COUNSELING THEORIES
HDCN 6301

Instructor: Dr. Hal Barkley
Winter, 2013: Monday, 10:00 – 2:15
Office Hours: contact for appointment (SMU in Plano)
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(Retain this syllabus for your personal files for future reference if needed)

This course is an advanced study of the major theories in the field of counseling, as well as an exploration of the historical perspectives and philosophies upon which they are based. Theories to be addressed include Classical Psychoanalysis, Individual Psychology, Analytical Theory, Person-Centered Therapy, Rational Emotive Behavior Therapy, Behavior Therapy, Cognitive Therapy, Gestalt Therapy, and Existential Therapy. A special emphasis will be place on the axiom, "know thyself."

Required Text: Corsini, R. & Wedding, D. (2005). *Current Psychotherapies*. 9th Edition. Canada: Brooks/Cole.

Course Requirements:
Class participation: 25% of grade –

A) classroom contribution of a quality that reflects knowledge of readings, texts, reference material, and occasionally, written assignments.

B) Attendance: please see Statement on Attendance

C) a written summation of your personal counseling theory, 2-3 pages in length, determining the counseling theory that best fits your philosophical orientation and basic beliefs about the nature of clients in counseling and about the nature of behavior change. Due at the beginning of class, January 7th and defended orally during this last class session.

Personality Self-study: 25% of grade – a written, internally consistent, personal consideration evaluating your own personality based on the theories studied in class. This paper will be due December 10th.

Mid Term Exam: 25% of grade – an objective exam covering the first half of the course administered in class on November 26th.

Final Exam: 25% of grade – an objective exam covering the last half of the course administered in class on January 7th.

Remember that at 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 repeating that particular course would be necessary.

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		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≥	0.0	0.0

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 Incomplete grade normally is 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.

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 personality self-study.
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 personal counseling theory defense.
Develop an understanding of and an appreciation for the role of human development, human behavior, cultural background, and multicultural issues in counseling situations.	Students will demonstrate these skills during class discussion, exams, and in their defense of their personal counseling theory.

Course Outline:

Oct. 22nd: First Class – overview of course, syllabus, group activities, Chapter 1
Assignment for next class: Read Chapter 2

Oct. 29th: Psychoanalysis. Assignment: Read Chapter 3

Nov. 5th: Individual Psychology. Assignment: Read Chapter 4

Nov. 12th: Analytical Psychology. Assignment: Read Chapter 5

Nov. 19th: Person Centered Theory. Assignment: Study for Mid Term Exam and read Chapter 7

Nov. 26th: Mid Term Exam; Behavioral Theory. Assignment: Read Chapter 6

Dec. 3rd: Rational-Emotive Behavior Theory. Assignment: Read Chapter 9 and complete paper on personal Personality Self-Study

Dec. 10th: Self-Study due; Existential Theory. Assignment: Read Chapter 8 and parts of Chap.10 (Overview p. 342-347; History p. 348-351; Case Study, Summary p.376-379)

Dec. 17th***: Cognitive Theory and Gestalt Theory; Assignment: paper on Personal Counseling Theory due next week: Study for final exam

Jan. 7th: Paper on Personal Counseling Theory turned in and defended; Final Exam

***** Dec. 17th may be rescheduled due to University holiday schedule.**

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

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, nor use lap tops 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 APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
    - Copy the original material word-for-word (p. 117)
    - 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. Double space all text (p. 117)
    - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)
- When paraphrasing:
    - Restate concepts in *substantially different words* than the original material (p. 349)
    - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
    - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).
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- 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. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an

assignment/test or for the entire course and/or 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.

Statement on Attendance:

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one 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 impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
    - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
    - receive a failing grade for the course
    - drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://smu.edu/education/counseling/AcademicCalendar2011-12.asp then consult with the Program Specialist if they believe this option is a possibility.)

Class Participation & Readings Assessment

	Exemplary 93-100	Accomplished 90-92	Developing 83-89	Needs Improve. 80-82	Score
Preparation for class/class discussion/writing assignments	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class; turns in all writing assignments	Occasionally asks questions or makes observations that indicate reflections, some knowledge or readings for class; turns in all writing assignments	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class; turns in all writing assignments	Does not ask questions or make comments that indicate familiarity with topics for class; turns in most writing assignments	
Small group participation	Participates actively and provides leadership in small groups in class	Participates actively in small groups in class	Does not actively participate in small groups in class	Does not participate in small groups in class	
Class absences	Attends class regularly (no missed classes)	Misses 1 class with prior arrangement	Misses no more than 2 classes w/o prior arrangement	Misses class often	

Personality Self-Study – HDCN 6301

"The unexamined life is not worth living." - Socrates

In our quest to create our own personal counseling style we often overlook one of the cornerstones of that endeavor; our own personality. Counseling office dynamics, mood, tone, structure, and style can almost always be traced to the counselor's individual persona. Thus it is imperative that you, the counselor, understand as much as possible about the intricacies of your own behavior, and how that relates to the behavior of those with whom you work. Using the theories we have studied thus far in our class:

I. Discuss your own personality and how it became what it is. Make use of any of the various constructs we have examined in the personality theories of Freud, Adler, Jung and/or others. Strive for congruence as you build your personal theory of self.

II. In addition to the above, you may incorporate any of the following constructs that you deem important:

A. personal learning style

B. personal motivational system

C. thinking/cognitive orientation

D. trust issues

E. anger issues

F. control issues

G. other emotions/affect

H. spirituality

I. sexuality

J. love relationships

K. environmental factors

L. biological factors

M. peak experiences/valley experiences/depth experiences

N. concepts from other personality theories

III. Evaluate as best you can at this point how you think your personality will impact your approach to counseling. Consider these possible variables:

A. strengths in a counseling session

B. weaknesses in a counseling session

C. areas for growth

D. "golden" relationships

E. "difficult" relationships

F. how you set tone, create mood, set structure, motivate, encourage, etc.

This paper should be double-spaced in 12 point type and be a minimum of eight to ten pages in length. Use your best writing style. The only person who will read it is your instructor, and it will be returned to you. It is due **December 10th** at the beginning of class.

Rubric for Personality Self-Study

	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 when appropriate. No spelling, grammar, or 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. Misspelled words, incorrect grammar, and improper punctuation are frequent.	