

HDCN 6301 Counseling Theories
Spring Term, 2014
Thursdays, 10:00 a.m. – 2:15 p.m.
Syllabus and Flexible Itinerary

Bret M. Menassa, PhD, LPC-S
Office hours: By appointment
Email: bmenassa@smu.edu
Phone/Text: [REDACTED]

Course Description:

This course is an advanced study of the major theories of counseling and psychotherapy, as well as an exploration of the historical perspectives and philosophies upon which they are based. Theories to be addressed include: (a) Classical Psychoanalysis, (b) post-Freudian analytic and psychodynamic approaches, (c) Individual Psychology, (d) Behavior Therapy, (e) Person-Centered Therapy, (f) Gestalt Therapy, (g) Rational Emotive Behavior Therapy, and (h) Cognitive Therapy. A special emphasis will be placed on the axiom, “know thyself.”

Required Text:

Sharf, Richard S. (2012). *Theories of psychotherapy and counseling: Concepts and cases*, 5th ed. Belmont, CA: Brooks/Cole. ISBN-13: 978-0840033666.

Methods of instruction:

This may sound odd coming from a professor, but I do not presume to be able to "teach" you counseling theories. I believe that learning is a self-initiated, life-long process of personal discovery. Therefore, I commit only to provide you some of the conditions that will encourage your involvement in and facilitate your learning about both this fascinating subject and about yourself. The degree to which you become involved in the learning environment I strive to create will be a function of your own goals for this course and the responsibility and initiative you assume for implementing them. I hope to facilitate your involvement and learning in this course by means of: (a) in-class lecture, (b) in-class discussion and small-group work, (c) films and video tapes, (d) out-of-class reading and writing assignments, and (e) quizzes and exams.

Course Requirements:

1. Weekly quizzes over assigned reading: 25%.

Eight quizzes will be given, each based upon class discussion and on the readings assigned for that class meeting. Quizzes will be administered via Blackboard Learn at <http://courses.smu.edu>, and can be taken only during the 24 hours immediately following each class meeting. Late submissions will not be accepted. **Extra credit of 20 points** will be added to each quiz if written notes for the corresponding chapter are submitted on the day the chapter is discussed in class.

Grading criterion: percentage of correct responses, plus any extra credit. The average of the seven highest quiz scores, including any extra credit, will count toward 25% of your grade in this course. **SMU Honor Code Applies!**

2. Examinations: 50% (total)

Available March 20 – 22: Midterm Exam (25%) covering chapters 2, 3, 4, and 8.

Available April 27 – 29: Final Exam (25%) covering chapters 6, 7, 9, and 10.

(Final exam is not cumulative per se, but will require a contextual understanding of material from the midterm.)

All examinations will be administered via Blackboard Learn at <http://courses.smu.edu>, and can be taken only during the 48 hours immediately following the 5th and 10th class meeting. Late submissions will not be accepted. **SMU Honor Code Applies!** Examinations will consist of approximately 75 - 95 multiple choice items, and will cover all reading assignments, lectures, and class discussions prior to the date of the examination. In taking the exams, you will demonstrate that you have: (a) done the assigned readings, (b) participated in class discussion, and (c) understood and synthesized the material presented.

Grading criterion: Percentage of correct responses.

3. Counseling Theory / Personal Exploration Paper: 25%

Due date: March 27, 2014

As a counseling student attempting to identify a guiding theory of counseling and psychotherapy, one of the most important aspects of that endeavor is often overlooked: your own personality and what you already believe about yourself, other people, and how to facilitate change. Therefore, it is imperative that you understand as much as possible about your own beliefs and attitudes, and how these factors relate to how you will eventually practice the art of counseling.

For this paper, you will investigate more deeply the theory with which you already experience a substantial degree of synergy. You will have completed and scored the Counseling Theory Identity Inventory (CTII) in the first class meeting, the results of which will likely have at least preliminarily helped you narrow your choice to one or two theories. Using the following outline as a guide, compare what that theory's founder(s) believed to what *you* believe at this point in your development. Note areas in which you concur with the theorist(s) and areas about which you are still unsure or even flatly disagree. **Make sure to discuss your personal reaction and preferences for each point you raise, illustrated with examples for your life whenever possible (and it should be possible *most of the time*)**

Suggested paper outline:

I. Introduction (does not get an APA heading, but make sure to restate the paper title on the 1st line of text)

II. **Fulcrum of Change** (APA Heading level 1)

- a. What does the theorist believe is the "fulcrum of change?" (*optional*: Heading level 2)
- b. Why did he believe it is most important to direct therapy there? Make sure to explain your understanding of the major, applicable tenets of the theory whenever you can!
- c. Where do YOU believe the fulcrum of change to be? (*optional*: Heading level 2)
- d. What experiences from your own life and development influenced this belief?

III. **Focus of the session** (APA Heading level 1)

- a. Problem vs. Non problem focus (*optional*: Heading level 2)
 1. Did the theorist believe that sessions should focus on an identifiable problem?
 2. If so, why or why not? Make sure to explain your understanding of the major, applicable tenets of the theory whenever you can!
 3. What do YOU believe about the necessity to focus sessions on an identifiable problem?
 4. What experiences from your own life and development influenced this belief?
- b. Time orientation (*optional*: Heading level 2)
 1. Did the theorist believe that sessions should focus on the past, the present, the future, or a combination of these?
 2. If so, why or why not? (the answer will likely be related to the theorist's fulcrum of change). Make sure to explain your understanding of the major, applicable tenets of the theory whenever you can!
 3. Where do you think YOU'LL be comfortable working: the past, present, future?
 4. What experiences from your own life and development influenced this belief?
- c. Duration of Therapy (*optional*: Heading level 2)
 1. How long did the theorist believe that therapy should take? Weeks? Months? Years?
 2. Why did he believe this? Make sure to explain your understanding of the major, applicable tenets of the theory whenever you can!
 3. How long do YOU think you'll be comfortable working with a client?
 4. What experiences from your own life and development influenced this belief?

IV. **Personality traits of the therapist** (APA Heading level 1)

- a. What did the theorist believe is the number one role of the therapist? Why? Make sure to explain your understanding of the major, applicable tenets of the theory when you can!
 1. How important is therapist "warmth" in the therapeutic process? Why?

2. How important is therapist “genuineness” in the therapeutic process? Why?
 3. How important is therapist “empathy” in the therapeutic process?
 4. What other personal qualities, traits or attributes did the therapist need to have? Coach? Teacher? Provocateur? Debater? Interpreter? Investigator? Why or why not? What does the therapist have to be comfortable doing? Support your opinion by summarizing the major, applicable tenets of the theory here.
- b. What do YOU think about these various personality traits? How similar is your personality to the kind of personality the theorist suggests?
 - c. What experiences from your own life and development influenced your personality in this regard?
- V. **Conclusion** (Heading level 1)
- a. How certain are you that the theory you seemed closest to at the beginning of the term is the theory you will stick with? What is still similar, and what has changed?
 - b. What do you still need to learn about the theory, about yourself, and about the counseling process to identify YOUR guiding theory of counseling?
 - c. What did you learn, either about the theory (or about yourself) that affected you/surprised you/impacted you the most in writing this paper?

Suggested Options for writing your theory paper:

<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
1/30: Submit name of your selected theory. Begin reading/noting that chapter.	1/30: Submit name of your selected theory.	1/30: Submit name of your selected theory.
2/20: Submit rough outline	2/20: Begin reading/noting theory chapter.	-----
3/13: Submit draft of paper w/attempt at APA formatics.	3/13: Submit a detailed outline for feedback.	-----
3/20: Drafts submitted on 3/13 returned	3/20: outlines submitted on 3/13 returned	-----
3/27: Theory Paper Due	3/27: Theory Paper Due	3/27: Theory Paper Due

Counseling Theory / Personal Exploration Paper Grading Rubric and Criteria			
	100-90	89-83	82 & Below
Depth of Thought & Analysis 20%	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.
Synthesis & Congruency 20%	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.
Thoroughness 20%	The appropriate content is covered in depth without being redundant. There is a clear effort to integrate a personality theory into the student’s personality development.	Pertinent content is not covered in as much depth, or as explicit, as expected. Some integration of theory with personality development.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated. Weak effort to integration theory and development.
Personalization 20%	Writer integrates examples from his or her own life in relation to the content.	There is some attempt on the writer’s part to utilize personal examples within the content.	There are no examples from the writer’s personal experience expressed in the content.
Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. Writer incorporates creative voice appropriately. No spelling, grammar, punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Frequent misspellings, incorrect grammar, punctuation.

Overall Grading Criteria

SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-. (A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80 – 82, and any C is 79 or below).

In the Counseling Department, any grade below a B- is considered unacceptable, and a student receiving such a grade would be required to repeat that particular course.

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+	High Pass	87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-	Low Pass	80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 \geq	0.0	0.0

Learning Objective	Measurable Outcome
Demonstrate appropriate knowledge of the philosophical and historical underpinnings of the counseling theories presented.	Students will demonstrate these skills during class discussion, exams, and their theory comparison paper.
Recognize and understand the concepts and components of the various counseling theories to be studied as noted in the course description.	Students will exhibit these abilities through oral discourse during class and group discussion, as well as on exams and on the theory comparison paper.
Develop an understanding of and an appreciation for the role of human development, human behavior, cultural background, and multicultural issues in counseling.	Students will demonstrate these skills during class discussion, exams, and in their theory comparison paper.

Grade of Incomplete. A student may receive a grade of “I” (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of “I” is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the grade of “I” is normally 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of “I” will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of “I” is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student’s work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of “I” does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in

removal from the degree candidacy list and/or conversion of the grade of “I” to the grade indicated by the instructor at the time the grade of “I” was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Absences: If you are absent, it is your responsibility to contact a classmate or your instructor in case we have adjustments in our schedule.

Statement on Attendance: Instructors should be given 24 hours’ notice of any absence whenever possible. Students are responsible for all assigned material, whether or not the student attends all class meetings. If a student must miss class, it is the student’s responsibility to contact a classmate to get all material and assignments covered during their absence. A student’s final grade will be reduced by one letter grade if *two absences* occur. A student missing *more than two* classes, at the instructor’s discretion, may: (a) Receive a grade of Incomplete if the requirements to do so have been met; (b) Receive a non-passing grade for the course, i.e., a C or lower; and/or (c) Drop the course or withdraw from the University. (This option may have a financial and/or financial aid impact. Students should refer to the department Add/Drop Policy and the Withdrawal Policy: <http://smu.edu/education/counseling/AcademicCalendar2011-12.asp> then consult with the Program Specialist)

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Statement on Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other’s personal information, reactions, etc. only while in class or privately with other current class members. Although the nature of the counseling program invites and expects students to confront themselves in order to maximize personal growth, each student is ultimately responsible for what he or she chooses to share in class, knowing that he or she has the right to pass on any activity or discussion that seems too personal. It is also the responsibility of each class member to treat classmates with respect and integrity, thus providing

emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Class Decorum: Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, or use laptops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Statement on Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at:
http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on APA Guidelines: Students are expected to have a high degree of familiarity with the current APA publication manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test, or for the entire course, up to potential expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Following are some general guidelines to reduce the risk of plagiarism: (a) *Always* cite the source of a direct quotation or paraphrased material from another source. (b) When quoting, copy the original material word-for-word. If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. (c) Immediately follow the conclusion of a direct quotation with a citation of the author(s), year of publication, and page number(s). When paraphrasing: (a) restate concepts in *substantially different words* than the original material, (b) Immediately after paraphrased material, cite author(s) and year of publication, (c) If paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph, possibly more than once, depending upon the length of paragraph.

Flexible Schedule / Class Itinerary:

January 23: Overview of course, syllabus, Lecture 1 & 2
Administer/discuss the Counseling Theory Identity Inventory (CTII).
For next class: *Read Chapter 2: Psychoanalysis, pp 28 – 38; & pp. 47 – 76.*
Turn in the name of the theory that will be the subject of your theory paper.

January 30: Psychoanalysis: Discussion and online quiz.
Submit the name of your chosen theory paper topic.
For next class: *-Read Chapter 2, pp. 39 – 47, and Chapter 3, pp. 82 – 111.*
-Begin reading chapter on the theory paper topic, and begin an outline for your theory paper (Suggested turn-in date: 2/20)

February 6: Post-Freudian approaches: Discussion and online quiz
For next class: *Read Chapter 4: Adlerian Therapy, pp. 123 – 156.*

February 13: Adlerian Therapy: Discussion and online quiz
For next class: *Read Chapter 8: Behavior therapy*

February 20: Behavior therapy: Discussion and online quiz
Suggestion: Submit an outline for your theory paper for feedback.
For next class: *Read Chapter 6: Client-centered theory.*

Mid-Term Exam: Available online from 2/20/14 at 2:00 p.m. until 2/22/13 at 11:59 p.m.

February 27: Client-centered theory: Discussion and online quiz
Theory paper outlines turned in 11/18 will be returned today.
For next class: *Read Chapter 7: Gestalt Therapy*
Suggestion: Begin a rough draft of your theory paper using feedback from outline

March 6: Gestalt Therapy: Discussion and online quiz
For next class: *Chapter 9: Rational Emotive Behavior Therapy (REBT)*

March 13: Rational Emotive Behavior Therapy (REBT): Discussion and online quiz
For next class: *Read Chapter 10: Cognitive Therapy*
Suggestion: Submit a rough draft of your theory paper for feedback.

March 20: Cognitive Therapy: Discussion and online quiz.
Theory paper rough drafts/outlines turned in 3/13 will be returned today.
For next class: *Study for Final Exam*

March 27: Review of Course, review/prepare for final exam, other closing activities.
Theory papers due

Final Exam: Available online from 3/27/14 at 2:00 p.m. until 3/29/14 at 11:59 p.m.

Student Acknowledgement of HDCN 6301.001 Syllabus
(Student Copy)

I have received, read, and had the opportunity to ask questions about the terms, conditions, and requirements for my enrollment in and successful completion of HDCN 6301.001 at SMU-in-Plano as outlined in this syllabus, and agree to be bound by them. I understand that this syllabus is not a contract and may be adjusted as needed by the instructor, Dr. Bret Menassa. I understand that, although every attempt has been made to ascertain that this syllabus conforms to all University and departmental policies, where conflicts may arise, University and/or departmental procedures take precedence.

Student Signature

Date

Student printed name

Student Acknowledgement of HDCN 6301.001 Syllabus
(Instructor Copy)

I have received, read, and had the opportunity to ask questions about the terms, conditions, and requirements for my enrollment in and successful completion of HDCN 6301.001 at SMU-in-Plano as outlined in this syllabus, and agree to be bound by them. I understand that this syllabus is not a contract and may be adjusted as needed by the instructor, Dr. Bret Menassa. I understand that, although every attempt has been made to ascertain that this syllabus conforms to all University and departmental policies, where conflicts may arise, University and/or departmental procedures take precedence.

Student Signature

Date

Student printed name