

NIAGARA UNIVERSITY  
Department of Education

Spring 1999

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A. Course Number and Title

EDU 654: Counseling Theories and Practice

B. Catalogue Description

This course will examine the various theoretical perspectives and techniques in the field of counseling. Through application of various counseling theories to the analysis of case studies and personal growth challenges. The student will begin to develop a personal style of counseling.

C. Course Objectives

Students will be able to:

1. apply knowledge of the major counseling theories\* and their associated intervention strategies to multiple choice and short answer tests (similar format to credentialing tests).
2. illustrate the application of major counseling theories by writing role plays addressing specific problems.
3. identify the most appropriate counseling theory/theories and strategy/strategies for clients with various challenges.
4. discern when using an individual, family and/or group counseling modality would be most helpful for the client and the problem presented.
5. recognize referral responsibilities when a client presents with a problem needing intervention outside of the counselor's area of expertise.

\*Major theories and techniques to be covered:

Psychoanalytic Therapy

Short Term/Brief Therapies

Existential Therapy

Person-Centred Therapy

Gestalt Therapy

Reality Therapy

Behavior Therapy

Rational Emotive Behavioral/Cognitive Behavior Therapy

Family Systems Therapy

D. Methods of Instruction

Classes will include a variety of teaching strategies including large group discussion, small group activities, role plays, simulations, case analyses and some lectures.

To maximize learning, it is expected that students will be active participants in all classes. Classes will be structured based on the assumption that students have read the material assigned for each class. Students' home reading assignments are essential to the development of counseling skills and the success of the weekly classes.

In addition to readings, students will apply their knowledge in role-plays and written papers.

E. Outline of Course Content

<i>Date</i>	<i>Topic</i>	<i>Reading Assignment/Paper Due Dates</i>
1. 1/25/99	Introduction: You as a counselor. Understanding your strengths and limitations.	Theory: Chaps. 1 & 2 Casebook: Chap. 1

ASSIGNMENT 1: Reflect on your own strengths and challenges as a future counselor.

2. 2/1/99	Counselor as a Professional: Ethical Issues	Theory: Chap. 3
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ASSIGNMENT 1 DUE

ASSIGNMENT 2: Analyze 2 ethics case studies in handout

3. 2/8/99	Psychoanalytic Therapy	Theory: Chap. 4 Casebook: Chap. 2
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ASSIGNMENT 2 DUE

4. 2/15/99	Short Term/Brief Therapies Prepare quiz questions	Handout
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ASSIGNMENT: Study for quiz next week-Quiz will cover all material in weeks 1-4 inclusive

5. 2/22/99	QUIZ (45 minutes) Existential Therapy	Theory: Chap. 6 Casebook: Chap. 4
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10/12/98: Columbus Day/Canadian Thanksgiving

6. 3/1/99	Person-Centered Therapy Movie of Carl Rogers	Theory: Chap. 7 Casebook: Chap. 5
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ASSIGNMENT 3: Write a Person-Centered role play of a challenge you or a significant other is facing DO NOT indicate if this problem is yours or someone else's. Write the client on one line, then respond as the therapist on the next line. Use all levels of paraphrasing and stay strictly in the Rogerian method (NC questioning except for clarification and no leading to places the client has not already gone, etc.). Limit

the interaction to no more than seven (7) pages (double spaced). PLEASE BRING TWO COPIES OF THE ASSIGNMENT TO CLASS ON OCT. 27 SO THE DIALOGUE CAN BE ROLE PLAYED.

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| 7. 3/8/99 | Role plays of paraphrasing assignment<br>Gestalt Therapy<br>Movie of Fritz Perls | Theory: Chap. 8<br>Casebook: Chap. 6 |
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#### ASSIGNMENT 3 DUE

ASSIGNMENT 4: Gestalt-oriented paper using dream analysis, empty chair technique, or role play, etc. of a challenge you or a significant other is facing. DO NOT indicate if this problem is yours or someone else's. Limit the interaction to no more than seven (7) pages (double spaced).

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| 8. 3/15/99 | Reality Therapy<br>Prepare quiz questions | Theory: Chap. 9<br>Casebook: Chap. 7 |
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#### ASSIGNMENT 4 DUE

ASSIGNMENT: Study for quiz next week. Quiz will cover all material in weeks 5-8 inclusive.

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| 9. 3/22/99 | QUIZ (45 minutes)<br>Behavior Therapy | Theory: Chap. 10<br>Casebook: Chap. 8 |
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ASSIGNMENT 5: Write a hierarchy for systematic desensitization of a fear you or a significant other has or has had in the past. DO NOT indicate if this problem is yours or someone else's.

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| 10. 4/12/99 | Cognitive-Behavior Therapy | Theory: Chap. 11<br>Casebook: Chap. 9 |
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#### ASSIGNMENT 5 DUE

ASSIGNMENT 6: Write a Cognitive-Behavioral role play of a challenge you or a significant other is facing. DO NOT indicate if this problem is yours or someone else's. Write the client on one line then respond as the therapist on the next line. Use any of the Cognitive-Behavioral approaches described in the text. Limit the interaction to no more than seven (7) pages (double spaced).

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| 11. 4/19/99 | Family Systems Therapy | Theory: Chap. 12<br>Casebook: Chap. 10 |
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#### ASSIGNMENT 6 DUE

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| 12. 4/26/99 | Integration of Theories | Theory: Chaps. 13 & 14<br>Casebook: 11 |
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#### SUBMISSION OF REFLECTIONS

ASSIGNMENT 7: Pick a partner and develop a script to perform in class using an integration of at least three different types of counseling strategies. Be ready to explain why you chose those strategies.

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| 13. 5/3/99 | <u>Final Case Analysis</u> : Analyze the case study and develop a role play of a session in the middle of the counseling process. Demonstrate at least three (3) different therapeutic |
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techniques.

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14. 5/3/99 Presentation of **Assignment 7** role plays with feedback from class.  
Course Conclusion

F. Course Requirements

Texts

Corey, Gerald (1996). *Theory and Practice of Counseling and Psychotherapy* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company

Corey, Gerald (1996). *Case Approach to Counseling and Psychotherapy* (4th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company

Evaluation Process

The above learning outcomes will be assessed through portfolio entries. However, since grades are still required, portfolio entries will be graded on a 4 point scale as follows: 4 = excellent. 3 = above average. 2=average and I = needs improvement. No Grade means not acceptable. Try again (Please remember that an average grade for graduate work is very good work and is by no means a negative grade).

Portfolio entries include assignments, quizzes, and a reflective analysis of class time and feedback from assignments. The culminating activity for the course will be the completion and submission of a final integrative analysis and intervention plan of a case study. The case study will be completed in class at the computer lab.

Attendance at all class meetings is expected; more than one (1) absence may result in a lower grade. No incomplete grades will be given without a medical certificate.

It is expected that students will use reference and in-text citation style that complies with the Fourth Edition of the *Publication Manual of the American Psychological Association*.

Grading Breakdown:

Approximately 25% of grade: Quizzes

Students will evidence knowledge of theories and mastery of the multiple choice and short answer quiz format.

Approximately 35% Class assignments

Students will evidence skill in using major counseling theories to illustrate resolution of personal problems or those of a significant other(s). In these assignments, students will also demonstrate the ability to differentiate the most appropriate counseling theory and strategy for each situation. In addition, students will demonstrate an awareness of the limits of their skills and when to refer clients to other service providers

Approximately 25% Case Analysis

Students will evidence the ability to integrate and to apply appropriate intervention strategies to the case presented. Students will also demonstrate awareness of and appropriate response to ethical issues in the planned intervention.

Students will reflect upon personal learning from classroom activities, assignments, textbook information and feedback on assignments. This exercise should emphasize student learning in the context of each of the five learning outcomes for the course. This reflection may be included in the portfolio.

G. Bibliography

Amatea, Ellen S. (1989). *Brief Strategic Intervention for School Behavior Problems*. San Francisco: Jossey-Bass Publishers.

Becvar, Dorothy Stroh and Becvar, Raphael J. (1993). *Family Therapy: A Systemic Integration (Second Edition)*. Boston: Allyn and Bacon

Frankl, Viktor E. (1963). *Man's Search for Meaning*. New York: Pocket Books.

Glasser, William (1975). *Reality Therapy: A New Approach to Psychiatry*. New York: Harper & Row. Publishers.

Glasser, William (1969). *Schools Without Failure*. New York: Harper & Row, Publishers.

Keith-Speigel, Patricia and Koocher, Gerald P. (1985). *Ethics in Psychology*. New York: Random House.

Lazarus, Arnold A. (1971). *Behavior Therapy and Beyond*. New York: McGraw-Hill Book Company.

Piercy, Fred P. and Sprenkle, Douglas H. (1986). *Family Therapy Sourcebook*. New York: The Guilford Press

Rogers, Carl R. (1961). *On Becoming a Person*. Boston: Houghton Mifflin Company.

Rogers, Carl R. (1967) *Person to Person: The Problem of Being Human*. Lafayette, CA: Real People Press.

Satir, Virginia (1972). *Peoplemaking* Palo Alto, CA: Science and Behavior Books, Inc.

Talmon, Moshe (1990). *Single Session Therapy: Maximizing The Effect of the First (and Often Only) Therapeutic Encounter*: San Francisco: Jossey-Bass Publishers.

Woolte, Ray and Dryden. Windy (1996). *Handbook of Counseling Psychology* London: SAGE Publications.