Teaching - Learning Approach:** From the start of the course, students will be actively involved in discovery activities as the basis for exploring the body of knowledge in the curriculum. This approach to teaching and learning is markedly different from lecturing and passive note-taking. And the professor, instead of merely providing information and answers, serves mainly as a facilitator of the learning experience--rarely "telling" students what they should know, but constantly probing, questioning, hypothesizing, challenging, modeling, and rephrasing their comments in an effort to help them analyze and understand. Consequently, we will expect more from one another than mere presence in the classroom. This approach focuses on issues and the development of the student's own theoretical position of counseling, rather than just borrowing concepts and techniques from the most contemporary therapeutic models and assumes that the course of therapy consists of questions as well as answers.

**Class Participation:** The course is graduate seminar oriented and the focus is on the process of discovery learning. This teaching approach includes the belief that each student can contribute to the understanding of everyone else. Each student's experiential background, value systems, perceptions and knowledge are all valuable assets for understanding course content. As a graduate student, each class member is expected to fully participate in the assimilation and integration of knowledge concerning issues essential to functioning as an effective counselor. When discussion of the assigned

chapters and reviews of the various counseling perspectives are scheduled, each student is expected to come to class prepared. Information presented in the discussions will elaborate on and add to the subject as presented in the text and supplemental readings. A variety of perspectives and opinions will be strongly encouraged, along with challenging discussions. Students are expected to demonstrate customary respect for each other. Such behavior includes exhibiting acceptance for individual differences and listening respectfully to each other. Be willing to take chances intellectually.

**Attendance:** Since the course is experiential and cannot be “made up,” regular attendance is a requirement. If it is necessary for you to be absent for some unavoidable reason, please let the professor know via phone or e-mail and be sure to check with other students in class for any assignments or announcements that you may have missed.

**Required Activities, Experiences, & Responsibilities:** In order to develop the skills essential to functioning as an effective counselor at the graduate level, students in Counseling Theories are expected to fully participate in Collaborative Groups during class time each week. The experiences of working collaboratively with other class members, reporting individual activities outside of class, and bringing ideas into class, will benefit you as a student by becoming aware of the perspectives of your peers. Preparation includes at a minimum, an outside reading of an article relating to the theory and should be of interest to you in practice (ex. Use of Adlerian therapy with at risk adolescents). Articles can be accessed through the library and internet articles need to be research based. These experiences serve as stimuli for class discussion and are intended to foster an understanding of the different theoretical perspectives of counseling.

**Collaborative Groups:** *You will be paired with at least two other students in the class and assigned tasks to cooperatively explore as a collaborative group. You will bring in outside material for weekly topics to contribute to group work. Your group will report its findings to the entire class in both informal and formal presentations. Creative presentations are encouraged, such as role plays, demonstrations and debates.*

**Mid-term Case Write-Up (1<sup>st</sup> Draft due October 30, 2006):** A 4-5 page paper is to be submitted describing your own personality through the lens of one theory (Psychoanalysis, Adlerian, Analytical, Cognitive Behavioral Theory, Rational Emotive Behavioral Theory, Client Centered, or Existential). we have explored in class up to this point. The paper needs to follow the outline below:

1. Reasoning for selecting theory
2. Development of your personality from the selected theory perspective
3. Basic concepts applied to YOU
4. How counseling will help you change according to the selected theory
4. How the therapist would experience you.
5. Two APA cited references in addition to the text

The first draft will be due on October 30. Bring 3 copies to your collaborative group for feedback. After receiving feedback, make changes and turn in final draft on **November 6.**

**Final Paper (Draft due December 4 for in class feedback/Final Due December 11):**

Counseling Theories is one of the first courses in your graduate program, influencing and affecting your prospective on all of your future graduate study. Rationale for this structured process is that you will assimilate and integrate more information from the phenomenological experiences of this course if you articulate your retrospective reactions. In order to help you pull your thoughts together for the semester of learning, it is suggested you keep a journal. This journal will be a knowledge creating experience of what you know, what you agree with, what you disagree with, and what you are questioning. There will be focused class writing that you can include in this journal and you are encouraged to keep outside journal entries as well. The journal will help you write your final paper. This is a challenging paper to write because it requires you to examine all of the activities in which you have participated, as well as your own personal growth. This paper is expected to be comprehensive. (See Final Paper Outline)

## **Evaluation**

\*Evaluation will be based on the following

1. Your participation in class (15 points)

Since the course is experiential and cannot be “made up,” regular attendance is a requirement. If it is necessary for you to be absent for some unavoidable reason, be sure to check with other students in class for any assignments or announcements that you may have missed. It is YOUR responsibility to hand in all assignments on time, regardless of absence. Late papers will NOT be accepted. Lack of participation and missed class time will result in lowering of grade.

2. Your collaborative group work (20 points)

Your collaborative group work will include one “theory presentation”. Working together and preparing for these groups is essential. Theory presentations will be discussed in class. The basic idea of the theory presentation is to take one or more theories to a deeper level. Creative role plays or other modes of teaching theory are encouraged.

4. Mid-term Self Analysis Write-Up (25 points)

Select from one of the following theories: Psychoanalysis, Adlerian, Analytical, Cognitive Behavioral Theory, Rational Emotive Behavioral Theory, Client Centered, or Existential. Write a self analysis based on the concepts of the selected theory. Discuss how you grow as a client in therapy, what you would change and how the therapist would experience you.

5. A presentation of alternative theory/therapy (10 points)  
You will need to do your own research on alternative approaches to healing. There are over 300 models of therapy. These are not always grounded deep in theory. Use the “Analyze that ... Theory” handout to focus your presentation. Hand in a one page write-up to the professor including at least one APA cited reference. The presentation is about 5-7 minutes each.
6. Your final personal theory position paper (30 points)  
See Final paper outline.

## **Grading**

90-100 points = A      80-89 points = B      70-79 points = C

*“We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time”  
T.S. Eliot*

**This course, like other courses in the Counselor Education Program, requires that students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation.**

*This syllabus also includes the following university policies:*

### **Collaboration**

University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

### **Plagiarism**

Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another’s work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

### **Academic Misconduct**

Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

*Section 430 of the Student Code allows the instructor to impose the following sanctions for academic misconduct: oral reprimand; written reprimand; an assignment to repeat the work or an alternate assignment; a lower or failing grade on the particular assignment or test; or a lower grade or failing grade in the course. More serious sanctions require a Conduct Board hearing. You may wish to make explicit the minimum sanction you will impose for willful acts of academic misconduct.*

### **Academic Expectations**

Section 310.00 in the MSU Conduct Guidelines states that students must:

- A. be prompt and regular in attending classes;
- B. be well prepared for classes;
- C. submit required assignments in a timely manner;
- D. take exams when scheduled;
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

### **Students with Disabilities**

If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

### **Email Policy**

I expect that you will check your university email at least every 48 hours.

### **Student Educational Records**

All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

*Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students office at 994-2826.*

## **Counseling Theories COURSE OUTLINE FOR FALL 2007**

<u>Dates</u>	<u>Topic/Activity</u>	<u>Textbook</u>
August 28	Introduction/Syllabi/What is theory?	Chapter 1
		Read Chapter 2 for September 4
September 4	Psychoanalysis – Guest - Joseph Scalia III, M.Ed.	
		Read Chapter 3 for September 11
		Read one article relating to Adler and bring three copies for your collaborative group
September 11	Adlerian Psychotherapy	Read chapter 5 for September 18
	Collaborative Groups	
		Read one article relating to Rogers/Client Centered and bring three copies for your collaborative groups
September 18	Client-Centered Therapy	
	Collaborative Groups	Read Chapter 4 for September 25
September 25	Analytical Psychotherapy- Guest - Dr. Eugenia Funk	
		Read Chapter 6 for October 2
		Read one article relating to Rational Emotive Behavioral Therapy bring three copies for your collaborative groups
October 2	Rational Emotive Behavioral Therapy	
	Collaborative Groups	Prepare for Alternative Therapy Presentations
October 9	Alternative Therapy Presentations	Read Chapter 7 and 8 for October 16
		Read one article relating to Cognitive Behavioral Therapy bring three copies for your collaborative groups
October 16	Cognitive Behavioral Therapy	Read Chapter 9 for Oct 23
	Collaborative Groups – Guest Speaker	
		Read one article relating to Existential Psychotherapy or a book by Yalom or Frankl
October 23	Existential Psychotherapy	Read Chapter 10 for Oct 30
	Collaborative Groups	
October 30	Gestalt Therapy	Prepare for Group Presentations

	Midterm Self Analysis Paper due to group (3 copies)	
November 6	Collaborative Group Presentations	
	Final Self Analysis Paper due to Penny	
November 13	Collaborative Group Presentations	
November 20	Research Day	Read Chapter 11
	Read Feminist Therapy Article provided by instructor and one other article relating to feminist therapy (bring 3 copies of your article to class on November 27)	
November 27	Feminist Theory and Therapy	Read Chapters 13 and 14 for December 4
	Collaborative Groups	
December 4	Draft 1 of Final Paper Due – Bring Three copies for you Collaborative Group Review	
December 11	Final Paper Due	

**Final HDCO 510 Paper Outline**

Your final paper should be **12-15 pages (double spaced)**, and will address the following concepts including which theorists have influenced you most:

- I. Self-exploration (How did your beliefs emerge? What are their origins? What is it about you that makes these certain beliefs attractive to you? Etc. You do not have to respond to these questions specifically, this is just to give you a starting point). In this section you need to use “I” statements and be self reflective on your experience this semester and in life.
- II. Your beliefs of human nature (Identify which theorists in which you closely relate)
- III. Your ideas about the structure/development of personality
- IV. Role of the unconscious and consciousness
- V. The therapeutic process
- VI. Role of the counselor/client’s experience in therapy/relationship

(Use 5 references that help support your ideas. Cite them in APA style in the paper and in the reference section)

**DUE ON DECEMBER 11. Must bring draft to class on December 4 to discuss in your collaborative groups. Then you can incorporate any feedback into the final paper which is due on the 11th.**

***Collaborative Groups:***

- 1. Set Ground Rules***  
***Examples***

- *Come prepared to meet*
- *Take ownership of your ideas by using statements like: “I think”, “I feel”, “I want”, “and It is my perception...”*
- *Wait until others are finished before speaking*
- *Present reasons for disagreeing, not attributions (no discounting others perspective)*
- *Paraphrase what you hear*
- *Ask for clarification*
- *Provide feedback*
- *Take risks in sharing ideas*

2. *Come prepared with additional reading material to support ideas and topic of the week... Do searches for articles in the library by theory topic such as psychoanalytic therapy. Read the article and come prepared to discuss findings.*

*For example, to prepare for group meeting 1, I did a search in MSU libraries And came up with these articles*

Mark all items on this page

- |                                  |   |
|----------------------------------|---|
| <input type="checkbox"/><br>Mark |  <a href="#">Working Relationally with the Adolescent in Group.</a> R.M. Billow.<br><i>Group Analysis</i> June 2004 v37 i2 p187(14)<br><a href="#">Abstract</a>   <a href="#">Check MSU Availability</a>  |
| <input type="checkbox"/><br>Mark |  <a href="#">The resistances to psycho-analysis: an old devil in modern clothing?</a> J. Burnett-stuart.<br><i>Psychoanalytic Psychotherapy</i> Dec 2003 v17 i4 p312(13)<br><a href="#">Abstract</a>   <a href="#">Check MSU Availability</a>                    |
| <input type="checkbox"/><br>Mark |  <a href="#">Somatization and Conversion: Distinct or Overlapping Constructs?</a> G.J. Taylor.<br><i>The Journal of the American Academy of Psychoanalysis</i> Sept 1, 2003 v31 i3 p487(22)<br><a href="#">Abstract</a>   <a href="#">Check MSU Availability</a> |
| <input type="checkbox"/><br>Mark |  <a href="#">Freedom and forgiveness.</a> M. Cavell.<br><i>The International Journal of Psychoanalysis</i> June 1, 2003 v84 i3 p515(17)<br><a href="#">Abstract</a>   <a href="#">Check MSU Availability</a>   |
| <input type="checkbox"/><br>Mark |  <a href="#">Psychoanalytic Therapy Research: Its Coming of Age.</a> R.S. Wallerstein.<br><i>Psychoanalytic Inquiry</i> May 6, 2003 v23 i2 p375(30)<br><a href="#">Abstract</a>   <a href="#">Check MSU Availability</a>   |

*Now, I want to select one article that I want to learn more about. (It is important to read the whole text article and write down thoughts and questions to process.) Then I can bring it to group and process it with my ideas from the*

*article with my group members. You can also use internet searches, although be aware of the lack of academic rigor.*

*Be prepared to bring at least one outside reading to collaborative groups on the topic of the week!*

*If you can't find article of interest, you might also want to process the cases in the Case studies text more thoroughly as your collaborative group assignment. You might want to discuss other cases you come across.*

ALTERNATIVE THEORY/THERAPY WRITE UP AND PRESENTATION  
 ANALYZE THAT....THEORY

Listed below are some practice theories. This form will be used prior to each class to help you focus your thoughts for discussion. You will also need to turn this form in for your “alternative theory presentation”

Transactional analysis      Hakomi  
 Ecological Model              Interpersonal  
 Solution Focused Theory    Crisis Theory  
 Transpersonal                 Art Therapy  
 Systems theory                Drama Therapy  
 Reality Theory/Therapy      Music Therapy  
 & about 200 others

Use the following outline for your paper and presentation

<b><i>(Name of Practice Theory)</i></b> <b><i>Components of the Framework</i></b>
Historical Roots/Theorists
Basic Assumptions
Definition of the Problem
View of the Person
Cause or Etiology of the Problem
Conscious or Unconscious stance
How Change Occurs
Focus of Treatment
Terminologies and Techniques Used
Indicators Whether to Use for Clients