A. Course Number and Title:
EDU 654 A: Counseling Theories and Practice
Monday, 4:20-7:00 PM, DN 206

B. Catalogue Description
This course will examine the various theoretical perspectives and techniques in the profession of counseling. Through application of various counseling theories to the analysis of case studies and personal growth challenges, students will begin to develop a personal orientation of counseling.

C. Course Objectives:
Students will be expected to:

1. Apply knowledge of major counseling theories and their associated intervention strategies to multiple choice and short answer exams.

2. Illustrate the application of major counseling theories and strategies through writing role plays addressing specific issues.

3. Recognize referral responsibilities when a client presents with a problem needing intervention outside the counselor's area of expertise.

4. Understand the difference nuances between individual, family and group counseling.

5. Major theoretical approaches to be covered:
Psychoanalytic Therapy
Rogarian (Person Centered) Therapy
Existential Therapy
Reality Therapy
Behavior Therapy (Cognitive Behavioral and Rational Emotive Behavioral Therapy)
Jungian Therapy
Family Therapy

D. Methods of Instruction:
Classes will include a variety of teaching strategies including large group discussion, small group discussion, role-plays, case analyses, and some lecture. Naturally, it will be expected that students will be active participants in all classes. Being "active" learners consists of reading the text, completing homework assignments and speaking up in class.

D. Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sept. 11</td>
<td>Orientation. Examining issues and limitations of counseling</td>
<td>Theory: Chaps. 1 &amp; 2 Casebook: Chap. 1</td>
</tr>
<tr>
<td>2. Sept. 18</td>
<td>The Counselor as a Professional: Ethical Issues Assignment: Analyze two ethical case studies in handout. Hand in next week.</td>
<td>Theory: Chap. 3</td>
</tr>
<tr>
<td>3. Sept. 25</td>
<td>Psychoanalytic Therapy Assignment 1 is due</td>
<td>Theory: Chap. 4 Casebook: Chap. 2</td>
</tr>
<tr>
<td>4. Oct. 2</td>
<td>Existential Therapy Assignment 2: Write a Person-Centered role-play of an issue you or someone close to you is facing. DO NOT indicate if this problem is yours or someone else's. Indicate client on one line, counselor on the next. Use all levels of paraphrasing and stay strictly within the Rogarian method (Non directive- follow client). Limit this encounter to no more than five pages double-spaced.</td>
<td>Theory: Chap. 6 Casebook: Chap. 4</td>
</tr>
<tr>
<td>5. Oct. 16</td>
<td>Person-Centered Therapy Assignment two due</td>
<td>Theory: Chap. 7 Casebook: Chap. 5</td>
</tr>
<tr>
<td>6. Oct. 23</td>
<td>Gestalt Therapy Assignment 3: Write a hierarchy for Systematic Desensitization of a fear you or someone else has had in the past. DO NOT indicate if this is your problem. 1-2 pages.</td>
<td>Theory: Chap. 8 Casebook: Chap. 6</td>
</tr>
<tr>
<td>7. Oct. 30</td>
<td>Role-Plays of paraphrasing assignment Reality Therapy,</td>
<td>Theory: Chap. 9 Casebook: Chap. 6</td>
</tr>
<tr>
<td>8. Nov. 6</td>
<td>Behavior Therapy Assignment two due</td>
<td>Theory: Chap. 10 Casebook: Chap. 8</td>
</tr>
</tbody>
</table>

Oct. 9 Columbus Day Observed (No Class)
10. Nov. 20 Jungian Therapy

Assignment 3 due

Assignment 4: Write a Cognitive-Behavioral role-play of a challenge you or someone else has experienced. DO NOT indicate if this is your problem. Indicate client on one line and counselor on the other. Use any of the Cognitive-Behavioral techniques indicated in the text. Limit the script to five pages double-spaced.

11. Nov. 27 Family Systems Therapy

Assignment 4 due

Assignment 5: Final Case Analyses. Pick a partner and develop a script to perform in class using an integration of at least three different types of counseling strategies. Be prepared to explain why you chose those strategies in next week's class.

12. Dec. 4 Feminist Therapy

Assignment 5:

13. Dec. 11 Last Class.

In class role-plays with feedback from class.

Texts:


Evaluation Process
The above learning outcomes will be assessed through portfolio entries. However, since grades are also required, portfolio entries will be graded on a four point scale: 4= Excellent. 3= above average. 2= average and 1= needs improving. No Grade means not acceptable. Please remember that an average grade for graduate work is very good work and is by no means a poor grade.

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

Attendance at all class meetings is expected. More than one absence may result in a lower grade. No incomplete grades will be given without a medical certificate.
It is also expected that students will use reference and in-text citation style that complied with the Fourth Edition of the Publication Manual of the American Psychological Association (APA).

Grading Breakdown:
Discussion and class participation: 25%
General Assignments: 50%
Case Analysis: 25%

Bibliography


