

# MHS 6401 COUNSELING THEORIES AND TECHNIQUES

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

## **CATALOG DESCRIPTION:**

Prerequisite: Permission of Instructor

Theory and application of cognitive/behavioral counseling models and other current counseling theories and models.

## **COURSE DESCRIPTION:**

This course has been designed to reflect the premise that the most effective and efficient therapy is one that is tailored to the needs, styles and expectations of clients rather than informed by the training, ideology or other needs of the counselor or therapist. Accordingly, the course provides both a descriptive and evaluative review of the theoretical constructs and therapeutic interventions associated with the major counseling and psychotherapy approaches studied—the historical component of the course, and the therapeutics strategies and skills that best match the needs, expectations and styles of clients—the differential treatment component of the course.

## **REQUIRED TEXTS:**

Readings as assigned.

You are expected to access library resources to complement the textbook

## **COURSE OBJECTIVES:**

Upon completion of this course, students will be expected to be able to meet the following CACREP and DOE competencies:

1. Recognize the core counseling/psychotherapeutic skills and intervention strategies necessary for effective and efficient counseling and psychotherapy outcomes with clients.
2. Demonstrate an understanding of the theoretical constructs of the major approaches to counseling and psychotherapy studied.
3. Demonstrate an understanding of counseling interventions associated with each approach studied
4. Demonstrate an of understanding of the research bases underlying each approached studied..
5. Evaluate and compare the efficacy, effectiveness, and efficiency of each approached studied.
6. Demonstrate an appreciation of the ethical, legal and cultural issues related to course content.

***DOE Competencies: 1.1, 1.2, 1.3, 1.7, 1.8, 1.9, 5.4, 10.1-4***

***CACREP: General : K.1.c, K.2.c, K.2.e, K.2.f, K.3.b-e, K.5.a, K.5.c, K.5.d, K.5.g, K.7.b.***

***Mental Health: A1, A 2, C5.***

***School: A.9, C2.g***

## **COURSE REQUIREMENTS:**

1. Attend all class sessions and be prepared to discuss the assigned readings for the week.
2. Perform satisfactorily on examinations covering content from text, class presentations, and supplemental readings.
3. Successfully complete a research assignment related to the major approaches studied (Cf. detailed description below).
4. Actively engage in the course and participate in class discussions.
5. Complete and submit all assignments on or before scheduled dates.

## **EVALUATION:**

Mid-Term examination: 50 points  
Final examination: 50 points  
Research Project: 50 points  
Attendance and participation: 50 points  
Total Points: 200

## **FINAL GRADE COMPUTATION**

A = 94% to 100% of points    C = 74% to 76% of points  
A- = 90% to 93% of points    C- = 70% to 73% of points  
B+ = 87% to 89% of points    D+ = 67% to 69% of points  
B = 84% to 86% of points    D = 64% to 66% of points  
B- = 80% to 83% of points    D- = 60% to 63% of points  
C+ = 77% to 79% of points    F = 60% and below of points

## **TEACHING METHODOLOGY AND USE OF TECHNOLOGY:**

Instructional strategies used in this course include lecturettes, video case demonstrations, and focused class discussions.

## **ATTENDANCE POLICY:**

Students are expected to arrive promptly and participate in regularly scheduled classes. Failure to participate in class discussions and activities will have an adverse effect on student grades. Extraordinary conditions such as illness or family emergencies may warrant an absence (please notify instructor when this is the case). Students are expected to notify the instructor of their absence prior to the class missed. Students will be responsible for all materials missed as a result of absence.

## **RESEARCH ASSIGNMENT:**

You will be asked to prepare a term paper of 10-15 pages relating to your assigned psychotherapy model/approach. To receive full credit the paper must be in *12 pt New Times Roman Font* and conform to APA style guide (APA Publication Manual, 5ed) and be submit on or before 4:20 pm on April 23, 2004. It should be double spaced *except* as noted below. Specifically, the paper will consist of four parts.

Part I is a Clinical Case Report (following the model case report in Sperry, Carlson & Kjos pp. 63-66 and 80-82). On the case of Stan (Corey book). While the first sections of your report may be quite similar to others students' report from the beginning to the end of the Diagnostic Formulation section, your Clinical Formulation should be unique since it should very carefully reflect your assigned model/approach. Accordingly, your Treatment Formulation section should also uniquely reflect your particular model. This should be approximately 3-5 pages single-spaced.

In Part II you are to review and analyze the clinical/empirical literature regarding (a) validation of the key constructs of your assigned model/approach; and (b) the *efficacy* and *effectiveness* of its interventions and methods. Cite and discuss at least five (5) primary source research (clinical or empirical) studies in support of your analysis.

In Part III, you are asked to critically analyze your assigned model/approach with regard to (a) the degree of "fit" of its constructs in providing a comprehensive explanation (clinical formulation) of the Case of Stan. You should it a *rating on a 0-100 scale*; and (b) its *efficiency*, i.e., the extent to which the assigned model/approach's intervention are "fit" or are able to be "tailored" to the Case of Stan. You should it a *rating on a 0-100 scale*

Part IV is an Annotated Bibliography of the resources used in the development of the paper. Only citations from published texts and journals are acceptable. Primary source/refereed journals are preferred. Provide a 1-2 sentence capsule summary of each reference.

## **Bibliography:**

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- Rogers, C. (1951). *Client-centered therapy*. Boston: Houghton Mifflin.
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- Sperry, L.(1999). *Cognitive Behavior Therapy of DSM-IV Personality Disorders*. New York: Brunner/Mazel,
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- Wubbolding, R. E. (1998), *Using reality therapy*. NY: Harper & Row.

#### **CLASS SESSION SCHEDULE, CONTENT AND READING ASSIGNMENT:**

<b>Date</b>	<b>Topics/Activities</b>	<b>Readings</b>
		1
	Integrative-Multicultural-Accountability Perspective; Core Counseling Skills and Strategies Approach	S- 1
	NO CLASS-Martin Luther King Day	C- 1, 2, 3
	Person Centered Therapy	C- 7
	Initiating & Establishing Therapeutic Relationship	S- 2, 3
	Psychoanalytic Therapy	C-4
	Diagnostic Assessment	S- 4, 8
	Adlerian Psychotherapy I	C-5
	Clinical Formulation	S-5
	Adlerian Psychotherapy II	Handout
	Cognitive-Behavioral Therapy	C- 11 S- 7
	Mid-Term Examination	
	Rational Emotive Therapy	Handout
	NO CLASS-- Spring Break	

Multimodal Behavior Therapy	C- 10 S- 11
Reality Therapy	C- 9
Existential Psychotherapy	C- 6
Feminist Therapy	C- 12
Family Systems Therapy	C- 13 S- 10
Solution-Focused Therapy	S-9, 13
Integrative Approaches	C- 14, 15
Final Exam//Research Project Due	