

 <p>University of Lethbridge</p>	<h1>EDUC 5705</h1> <h2>Counselling Psychology: Theory</h2>
---	--

Fall 2013 TH373

The University of Lethbridge, Faculty of Education

Instructor:	Dr. Jim Henry	Office: TH318	Phone: 329-2271
Secretary:	Margaret Beintema	Office: TH321	Phone: 329-2732
Email:	jim.henry@uleth.ca		
Office Hours:	Students needing assistance can contact the instructor by phone, email or in person. Meetings can be arranged in TH318 or in the classroom at the end of class.		

COURSE DESCRIPTION:

Theoretical foundations in the various schools of psychotherapy. Psychoanalytic, humanistic, behavioural, cognitive, constructivist and systems therapies are covered.

Overview: This course is designed to provide students with historical and theoretical foundations in counselling psychology. We begin with a review of the nature and role of theory in professional practice, and the development of a framework for the critical analysis of theoretical perspectives. This framework will then be used to examine the prominent theories in counselling psychology.

COURSE OBJECTIVES:

Upon successful completion of this course, it is expected that students will be able to:

1. Explain the uses and the importance of theory in counselling practice;
2. Demonstrate an understanding of the key theoretical constructs, applications, advantages and limitations associated with the leading schools of psychotherapy;
3. Articulate the value and limitations of integrative and eclectic therapies;
4. Describe the many factors that influence the helping process – including social, cultural and environmental factors, relationships, the level of commitment of the client, etc.
5. Describe how things such as personal values, beliefs, experiences, attitudes and individual differences influence our personal theory and style as counsellors;
6. Develop and articulate a personal theory of counselling (through the process of integrating course material, personal reflection, self-awareness and the feedback of peers and instructor).

REQUIRED TEXTBOOKS:

Corey, G. (2013). *Theory and practice of counseling & psychotherapy (9th ed.)*. Belmont, CA: Thomson Brooks/Cole.

Publication Manual of American Psychological Association, Latest Edition.

ADDITIONAL REQUIRED READINGS:

Additional required readings will be provided in class (either in hard copy or via links of full text online versions.)

OPTIONAL RESOURCES:

Corey, G. (2005). *Case approach to counselling and psychotherapy (6th ed.)*. Belmont, CA: Thomson Brooks/Cole.

Corsini, R. J. & Wedding, D. (2005). *Current psychotherapies (7th ed.)*. Itasca, IL: Peacock

Prochaska, J., & Norcross, J. (2007). *Systems of psychotherapy: A transtheoretical analysis (6th ed.)*. Belmont, CA: Thomson Brooks/Cole.

ASSIGNMENTS AND COURSE EVALUATION

The Course evaluation will consist of:

1. Theory Briefs	25%
2. Theory Presentation & Discussion Leadership	20%
3. Discussion & Activity Participation	10%
4. Personal Theory of Client Change	25%
5. Personal Project OR Interview	20%

1. Theory Briefs (25%)

One of the objectives of the course is to promote an understanding of the key theoretical constructs, advantages, disadvantages, etc. of the leading schools of psychotherapy. In striving towards that end we will cover about a century of research. The up side to this is that we have a great wealth of material to draw from. We will learn from some of the greatest minds in the history of psychotherapy research and practice. The down side is that the sheer volume of material can be overwhelming.

This assignment is intended to help organize the material in a way that promotes the understanding and application of the important ideas and principles. For each of the theories (or theory “groups”) that we cover you will create and submit a one-page *brief* – a summary of the important constructs, applications, strengths and limitations of that theory, as well as your own reaction to it. The summaries will not only help you understand and integrate the material, but will also serve as a set of resources for you once the course is completed. A template will be provided and your summaries are to be entered on the template and submitted on the due dates.

Further details and guidelines for grading will be provided at the beginning of the course.

2. Theory presentation/Discussion Leadership (20%)

Each student will present a theory for one of the schools of psychotherapy. (In some cases a team of two students will be involved in the presentation. In such cases, both members of the team shall receive the same mark. As well, grading for “solo” presentations will take workload into account.)

Further details and guidelines for grading will be provided at the beginning of the course.

3. Classroom (Activity and Discussion) Participation (10%)

Participation: I look at participation from the perspective of how people’s involvement leads to their own learning and to the learning of others. In this sense, just speaking up, just expressing yourself, doesn’t necessarily add to learning. And in fact, in some cases, it can actually take away from it. True participation is about a *quality* of involvement.

As well as the leadership discussions presented in class, this course will also integrate other activities throughout the term. For instance, we may take part in demonstrations or applications of the theories and discuss and dialogue together about important topics and themes that arise. These sorts of activities also require that you come to class well prepared (e.g. having completed the assigned readings). Other activities may include things such as brief discussion warm-ups (of the week’s reading) at the beginning of class.

Two weeks before the end of the course, students will submit a brief outline (approximately one page) summarizing their involvement in the course and the participation mark that they believe is warranted. The instructor will take these comments into account in assigning the grade.

(NOTE: As well, since the nature of this class commonly involves discussion and personal disclosure maintaining confidentiality is essential.)

4. Personal Theory of Client Change (25%)

Each student will prepare a term paper, outlining his or her emerging personal counselling framework. The intent of this paper is to identify, with clear justification, the theoretical frameworks or constructs that make sense to you and to integrate them into a cohesive personal theory – a personal way of understanding and describing the human condition and facilitating change. The critical analysis of each theoretical model throughout the semester and ongoing dialogue about key areas of controversy will feed into the process of clarifying your own position. Your paper should draw on additional supportive references as well as course materials, personal reflection and self-awareness.

Further details and guidelines for grading will be provided at the beginning of the course.

5. Personal Project OR Interview (20%)

NOTE: Only ONE of the following options needs to be completed for this assignment.

OPTION ONE:

Personal Project: As we explore the theories it is not uncommon to discover that we are particularly drawn to one (or more) of them. Something about the ideas, approach, philosophy, interventions, etc., may appeal to us in a compelling way. This assignment is intended to provide you with the opportunity to further explore a theory that is personally meaningful to you. The parameters of this assignment are intentionally left quite broad in order to provide you with as many options and choices as possible.

Further guidelines, suggestions and grading structure will be provided at the beginning of the course.

OPTION TWO:

Interview of Counsellor or Psychologist: This assignment is designed to give you the opportunity to talk with – to formally interview – a counsellor or psychologist regarding his or her work and personal theory of counselling and client change. If you are able to arrange an interview (likely about one hour) with a counsellor your time together should include questions such as:

From your view what is the role of the counsellor? What is the role of the client?

What is your view of the origin of personal problems and difficulties?

What factors are most important in helping clients recover and get better?

What led you to the approach you use? What most influenced your theoretical orientation?

What are some of the most common interventions used in this approach?

Further details and guidelines for grading will be provided at the beginning of the course.

NOTE: Unless prior arrangements have been negotiated with the instructor in advance, late assignments will not be accepted, and students will receive a score of “0” for that component of the course.

SCOPE AND SEQUENCE

Week	Dates	Topic	Assignments Due
1	Sept 4	Introduction and Overview	
2	Sept 11	Overview continued; Psychoanalytic Approach – Freud	
3	Sept 18	Jung, Depth Psychology and Contemporary Jungian Approaches	
4	Sept 25	Adlerian Therapy	
5	Oct 2	Behavioural Approaches	
6	Oct 9	Cognitive Approaches	
7	Oct 16	Existential Approaches	
8	Oct 23	Person-Centered Therapy	1a. Theory Briefs Part 1
9	Oct 30	Feminist Therapy	
10	Nov 6	Postmodern Approaches	
11	Nov 13	Family Systems	5. Project/Interview
12	Nov 20	Integrative Perspective	3. Participation one-pager 1b. Theory Briefs Part 2
13	Nov 27	Special Topics (i.e. Positive Psychology, Creativity; Depth Psychology)	4. Personal Theory of Client Change
<p>Other Assignment Due Dates:</p> <p>2. <i>Theory Presentation and Discussion Leadership</i>: These are presented as per the schedule we will identify early in the term.</p>			

GRADING:

A+	97 - 100%	C+	77 - 79%
A	93 - 96%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%	F	Less than 63%

Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. Program.