

**EDP 384C: THEORIES OF COUNSELING (Unique #10890)**

**Fall 2015**

**Monday 4:00 – 7:00**

**Room: SZB 432**

Professor: Leslie Ann Moore, Ph.D. Telephone: 512-471-0357  
Office: SZB 262J 512-934-3834\*  
Office Hours: M, W 2-3 email: lamoore@austin.utexas.edu\*  
By appointment \*Preferred

Teaching Assistant Rebecca Pence  
Office Hours: Tuesday, 1-2  
Email: rebeccapence@utexas.edu

CANVAS: canvas.utexas.edu

**Services for Students with Disabilities**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations

**Course Description and Objectives**

The purpose of this course is to provide a graduate level review of major counseling theories. Students in the course will:

- a. analyze their assumptions about human behavior and how change occurs.
- b. understand the role of the psychobiological basis of behavior and emotions.
- c. understand and critique the major models of individual therapy, including psychoanalytic, humanistic, cognitive, and social constructive approaches.
- d. identify contextual factors that impact the therapeutic system - e.g. ethnicity, race, culture, gender, sexual orientation, abilities, socio-economic status, citizenship and other factors.
- e. examine research associated with the models.
- f. select and evaluate the model of therapy that most closely matches their assumptions about the process of change and development.
- g. examine ethical dilemmas related to theoretical approaches.

The activities of the course will include lectures, role-plays, videotape analyses, case discussions and writing activities. The prerequisite is that students are enrolled in a graduate level counseling program or a related area.

### Required Readings

McCarthy, C.J. & Archer, J. (2015). *Theories of counseling and psychotherapy*. [Vital Source ed.] Retrieved from <http://www.vitalsource.com>

Kahn, M. (1997). *Between therapist and client: The new relationship*. New York: W. H. Freeman and Co.

Reading Packet Available @ UT Copy Services, McCombs School of Business, GSB 3.136 (21st and Speedway).

### Course Requirements

1. **Class participation (Total = 5 points):** Given the seminar format used in this class, everyone needs to be punctual and attend consistently. Class participation will include discussion of readings, asking relevant questions and participating in role-plays and activities. Being late excessively or use outside use of technology will result in loss of these points.
2. **Discussion Post – What’s my Theory? (Total = 5 points – Due on Tuesday, September 8<sup>th</sup>.** The students will write a 3-5 sentence discussion post on the orientation survey noting their results on the survey and their evaluation of the degree to which the results confirmed what they know about themselves or contradict. They will cite at least one item on the test to support their self-evaluation.
3. **Discussion Post on Multicultural Readings (Total = 5 points):** Students will identify a challenge that was presented for based on the readings (Nezu, Comaz-Diaz, first day activities or another experience in life). They will also discuss how they plan to approach this challenge.
4. **Case Studies: (Total = 40 points, 20 Points Each):** The case study analyses for the psychodynamic and CBT theories are each to be a four page (approximately) analysis of a client that addresses the three major questions:
  - What sustains the problem for the client?
  - How would the therapist intervene using the designated theory?
  - Evaluation of the appropriateness of the model for the case, including consideration of diversity issues.Note: These papers may be written from the perspective of either the first person (as if you were the therapist) or from third person as if you are writing about the therapist.
5. **Course Readings (Before Each Class):** The class schedule provides an outline of when readings will be covered in class. Please read the assigned materials before the scheduled class day.

6. **Evidence-Based Analysis Group Project (Total = 20 points)** Students will be assigned to one counseling theory. They will work in small groups to examine relevant literature on the evidence that supports the use of the model. The project will provide the following information using 3 to 5 PowerPoint slides that will be posted by Becca on Canvas and presented in class by the group:
  - Choose one article that addresses the research done on the effectiveness of the model.
  - A summary of the reviewed literature, including,
    - approaches used to demonstrate the effectiveness – quantitative, qualitative, experimental design (comparison to control vs. other model), meta-analysis, single case design, etc.)
    - specific recommendations for the use of the model (population, type of problem, etc.)?
    - limitations in research efforts to demonstrate a model’s effectiveness.
    - presence or absence of recognition of issues of diversity in the research (no reference, diversity mentioned, careful inclusion in the design, etc.)
    - general recommendations for continued research on the evidence-based support for the model.

7. **Exams (Homework - 45 points):** The students will complete three exams on CANVAS where they will explore their own self-**awareness**, demonstrate **knowledge** of concepts and practice **skills** by responding to vignettes. The format includes objective and short answer questions.
8. **Final Paper** (Total Points = 30) Due after November 25<sup>th</sup> and before December 8th. Write a well organized 5 to 6 pages, double-spaced, paper on your theoretical orientation toward counseling. Initially confine yourself to a single theoretical approach. The following information is to be included; however, please structure your paper in a way that is meaningful to you rather than simply addressing these points in a sequential list. Describe the approach, which is most appealing to you, and provide a rationale. Explicate how your personal worldview and cultural characteristics play a role in the selection of your approach. Identify your personal strengths and challenges that you see yourself having in applying this approach. Use a brief hypothetical case to support your rationale. Provide your understanding of limitations of the model (Your examination of these factors may or may not be a place where you use other models strengths to challenge your chosen theory). Provide at least 1 outside resource that supports your rationale – e.g. could be research about efficacy, multiculturalism, applying the model to a specific diagnosis, setting, population, etc.) Be sure to include what you know about the theories evidence based research in your rationale. Other factors that do not have to be included but may be useful in your rationale may be the setting in which you see yourself working.

This paper is expected to be of high academic quality. The different outside resources may include professional journals, book chapters, and counseling videos from the database. The text offers an excellent bibliography of resources and resources are available through our databases in the University Library System. Citations and the reference list should be given using APA format. General information related to the theory from the McCarthy and Archer text do not need references; however if the information is specific, use a citation and add the text to the reference list. For example the fact that Freud describes the id, ego and superego does not need reference; however, comments in the text about the limitations of a model would need to be cited.

Evaluation		
Class participation, punctuality	5	
Week 1 –Post Class Discussion Posts	10	141 to 150 Points = A
Case Studies (2 @ 20 points)	40	135 to 140 Points = A-
Exams (3 @ 15 points)	45	130 to 134 Points = B+
Evidence-Based Group Project	20	126 to 129 Points = B
Final Paper	30	120 to 125 Points = B-
		115 to 119 Points = C+
		111 to 114 Points = C
Total	<hr/>	105 to 110 Points = C-
	150	90 to 104 Points = D- to D+
		Below 90 Points = F

Note: Unexcused late assignments receive a letter grade deduction per day late.

\*Students in Counselor Education or Counseling Psychology earning below a B- in a graduate course will be required to take the course again. Failing a course while in a counseling program will result in academic probation.

### Course Policies

**Attendance Policy:** If for some reason you are absolutely unable to attend class, please send me an email before class if possible. One absence from class without an approved excuse will result in a five-point deduction from

your class grade, and a second absence will result in another five-point deduction. An excused absence includes illness, family emergencies, or other unavoidable situations such as your car breaking down on the way to class. These should be cleared with me in advance or as soon as is possible.

An **excused** absence will **not** result in a five-point deduction if you e-mail me a quality three page thought paper on the readings you missed that day within 72 hours of the class you missed (unless you make other arrangements with me in advance). The thought paper should include your reactions to the class readings for the day you missed and will be graded on a five point scale (0 – unsatisfactory, 5 = excellent). Please consult me if you have questions about this assignment. Students who are consistently late will also have points deducted from the class participation grade. Students, who miss three or more classes, even if they are excused, cannot receive a grade higher than C for this course, except in extraordinary circumstances cleared with me such as serious illness or family emergencies.

**Professional conduct:** Students are expected to behave in a professionally responsible manner when engaged in graduate studies in a professional field. Please refer to your professional training program handbook for details on student professional responsibilities.

**Student rights and responsibilities:** Given that this course is designed to prepare you for counseling fieldwork, it is important that in our discussions we create an atmosphere conducive to professional development. Students are encouraged to respect diverse opinions and to challenge ideas in a respectful manner. When given the opportunity to provide feedback include comments on personal strengths. Respecting colleagues also includes providing feedback on areas in which continued growth is recommended. It is also important that we discuss aspects of our own identity that might impact our work with clients, including aspects of human diversity. During role-plays, please observe the student rights and responsibilities listed below (adapted by a list developed by Dr. Chris McCarthy):

#### **Student Rights**

- a clear statement regarding the purpose of role-plays/interviews used in class
- an opportunity to seek information about counseling theories and to pose questions:
- the exercise of reasonable safeguards on the instructor's part to minimize the potential risks of role-play activities;
- respect for privacy with regard to what interviewees will reveal as well as to the degree of disclosure;
- the freedom to say, "I don't want to go further for now" when receiving feedback
- the right to have a growth mindset (be a learner, make mistakes, with "not knowing" being valued without the pressure to already be an expert.

#### **Student Responsibilities**

- **Confidentiality:** Students will be asked to keep all class discussions, role-plays, and interviews confidential. All class materials should be kept confidential (recordings, papers, etc.)
- **Participation:** It is expected that members will attend all class meetings, read assignments according to the class schedule, be punctual, and be an active class member. A large portion of this class is discussion based – class members are encouraged to share their ideas and leave "floor time" for others to participate.
- **Respect for Others:** While all interpersonal exchanges present at least the possibility for disagreement, conflict, or negative feelings, class members are expected to make every effort to act in the best interests of other class members. Students are requested to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
- **TECHNOLOGY RESTRICTIONS:** *Laptops, cell phones, tablets, etc. can be great productivity tools, but they are not conducive to demonstrating interest, respect to other people and professionalism. During the discussion part of class, counseling videos and during role-plays, please put these devices away. I do not see the need for phones being out at any time, so please be certain that they are silenced and put away. However, I am aware that some people value electronic note-taking (organization, reduced waste, efficient storage etc.). During the didactic portion of class, you may take notes on your computer. Please*

***be certain if you choose this option, that you can stay focused without being reminded by the instructor or the TA and not be seduced by other functions (Facebook, google, calendar, social media, etc.). For guest presenters, please have paper to take notes and do not use your computer for note-taking. I reserve the right to change this policy at any time and to adjust your participation grade if this privilege is abused at a class or individual level.***

- **Academic Integrity:** If using others' ideas or quoting others' thoughts, please use citation using APA style for citation, and provide a reference at the end of the assignments. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of Scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the UT Learning Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address.  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)
- **Religious Holidays:** University policy is to respect religious holidays. Please advise the instructor of any upcoming holidays and the specific dates that you will be missing classes so that arrangements can be made for assignments and so that you are able to cover class materials.
- **Course feedback.** The course is a team effort between instructor and students: feedback is welcome. Don't wait until the end of the semester evaluation if something is problematic for you.

**Class Schedule**  
(Subject to Revision)

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	<b>Activities</b>	<b>Assignments</b>
8-31	Overview Counseling in Context Research on Psychotherapy	McCarthy & Archer, Chap. 1 Kahn, Chap. 1 Packet – Nezu Packet – Comaz-Diaz Canvas – Shean		
9-14	Psychodynamic Approaches (Freudian)	McCarthy & Archer, Chap. 2 Kahn, Chap. 2		
9-21	Psychodynamic Approaches (Adler, Jung and Kohut)	McCarthy & Archer, Chap. 3 (Adler) Even & Armstrong (Adler) Packet, Sommers-Flanagan, (Jung) Packet – Green et al. (Jung) Packet Mayes & Mayes (Jung) Kahn, Chapter 5 (Kohut)	In-Class Small group preparation and presentation of Jung, Adler and Kohut	
9-28	Psychodynamic Approaches (Modern)	Packet-McWilliams (2004) Packet – Shefler	Guest Presenter Michael Donnell	
10-5	Neurobiology and Emotional Regulation	Packet – McGowan	Guest Presenter Scott Steiner	<b>Case Study Due- Psychoanalytic</b>
10-12	Humanistic Approaches (Person-Centered & Existential)	McCarthy & Archer, Chaps. 4 & 5 Kahn, Chapter 3 Packet-Rogers (Chaps 2 & 3) Packet-Mader (PC) Packet-Lantz & Raiz (Exis)		<b>Quiz 1 Posted</b>
10-19	Humanistic Approaches (Motivational Interviewing)	Video on Canvas	Guest Presenter Mary Velasquez	<b>Quiz 1 Due</b>
10-26	Humanistic Approaches (Gestalt)	McCarthy & Archer, Chap. 6 Packet – Oaklander	Role-play: Humanistic	
11-2	Cognitive Behavioral Approaches (Behaviorism & REBT)	McCarthy & Archer, Chap. 7 Packet – Friedberg & McClure, Chap. 7		<b>Quiz 2 Posted</b>
11-9	Cognitive Behavioral Approaches	Packet –Friedberg & McClure (Chap. 8) Packet – Hall & Parsons		<b>Quiz 2 Due</b>
11-16	Cognitive Behavioral Approaches (Mindfulness & Acceptance)	Packet – Hayes	Role-Play: CBT	
11-23	Social Constructive Approaches (Solution Focused & Narrative )	McCarthy & Archer, Chaps. 10 & 11 Packet – Quick (Excerpt) Packet – Freedman & Coombs (Excerpt)	Role-play: Narrative	<b>Case study- CBT Due Quiz 3 Posted</b>
11-30	Integration and Theoretical Ethics	Kahn – Chapters 4, 6, 7 & 8		<b>Quiz 3 Due</b>
12-4	No class			<b>Final Theory Paper Due</b>

Appendix A

General grading criteria for Psychodynamic and CBT papers:

Point Value	Criteria
10 -11 points or below	Partial completion – covers less than ½ of major issues or is late or contains significant grammatical/spelling errors.
12-13 points	Includes more than ½ of major issues or is organized but contains some grammatical/spelling errors.
14-15 points	Refers to most major issues and is organized* with minimal grammatical/spelling errors. * Contains a clear thesis statement.
16-17 points	Includes all the major issues and is well written* (organized, no significant grammatical or spelling errors.) *Contains a clear thesis statement and specific supporting details. Refers to but does not integrate elaboration.
18-20 points	Meets the criteria for 16-17 points and includes fully integrated elaboration (addresses issues beyond what is required, such as ethical issues, diversity issues, refers to outside readings or ties in other fields of study, for example from outside majors, examination of limitations and strengths of the approach, uses creative dialogue, etc.)