

THEORIES IN COUNSELING

EDP 381 Room #435 Mondays 4:30 – 7:30 Unique: 10520
Fall 2013

Instructor

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Course Description and Objectives

This course is a graduate level introduction to counseling theories with an emphasis on the major models within the field. Specifically, theoretical foundations, client and counselor dimensions, techniques and the active ingredients of change will be explored in each model. Further an emphasis of this class is on the application of how theories are applied in various counseling settings and populations. Subsequently, we will frequently engage in exercises to practice the application of the key concepts from each theory to case material and then discuss the strengths and weaknesses of each approach.

The class format will be brief lectures, discussions, experiential exercises, presentations, videos, and analysis of case material. The primary goals of the class are for students to become familiar with the primary assumptions, goals, and structure of each theory. As students in the class have different specializations, an emphasis will be placed on applying theory to the population and settings of greatest interest to students. In addition, students should make significant progress in their ability to conceptualize client issues from a variety of theoretical perspectives, as well as actively discuss their own theoretical orientation. A further goal will be to discuss cultural limitations and personal reactions to each theory described in class.

Primary Text(s):

Archer, J. J., & McCarthy, C. J. (2006). *Theories of counseling and psychotherapy: Contemporary Applications*. Upper Saddle River, NJ: Prentice Hall

Select Chapters from: Rochlen, A. B. (2007). *Applying counseling theories: An online, case-based approach*. Upper Saddle River, NJ: Prentice Hall.

Supplemental Chapters (from the following texts or chapters) –

- Barrows, P. (2001). The aims of child psychotherapy: A Kleinian perspective. *Clinical Child Psychology and Psychiatry* 6: 371-385.
- Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1970). Session by session treatment: A typical course of therapy. In *Cognitive therapy of depression*. (pp. 104-116). Guilford press: New York.
- Bratton, S. C., Ray, D. C., Edwards, N. A., and Landreth, G. (2011). Child-Centered Play Therapy (CCPT): Theory, Research, and Practice. *Person-Centered and Experiential Psychotherapies*, 8 (4), 266-281.
- Brown, L. S. (1994). Toward a subversive dialogue with the reader. In *Subversive dialogues: Theory in feminist therapy*. (pp. 17-46). New York: Basic Books.
- Campbell, C. A. (1993). Interview with Violet Oaklander, author of *Windows to our Children*. *Elementary School Guidance & Counseling*, 28 (1), 52-61.
- Carlson, J., Watts, R., & Maniaci, M. (2005) The Contemporary Relevance of Adlerian Therapy. In *Adlerian Therapy: Theory & Practice*. (pp. 21-40). Washington, D.C.: American Psychological Association.
- Comas-Diaz, L. (1994). An Integrative Approach. In L. Comas-Diaz & B. Greene (Eds.), *Women of color: Integrating ethnic and gender identities in psychotherapy*. (pp. 287-318). New York: Guilford Press. (1)
- Comas-Diaz, L. (2000). An ethnopological approach to working with people of color. *American Psychologist* 55 (11), 1319-1325.
- Cooper, M. (2003). Logotherapy: Healing through meaning. In *Existential Therapies*. (pp. 51-62). Thousand Oaks, CA: Sage Publications Ltd. (2)
- Deblinger, E., Behl, L. E., & Glickman, A. R. Trauma-focused Cognitive-Behavioral therapy for children who have experienced sexual abuse. In P.C. Kendall (Ed.), *Child and Adolescent Therapy* (4th ed.) (pp. 345-378). New York: Guilford Press.
- DiGiuseppe, R. & Bernard, M. E. (1999). REBT assessment and treatment with children. In A. Ellis & M. Bernard (Eds.), *Rational emotive behavioral approaches to childhood disorders: Theory, practice and research* (pp. 85-114). New York: Springer.

- Ecklund, K. (2012). Intersectionality of identity in children: Case study. *Professional Psychology: Research & Practice* 43 (3), 256-264.
- Even, T.A., Armstrong, S.A. (2011). Sandtray for early recollections with children in Adlerian play therapy. *The Journal of Individual Psychology* 67 (4), 391-407.
- Fitzgerald, B. (2005). An Existential view of adolescent development. *Adolescence* 40 (160), 793-799.
- Grant, J. & Crawley, J. (2002). Mirrors to the self: An introduction to transference. In *Transference and projection: Mirrors to the self*. (pp. 1-17). Buckingham: Open University Press.
- Green, E. J. (2012). The Narcissus Myth, Resplendent Reflections, and Self-Healing: A Jungian perspective on counseling a child with Asperger's Syndrome. In L. Gallo-Lopez & L. C. Rubin (Eds.), *Play-based interventions for children and adolescents with autism spectrum disorders* (pp. 177-192). New York: Routledge.
- Jacobs, S. (2009). Humour in Gestalt therapy – curative force and catalyst for change: a case study. *South African Journal of Psychology* 39 (4), 498-506.
- Kahn, M. (1991). *Between therapist and client: The new relationship*. New York: W. H. Freeman and Company.
- Lantz, J. & Raiz, L. (2003). Play and art in existential trauma therapy with children and their parents. *Contemporary Family Therapy* 25 (2), 165-177.
- Mayes, C. & Mayes, P. B. (2006). Sandtray therapy with a 24-year-old woman in the residual phase of schizophrenia. *International Journal of Play Therapy* 15 (1), 101-116.
- McWilliams, N. (1994). Psychoanalytic character diagnosis. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process*. (pp. 19-39). New York: Guilford Press.
- McWilliams, N. (2004). The psychoanalytic sensibility. In *Psychoanalytic psychotherapy: A practitioner's guide*. (pp. 27-45). New York: Guilford Press.
- Page, S. (1999) Counsellor: Person, shadow and mask. In *The shadow and the counselor: Working with darker aspects of the person, role and profession*. London: Taylor & Francis.
- Perls, F. (1969). Dreamwork seminar. In *Gestalt therapy verbatim*. (pp. 74-95). Real people press: Utah.
- Rogers, C. R. (1961). Some hypotheses regarding the facilitation of personal growth. [and] The characteristics of helping relationship. In *On becoming a person: A therapist's view of psychotherapy*. (pp. 31-57). Houghton Mifflin company: Boston.
- Russell, E. & Fosha, D. (2008). Transformational affects and core state in AEDP: The emergence and consolidation of joy, hope, gratitude, and confidence in (the solid goodness of) the self. *Journal of Psychotherapy Integration* 18 (2), 167-190.
- Sue, D. W., Ivey, A. E., & Pedersen, P. B. (1996). Shortcomings in contemporary theories of counseling and psychotherapy. In *A theory of multicultural counseling and therapy*. (pp. 3-12). Pacific Grove, CA: Brooks/Cole Publishing.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (2004). Jung and the practice of analytic psychotherapy. In *Counseling and psychotherapy theories in context and practice*. (pp. 111-128). New Jersey: Wiley publishing.
- Yalom, I. D. (1989) Fat lady. In *Love's executioner & other tales of psychotherapy*. (pp. 87-117). New York: Basic Books.

Weekly Topic Areas and Reading:

September 9:

WELCOME! Course Overview/Syllabi Review, Project Assignment overview, Review of how to use theory with clients; Theory versus diagnosis; Theoretical Orientation; Why Theory? Schools of theory and Begin Psychoanalytic Theory

September 16: Freud and classic psychoanalytic approaches

Readings:

All: Archer & McCarthy (2); Rochlen (1); Kahn (2)

Student Option: Grant & Crowley (1); McWilliams (2004)

September 23: Jungian Therapy & Time-Limited Dynamic Psychotherapy

Readings:

All: Rochlen (2 & 5); Sommers-Flanagan

Student Option: Russell & Fosha; Barrows; McWilliams (1994);

September 30: Self Psychology & Jungian Approaches, continued

Readings:

All: Kahn (5)

Student Option: Page; Mayes & Mayes; Green

October 7: Adlerian Therapy

Readings:

All: Archer & McCarthy (3)

Student Option: Carlson et al.; Even & Armstrong

October 14: Person Centered Therapy

Readings:

All: Archer & McCarthy 4; Kahn (3)

Student Option: Rogers; Bratton et al.

October 21: Existential Therapy

Readings:

All: Archer & McCarthy (5), Grant & Crawley

Student Option: Cooper; Yalom; Fitzgerald; Lantz & Raiz

October 28:

Exam 1: First 2 Hours

STUDENT PRESENTATIONS

November 4:

Gestalt Therapy

Readings:

All: Archer & McCarthy (6); Perls

Student Option: Houston; Jacobs; Campbell (Oaklander interview)

STUDENT PRESENTATIONS

November 11: REBT & Cognitive Therapy

Readings:

All: Archer & McCarthy (9); Rochlen (10 & 11)

Optional Readings (time permitted): Beck; DiGuiseppe & Bernard; Deblinger et al.

STUDENT PRESENTATIONS

November 18: Feminist and Multicultural Perspectives

Readings:

All: Archer & McCarthy (9) Sue et al.; Brown

Student Option: Comas-Diaz (1994); Comas-Diaz (2000); Ecklund

STUDENT PRESENTATIONS

November 25: Family Therapy and Narrative Therapy

Guest Lecturer: Dr. Leslie Moore

Readings:

All: Archer & McCarthy: (10 & 13)

December 2nd:

In-class assessment

Primary Requirements and Expectations for Class and Participation

1. Readings need to be done before the week they will be discussed.
2. Attendance and active participation are critical. IF you expect to miss a class please let me know ahead of time. Missing more than one week during the semester will likely have an impact on your grade.
3. Completion of all assignments in a professional and timely manner

Assignments:	Points:	Due Date:
Major Class Presentation (Group Assignment)	25 points	On assigned date
Class Attendance & Participation (CAP)	13 points	Everyday
Short Reflection Papers	12 points (3 required)	Different points through semester
Exam 1	25 points	October 28th
Case-Based Exam 2	25 points	December 2nd

100 points total: 93-100=A, 90-92=A-, 87-89 =B+, 83-86=B, 80-82=B-, 77-79 =C+, 73-76=C, 70-72=C-

Major Class Presentation – 25 Points

The MCP will be a team project involving the preparation and presentation that will likely feature an edited digital video. The video will be an 8-10 minute clip as part of a 30-minute presentation. This presentation is an opportunity to demonstrate the application or core tenets of a theory in a creative, artistic, and educational manner. There are many variations of this assignment, some of which will be discussed in class. Grades for this assignment will be based on preparation of the materials, quality of the video, content and accuracy of the presented information, and general presentation style. There are several good demos of how to use I-movie online and support for the use of this program in the LTC lab. Team pairings will be made based on common interests (either in a theory or population), time availability, with an effort made to have at least one team member competent in basic video editing and design.

Importantly (and a new 2013 twist) is that 5 of the 25 points of this assignment will be peer based. In essence, each group member will be asked to rate each participant in their group. The emphasis for this part of the grade will be on the perceived extent of participation, cooperation, and “doing their share” of the work/project.

Attendance/Participation (13 points)

Students should be prepared to discuss the readings during each class. All students are expected to participate fully in these activities. Absences should be avoided. More than one absence will impact your participation grade. More specifically, 1 point will be subtracted from your participation grade for each missed course with ½ point deducted for late arrivals. Attendance does not equal participation and attendance alone will not result in full credit for this important part of the class.

Quizzes: If it is determined that overall the class is not sufficiently prepared to discuss the readings and theory of the day, quizzes may be given. These quizzes will be based on the content of the readings for the day. The grades for these quizzes will be credited toward participation grades.

Short Reaction Papers (12 points)

At four times during the semester, I will post (to BB) or share in class brief reflection prompts. These prompts may be based on readings, classroom discussions, or brief labs or in class exercise. To receive credit for these prompts/questions, you need to respond to 3 of these 4 prompts – within 2 days of the question/prompt being posted (notified in class or via email). Please note, in these responses I’m looking for thoughtful posts with depth yet brevity! More detail on this new assignment the first day of class.

Exam 1 (25 points)

Exam one will be a short-answer exam evaluating student’s understanding of the key components of the theories discussed through roughly the first 2/3rd the class.

Final In-Class Conceptualization Assessment (25 points)

For in-class assessment, you will be given a case to conceptualize from primarily one theoretical orientation. You will have a choice of 2 approaches to apply. Typical questions for cases include: "Conceptualize the case from the _____ perspective. What are the key issues in your goals for counseling? What additional information (if any) would you need to formulate a more in-depth conceptualization? What do you see as the strengths and weaknesses of this approach for this particular case? What problems or issues would you anticipate working with this client from this perspective? How would you evaluate the success and /or failure of therapy from this perspective? Are there any aspects of this case which would typically be better responded to by an alternative theoretical framework? If so which ones and what theoretical frameworks? What cultural issues would be relevant for you if you were to work with this client? More information on this assessment will be provided in class.

Students with Disabilities

If you are a student with a disability and need reasonable accommodations, please see me at the start of the semester. You are also advised to be registered with the office of the Dean of Students (Students with Disabilities). Official documentation is needed for us to insure appropriate accommodations.