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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment/Paper Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25/99</td>
<td>Introduction: You as a counselor. Understanding your strengths and limitations.</td>
<td>Theory: Chaps. 1 &amp; 2 Casebook: Chap. 1</td>
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<tr>
<td>2/1/99</td>
<td>Counselor as a Professional: Ethical Issues</td>
<td>Theory: Chap. 3</td>
</tr>
<tr>
<td>2/8/99</td>
<td>Psychoanalytic Therapy</td>
<td>Theory: Chap. 4 Casebook: Chap. 2</td>
</tr>
<tr>
<td>2/15/99</td>
<td>Short Term/Brief Therapies</td>
<td>Handout</td>
</tr>
<tr>
<td>2/22/99</td>
<td>QUIZ (45 minutes)</td>
<td>Theory: Chap. 6</td>
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<tr>
<td></td>
<td>Existential Therapy</td>
<td>Casebook: Chap. 4</td>
</tr>
<tr>
<td>3/1/99</td>
<td>Person-Centered Therapy</td>
<td>Theory: Chap. 7</td>
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<tr>
<td></td>
<td>Movie of Carl Rogers</td>
<td>Casebook: Chap. 5</td>
</tr>
</tbody>
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ASSIGNMENT 1: Reflect on your own strengths and challenges as a future counselor.

ASSIGNMENT 1 DUE

ASSIGNMENT 2: Analyze 2 ethics case studies in handout

ASSIGNMENT 2 DUE

ASSIGNMENT: Study for quiz next week-Quiz will cover all material in weeks 1-4 inclusive

10/12/98: Columbus Day/Canadian Thanksgiving

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.

7. 3/8/99 Role plays of paraphrasing assignment
   Gestalt Therapy
   Movie of Fritz Perls
   Theory: Chap. 8
   Casebook: Chap. 6

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).

8. 3/15/99 Reality Therapy
   Prepare quiz questions
   Theory: Chap. 9
   Casebook: Chap. 7

ASSIGNMENT 4 DUE

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

9. 3/22/99 QUIZ (45 minutes)
   Behavior Therapy
   Theory: Chap. 10
   Casebook: Chap. 8

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.

10. 4/12/99 Cognitive-Behavior Therapy
    Theory: Chap. 11
    Casebook: Chap. 9

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).

11. 4/19/99 Family Systems Therapy
    Theory: Chap. 12
    Casebook: Chap. 10

ASSIGNMENT 6 DUE

12. 4/26/99 Integration of Theories
    Theory: Chaps. 13 & 14
    Casebook: 11

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.

13. 5/3/99 Final Case Analysis: 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
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


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 1 = 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


