

**HDC 6010**  
**Theories of Counseling**  
 Section 01; Monday 3:10-6:00  
 Location: Sony Building 2071

Instructor: Maury Nation, Ph.D.  
 Office: Sony 4032  
 Phone: 615-322-3355  
 E-mail: maury.nation@vanderbilt.edu  
 Office Hours: 1:00-3:00PM Tuesday or by appointment

**Course Overview**

This course presents an overview of current theories of counseling and psychotherapy with a special focus on the philosophical assumptions, key concepts, techniques, and practical applications of each approach. Each of the theories will be examined critically such that the student can begin to formulate an integrated personal theory of counseling which could be applicable to both agency and school settings.

This course will provide students with the opportunity to:

1. Critically examine the basic philosophical assumptions that underlie each theory of counseling.
2. Acquire knowledge of the prevailing theories of counseling so that they can be compared and contrasted. (CACREP G.5.d, CMHC E.3, SC C.1)
3. Critically examine each of the major theories of counseling within the framework of her/his own background, values, and professional goals. (SC D.1)
4. Critically examine theories and etiology of addictions and addictive behavior (CACREP G.3.g.)
5. Begin the process of developing one's own theoretical positions.
6. Demonstrate an understanding of the impact of race, ethnic, gender, sexual orientation and cultural differences in the counseling relationship. (CACREP G 2.c, CMHC E.3, CMHC A.5)

| <b>Objective</b>   | <b>Method of Evaluation</b>               |
|--|---|
| Critically examine the basic philosophical assumptions that underlie each theory of counseling.  | <b>Group Project/ Quizzes</b>             |
| Acquire knowledge of the prevailing theories of counseling so that they can be compared and contrasted. (CACREP G.5.d, G.3.g, CMHC E.3, SC C.1)                        | <b>Quizzes<br/>Case Conceptualization</b> |
| Critically examine each of the major theories of counseling within the framework of her/his own background, values, and professional goals. (SC D.1)                   | <b>Case Conceptualization</b>             |
| Begin the process of developing one's own theoretical positions.   | <b>Case Conceptualization</b>             |
| Demonstrate an understanding of the impact of race, ethnic, gender, sexual orientation and cultural differences in the counseling relationship. (G 2.c, CMHC E.3, A.5) | <b>Group Project/Quizzes</b>              |

## **Prerequisites**

Students should have at minimum a basic knowledge of personality theory and/or abnormal psychology. An undergraduate course in counseling, abnormal psychology, or theories of personality is preferred.

## **Required Texts**

- Anthony, M.M., & Roemer, L. (2011). *Behavior Therapy* (1<sup>st</sup> Edition). Washington, DC: APA Books.
- Beck, J. S. (2011). *Cognitive therapy: Basic and beyond*. New York: Guildford Press. ISBN-13: 978-1609185046 (Second Edition)
- Glasser, W. (2001). *Counseling With Choice Theory*. New York: Harper.
- Gottman, J.M., Silver, N. (2000). *The seven principles for making marriage work*. New York: Crowne Publishers.
- Hulac, D., Terrell, J., Vining, O., & Bernstein, J. (2011). *Behavioral interventions in schools: A response-to-intervention guidebook*. Routledge.
- Luoma, J., Hayes, S.C., & Walser, R.D. (2007). *Learning ACT: An Acceptance and Commitment Therapy Skills-Training Manual for Therapist*. Oakland: New Harbinger Publications.
- Miller, J.B., & Stivers, I.P. (1997). *The Healing Connection: How Women form Relationships in Therapy and Life*. Boston: Beacon Press.
- Minuchin, S., Reiter, M.D., & Borda, C. (2013). *The craft of family therapy: Challenging Certainties*. New York: Routledge.
- Seligman, M.E.P. (2012). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press. ISBN-13: 978-1439190760
- Sklare, G.B. (2014). *Brief Counseling That Works: A Solution-Focused Therapy Approach for School Counselors and Other Mental Health Professionals* (Third Edition). Thousand Oaks, CA: Corwin.
- Storr, A. (2001). *Freud: A very short Introduction*. New York: Oxford University Press.

## **Class Assignments**

### **Case Discussion—50 points**

Working in small groups, one class during the semester you will lead a case conference based on a particular theory and present it to the class. The case will be provided as part of class in week 4. The case discussion will include a description of the client, the presenting problem, the conceptualization of the problem (i.e., based on the theory how/why did the problem developed? How might the problem be addressed in therapy—therapy goals/interventions?), and descriptions or examples of how therapy might proceed using the relevant theory. Ideally the discussion should address any concerns regarding diversity/ multiculturalism and the application of the theory to the case. The goal of the discussion is deepen understanding of theory by demonstrating the ability to apply it to cases.

### **Case Conceptualizations—75 points each/150 points total**

As a way of integrating information presented throughout the semester, you will write two case conceptualizations. The details of the case will be provided two weeks before

the due date. You will use a worksheet to help you identify the appropriate information to include in the conceptualization. Details regarding the content and structure of the conceptualizations will be provided separately. **Note: You should not consult your peers or previous cohorts prior to turning in the case conceptualization. It should reflect only your ideas about how to approach the case.**

### **Quizzes—20 points each/200 points total**

An online quiz covering the readings for that week will be posted on Brightspace at least 24 hours before the start of class. The questions may be in a variety of formats and will cover basic information from the readings. You may complete the quiz any time **before** class meets. The quizzes will be open note and open book, but will have a time limit, so you are encouraged to finish the readings before starting the quiz. We will have time to discuss the questions (if needed) during the class meeting.

### **Grading**

Grading will be based on a points system. The distribution of points is as follows:

|  |                   |
|--|-------------------|
| Quizzes (10 @ 20 points each)                  | 200 points        |
| Group Conceptualization                        | 50 points         |
| <u>Case Conceptualization (75 points each)</u> | <u>150 points</u> |
| Total:   | 400 points        |

A final grade will be assigned based on the percentage of points earned:

|                |    |
|----------------|----|
| 94% or higher: | A  |
| 90-93%         | A- |
| 87-89%:        | B+ |
| 80-86%:        | B  |
| 77-79%:        | C+ |
| 70-76%:        | C  |
| 60-69%:        | D  |
| 59% or below:  | F  |

### **Academic Honesty/Honor Code Violations**

Vanderbilt University places a high priority on and strives to uphold the highest standards of academic integrity while protecting the rights of students and faculty. Should the instructor find evidence of cheating, plagiarism, other inappropriate assistance in work presented by a student, or any other violation of the honor the code, the student will receive no points on the assignment/exam, and will be referred to the Honor Council for further disciplinary action. A list of honor code violations is included below.

Violations of the Honor Code are cause for disciplinary actions imposed by the appropriate honor council. The following are included as violations:

- **Falsifying or cheating** on a report, paper, exercise, problem, test or examination, tape, film, or computer program submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (such as crib sheets, discarded computer programs, the aid of another person on a take-home exam, etc.); copying from another student's work; soliciting, giving, and/or

receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.

- **Plagiarism** on an assigned paper, theme, report, or other material submitted to meet course requirements. Plagiarism is defined as incorporating into one's own work the work of another without properly indicating that source. A full description of plagiarism is given in the section below.
- **Failure to report** a known or suspected violation of the Code in the manner prescribed.
- **Any action designed to deceive** a member of the faculty, a staff member, or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.
- **Submission of work prepared for another course** without specific prior authorization of the instructors in both courses.
- **Use of texts or papers prepared by commercial or noncommercial agents** and submitted as a student's own work.
- **Falsification of results** of a study or research.

### **The Honor Code Applied to Preparation of Papers**

- Papers are to express the original thoughts of the student. If a topic for a paper has been discussed fully among students prior to an assignment, then the students should consult the instructor about writing on that particular topic.
- Failure to indicate the source of ideas, expressions, phrases, or sentences constitutes plagiarism.
- A student may not submit papers substantially the same in content for credit in more than one course, without specific and prior permission of all instructors concerned.

### **Course Logistics**

Class meetings will include a variety of methods of instruction including (but not limited to) lecture, small and large group discussion, simulations, video/audio recordings, and role-plays. Class sessions may cover material not included in your readings. Also, given the amount of material in your readings, class sessions will not cover all the material contained in your readings. In other words, do not depend on the lecture/class sessions to substitute for the readings.

To get the most out of the class, please be prepared to participate in the class sessions. Questions and discussion are invited and welcomed. In the case of disagreements/differing opinions (which are expected), all participants are expected to convey respect for people and ideas, and to avoid the use of offensive or inflammatory language.

At times this semester, we may discuss topics that could be disturbing and even traumatizing to some students. If you feel the need to step outside during any of these discussions, either for a short time or for the rest of the class session, you may do so without academic penalty (please do keep up with any academic material you miss and

see me afterward so that I can make sure you are okay). You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

Also, it is possible that sensitive topics may come up in class, office hours, and consultations before/after class. Be aware that faculty members, course instructors, and academic advisors are “responsible employees” (also referred to as “mandatory reporters”), and are legally obligated to report incidents of sexual misconduct that we learn about to our Title IX Coordinator. That is, **all faculty must report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator**. This policy means that faculty members can and will provide support, assistance, and referrals as needed if a student has experienced or is experiencing sexual harassment or intimate partner violence. However, if a student discloses that they have been a victim of sexual misconduct, faculty \*cannot\* serve as a confidential resource to the student. Resources on campus that offer limited or full confidentiality include the Psychological & Counseling Center (615) 322-2571, and the Project Safe Center (615) 875-0660.

### **Missing Class**

If you miss a class, it is your responsibility to obtain notes and materials discussed or disseminated in class. You will receive full credit if you attend all classes and are prepared. However, multiple absences will result in point deductions. The second absence will result in a 5-point deduction and an additional 10 points will be deducted for a third absence. Since participation is an integral part of the course, more than 3 absences may result in withdrawal from the course. **If you anticipate missing class, notify the instructor prior to class if you are going to be absent. Please send an email that has “absent” in the subject line.**

### **Computer Use**

Studies of learning have shown the importance of being present in the learning environment not only physically and intellectually, but also interpersonally and intrapersonally. Therefore, it is preferred that you do not use laptops, as computer screens can be a barrier to fully engaging in instruction or other classroom processes. Laptop use for any purpose other than note taking (e.g., email, chatting, instant messaging...) is considered disruptive behavior (along with using cell phones/texting, or other devices for purposes that are not course-related), and will be addressed with a warning for the first incidence. Additional incidences will result in percentage points deductions from your final grade (2<sup>nd</sup> incidence = 5 points; subsequent incidents = 5 points).

### **Diversity Statement**

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples’ varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

## Disability Services

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact the Office of Equal Opportunity, Affirmative Action, and Disability Services at Baker Building, Suite 108 (615) 322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to see your instructor(s) privately in regards to this matter, ideally no later than the second week of the semester, so that we can ensure that your needs are met appropriately and in a timely manner

## Written Assignment Format and Deadlines

All written assignments are to be typewritten, in a 12-point typeface, with one-inch margins. Recommended paper lengths do not include title pages or references. Graduate-level writing is expected. Therefore, points will be deducted for poor grammar, or consistent spelling mistakes. **Papers should be submitted via Brightspace before the due date/time.** Papers received after the due date/time will be penalized 10% per day (this includes papers that are not ready to be turned in until the end of class).

## Tentative Course Schedule

| Week | Date | Topic   | Readings and Assignments  |
|------|------|---|---|
| 1    |      | - Course Introduction<br>Prologue: Developing common goals and expectations: Why are theories important?<br>What is case conceptualization and why is it important? | -Ridley, Mollen, & Kelly, 2011 (especially pp. 825 – 842)<br>- Halbur & Halbur, 2006<br>- Sperry 2006 |
| 2    |      | - Basic Skills<br>- Understanding our own cultural influences<br>- Psychodynamic Theory<br>- Freud<br>- Brief Dynamic Theory  | - Storr Chapters 1-5; 10-12<br>- Messer, 2001<br>- Schmader, 2010                                     |
| 3    |      | - Individual Psychology<br>- Adler<br>- Neo-Freudians<br>- Erikson<br>- Fromm   | - Bankart 8 & 10 (provided)<br>- Bamberry & Abell, 2006   |
| 4    |      | - Relational Cultural Model   | - Miller & Stivers Chapters 1 – 9   |

|    |   |  |
|----|---|--|
| 5  | - Case Conceptualization Revisited<br>- Behavior Therapy (Pt 1) | - Sperry (2006)<br>- Anthony & Roemer Chapters 1-3   |
| 6  | - Behavior Therapy (Pt 2)                                       | - Hulac, et al. Chapters 1, 3-6, 11-13<br>- Babyak, Luze, & Kamps, 2000                      |
| 7  | - Cognitive Therapy   | - Beck 1 -10   |
| 8  | - Solution Focused Therapy                                      | - Sklare (through page 128)  |
| 9  | - Reality Therapy   | - Glasser 1 – 10   |
| 10 | - Acceptance and Commitment Therapy                             | - Luoma, J., Hayes, S.C., & Walser<br>(Chapters 1 – 7)                                       |
| 11 | No Class Meeting  | - <b>Case Conceptualization Due</b>  |
| 12 | - Existential Therapy<br>- Humanistic Therapy                   | - Bankart 17<br>- Barnes 2000<br>- Rogers 1-2 (provided)                                     |
| 13 | - Couples Therapy<br>- Family therapies/Eclectic Theories       | - Gottman (all; scan 3-11)<br>- Minuchin, S., Reiter, M.D., & Borda,<br>C. (Chapters 1 – 4.) |
| 15 | - Positive Psychology<br>- Alternative Modalities               | - Seligman 1-9<br>- Malchiodi (2005)<br>- <b>Case Conceptualization Due</b>                  |

\*Note: The above schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

### References

- Babyak, A.E., Luze, G.J., & Kamps, D.M. (2000). The good student game: Behavior management for diverse classrooms. *Intervention in School and Clinic*, 35, 216-223.
- Bamberg, M., & Abell, S. (2006). Relocating the nexus of psychotherapy and treatment: Thoughts on the contribution of Erich Fromm to contemporary psychotherapy. *Journal of Contemporary Psychotherapy*, 36, 175-182.
- Barnes, R. C. (2000). Viktor Frankl's logotherapy: Spirituality and meaning in the new millennium. *Journal of Professional Counseling, Practice, Theory, & Research*, 28(1), 24.
- Guttman, J. & Regev, D. (2004). The phenomenological approach to art therapy. *Journal of Contemporary Psychotherapy*, 34, 153 – 162.
- Halbur, D.A., & Halbur, K.V. (2006). Why theoretical orientation is important. In D.A Halbur & K.V. Halbur's, *Developing Your Theoretical Orientation in Counseling and Psychotherapy*. New York: Pearson.
- Hansen, J.T. (2006). Counseling theories within a postmodernist epistemology: New roles for theories in counseling practice. *Journal of Counseling and Development*, 84, 291-297.
- Harris, A.H.S., Thorensen, C.E., & Lopez, S. (2007). Integrating Positive Psychology into Counseling: Why and (when appropriate) how. *Journal of Counseling and Development*, 85, 3-13.
- Malchiodi, C.A. (2005). Expressive therapies: History, theory, and practice. In C.A. Malchiodi's (Ed.), *Expressive Therapies* (pp. 1-15). New York: Guilford.
- Messer, S.B. (2006). What makes brief psychodynamic therapy time efficient? *Clinical Psychology: Science and Practice*, 8, 5-22.
- Milliren, A.P., Evans, T. D., & Newbaurer, J.F.(2013). Adlerian Theory.
- Ridley, C.R., Mollen, D., & Kelly, S.M. (2011). Beyond Microskills: Toward a model of counseling competence. *The Counseling Psychologist*, 39, 825 – 864.

- Schmader, T. (2010). Stereotype threat deconstructed. *Current Directions in Psychological Science*, 19, 14 – 18.
- Snyder, C. R., & McCullough, M. E. (2000). A positive psychology field of dreams: “If you build it, they will come.” *Journal of Social and Clinical Psychology*, 19, 151-160.
- Sperry, L. (2005). Case Conceptualization: A strategy for incorporating individual, couple and family dynamics in the treatment process. *The American Journal of Family Therapy*, 33, 353-364.
- Trice-Black, S., Bailey, C.L., & Riechel, M.E.K. (2013). Play therapy in school counseling. *Professional School Counseling*, 16, 303-312.

### **Optional Readings:**

- Carlson, J. (1997). *Techniques in Adlerian psychology*. Bristol, PA: Taylor & Francis.
- Corey, G. (2013). *Case approach to counseling and psychotherapy* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Ivey, A. E., D’Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of Counseling and Psychotherapy: A Multicultural Perspective* (6<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Rogers, C. R. (1965). *Client-centered therapy*. New York: Houghton Mifflin.



## Appendix: Case Discussion

The case discussion involves facilitating a discussion/case conference of Rainey's case using the principles of the theory being discussed during the class session. Case conferencing involves:

- Giving a brief description of the client and summarizing the most important points/issues presented by the client.
- Describing/hypothesizing about the etiology or development of the problem. For this assignment you will use the constructs of the assigned theory as primary framework for discussing the etiology.
- Describing a treatment plan for the client, including the goals/objectives you hope to accomplish and the types of interventions you might use to accomplish your objectives.
- Describing/discussing the concerns and questions you have as you contemplate your work with the client. These could be questions/concerns related to your understanding of etiology or the treatment of the client.

In addition to facilitating the class discussion, you will turn in a one page summary of the information you plan to share during the case conference. It should be organized into sections that reflect the sections of the case discussion (e.g., client description, etiology, treatment plan, questions/concerns). The content of the sections can be presented as a narrative or as bulleted points.

### Standards for Presentation

- Length should be between 15-20 minutes
- The written summary of the case discussion is due the day of the presentation.
- You may develop a powerpoint presentation to facilitate the discussion, but it is NOT required.

### Grading

Grading will be based on both the written summary and the class presentation. These components will be equally weighted in calculating the overall score. Evaluation will be based upon:

- The demonstrated knowledge of the theory
- The demonstrated knowledge of the case
- The quality of the application of theory to the case
- The ability to identify/discuss questions and concerns

### Rubric for Case Discussion and Case Conceptualization

|                                   | <b>Exemplar</b>   | <b>Approaching</b>   | <b>Basic</b>  | <b>Below Basic</b>   |
|-----------------------------------|---|--|---|--|
| Explanation of theory and content | Discussion of theory is evident either through direct instruction or through the presentation of content; participants demonstrate a deep knowledge of theory and content through application                             | Theory and content are presented, but not discussed in much depth; explanations tend towards the superficial; presenters unclear of meaning of some aspects of theory  | Theory and content are presented superficially and lack depth; some aspects of explanation are factually incorrect  | Explanations are incomplete and absent of any depth; presenters are unclear of purpose or key aspects of theory and content  |
| Planning and Preparation          | Work done for the presentation is thorough and complete; effort is evident in the precision and refinement of visual and demonstrative aspects of the presentation; overall presentation is polished                      | Planning is evident in the presentation; visuals and demonstrations are solid, but leave room for improvement through practice or more drafts  | Presentation lacks evident preparation; demonstration is more ad hoc and less polished; presenters are uncoordinated in their responsibilities                              | Presentation is sloppy and miscued; visuals are unclear and hastily planned; no evidence of multiple drafts or pre-planning; efforts look impromptu and lack thought |
| Facilitating class questions      | Presenters are able to answer a diverse and deep range of class questions; questions are answered by different members of the group, indicating a shared understanding of content   | Questions are responded to briefly but not in depth; some time is given to questions, but not enough to facilitate learning from discussion  | Participants can't answer appropriate questions and dismiss some of them; some questions need to be answered by instructor; some answers are given defensively              | Participants don't answer questions and ignore others; answers are condescending or incomplete   |
| Appropriateness of mode selected  | The mode of the presentation facilitates the content of the presentation and enhances the classes' understanding of the lesson; the presentation itself is a learning tool to strengthen the quality of our understanding | Some aspects of the presentation enhance understanding, but parts detract from learning; purpose for selecting the mode is somewhat clear; some parts of presentation are kitschy and aren't tied to the content | Mode is selected for its own sake instead of supporting the learning of the class; some tie ins to the content of the presentation, but parts are distracting and confusing | Mode is inappropriate and very confusing; student learning decreases by viewing the presentation   |
| Full group participation          | All members of the group participate significantly and in a meaningful way either in planning or presentation   | Most members participate in constructing the assignment  | Some members participate in constructing the assignment   | One person does most of the work   |
| Quality of presentation           | Presentation is polished and refined; participants have evidently gone through practices or drafts of the project and are coordinated in their efforts; it is a high quality product                                      | Presentation has some glitches and miscues, but, overall, the presentation shows depth of planning and practice  | Presentation has several miscues and mistakes; participants are not on the same page and there is a serious lack of coordination  | Presentation can't go through as planned; participants are unprepared and aren't taking the assignment seriously   |