

HDC 6010 Theories of Counseling

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Office Hours: 1:00–3:00 p.m. Wednesday 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 2.F.5.a, 2.F.3.c, SC 3.f)
3. Critically examine each of the major theories of counseling within the framework of her/his own background, values, and professional goals.
4. Critically examine theories and etiology of addictions and addictive behavior.
5. Begin the process of developing one's own theoretical positions. (CACREP 2.F.5.n)
6. Demonstrate an understanding of the impact of race, ethnic, gender, sexual orientation, and cultural differences in the counseling relationship. (CACREP 2.F.2.c, 2.F.2.d)

Objective	Evaluation
Critically examine the basic philosophical assumptions that underlie each theory of counseling	Case Discussion, Quizzes
Acquire knowledge of the prevailing theories of counseling so that they can be compared and contrasted. (CACREP F.5.a, F.3.c, SC 3.f)	Quizzes, Case Conceptualization
Critically examine each of the major theories of counseling within the framework of her/his own background, values, and professional goals.	Case Conceptualization
Begin the process of developing one's own theoretical positions. (CACREP 2.F.5.n)	Case Conceptualization
Demonstrate an understanding of the impact of race, ethnic, gender, sexual orientation, and cultural differences in the counseling relationship. (CACREP 2.F.2.c, 2.F.2.d)	Case Discussion, Quizzes

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* (1st ed.). Washington, DC: APA Books.
- Beck, J. S. (2011). *Cognitive therapy: Basic and beyond* (2nd ed.). New York: Guilford Press. ISBN-13: 978-1609185046
- Glasser, W. (2001). *Counseling with choice theory*. New York: Harper.
- Hulac, D., Terrell, J., Vining, O., & Bernstein, J. (2011). *Behavioral interventions in schools: A response-to-intervention guidebook*. New York: Routledge.
- Luoma, J., Hayes, S. C., & Walser, R. D. (2007). *Learning ACT: An acceptance and commitment therapy skills-training manual for therapists*. Oakland: New Harbinger Publications. (There is a second edition, but the first edition is fine.)
- 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.
- North, R. A. (2017). *Motivational interviewing for school counselors*. Independent publisher.
- 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* (3rd ed.). Thousand Oaks, CA: Corwin.
- Storr, A. (2001). *Freud: A very short introduction*. New York: Oxford University Press.

Recommended Resource

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Class Assignments

Case Discussion—60 points

Working in small groups, one class during the semester you will develop a case conceptualization based on a particular theory and present it to the class. The conceptualization/presentation 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 illustration should address any concerns regarding diversity/multiculturalism and the application of the theory to the case. The goal of the illustration should be deepen understanding of theory by demonstrating the ability to apply it to cases.

Case Conceptualizations—100 points each/200 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 three weeks before the due date. Using information from the case, you will write a two- to three-page single-spaced paper that articulates your conceptualization of the case. Details regarding the content and structure of the conceptualization are provided separately. **Note: You should not consult your peers prior to turning in the case conceptualization. It should reflect only your ideas about how to approach the case.**

Quizzes—20 points each/240 points total

An online quiz covering the readings for that week will be posted online the week before the topic is discussed in class. You may complete the quiz anytime that week, but you should complete the quiz before the live session. You will have 25 minutes to complete the quiz. The questions are short answer and should be able to be answered with one to two paragraphs or in bullet format. The

quizzes will be open note and open book, but given the time limit, 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 (12 @ 20 points each)	240 points
Case Discussion	60 points
<u>Case Conceptualization Paper</u>	<u>200 points</u>
Total:	500 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 leave the live session during any of these discussions, either for a short time or for the rest of the 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. If you are having these reactions frequently, I will request a meeting to discuss resources that might be useful in managing these situations. 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 three 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.**

Distractions

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 requested that you avoid audio or visual distractions during the live sessions. These include engaging in behavior on video/audio streams that is not consistent with class participation (e.g., speaking with third parties, telephone conversations, etc.). Distractions will be addressed with a warning for the first incidence. Additional incidences will result in percentage points deductions from your final grade (second incidence = 2 percentage points; subsequent incidents = 3 percentage 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 regard 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. They should conform to the format found in the *APA Publication Manual* (6th ed.) unless otherwise indicated. Recommended paper lengths do not include title pages or references. Graduate-level writing is expected. Therefore, points will be deducted for poor grammar, consistent spelling mistakes, or failure to comply with APA format. **Papers should be submitted prior to the beginning of the live session on the due date.** 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 the live session).

Tentative Course Schedule

Week	Topic	Readings and Assignments
1	- Course Introduction - Prologue: Developing common goals and expectations: Why are theories important? What is case conceptualization and why is it important?	-Ridley, Mollen, & Kelly, 2011 (especially pp. 825-842) Hansen, 2006 - Sperry, 2005-
2	- Basic Skills - Understanding Our Own Cultural Influences - Psychodynamic Theory - Freud - Brief Dynamic Theory	- Storr, Chapters 1-5; 10-12 - Messer, 2001 - Schmader, 2010
3	- Individual Psychology - Adler - Neo-Freudians - Erikson - Fromm	- Bankart, Chapters 8 &10 - Bamberry & Abell, 2006
4	- Relational-Cultural Model	- Miller & Stivers, Chapters 1-9
5	- Behavior Therapy, Part I	- Behavioural Therapy

6	- Behavior Therapy, Part II	- Babyak, Luze, & Kamps, 2000
7	- Cognitive Therapy	- Beck, Chapters 1–10
8	- Solution-Focused Therapy	- Sklare (through p. 128) - Case Conceptualization Due
9	- Reality Therapy	- Glasser, 1–10
10	- Acceptance and Commitment Therapy	- Luoma, J., Hayes, S. C., & Walser (Chapters 1–7) - Case Conceptualization Discussion
11	- Person-Centered Therapy - Motivational Interviewing	- Bankhart, Chapter 15 - North (all)
12	- Existential Therapy	- Bankhart, Chapter 17
13	- Family Systems	- Minuchin, S., Reiter, M. D., & Borda, C., Chapters 1–4 - Case Conceptualization Due
14	- Adjunctive Approaches	- Seligman, Chapters 1–9 - Malchiodi (2005) - Trice-Black, Bailey, & Riechel (2013) - Guttman & Regev (2004) - Case Conceptualization Discussion

*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.

Bankart, C. P. (1997). *Talking cures: A history of Western and Eastern psychotherapies*. Pacific Grove, CA: Brooks Cole Publishing Co.

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 (Eds.), *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 (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.
- 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. (2005). *Case approach to counseling and psychotherapy* (6th ed.). Belmont, CA: Brooks/Cole.
- Hawton, K., Salkovskis, P., Kirk, J., & Clark, D. M. (Eds.). (1989). *Cognitive behaviour therapy for psychiatric disorders*. New York: Oxford University.
- Ivey, A. E., D’Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of counseling and psychotherapy: A multicultural perspective* (6th ed.). Boston: Allyn & Bacon.
- Mitchell, S. A., & Greenberg, J. (1983). *Object relations and psychoanalytic theory*. Cambridge: Harvard University.
- Polster, E., & Polster, M. (1973). *Gestalt therapy integrated*. New York: Vintage Books.
- Prochaska, J., & Norcross, J. (2007). *Systems of psychotherapy: A transtheoretical analysis*. Belmont, CA: Wadsworth.
- Rogers, C. R. (1965). *Client-centered therapy*. New York: Houghton Mifflin.
- Yalom, I. D. (1980). *Existential psychotherapy*. New York: Basic Books.