

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 403 Frameworks for Counseling

INSTRUCTOR INFORMATION

name
office
phone number
E-mail

COURSE DESCRIPTION

This course provides an overview of the various theories of counseling and their associated techniques. Students will study a range of theories and their applications in various professional settings and will be required to synthesize their own approach. This course contributes to the theoretical foundations of the Helping Relationships component of the program and is required of all students.

PREREQUISITES

COUN 401 The Counseling Profession

RECOMMENDED TEXTS

Day, S. (2008). *Theory and design in counseling and psychotherapy* (2nd ed.). Boston: Houghton Mifflin.

MODE OF INSTRUCTION

Lecture/discussion supplemented with video tapes and small group assignments

COURSE OBJECTIVES

The objectives of the course support the College of Education Performance Standards #1 Foundations, #4 Learning Styles, and #13 Diversity. (See Appendix A for table of standards.) The course objectives are also designed to help students to

1. understand the relationship between counseling theory and counseling practice, including case conceptualization;
2. understand the key elements, concepts, and techniques associated with major theories of counseling and psychotherapy;
3. identify the strengths and limitations of each of the major theories, including their relevance with minorities, persons with disabilities, women and other diverse populations;
4. identify commonalities and differences among the major theories, including usage consistent with ethical standards of the profession;
5. apply each of the major theories to problem situations and case conceptualizations in a manner congruent with the theoretical principles;
6. understand counseling theories as they apply to families and other systems;
7. formulate a personal theory of counseling that reacts to the theories studied and represents an initial conception that may be revised and reformulated.

Students will write a paper in which they synthesize major concepts of the theories presented into their own personal theory of counseling. This assignment satisfies the performance-based assessment component of the course.

STUDENT EVALUATION

Students will be evaluated on the basis of their performance on the midterm and final examinations and the quality of their personal theory paper.

Midterm exam	40%
Final exam	40%
Theory paper	20%

GRADING POLICY

A = 90-99 D = 60-69
 B = 80-89 F = below 60
 C = 70-79

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools (midterm exam, final exam, and theory paper) will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read all assigned material, and participate in class discussions. They will take midterm and final examinations and submit a personal theory paper.

COURSE TOPICS AND SCHEDULE

Week	Topic	Readings	Standard
1	Relationship between counseling theory and counseling practice Introduction to case conceptualization The importance of theory	Chapter 1 & 2	CACREP II.K.7.h, II.K.5.a, c
2	Ethical responsibilities Psychoanalytic and Psychodynamic Freudian Psychology	Chap. 3 & 5	CACREP II.K.5.c, g
3	Jungian psychology Handout Freud summary due	Chap. 5	CACREP II.K.5.c
4	Adlerian Psychology Jung summary due	Chap. 6	CACREP II.K.5.c
5	Object relations and Attachment theories Adler summary due Handout	Chap 5	CACREP II.K.5.c
6	Cognitive Behavior and Behavior Therapies Rational emotive therapies Object relations summary due	Chap 10 & 11	CACREP II.K.5.c
7	Humanistic /existential approaches Cognitive/Behavior Therapies summaries due	Chap 7 & 8	CACREP II.K.5.c
8	Midterm Timeline. Historical overview Humanistic/existential summaries due		
9	The Postmodern revolution Multiculturalism Handout	Chap 4	CACREP II.K.2.a, c
10	Feminism and gender based approaches Multiculturalism summary due Handout	Chap 4	CACREP II.K.2.a, c
11	Systemic /family therapy Feminism summary due Handout	Chap 12	CACREP II.K.5.d
12	Handouts Brief therapy/Solution focused Systemic /family therapy summary due		CACREP II.K.2.c
13	Synthesis/Strength and weaknesses of each theory Case conceptualization revisited Ethics in counseling and psychotherapy revisited		CACREP II.K.5.g, II.K.7.h
14	Integrative Approaches Case Conceptualization paper due	14 & Handout	II.K.2.c
15	Final		

BIBLIOGRAPHY

Note: Many of the following texts are historical in nature and thus contribute to an understanding of both past and present theories of counseling.

Adler, A. (1931). *What life should mean to you*. New York: Blue Ribbon Books.

Ansbacher, H.L. & Ansbacher, R.R. (Eds.). (1990). *Superiority and social interest* (3rd ed.). New York: Norton.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Beck, A.T. Rush, A.J. Shaw, B.F. & Emery, G. (1987). *Cognitive therapy of depression*. New York: Guilford.

Berne, E. (1988, Reissue). *Games people play*. New York: Grove Press.

Cambray, J. (Ed.). (2004). *Analytical psychology: Contemporary perspectives in Jungian analysis*. Washington DC: Taylor & Francis.

Capuzzi, D. & Gross, D. (2006). *Counseling and psychotherapy: Theories and interventions* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Clark, A.J. (2002). *Early recollections: Theory and practice in counseling and psychotherapy*. Brunner/Routledge.

Corey, G. (2004). *Theory and practice of counseling and psychotherapy* (7th ed.). Belmont, CA: Wadsworth.

De Shazer, S. (1985). *Keys to solution in brief therapy*. New York: W.W. Norton & Company.

Ellis, A. & Dryden, W. (1998). *The practice of rational-emotive therapy* (2nd ed.). New York: Springer.

Farber, B.A. Brink, D.C., & Raskin, P.M. (1996). *The psychotherapy of Carl Rogers*. New York: Guilford.

Frankl, V.E. (1997, Rev. ed.). *Man's search for meaning*. New York: Washington Square Press.

Freud, S. (1915-1917). *Introductory lectures on psychoanalysis*. London: Hogart.

Hill, M., & Ballou, M.B. (2005). *The foundation and future of feminist therapy*. New York: Haworth Press.

Horney, K. (1940). *New ways in psychoanalysis*. New York: Norton.

- Hartmann, H. (1964). *Essays on ego psychology*. New York: International Universities Press.
- Jung, C.G. (1933). *Modern man in search of a soul*. New York: Harcourt-Brace.
- Krumboltz, J.D. and Thoresen, C.E. (1956). *Behavioral counseling: Cases and techniques*. New York: Holt, Rinehart, & Winston.
- Lambert, M.J. (2004). Bergin and Garfield's handbook of psychotherapy and behavior change (5th ed.). New York: Wiley.
- Lazarus, A.A. (1981). *The practice of multimodal therapy*. New York: McGraw-Hill.
- Leahy, R. (Ed.) (2006). *Contemporary cognitive therapy: Theory, research, and practice*. New York: Guilford Press.
- Maslow, A.H. (1998, Rev. ed.). *Toward a psychology of being*. (3rd ed.). Princeton, NJ: Von Nostrand.
- May, R. (1996, Revised ed.). *The meaning of anxiety*. New York: Norton.
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- Meichenbaum, D.H. (2002). *Cognitive behavior modification: An integrative approach*. New York: Springer.
- Moore, B.E. & Fine, B.D. (1995). *Psychoanalysis: The major concepts*. New Haven: Yale University Press.
- Mosak, K. & Maniaci, M. (1999). *A primer of Adlerian psychology*. Philadelphia: Brunner/Mazel.
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- Perls, F. (1973). *The Gestalt approach*. Palo Alto: Science & Behavior Books.
- Rogers, C.R. (1961). *On becoming a person*. Boston: Houghton-Mifflin.
- Rogers, C.R. (1980). *A way of being*. Boston: Houghton-Mifflin.
- Skinner, B.F. (1953). *Science and human behavior*. New York: Macmillan.
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Whalen, M., Fowler-Lese, K.P., Barber, J.S., Williams, E.N., Judge, A.B., Nilsson, J.E., & Shibasaki, K. (2004). Counseling practice with feminist-multicultural perspectives. *Journal of Multicultural Counseling & Development*, 32, 379-389.

Yalom, I. (1980). *Existential therapy*. New York: Basic Books.

Appendix A: Table Of Standards

The course objectives of Frameworks for Counseling are linked to the following standards. (COE = College of Education; CACREP = Council for Accreditation of Counseling and Related Educational Programs; CORE = Council on Rehabilitation Education.)

COE Performance Standards #1 Foundations, #4 Learning Styles, and #13 Diversity

CACREP II.K.5 = Helping Relationships

CORE C.5 = Counseling and Consulting

1. understand the relationship between counseling theory and counseling practice, including case conceptualization;
 - COE Performance Standard #1
 - CACREP II.K.5.a , II K 7 h
 - CORE C.5.3, C.5.4, and C.5.6
2. understand the key elements, concepts, and techniques associated with historical theories of counseling and psychotherapy;
 - COE Performance Standard #1
 - CACREP II.K.5 c
 - CORE C.5.5
3. identify the strengths and limitations of each of the major theories, including their use with minorities, persons with disabilities, women, and other diverse populations;
 - COE Performance Standard #13
 - CACREP II.K.5.c and II.K.2 a, c
 - CORE C.5.10
4. identify commonalities and differences among the major theories, including usage consistent with ethical standards of the profession;
 - COE Performance Standard #1
 - CACREP II.K.5.g
 - CORE C.5.5
5. apply each of the major theories to problem situations in a manner consistent with its theoretical principles;
 - COE Performance Standard #1
 - CACREP II.K.5.a and II.K.5.c
 - CORE C.5.12
6. understand counseling theories as they apply to families and other systems;
 - COE Performance Standard #1 and #4
 - CACREP II.K.5.d
 - CORE C.5.14
7. formulate a personal theory of counseling that reacts to the theories studied and represents an initial conception that may be revised and reformulated.
 - COE Performance Standard #1 and #4
 - CACREP II.K.5.c
 - CORE c.5.14 and C.5.1