Counselor Education CE 890
Counseling Theories and Practice

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Office Hours: Available by appointments – call or email
Skype for Video Conference

Catalog Description: An in-depth examination of the major theories of counseling. Conceptualization of problems and application of theory-based interventions are highlighted. An in-depth review and analysis of several specific counseling theories stressing both the didactic and experimental components of each. The integration and application of each theory is stressed.

Course Description: 1. provide a socio-historical framework of the evolution of psychotherapy
2. promote an understanding of the development, function and criteria of sound counseling theory in general
3. identify, clarify, articulate and develop personally held assumptions, values and beliefs about human development, problems in living, and solutions to problems
4. examine the role of the counselor and the client in the process of counseling
5. develop an understanding of personality theory underlying the counseling approaches studied
6. to enhance the integration of theoretical assumptions, values, experience and knowledge into coherent models of ethical and culturally relevant practice.


Rationale:
• provide a socio-historical framework of the evolution of psychotherapy
• promote an understanding of the development, function and criteria of sound counseling theory in general
• identify, clarify, articulate and develop personally held assumptions, values and beliefs about human development, problems in living, and solutions to problems
• examine the role of the counselor and the client in the process of counseling
• develop an understanding of personality theory underlying the counseling approaches studied
• to enhance the integration of theoretical assumptions, values, experience and knowledge into coherent models of ethical and culturally relevant practice.

Objectives:

Knowledge and Skills

The student will:

1. Demonstrate a general understanding of six major theoretical approaches to providing counseling. □ Psychoanalysis
   • Behavioral Therapy
   • Existential, Humanist, Person Centered, Gestalt, Logotherapy, Adlerian
   • Cognitive Therapy, Cognitive Behavioral, Rational Emotive Behavior Therapy, Therapy
   • Systemic & Solution Focused Therapies

2. Demonstrate an understanding of differences among counseling theories with regard to their positions on the following:
   • basic theoretical concepts
   • goals of the counseling process
   • therapeutic relationship
   • techniques of counseling
   • application with diverse populations
   • conceptual or practice limitations
   • multicultural considerations
   • respect for self and others

3. Understand the relationship between human growth and development and problems in living.

4. Prepare a coherent written statement of his/her personal position relative to the theories investigated.

B. Values and Attitudes

The student will develop the following values and attitudes:
• A respect for individual differences including feelings, attitudes, and beliefs.
• A belief in the potential for change through counseling
• Consideration of the major differences between counseling and teaching
• A respect for diverse worldviews.

Course Requirements:

1. There will be two exams. The second exam will not be comprehensive of the entire course, but will be restricted to material assigned after the first exam. The exams may be a combination of multiple choice, true or false, short answer, short essay or case study with a combined total value of 200 points (i.e., 100 points each).

2. Personal Philosophy Paper – 100 points
A. Personal position and philosophy

Write an integrative paper (7-8 pages) in APA style that articulates your personal theoretical orientation to counseling. You will be asked to examine your beliefs weekly relative to readings and lectures the theories that we study using the following questions. You should emphasize the integration of several of the theoretical perspectives that we studied. Your final paper should be a summative response to the following questions that you responded to and be organized and labeled with the following headings:

Develop your thoughts carefully, clearly, fully, concretely and logically rather than rambling or being vague and wordy.

a. Give reasons for your views rather than making unsupported statements. When you take a position, provide reasons for your position.

b. Informal class presentations of your papers with guided discussions may be made and will be announced in class.

Content of Paper

What are the causes of or reasons that people have problems in living/psychological problems/psychological disorders/behavioral problems/emotional problems/? Your response will be in the form of your informed opinion that is based on your understanding of the theories. You will be describing your beliefs relative to the concepts/ideas of the theory(ies). This question does not refer to specific problems such as depression or anxiety. Rather, how do the concepts within the theory(ies) being studied have validity and merit from your point of view? What do you believe is true about each or all of the concepts described in the theory(ies)? In what ways do you agree that the theory(ies) explains why people have problems in living or psychological problems? Make sure to refer to specific concepts and terminology from the text related to the theory(ies) from which you draw these ideas. Do not write about what you disagree with but rather what you do agree with. In the final paper, you should organize and label this item by each theory to which you refer.

What is your view of your role as a counselor? In relation to your understanding of the theory(ies) that you are learning, you should describe the actions, stance and characteristics of what you believe should be the role of the counselor. What do you believe the counselor is responsible for doing in the counseling relationship? Who are you in relation to the client? This may take the form of “A counselor should be (insert your adjectives and adverbs). Make sure to clearly identify the theories from which you drew these ideas and why you believe that your belief is true.

What characteristics should you as a counselor have and can be experienced by the client that will facilitate growth? This may take the form of “A counselor should be (insert your adjectives and adverbs). Make sure to clearly identify the theories from which you drew these ideas and why you believe that your belief is true.

What are the general therapeutic goals relative to the specific theory(ies) we are studying, that you can see yourself actually using with a client? How will your clients be different as a result of counseling with you? In effect, what do your clients need to do, feel or think differently that would represent success in counseling? Your description must relate to the theory(ies).

What are the theory-derived strategies and techniques that you will use to help your client reach or actualize therapeutic goals? What do you, as a counselor, need to actually do with your clients to help them get better or reach their goals? What actions or interventions can you
see and/or hear yourself use? Remember, techniques are the actions that counselors take to assist clients in reaching their goals.

The goal is at the top of the ladder and the steps up the ladder are the specific things that you will purposefully engage in with the client that will help them reach their goals. In your overall reflection, address how the overall approach that you described in 1-4 differ from giving advice, guidance or directions, if at all? What is the benefit of an integrative, theoretically grounded approach to working with clients as compared to directing, advising or guiding? Although each of these actions may have merit within a given counseling approach, they do not, in and of themselves, constitute a counseling theory. Include your personal reactions and thoughts regarding how you will continue to develop and strengthen your theoretical orientation.

**Guidelines For Paper**

a. Printed in 12-point Times New Roman font, double-spaced with 1-inch margins A cover page is needed - simply put your name, date, and course centered on first page.

b. Clearly organize your paper by labeling each response with headings (e.g., 1. Causes…, 2, Role of Counselor… etc.). Within each numbered item. Use the title of the theory as a subheading.

c. The particular views of theories that you describe will not, in themselves, be the basis for a grade but will be based upon the dimensions outlined in the above assignment.

d. Develop your thoughts carefully, thoroughly, clearly, fully, concretely and logically Describe them with the same care.

e. This is a belief statement; therefore it is expected that you write from the first person singular perspective. i.e., “I believe that…,” etc. You should avoid using only quotes from the book. Use your own descriptions.

f. Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations.

g. Should you choose to use ideas from an outside source, be sure to reference it using APA 6th Edition. For example, if you choose to reference our author, the in-text citation would look like: (Corey, 2009). Also be sure to include a reference page with your paper.

h. Describe why you believe what you what you believe. When you take a position, provide reasons for your position relative to the theories discussed. Always refer to the theory or concept by name when describing your ideas.

2. **Weekly Assignments 5x20 = 100 Points**

You will be asked to reflect upon the reading assignments (see Calendar of Coursework below) by recording your thoughts, beliefs, ideas, and questions about the assigned readings. The chapter discussions and manual work will foster a deeper understanding of the counseling
theories, which will aid in your Personal Theory Paper. These assignments are listed in the content section of each week.

3. **Fictional Theoretical Dialogues 2x20 = 40 points**

Please see the rubric on D2L to understand exactly how you will be evaluated. These items are to be submitted as one document. The second FTD should start on a new page of the document the same. Each should be between two and three double-spaced pages. Error on three to assure that you cover the main concepts.

**Fictional Theoretical Dialogue (2)**
- **FTD1**: An excerpt from a Person Centered Counseling session. This is a fiction transcript that demonstrates the understanding of the theory’s philosophy, tone, and skills. *(2 – 3 pages, Times New Roman, 12-point font, double spaced)*
- **FTD2**: An excerpt from a Cognitive Therapy session. This is a fiction transcript that demonstrates the understanding of the theory’s philosophy, tone, and skills. *(2 – 3 pages, Times New Roman, 12-point font, double spaced)*

2. **Weekly Discussions 7x10 = 70 Points**

For all discussion assignments, full credit is awarded based on the following criteria:

- **a.** Initial posts are due on Thursdays by 11:59 PM EST. A substantive post should be at least 3-4 sizable paragraphs. Paragraphs consist of at least 4-5 sentences. Points will be deducted for late posts or posts lacking detail.

- **b.** Respond thoughtfully to at least 2 of your peers’ posts. Acceptable responses should encourage more discussion, include a question, and be additive. You must post before replying to others. Substantive replies are at least 2-3 paragraphs. Paragraphs consist of at least 4-5 sentences. Points will be deducted for late replies or replies lacking detail. Replies are due at 11:59 PM EST on Sunday.

- **c.** ALL questions / requirements in the post must be addressed. Be sure to read the post requirements careful and address all areas. Points will be deducted if areas are missed or not fully explored.

- **d.** APA format is not required for posts but should be used when citing sources is necessary.

- **e.** Spelling, grammar, and appropriate netiquette are required. Points will be deducted for errors in this regard.

**Points**

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Program Statement

The Counselor Education program prepares counselors to serve students, school staff, families and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate interpersonal manner and be open to opportunities for personal exploration and growth. A student’s continuation in the program may be delayed if his or her academic performance, interpersonal or emotional well-being interferes with learning or the operation of the program.

Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the group process you feel discomfort or unable to continue, you can request to stop any group activity. This applies for the class groups and the Titan Traverse. However, if you find yourself very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, you may prefer to drop this course.

Academic Integrity

Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of what is considered academic integrity, behaviors which are viewed as breaches of the policy, the procedures that will be followed in every case of violation of the policy and the consequences of violating the policy. Students are also required to follow the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code is not justifiable excuses. All written work will be electronically submitted to Turnitin.com, a plagiarism detection service. Details about this service will be described in class.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

Disability Policy

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College.
Grading Structure out of 510 points

A    95-100%
A -   93 –94
B+    91-92
B     87-90
B-    85-86
C+    83-84
C     79-82

Calendar of Coursework

All items in this course are subject to change. This includes additional assignments as necessary.

WEEK ONE          First Class (Chapters 1-3)
WEEK TWO          Chapters 4 & 5
WEEK THREE        Chapters 6 & 7
WEEK FOUR         Midterm/Chapter 8
WEEK FIVE         Chapters 9 & 10
WEEK SIX          Chapter 11 & Positive Psychology
                   Fictional Theoretical Dialogues Due
WEEK SEVEN        Chapters 13 & 14
                   Personal Philosophy Paper Due
WEEK EIGHT        Final Exam