CPSY 423 Theories of Counseling & Psychotherapy (Fall 2015)

**Class time:** Mondays 4:15-6:45pm, Corboy Law Center, Rm 421

**Instructor:** J. Corey Steele, Ph.D.

**Office hours:** By appointment

E-mail: jsteel1@luc.edu

**Course Description:**

This course provides an overview of the various theories of counseling and their associated techniques. Students will study a range of theories and their applications in various professional settings and will be required to synthesize their own approach. This course contributes to the theoretical foundations of the helping relationships component of the program and is required of all students.

**Course Objectives:**

Upon completion of this course, you should be able to:

1. Understand the relationship between counseling theory and counseling practice;

2. Understand the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy.

3. Identify the strengths and limitations of each the major theories, including their usefulness with multicultural populations.

4. Identify commonalities and differences among the major counseling theories;

5. Apply each of the major theories to problem situations in a manner congruent with the theoretical principles.

6. Formulate a personal theory of counseling that reacts to the theories studies and represents an initial formulation that may be revised and reformulated as students develop professionally.

In order to accomplish these goals, lectures are supplemental to the readings; that is, it is presumed that you will have read the assigned readings, and that you will actively participate in the subsequent lecture with questions and/or comments.

**IDEA Objectives for Course Evaluation:**
Essential: Learning fundamental principles, generalizations or theories.

Important: Gaining factual knowledge (terminology, classifications, methods, trends)

**Diversity:**

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

**The Loyola University School of Education’s Conceptual Framework:**

Professionalism in the Service of Social Justice CF2: As a professional counselor, school counselor or counseling psychologist you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

**Standards and Assessments:**

Conceptual Framework Standard CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

**Readings:**


**Additional Readings (accessed via LUC Library or posted on Sakai):**


Course Activities and Requirements

1. Attendance
   
   Attendance is mandatory for this highly interactive class! Each unexcused absence will result in a drop of one half-letter in a student’s final grade.

2. Midterm examinations (27.5% of grade, each)
   
   Two midterm exams may include a blend of multiple-choice, short-answer, true/false, and essay questions and will cover therapy models and other course material covered in during the time period indicated between exams (i.e., the second exam will not be comprehensive).

3. Final examination (30% of grade).

4. Theoretical Orientation Reflection Paper (10% of grade).

   At the end of the semester, you will submit a paper reflecting on your personal theoretical preferences and the philosophical stances. Further details will be discussed in class. Papers should be submitted to LiveText and by email. Late submissions of the paper will not be accepted after 11:00pm of the final class meeting date. [Papers are submitted in APA style (12-point font, double-spaced) and are not to exceed 7 manuscript pages.]

5. Participation (5% of grade)
You will be expected to attend all class meetings on time and to read the assigned readings. Participation grades also will reflect your professional behavior, including on-time submission of all assignments and active participation in all class activities and discussions.

Grading:

Final course grades will be assigned on the following basis: 94.0-100% = A 90.0-93.99% = A-
88.0-89.99%  = B+ 84.0-87.99%  = B 80.0-83.99%  = B- 70.0-79.99%  = C <70%  = F

Course Outline & Reading Assignments*

8/24: Introduction

8/31: Course orientation: Toward intentional interviewing & counseling.

9/7: Holiday: No Class

9/14: Psychoanalysis
    Readings: Murdoch Chapters 1 & 2 + Tavris (2011) & Vasquez (2011)

9/21: Interpersonal/Relational psychodynamic therapies
    Readings: Murdock Chapter 3

9/28: Midterm exam #1

10/5: Fall Break: No Class

10/12: Humanist and Existential therapies
    Readings: Murdoch Chapters 5 & 6 + Price (2011: APA Monitor)
10/19: Humanist and Existential therapies (continued)
   Readings: Murdoch Chapters 5 & 6 + Price (2011: APA Monitor)

10/26: Systems models: Narrative & Solution-focused therapies
   Readings: Murdock Chapters 14 & 15

11/2: Systems models: Narrative & Solution-focused therapies
   Readings: Murdock Chapters 14 & 15

11/9: Midterm exam #2

11/16: Behavioral and Cognitive-behavioral therapies (continued)
   Readings: Murdock Chapters 8 & 10.

11/23: Contextual (“Third-wave”) CBT therapies
   Readings: Murdock Chapter 16 + Hayes et al. (2011, 2012) (optional)

11/30: TBA

12/7: Final Exam
   Due: Theoretical Orientation Reflection paper

* Course topics & reading assignments are subject to change depending on progress of class.
Student is responsible for any changes announced in class.

Loyola University Chicago/SOE Policies:
Loyola Counseling/Counseling Psychology Dispositions Evaluation:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found as listed below and on the rubric posted in LiveText for this course.

Dispositions Assessment Rubric (see LiveText):

**Fairness IL-LUCDISP.2**

**Target:** Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.

Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.

**Acceptable:** Candidate demonstrates knowledge of multicultural issues in counseling.

Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.
**Unacceptable:** Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.

Candidate demonstrates unfairness and a lack of multicultural sensitivity in professional interactions.

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**All Students Can Learn IL-LUCDISP.3**

**Target:** Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development.

All candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.

**Acceptable:** Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth.

Some candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.

**Unacceptable:** Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development.

Few candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.