#### 1

## College of Education Department of Educational Leadership and Counseling

# **CNE 731 Advanced Counseling Theories**

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### Required Texts:

Corey, G. (2009). Theory and practice of counseling and psychotherapy (8<sup>th</sup> ed.). Belmont, CA: Thompson—Brooks/Cole. ISBN: 0-495-10212-0

Corsini, R. J., & Wedding, D. (Ed.). (2008). Current psychotherapies (8<sup>th</sup> ed.). Belmont, CA: Thompson—Brooks/Cole. ISBN: 0-495-09714-4

# Course Description and Overview:

This course is an in depth study of major counseling theories, with special emphasis on comparative analysis. The primary emphasis of this course is on helping students acquire a thorough understanding of selected counseling theories through studying the written works of prominent authors associated with these respective theories. In some cases, the work of current authors is used rather than the writings of the person who originally developed the theory. This approach is necessary in cases where the writings of the original theorist are not systemically organized and/or do not reflect the current thinking of a theoretical school. The course is oriented toward the work of the counselor in a wide range of settings.

# **CACREP Course Objectives:**

- To understand theories of multicultural counseling and theories of identity development [Section 1. II.K.2.e]
- 2. To understand theories of individual and family development. [Section II.K.3.a]
- 3. To understand theories of learning and personality development. [Section II.K.3.b]
- To understand human behavior including an understanding of developmental crises, disability, 4. exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. [Section II.K.3.c]
- 5. To understand counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling. [Section II.K.4.c]
- Doctoral program objectives address the professional leadership roles of counselor education, 6. supervision, advanced counseling practice, and research competencies of doctoral graduates. [Doctoral Standards, Section II.A]
- 7. Learning experiences beyond entry-level are required in . . . theories pertaining to the principles and practice of counseling. [Doctoral Standards, Section II.C.1]
- 8. Doctoral students will have experiences that are designed to . . . promote scholarly counseling research [Doctoral Standards, Section II.D.5]
- 9. Doctoral students will have experiences that are designed to . . . enhance technical competence [Doctoral Standards, Section I.A; II.D.6]

2

### Assignments:

- 1. Keep a *reaction journal* as your read and bring the journal to class to use in class dialogue. You will submit the contents of your journal (word processed, 12 CPI Times New Roman or Courier Font) for each week's readings at the end of each class meeting (no longer than ten double-spaced pages). **For each theory** (*including psychoanalysis*), you should include the following in your journal (for *in-class dialogue* purposes as well as class submission):
  - Your personal reactions to what the theory says about each of the important categories listed below. Identify that which you agree *and/or* disagree and provide an explanation.
    - o View of humankind/human nature/human development
    - o Maladjustment
    - o Client-counselor relationship/therapeutic alliance
    - o Goals of counseling
    - o Process and procedures/techniques of counseling
    - o Utility for working with culturally diverse populations
    - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
  - Discuss the degree to which you believe the approach resonates with the transtheoretical ("common factors") outcome literature we will discuss the first class day; and
  - Discus the degree to which you believe the approach is or could be useful in your present counseling work setting.
  - Compare the coverage of the theory in the primary source edited textbook (Corsini & Wedding) with that in the secondary source text (Corey). How well does the secondary source present the information? What, if any, part of the counseling theory is missing or inadequately addressed? Did you notice discrepancies or disagreement between the primary and secondary source texts?
- 2. Using a video case study we will see the first day, you will create a case conceptualization and treatment plan (word processed, single-spaced) based on each approach. You will use this paper *in class dialogue* prior to submission at the end of each class meeting. You will create treatment plans for the following theories: Adlerian therapy, [Either: Person-centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt Therapy], and [Either: Family therapy, constructivist therapy, solution-focused brief therapy, or narrative therapy].

**NOTE:** The Corsini and Wedding book does not address constructivist/social constructionist therapies. Corey's covers the approaches and I will provide additional readings.

- 3. **Term paper:** Using correct *APA Publication Style* (Publication Manual, 5<sup>th</sup> ed.) and *at least two primary sources* for each theory (one source may be the appropriate chapter from Corsini and Wedding; Corey *is not* a primary source). In the term paper you are to:
  - Identify common themes or ideas that resonate across the theoretical approaches;
  - Explain how these themes appear in each approach (although they use different nomenclature); and
  - using *your* guiding theory as a foundation, discuss how you might bring these themes together in an integrative and eclectic fashion to broaden and deepen your guiding theory.

**Include the following theories**: Adlerian therapy, [Either: Person-Centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt therapy], family therapy, and [Either: constructivist therapy, solution-focused brief therapy, or narrative therapy]. **Thus, the term paper will address seven (7) theories.** 

### **Grading**

Active Participation in Class Dialogues: 15% (Could be the difference between grades)

Reaction Journal: 15%

Case Conceptualizations / Treatment Plans 30%

Term Paper: 40%

#### Calendar

June 3 Introductions and Class Overview

Discussion of Transtheoretical (or Common) Factors

View case study video

Readings: C & W: Psychoanalysis; Corey: Psychoanalysis

June 10 *Adlerian Therapy* 

Readings: C & W: Adlerian therapy; Corey: Adlerian therapy

DUE: (1) Reaction journal entry for psychoanalysis; (2) reaction journal entry for Adlerian therapy; (3) case conceptualization and treatment plan for Adlerian therapy.

June 17 *Client-Centered/Person-Centered Therapy* 

Readings: C & W: Client-centered therapy; Corey: Person-centered therapy

Existential Therapy

Readings: C & W: Existential therapy; Corey: Existential therapy

DUE: (1) Reaction journal for person-centered therapy; (2) Reaction journal entry for existential therapy; (3) case conceptualization and treatment plan for either person-centered therapy or existential therapy.

June 24 Rational Emotive Behavior Therapy

Readings: C & W: REBT; Corey: CBT

Cognitive Therapy

Readings: C & W: Cognitive therapy; Corey: CBT

DUE: (1) Reaction journal entry for REBT; (2) reaction journal entry for cognitive therapy; (3) case conceptualization and treatment plan for either REBT or cognitive therapy.

July 1 Library Day: Use this day to work on your term papers

July 8 Behavior Therapy

Readings: C & W: Behavior therapy; Corey: Behavior therapy

Multimodal Therapy

Readings: C & W: Multimodal therapy; Corey: MMT is in Behavior chapter

DUE: (1) Reaction journal entry for behavior therapy; (2) reaction journal entry for Multimodal therapy; (3) case conceptualization and treatment plan for either behavior therapy or multimodal therapy.

July 15 Reality Therapy

Readings: Corey: Reality Therapy; Handout on Reality Therapy

Gestalt Therapy

Readings: C & W: Gestalt therapy; Corev: Gestalt therapy

DUE: (1) Reaction journal entry for reality therapy; (2) reaction journal entry for gestalt therapy; (3) case conceptualization and treatment plan for either reality therapy or gestalt therapy.

July 22 Family Therapy

Readings: C & W: Family therapy; Corey: Family therapy

Postmodern approaches: Constructive, Solution-focused, and Narrative Therapies

Readings: Corey: Constructivist approaches; Handouts

DUE: (1) Reaction journal entry for family therapy; (2) reaction journal entry for postmodern approaches; (3) case conceptualization and treatment plan for one of the following: family therapy, constructivist, solution-focused, or narrative therapies.

July 29 Group 1: Feminist therapy: A multicultural approach (Read Corey: Ch. 13)

Group 2: Contemplative therapies (Read C & W: Ch. 13)

Group 3: Integrative therapies (Read C & W: Ch. 14 & Corey Ch. 15)

DUE: At the end of the July 15<sup>th</sup> class, we will divide into three groups. Due to the proximity to the term paper due date, you will only be responsible for addressing the reaction journal points for your group's material. Thus, you are not required to submit a reaction journal paper and no case conceptualizations or treatment plans will be required for this week's class.

August 5 **Term Papers due** 

Discussion of term papers End of course debriefing

#### **DISABILITY STATEMENT:**

It is the policy of Sam Houston State University that no otherwise qualified disabled student shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems, stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

#### COUNSELING PROGRAM ATTENDANCE POLICY

Regular and punctual class attendance by each student is expected. The following represents the attendance policy for all courses in the Counseling Program:

- Students are permitted to miss one class (3 hours) with no penalty, but a call (or e-mail) to the professor is expected.
- With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for BOTH absences, with doctor's excuse or other documentation attached. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- An automatic drop of a letter grade will occur for each subsequent absence.

### STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.