



RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership & School Psychology
Syllabus of Record – edited October 2010

Course: CEP 532: Theories and Methods of Counseling

Prerequisites: Graduate status or consent of department chair

Required Texts: Seligman, L. & Reichenberg, L. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd edition). Upper Saddle River, NJ: Pearson Prentice Hall.

American Psychological Association (2009). *Publication Manual of the American Psychological Association, 6th Edition*. Washington, DC: Author.

CEP 532 Faculty Fall 08-Fall 10		
	Brabeck, Kalina	Ph.D.
	Richards, Robert	CAGS-Mental Health
	Weaver-Paquette, Ellen	CAGS-School Counseling
	Williams, Joy	CAGS-Mental Health

Course Description:

The nature of the counseling process and theories of counseling are considered. Included are techniques of interviewing and an examination of common and special counseling problems in various school and agency settings. Counseling techniques within each theory will be reviewed as well as each model's approach for understanding human behavior and the change process. Students analyze and develop their own personal theory of counseling as counseling practitioners in a variety of settings. Students are encouraged to examine the challenging issues confronting the counseling profession in the 21st century.

Relationship of Course to Program

This course is required of all graduate students in the Master's programs in Counseling and School Psychology. It lays the theoretical foundation and knowledge base upon which the remainder of the program is built. It provides a thorough grounding in theories and methods of various counseling approaches. This course examines the reflective practitioner model and its application to diverse global and multicultural perspectives.

Relationship to Conceptual Framework and FSEHD

The course provides a foundation for understanding counseling approaches of professional counselors specifically in mental health, school psychology and school counseling. The guiding principle of this course is to develop students into reflective practitioners who *plan, analyze and reflect* (PAR) on their learning. Various theories and approaches to counseling are analyzed, practiced and discussed for their applicability to populations with a multiplicity of cultural variables that exist in individuals such as ethnicity and racial heritage. Students are also encouraged to consider equally important issues of age, gender, sexual orientation, or socioeconomic status when designing counseling interventions. Sensitivity to

these dimensions is a crucial ingredient in the preparation of counselors giving proper emphasis to the transformation of the FSEHD Conceptual Framework into a counseling practitioner's philosophy.

<u>Course Learning Objectives</u>	<u>SPA</u>	<u>Conceptual Framework: Advanced Competencies</u>
1) Be familiar with the fundamental concepts and treatment approaches of different counseling models, their functions, and limitations.	CACREP Curricula Domain A5 NASP 2.4, 2.7	Knowledge- 1
2) Become familiar with how various counseling approaches including counselor characteristics and behaviors explain and impact the change process.	CACREP Curricula Domain E3 NASP 2.4, 2.5	Knowledge 1
3) Apply counseling models to case scenarios incorporating principles of mental health, prevention, intervention, consultation, education, advocacy and outreach.	CACREP Curricula Domain C1 NASP 2.4, 2.5, 2.7	Knowledge - 1
4) Expand knowledge base of technology and Internet resources and how these may be applied to practical problems in varied counseling situations	NASP 2.11	Knowledge 2
5) Become familiar with psychotherapy process and outcome research	CACREP Standard 5b; Curricula Domain E3 NASP 2.1, 2.5, 2.7, 2.9	Knowledge- 3
6) Explore the history and philosophy of the counseling profession	CACREP Standard 1a	Knowledge –4
7) Develop a theoretical model of counseling and philosophy of change, which is sensitive to diversity and global perspectives in the emerging counseling field	CACREP Standard 5d; NASP 2.4, 2.5, 2.7	Knowledge 3
8) Examine best practice, ethical and legal standards in counseling	NASP 2.10	Knowledge - 4

<u>Course Requirements</u>	Points	Learning objectives/ Conceptual Framework/professi onal association
<u>Class Participation/Attendance and Completion of Weekly Individual Exercises:</u> Each student will choose and complete a brief Individual Exercise Paper, (exercises can be found at the end of each chapter) to be handed in on the day that chapter is reviewed in class for a total of 10 throughout the semester.	20	1,2 Knowledge 1 CACREP Curricula Domain A5, E3 NASP 2.4, 2.5, 2.7
<u>Case Conceptualization Essays (20 % each):</u> Students will complete two case conceptualization essays from two different theoretical perspectives.	40	3 Knowledge 1 CACREP Curricula Domain C1 NASP 2.4, 2.5, 2.7
<u>Group Presentation</u> Students will present, in groups, an application of how a specific counseling model can be applied to various client populations.	20	4,5,6 Knowledge 2,3,4 CACREP Standard 1a, 5b; Curricula Domain E3 NASP 2.1, 2.5, 2.7, 2.9, 2.11
<u>Personal Approach to Counseling Paper:</u> Each student will write a paper describing her/his personal philosophy of counseling. Students should use elements of the various models discussed over the semester, and incorporate these elements uniquely into her/his personal theory of counseling. Please review pages 486-450 of the text for an overview. Specifically, the paper discusses personal beliefs about personality development, change and human behavior. Students may use elements of the various models discussed, incorporating them uniquely into their own theory of counseling. APA style for referencing.	20	7,8 Knowledge 1,2, 3,4 CACREP Standard 5d; NASP 2.4, 2.5, 2.7
Total	100	

Grades:

90-100= A

80-89=B

70-79=C

60-69=D

Below 60 = F

Note:

- *Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.*
- *Academic dishonesty, including plagiarism and/or the use of other students' work, will not be tolerated and will result in a failure for the class grade.*

Suggested Readings

Claiborn, C.D.(1982), Interpretation and change in counseling. Journal of Counseling Psychology, 29, 439-454

Cohen, L.W., Sargent, M.M., & Sechrest, L.B. (1986). Use of psychotherapy research by professional psychologist. American Psychologist, 41, 198-206.

Dobson, K.S., & Craig, K.D. (Eds.) (1998) Empirically supported therapies: best practice in professional psychology. Thousand Oaks, CA: Sage.

Forsyth, D.R., & Strong, S.R. (1986). The scientific study of counseling and psychotherapy: A unificationist view. American Psychologist, 41, 113-19.

Fosterling, F. (1986). Attributional conceptions in clinical psychology. American Psychologist, 41, 275-285.

Frank, J.D. (1982). Therapeutic components shared by all psychotherapies. In j. Harvey & M. Parks (Eds.), Psychotherapy research and behavior change (pp. 9-37). Washington, DC: American Psychological Association.

Garb, H.N. (1998). Studying the clinician: Judgment research and psychological assessment. Washington, DC: APA

Gelso, C.J. (1979). Research in counseling: methodological and professional issues. The Counseling Psychologist, 8 (3), 7-36.

- Gelso, C.J., & Carther, J.A. (1985). The relationship in counseling and psychotherapy: Components, consequences, and theoretical antecedents. The Counseling Psychologist, 13, 155-244.
- Gelso, C., & Hayes, J. (1998). The psychotherapy relationship: Theory, research and practice. New York: Wiley.
- Jacobson, N., & Truax, P. (1991). Clinical significance: A statistical approach to defining meaningful change in psychotherapy research. Journal of Consulting and Clinical Psychology, 59, 12-19.
- Picot, T. & Dolan, Y. M. (2003). Solution-focused brief therapy: Its effective use in agency settings. Binghamton, NY: Haworth.
- Rosenhan, D. (1973). On being sane in insane places. Science, 179, 250-258.
- Roth, A., & Fonagy, P. (1996). What works for whom? A critical review of psychotherapy research. New York: Guilford.
- Seligman, M. (1995). The effectiveness of psychotherapy: The Consumer Reports study. American Psychologist, 50, 965-974
- Sexton, T., & Whiston, S. (1994) The counseling relationship: An empirical review. The Counseling Psychologist, 22, 6-78.
- Sharry, J., Madden, B., & Darmody, M. (2003). Becoming a solution detective: Identifying your clients' strengths in practical brief therapy. Binghamton, NY: Haworth.
- Stiles, W.B., Shapiro, D.A., & Elliott, R. (1986). "Are all psychotherapies equivalent?" American Psychologist, 41, 165-180.
- Wampold, B., Lichtenberg, J., & Waehler, C. (in press). Principles of empirically-supported interventions in counseling psychology. The Counseling Psychologist.

Case Conceptualization Essays

Students will complete two case conceptualization essays. For each essay, students will apply a specific theory to a case study (listed below). Case histories will be provided by the instructor prior to the due date.

Case Study I: Brief Psychodynamic or Existential or Person Centered
Case Study II: CBT or DBT or Reality Theory

For each essay, students will answer the following questions in a **8-10 page typed** (including title/reference page) essay:

Please use headings to indicate each section.

1. How do you conceptualize, or explain the nature of the client’s problem(s), through the perspective of this theory? Identify what & how KEY CONCEPTS of the theory would apply to the case.
2. What goals (short-term and long-term) would you establish with this client, using this particular theory?
3. What techniques/interventions from this theory would you use to work with this client?
4. How would you know if your therapy was successful? That is, what signs of change would you look for based on this theory?
5. Describe any relevant multicultural considerations in your work with this client. 1. Include multicultural considerations for the client. 2. Multicultural considerations related to theory and 3. Relevant similarities/ differences between you and the client.

See attached rubric for information on how you will be graded. **Use of APA format will also be considered.**

Case Conceptualization Essay Rubric

Case Conceptualization		
0	1	2
Incomplete identification of key theoretical concepts; incomplete identification of presenting problem(s) and/or identified problems are inconsistent with theory chosen; inaccurate or no discussion of application of key concepts to explain presenting problems and development of presenting problem	Key theoretical concepts identified; the presenting problem(s) identified are consistent with the theory chosen; adequate application of key concepts to explain presenting problems and development of presenting problems; clear presentation of information	Thorough identification of key theoretical concepts; the presenting problem(s) identified are consistent with the theory chosen; thorough application of key concepts to explain presenting problems and development of presenting problems with links to counseling model
Goals		
0	1	2
Incomplete identification of goals (i.e., multiple key goals missing); major inaccuracies	Goals consistent with model and client history are adequately identified; clear presentation of information	Goals consistent with model and client history are thoroughly identified; goals are elaborated upon with links to model
Techniques		
0	1	2
Incomplete of techniques (i.e., multiple key techniques missing); major inaccuracies	Techniques consistent with model are adequately identified; clear presentation of information	Techniques consistent with model are thoroughly identified; techniques clearly linked to model
Evidence of Outcome		
0	1	2
Incomplete discussion, i.e., missing major areas of evidence indicating intervention’s effectiveness; major inaccuracies	Adequate discussion of evidence indicating interventions are effective; clear presentation of information	Thorough discussion of evidence indicating interventions are effective; evidence is clearly linked to model
Multicultural Considerations		
0	1	2
Minimal discussion of multicultural considerations and/or major inaccuracies	Adequate discussion of multicultural considerations; clear presentation of information	Comprehensive discussion of multicultural considerations with explicit links to model & CT history

Personal Approach to Counseling Paper

Each student will write a paper that summarizes her/his personal philosophy or theory of counseling.

This is a self-reflection paper that should incorporate information covered in class/ textbook/ other primary sources. **Students will use at least 6 primary sources (peer reviewed journals and books).** The class textbook may be used in addition to these 6 sources.

Please use headings to indicate each section.

The paper should address the student's perspective on:

1. Key Concepts (personality development, the role of addressing the past in counseling, and human behavior)
2. Signs of Change (how people change and how counseling helps them to change)
3. The role of the therapist and the nature of the therapist-client relationship
4. Goals
5. How your approach might apply (or not) to diverse groups
6. Limitations/ Strengths of your approach

Students should draw upon, and integrate, the theories we cover in class.

Reminder: Please review pages 486-490 of the text for an overview/ prompts re: your personal approach.

If readings are cited, they should be referenced using APA format.

The paper should be 10-15 pages in length (including title/reference page) See attached rubric for information on how students will be graded.

Personal Theory Paper Rubric

Construct/ <i>Advanced Competency</i>	Beginning	Developing	Accomplished	Exemplary
Personality and human development/ <i>Knowledge 1</i>	unclear explanation of foundations and basic assumptions	some explanation of foundations and basic assumptions	clear explanation of foundations and basic assumptions	thorough explanation of foundations and basic assumptions
Lever for change/ <i>Knowledge - 1</i>	not included or unclear discussion of what changes in therapy	some consideration of what changes in therapy	adequate discussion of what changes in therapy	what changes in therapy is lucidly connected to important concepts of human nature and personality development

Therapist/client relationship/ <i>Knowledge - 1</i>	not included or vague description of the therapeutic relationship	incomplete description of some components of the therapeutic relationship that does not include client or therapist role	adequate description of important components in the therapeutic relationship including client and therapist role	exemplary description of important components of the therapeutic relationship including client and therapist role
Use of the past in therapy <i>Knowledge 1</i>	not included or vague description without connection to lever of change or personality development	incomplete description with little connection to lever for change and/or personality development	consistent description with clear connection to lever for change and personality development	exemplary description with lucid connection to lever for change and personality development
Goals of therapy/ <i>Knowledge -4</i>	not included or vague goals and objectives	simplistic goals and objectives loosely linked to theory	well developed goals and objectives clearly linked to theory	thorough goals and objectives tightly linked to theory
Client population and limitations of theory/ <i>Knowledge- 3</i>	not included or uncertain expression of application of theory to diverse populations	some knowledge of application of theory to diverse populations	appropriate discussion of application of theory to diverse populations	clear expression and explanation of application of theory to diverse populations
Writing conventions/ <i>Knowledge -2</i>	paper does not facilitate understanding of the material; many mechanical errors	paper moderately facilitates understanding of the material; minor mechanical errors with APA style	paper is well organized; facilitates understanding of the material; few minor mechanical errors with APA style	paper does a very good job of facilitating understanding of the material; free of mechanical errors with APA style

SPA alignment

CACREP Standards 5d

NASP 2.4, 2.5, 2.7, 2.11

Presentation Guidelines
Application of a counseling approach to working with
a specific population

Groups will present an application of how a specific counseling model can be applied to a special client population or presenting concern (**30-40 minutes**).

The presentation should include:

- a thorough description of the target population or presenting concern
- a hypothetical case to illustrate specifically how the counseling model you selected would work with an individual person from this special population or with this presenting concern
- a description of how the chosen model would conceptualize the issues of the special population or presenting concern. **Do not summarize the theory, instead APPLY it to your case/ presenting problem. Assume that you are presenting to an informed audience.**
- an interactive portion that will involve audience/ class participation/ activity

Examples of presentations might include (and this list is not exhaustive)

- Cognitive-Behavior therapy with adolescents
- Person-centered counseling with women
- Psychodynamic therapy for persons with eating disorders
- REBT with depressed persons

Handouts should be included in the presentation to summarize information to be presented and to facilitate discussion of the material. These handouts should include sources from which you got your information. **You need to cite at least FIVE reputable/primary sources (i.e., NOT websites or internet sources, but rather sources from peer reviewed journals and books).**

It is entirely up to you whether to use power point or other physical aids. Please let the instructor know before hand if you will require technical support.

Presentation Rubric

	Beginning	Developing	Advanced
1. Organization	Ideas may not be focused or developed; the main purpose is not clear. The introduction is undeveloped. Main points are difficult to identify. Transitions may be needed. There is no conclusion or may	Main idea is evident, but the organizational structure many need to be strengthened; ideas may not clearly developed or always flow smoothly and the purpose is not clearly stated.	Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience and clearly states the specific purpose of the

	not be clear the presentation has concluded. Conclusion does not tie back to the introduction.		speech. Main points are clear and organized effectively.
2. Topic Knowledge	Student does not have grasp of information; student cannot answer questions about the subject. Few, if any, sources are cited. Citations are attributed incorrectly. Inaccurate, generalized, or inappropriate supporting material may be used. Over dependence on notes may be observed.	Student has a partial grasp of the information. Supporting material may lack in originality. Citations are generally introduced and attributed appropriately. Over dependence on notes may be observed.	Student has a clear grasp of information. Citations are introduced and attributed appropriately and accurately. Supporting material is original, logical and relevant. Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
3. Audience Involvement	The presenter is not able to keep the audience engaged.	The presenter is able to keep the audience engaged most of the time. When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas.	The presenter is able to effectively keep the audience engaged. Material is modified or clarified as needed given audience verbal and nonverbal feedback. Nonverbal behaviors are used to keep the audience engaged. Delivery style is modified as needed. Topic selection and examples are interesting and relevant for the audience and occasion.
4. Verbal Effectiveness	Language choices may be limited, peppered with slang or jargon, too complex, or too	Language is appropriate, but word choices are not particularly vivid or precise.	Language is familiar to the audience, appropriate for the setting, and free of bias. Language

<p>_____</p> <p>5. Nonverbal Effectiveness</p>	<p>dull.</p> <p>_____</p> <p>The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive.</p>	<p>_____</p> <p>The delivery generally seems effective – however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message.</p>	<p>choices are vivid and precise.</p> <p>_____</p> <p>The delivery is extemporaneous -- natural, confident, and enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate.</p>
<p>6. Handouts</p>	<p>Handouts were not used, and/or inaccurate and poorly organized.</p>	<p>Handouts met assignment guidelines. Materials may lack organizational/informational standards.</p>	<p>Handouts were organized, exceeded assignment guidelines and were exceptionally incorporated into presentation.</p>

STUDENTS WITH DISABILITIES

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.

ACADEMIC HONESTY STATEMENT

Students in this course are expected to abide by the principles of academic honesty. Students who willfully violate these principles (e.g., by cheating on examinations and assignments, plagiarizing, altering or changing records, etc.) cheat themselves, destroy any presumption of personal integrity, and degrade the value of education. It is especially important that all students understand the nature of plagiarism, for their written work will be judged rigorously for honesty.. There are various forms of plagiarism of which the following are most common:

1. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (book, magazine or newspaper article, unpublished paper or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work within your paper use of quotation marks.

2. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

3. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference with the text of the paper.

4. Many facts, ideas, and expressions are common property and need not be acknowledged, (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York-It's a great place to visit, but I wouldn't want to live there"), to acknowledge indebtedness.

(Note: The above paragraphs are based largely on D. Sears, Harbrace Guide to the Library and the Research, p. 39). It is especially important that all students understand the nature of plagiarism; for further explanation, see Sears, Harbrace, *Guide to the Library and Research paper*. Student Handbook, pg 35

5. Self-plagiarism: Unauthorized multiple submissions of work for credit is a form of academic dishonesty. It occurs when a student, who has not been given permission to do so, submits for academic credit work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself. *Adopted by the Rhode Island College Council, spring 2006.*

A student who commits academic dishonesty will incur one of the following penalties depending on the severity of the infraction:

1. A low or failing grade on the assignment in which the offense occurred.
2. An additional assignment.
3. Reduction of the final grade up to and including course failure
4. Any combination of the above.

Students who willfully violate the principles of academic honesty (e.g., through cheating on examinations or assignments, plagiarism [see below], altering or changing records, etc) are subject to consequences ranging from an effect on their grade to academic probation or expulsion depending on the seriousness of the act. Any student accused of academic dishonesty may appeal to the Board of College Discipline.