

THEORIES II

COUNSELING 602
Summer Term, 2011
3 Credits

COURSE SYLLABUS

TIME/LOCATION: TUESDAY EVENING, 6:00 pm to 10:30 pm Grand Island Campus

INSTRUCTOR: Donald P. Belau, Ph.D.
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REQUIRED TEXTS: Corey—author, 8th edition, Theory and Practice of Counseling and Psychotherapy, Video, Workbook
ISBN –10: 0-495-10208-3
ISBN-13: 978-0-495-10208-3

COURSE DESCRIPTION A study of basic theories, principles, and techniques of counseling and their application to therapeutic settings. Students actively practice counseling skills.

OBJECTIVES The student will be able to:

- 1) describe and distinguish the following theories:
Psychoanalytic Therapy
Cognitive Behavior Therapy
Existential Therapy
Adlerian Therapy
Person-Centered Therapy
Behavior Therapy
Gestalt Therapy
Reality Therapy
Dialectical Behavioral Therapy
Family Systems Therapy
Feminist Approach
- 2) demonstrate competency in using skills related to a theory

METHODS OF INSTRUCTION:

This course will include nine (9) evening sessions, each lasting four hours, thirty minutes (4:30). A combination of instruction techniques will be used to facilitate your learning, including: *collaborative learning* activities, traditional style lectures and media presentations, demonstrations, simulated individual student presentations, study group activities and in-class discussions.

You will be given background handouts addressing various issues. Lessons will be professionally scripted and presented using Power Point technology to facilitate and enhance your understanding and insure complete subject coverage.

Depending upon the enrolled number of students, the class will be divided into small study groups who will work together throughout the course.

In this process, you are encouraged to take an active and collegial approach to your course studies including: (a) working with other graduate students to achieve learning goals; (b) retaining individual accountability for one's own performance as well as the success of small-group and end results; (c) collaboration analyzing case assignments, preparing for examinations and individual study projects; (d) decision making, communicating; (d) providing each other with positive feedback regarding the persons work; (d) group processing and planning; (e) learning and demonstrating interviewing skills.

ASSESSMENT OF LEARNING AND PERFORMANCE, GRADES:

You will receive two "grades" for this course; one reflecting *academic knowledge and skills*, and one reflecting your *professional skill development*.

Your mastery of course objectives, academic competency and professional performance will be assessed by the instructor both subjectively and objectively, in a variety of ways including observation, individual conversation, by written and oral examination, performance on assignments, attendance and participation. Individual performance will be reflected by the grades you earn during the course:

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|--------------------------|-----|
| Presentation - Role Play | 25% |
| End of Term Role Play | 25% |
| Participation | 25% |
| Paper | 20% |
| Quizzes | 5% |
| Student Manual Work | 5% |

In practical terms, in addition to performance on formal evaluations, your *professional development evaluation and academic grade* will also be based upon:

- ✓ Demonstrated competency effectively analyzing cases during class discussion as well as analysis of those presented as case assignments.
- ✓ "Professional sophistication, maturity, effort and attitude."
- ✓ Quality of contributions to class discussion and interaction with other members of the class.
- ✓ Attendance and preparation for class.
- ✓ Professional quality; i.e. appearance of written case assignments.
- ✓ Acceptance of responsibility for your performance.

Throughout the course you will receive feedback from the instructor, as well as grades on various assignments and examinations that reflect your acquisition of knowledge and skills.

DESCRIPTION OF GRADED PERFORMANCE LEARNING ACTIVITIES:

Attendance

Class participation is expected and is critical. There will be no makeup opportunities. If you miss one class, your grade will drop one grade level. (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

Participation

A high premium is placed by the instructor on class participation. Ideal class participation, that earns the highest number of participant points, will exemplify the following:

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| Integrating class readings into participation: | Often cites from readings, uses readings to support points; often articulates fit of readings with the topic at hand and, |
| Interacts in classroom discussions: | Always a willing participant; responds frequently to questions; routinely volunteers point of view, and, |
| Interaction in classroom learning activities: | Always a willing participant; acts appropriately during all role plays, etc; responds frequently to questions; routinely volunteers point of view |

After each class period, the instructor will evaluate each student's participation on a 20 point scale and assign a weekly score.

Presentation of Theory Role Play

Student(s) will prepare a 45-minute role play of an assigned theory. The role play should demonstrate how the assigned theory is applied to a counseling session. Situation and dialogue will be created by the student(s). Students not participating in the role play will be observers of the role play and identify, in writing, the theory and techniques used in the role play.

End of Term Observation:

The last week of class the instructor will be the client and students will take on the role of the therapist.

They will write a short explanation of what they observed and why they used the techniques they used as the therapist.

Quizzes

There will be a 10 question quiz each week which will be taken after the theory presentation for that week. The questions will be from an outside source. This is to give students the feel for the multiple choice questions on the NBCC licensure exam.

Student Manual Work

The text for this course comes with a student manual and CD showing applications of the theories in the text. Some of the exercises in the student manual will be handed in for a grade. This will be discussed further the first night of class.

Paper

A 4-6 page paper on the meaning of being "selective eclectic" will be due Week 9. This paper is to be written in accordance with APA style guidelines. Check your Doane Student Manual or on line for a synopsis of APA formatting.

GENERAL INFORMATION:

1. Study responsibility: Lessons will emphasize information contained in assigned course text which addresses entry level counseling knowledge expectations. To broaden the scope of instruction, and develop the professional skills, you will have opportunity to effectively apply theoretical concepts or techniques through such activities as observing and practicing interview skills. These activities will be structured to give you a chance to benefit from the observations and positive *feedback* of your colleagues

and the course instructor. Even if "something" is not *specifically* mentioned in class, *you* are still individually responsible for learning the information presented in course textbooks, whether or not actually discussed by the instructor.

2. Individual assistance and participation: The structure of instructor led in-class discussions and opportunities afforded by cooperative collaborative learning groups are some of the venues in which questions can be addressed, theories analyzed, and general learning facilitated.

- ❑ You are *encouraged* to raise questions during class so that inquiry will disclose where clarification is needed, and afford opportunity to add depth to lesson activities and resolve questions likely held by more than one person.
- ❑ Your comments, personal-life experience, observations, and ideas *are* welcome and *beneficial* to everyone's learning. This is particularly true in this type course.
- ❑ It is important *you* be given personal attention. In addition to consultation by the instructor *during* class sessions, to resolve questions not clarified in class, or to address something that concerns you, the instructor will be available after class. But because each session lasts until 10:30 pm, you may wish to make an appointment to visit with the instructor at another time. Appointments are encouraged.

If you wish to contact the instructor, refer to the telephone numbers listed on Page 1 of this Syllabus.

3. Cancellations: Should bad weather, or unforeseen event, cause cancellation of a lecture session, every attempt will be made to reschedule the class. Please insure the instructor has a current phone number where you can be notified of class changes, or in some cases, if the instructor needs to contact you.

4. Attendance: This graduate course involves not only text study and research, but significantly revolves around discussions, lectures, media presentations and extensive planned learning experiences that occur *in* class. These cannot be duplicated. Just one evening class is equivalent to four, one hour, weekly on-campus lecture sessions.

Interviewing techniques are best learned from practice, observation and insight gained during class presentation and discussion. You must to attend class and be actively involved in the study of the skills modeled by the instructor and your colleagues; *it is unlikely that make-up* work is available for missed classes.

You are expected and required to attend all sessions and/or make-up sessions. **Grades will be automatically reduced for absence.** The exception to this rule would be if you were seriously incapacitated, i.e., ill, or injured, or a significant circumstance existed i.e., major illness in your immediate family which unavoidably required your presence.

5. Grading scale: Letter grades are used to reflect performance. The point value attached to those grades are stated in the Done College Catalog. For the course as a whole, or any single activity were grades are determined, the following guidelines apply:

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|----|------------|----|-----------|----|-----------|
| A+ | 97 to 100% | B+ | 87 to 89% | C+ | 77 to 79% |
| A | 93 to 96% | B | 83 to 86% | C | 73 to 76% |
| A- | 90 to 92% | B- | 80 to 82% | C- | 70 to 72% |

6. Recommended readings, resources and outside class activity: Between class sessions, you are expected to study the course texts, complete designated assignments, and *prepare* for group discussion and role-play demonstration activities.

7. Professional competencies: One of the hallmarks of this course is the excellent opportunity it affords for you to actually practice and receive "feedback" regarding your effectiveness. This is a challenging course, with "depth." Classes cover information you need to know to be successful in your professional work and to effectively assist clients.

Keep in mind that this is a professional course designed to facilitate your effectiveness as a counselor in the complex process of developing skills and broadening your exposure to unique needs of prospective clients.

Assigned Textbook Readings

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| Week 1 | Review of Syllabus Review of responsibilities and expectations of the beginning Therapist Psychoanalytic Therapy |
| Week 2 | Review interviewing skills Brief overview of Chp. 15 Psychoanalytic Therapy – Chp. 4-Discussion |
| Week 3 | Cognitive Behavior Therapy—Chp.10, page 272 |
| Week 4 | Existential Therapy—Chp.6, page 131 |
| Week 5 | Adlerian Therapy—Chp. 5, page 96 |
| Week 6 | Person-Centered Therapy—Chp. 7, page 164 Gestalt Therapy |
| Week 7 | Behavior Therapy—Chp. 9, page 232 Reality Therapy—Dialectal Behavior Therapy |
| Week 8 | Family Systems Therapy—Chp. 14, page 409 Feminist Approach—Chp. 12, page 339 |
| Week 9 | Final student observation Paper due |