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)

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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

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
- **Case Conceptualization (75 points each)**: 150 points
- **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 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 addition 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 intra-personally. 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 (2nd incidence = 5 points; subsequent incidents = 5 points).

**Diversity Statement**
It is my hope and intent that students from all backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource,
strength, and benefit. It is my intent to present materials and activities that are respectful of diversity including gender, sexual orientation, sexual identity, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**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**

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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| 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)  
- Halbur & Halbur, 2006  
- Sperry 2006 |
| 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 8 & 10 (provided)  
- Bamberry & Abell, 2006 |
| 4    | -    | Relational Cultural Model | - Miller & Stivers Chapters 1 – 9 |
5 | - Case Conceptualization Revisited  
   - Behavior Therapy (Pt 1)  
   - Sperry (2006)  
   - Anthony & Roemer Chapters 1-3  

6 | - Behavior Therapy (Pt 2)  
   - Hulac, et al. Chapters 1, 3-6, 11-13  
   - 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 (Chapters 1-7)  

11 | No Class Meeting  
   - Case Conceptualization Due  

12 | - Existential Therapy  
   - Humanistic Therapy  
   - Bankart 17  
   - Barnes 2000  
   - Rogers 1-2 (provided)  

13 | - Couples Therapy  
   - Family therapies/Eclectic Theories  
   - Gottman (all; scan 3-11)  
   - Minuchin, S., Reiter, M.D., & Borda, C. (Chapters 1-4.)  

15 | - Positive Psychology  
   - Alternative Modalities  
   - Seligman 1-9  
   - Malchiodi (2005)  
   - Case Conceptualization Due  

*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


**Optional Readings:**
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
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<th>Rubric for Case Discussion and Case Conceptualization</th>
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<td><strong>Exemplar</strong></td>
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<td>Explanation of theory and content</td>
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<tr>
<td>Planning and Preparation</td>
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<td>Facilitating class questions</td>
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<td>Appropriateness of mode selected</td>
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<td>Full group participation</td>
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<td>Quality of presentation</td>
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