

**Portland State University
Graduate School of Education**

“Preparing professionals to meet our diverse communities’ lifelong educational needs.”

Diversity & Inclusiveness

- to work in diverse settings
- to promote inclusive and therapeutic environments

Research-Based Practices & Professional Standards

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional values, knowledge, and skills

Impact on Learning and Development / Personal and Professional Growth

- to ensure students and clients succeed
- to influence policy and provide leadership for organizations

Evidence-Informed Decision Making

- to use evidence to solve problems of practice and enhance therapeutic decisions

COUN 551: COUNSELING THEORIES & INTERVENTIONS I

Instructor: Rick Johnson, Ph.D.

Office: ED 506j

Phone: 503-725-9764

e-mail: johnsonp@pdx.edu

Term: Fall 2010

Location: ED 414

Time: Monday 6:40 – 9:20 p.m.

Office hours: by arrangement

PROGRAM POLICY STATEMENT

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put

forth in 2005 by the American Counseling Association:<http://www.counseling.org/resources/ethics.htm>
Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

COURSE DESCRIPTION

This course focuses on providing an overview of counseling theories and their practical applications with various populations. The emphasis will be on learning the key concepts of each major theory across three dimensions: (a) human nature, (b) pathology, and (c) treatment. Focus will also be on conceptually applying each theory to client cases and on understanding underlying values and common elements across theories. **Teaching methods:** Class time will include lecture/discussion, small group case conceptualization of vignettes, and critically watching DVDs of counseling/therapy sessions. Graduate standing is a prerequisite for this class.

COURSE OBJECTIVES

1. To promote students' understanding of the major counseling theories.
2. To promote students' understanding of basic techniques associated with each theory.
3. To promote students' ability to compare and contrast the underlying values and tenets of each theory.
4. To promote students' awareness of the therapeutic process.
5. To promote students' awareness of research regarding predictors of effective counseling.
6. To promote students' sense of professional identity as a counselor and awareness of ethical considerations.
7. To promote students' awareness of the impact of culture and client/counselor characteristics on the counseling process.

CACREP STANDARDS ADDRESSED

SECTION II, 5 Helping Relationships:

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal mode of counseling.

REQUIRED TEXTBOOK

Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

COURSE REQUIREMENTS & EVALUATION CRITERIA

1. **Attendance & Participation:** Students are expected to attend all classes and to participate as actively as possible. As noted above, tardiness as well as lack of attendance and/or participation will adversely affect grades. Students receive 3 points for each class attended.

2. TK20: Students must purchase TK20. Exams and papers will be taken, uploaded, and scored on TK20. TK20 will be used to assess and document students' mastery of relevant CACREP standards.

3. Weekly Tests (20 points each): There will be nine tests (1 per week) over the term. Each test will have objective questions and brief essay questions focused on the key concepts of each theory and material from the previous week's lecture. The tests are taken on TK20 by the day before the next class. More detail will be provided in class.

4. Weekly Application Papers (20 points each): Each week students will apply the designated theory to a typical client case. Papers will be graded on appropriate use of theoretical concepts (8 points), application of theory to a case (8 points), and writing clarity (4 points). Papers should be copied and pasted into TK20 for grading by the day before the next class.

GRADES

A = 94% - 100%, A- = 90 - 93%, B+ = 87% - 89%, B = 84% - 86%, B- = 80% - 83%, etc.

COURSE SCHEDULE *The course schedule may be modified as needed.

<u>Date</u>	<u>Reading Assignment</u>	<u>Seminar Topic</u>
9/27	Corey: ch 1-2	Overview; Multiculturalism; Counselor Characteristics
10/04	Corey: ch 4	Psychoanalysis
10/11	Corey: ch 5	Adlerian
10/18	Corey: ch 6	Existential
10/25	Corey: ch 7	Person-Centered
11/01	Corey: ch 8	Gestalt
11/08	Corey: ch 9	Behavior Therapy
11/15	Corey ch 10	Cognitive-Behavioral Therapy
11/22	Corey: ch 11	Reality Therapy
11/29	Corey: ch 12	Feminist Therapy
12/6		Rickisms; Course evals

NOTE: In accordance with the Americans with Disabilities Act, the instructor would like to offer reasonable accommodations to qualified students with a disability. This statement in no way asks that students identify themselves as having a disability; however, reasonable accommodations can only be granted when students make their disability known to the instructor through university documentation.