Syllabus (Fall 2014)

CED 522 Theories of Counseling and Psychotherapy

Use Of The Web

Please sign up for the CED 522 course listserv now:

http://lists.asu.edu/cgi-bin/wa?SUBED1=CED522&A=1

If you delay doing so you may miss receiving important course announcements and materials. This course is increasingly being converted to a paperless format. Most documentation can be found on an Internet server in my office. I will send you links to what is important. Some of the informational materials are in password-protected directories. I will give you access information orally in class.

Course Contents

Arguably, there are dozens of theories of counseling and psychotherapy. I have condensed them into four categories, namely, psychoanalytic (and derivatives), existential (and derivatives), rational, and behavioral. Lectures, media illustrations, class exercises, and assigned readings will provide you with a thorough understanding of each category and their major exemplars, along with sufficient knowledge to do well on the relevant sections of the counselor and psychologist licensure exams. My long-range purpose in this course is to give you everything I know in this subject domain that will help you become competent professionals. In the short run, I want you to be extremely well prepared when you begin seeing clients in your counseling practicum courses. I don’t “teach to” the licensure tests (my aspirations are loftier), however, the road to doing well on them is well paved and illuminated. Indeed, although our MC students’ average total score is consistently among the highest in the nation, scores on the licensure subtests relevant to this course are often the highest of any course in the Counseling Program.

Some counseling theories have only curiosity value and/or historical merit, and simply cannot be covered in this class, given our limited clock hours and credit restraints. I will
send you links whenever possible so that you can easily acquaint yourself with this information. Moreover, some theories receive coverage in other courses that you will take in our program. I am loath to participate in curricular redundancy, so I will tell you in class where you will become better acquainted with those particular theories.

Although “there is nothing so practical as a good theory” (Kurt Lewin), I will also provide you with a "road map" of where to go in counseling and how to get there. Finally, you will have the opportunity to practice various counseling skills.

Course Requirements

In the first quarter of this course you should read and pass a test on:


In the second and third quarter of this course you should read and pass tests on:


Note that the Barlow book is in a new edition. There will be two tests on it covering the first and second halves respectively.

In the final quarter of this course you should be preparing to take a test on the lecture material and occasional readings I will assign.

If anyone wants the option for a “plus” grade, you can read and pass a test on:


Please know that Ellis produced a later edition of his book not germane to this course; remember to stay with the 1962 edition.

Grading

Grades will be assigned on a non-competitive basis. You will have the opportunity to pick and work for the grade you desire.

- An *A* grade requires that you pass 4 specific tests: Rogers; Barlow chapters 1 to 9 ditto 10 to 18; and the Lectures test.
- The grades *B*, *C*, and *D* respectively require that you pass any 3, 2, or 1 of the foregoing tests.
- A *plus* grade, as in *A*+ or *C*+ requires passing the Ellis in addition to the earned letter grade on the other tests.
Passing a test means receiving a grade of at least 85% on objective test items randomly drawn from a given content area. To relieve test anxiety anyone not receiving a grade of 85% will have the opportunity to retake an equivalent form of the same test.

All objective tests are in true-false format and contain 40 items. In constructing a test on a given book, I've kept a modified content-validity principle in mind. For example if a test covers 8 chapters you can expect to see 5 items from each chapter on your test. I do not knowingly use trick questions, and I attempt to select only the most important points in a chapter. If I have 4 equivalent forms of a given test, that means the 20 most important issues in a given chapter are likely to be encountered by the class as a whole.

If in taking a test you find an item that you believe to be ambiguous, I urge you to write a brief paragraph explaining your answer. If your essay indicates that you are aware of the issue, I will give you credit for the question even if you marked it wrong. Once the test is handed in, however, I can not entertain post hoc pleas for credit. (You may write an essay on each of the 40 items if you like; I will read as many as necessary for you to reach the 85% criterion.)

Calendar of Events

There are usually 16 class days each semester during which lectures, discussions, demonstrations and so forth are possible. Day 1 on the spreadsheet to follow corresponds to the first day of any given semester. Classes run approximately three hours with a break in the middle. I have found it pedagogically best to schedule lectures and tests during the first half of each class and try to hold to this routine; however, the subject matter does not always permit me to do so.

<table>
<thead>
<tr>
<th>Day</th>
<th>First half of class</th>
<th>Second half</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>8/27 Theory of Theory</td>
<td>Relaxation Training tape</td>
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<tr>
<td>Day 2</td>
<td>9/03 Psychoanalytic theory</td>
<td>Desensitization, etc.</td>
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<td>Day 3</td>
<td>9/10 Post Freud /Existentialism</td>
<td>Rogers</td>
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<tr>
<td>Day 4</td>
<td>9/17 Test 1: Rogers</td>
<td>Carkhuff demo &amp; ethics</td>
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<td>Day 5</td>
<td>9/24 Common Factors</td>
<td>Microcounseling exercise</td>
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<td>Day 6</td>
<td>10/01 Rational Theory: Ellis</td>
<td>Internet-based cognitive restructuring</td>
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<td>Day 7</td>
<td>10/08 Rational Theory: Decision Making</td>
<td>Decision Making Demo &amp; Exercise</td>
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<td>Day 8</td>
<td>10/15 Test 2: Barlow, 1 thru 9 Behavioral theory handout</td>
<td>Drug decriminalization discussion</td>
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<td>Day 9</td>
<td>10/26 Substance abuse prevention and treatment</td>
<td>Girth Control</td>
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<td>Day 10</td>
<td>10/29 Stress inoculation</td>
<td>Positive Psychology</td>
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<td>Day 11</td>
<td>11/05 Continuation</td>
<td>Continuation</td>
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<td>Day 12</td>
<td>11/12 Test 3 Barlow 10-19</td>
<td>Assertion Training Exercise</td>
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CACREP Objectives

Accrediting bodies often require specific instructional objectives. This course addresses objectives in several curricular areas required by CACREP; it also focuses on academic content required by the American Psychological Association’s accrediting body reflected in the Psychologist Licensure Exam. CACREP mandates that its objectives be depicted in all course syllabi in the format below. Please realize, however, that the contents of this course are not restricted to the CACREP list.

The student will:

1. Understand theories of learning and personality development, including current understandings about neurobiological behavior.
2. Understand a general framework for understanding exceptional abilities and strategies for differentiated interventions.
4. Understand counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling.
5. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
6. Understand the importance of research in advancing the counseling profession.
7. Understand use of research to inform evidence-based practice.
8. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling.
9. Understand evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
CACREP Common Standards

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:

b. theories of learning and personality development, including current understandings about neurobiological behavior. **Standard: Content is covered by lectures (Days 2, 3, 4, 5, 6, 7, 8, 9), text on major theories, and corresponding assigned readings. Competence is assessed via objective tests.**

e a general framework for understanding exceptional abilities and strategies for differentiated interventions. **Standard: Content is covered by lectures (Days 1, 6, 7, 8, 9, 10, 11, 12, 13), texts on intervention theories and specific clinical foci and/or problems (especially Barlow), and corresponding assigned readings). Competence is assessed via objective tests.**

g. theories and etiology of addictions and addictive behaviors including strategies for prevention, intervention and treatment. **Standard: Content is covered by lectures (Days 10, 11), corresponding text chapters and assigned readings). Competence is assessed via selected items on objective tests.**

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

d. counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling. **Standard: Content is covered by lectures (Days 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13), texts and corresponding assigned readings on theories that derive from science-based practice. Competence is assessed via objective tests.**

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions, **Standards: Content is covered by relevant required text chapters (e.g., Barlow on couples counseling). Competence is assessed via objective test items on these books.**
8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession. **Standard:** Content is covered by lectures (especially Day 1) and corresponding text chapters and assigned readings). Competence is assessed via specified items on objective tests.

e. use of research to inform evidence-based practice. **Standard:** Content is covered by lectures (especially Day 1) and corresponding text chapters and assigned readings). Competence is assessed via specified items on objective tests.

CLINICAL MENTAL HEALTH COUNSELING

Students preparing to work as clinical mental health counselors will demonstrate the professional knowledge and skills/practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling. **Standard:** Content is covered by lectures (Days 1 and 12) along with corresponding text chapters and readings from on-line materials menu. Competence is assessed via objective tests. Competence is assessed via selected items on objective tests.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. **Standard:** Content is covered by lectures (Days 1 and 12) along with corresponding text chapters and readings from on-line materials menu. Competence is assessed via selected items on objective tests.

SCHOOL COUNSELING

Students preparing to work as school counselors will demonstrate the professional knowledge and skills/practices that are necessary to promote the academic, career and personal/social development of all K-12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.
COUNSELING, PREVENTION AND INTERVENTIONS

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individuals and groups of students. **Standard: Content is covered by lectures (Days 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12), texts on major theories, and corresponding readings from the on-line menu of course materials. Competence is assessed via objective tests.**