 <p>University of Lethbridge</p>	<h1>CAAP 6601</h1> <h2><i>Theories of Counselling and Their Application to Client Change</i></h2>
---	---

Fall 2013

The University of Lethbridge, Faculty of Education

Instructor:	Dr. Jim Henry	Office: TH318	Phone: 329-2271
Secretary:	Margaret Beintema	Office: TH321	Phone: 329-2732
Email:	jim.henry@uleth.ca		
Office Hours:	By appointment (please email to arrange)		

COURSE DESCRIPTION:

Students are engaged in a critical evaluation of a range of contemporary counselling theories and they will begin to develop a description of their own emerging theory.

EXPECTATIONS FOR THE COURSE

This course is designed to provide students with historical and theoretical foundations in counselling psychology. The course begins with a review of the nature and role of theory in professional practice, and the development of a framework for the critical analysis of theoretical perspectives. This framework will then be used to examine a sampling of more prominent theories in counselling psychology. Students will identify the theoretical constructs and approaches they are drawn to and integrate them into a cohesive personal theory.

This course is taught online. The readings, lessons and activities all happen in our virtual environment. Assignments are submitted and returned online and most of our interaction will happen via the online world.

It is important to understand, however, that the expectations for quality, effort and academic excellence are the same as they are in a face-to-face course. In fact, many people find that online courses require more time and effort than their onsite counterparts. Online students certainly need to be self-motivated, disciplined and good managers of their time.

It is also important to understand that this online course is not an independent study. Even though you may spend a lot of your time working alone in front of your computer, you are still part of a “class” and, as such, regular interaction and participation is required. Everyone contributes to the learning environment that we will create together. As well, there are group activities in the course that require that all group members are able to easily get hold of one another. (And if one student tends to be hard to reach, it makes it very difficult for the other group members.)

Regular, active participation in the course is essential and counts toward your final grade. See the assignment info for details regarding interaction and participation.

How much time should you expect to spend on this course? Though we don't have weekly lectures or class time, it is expected that online students spend *at least* the equivalent of that amount of time working on activities such as discussion forums, reviewing PowerPoint and audio/video presentations, taking part in activities and exercises, and so forth. Also, as with a face-to-face course, the readings, assignments and activities are completed in addition to class time and commonly require *many* additional hours per week.

COURSE OBJECTIVES:

Upon successful completion of this course, it is expected that students will be able to:

1. Explain the uses and the importance of theory in counselling practice;
2. Demonstrate an understanding of the key theoretical constructs, applications, advantages and limitations associated with the leading schools of psychotherapy;
3. Articulate the value and limitations of integrative and eclectic therapies;
4. Describe the many factors that influence the helping process – including social, cultural and environmental factors, relationships, the level of commitment of the client, etc.
5. Describe how things such as personal values, beliefs, experiences, attitudes and individual differences influence our personal theory and style as counsellors;
6. Develop and articulate a personal theory of counselling (through the process of integrating course material, personal reflection, self-awareness and the feedback of peers and instructor.)

REQUIRED TEXTBOOKS:

Corey, G. (2013). *Theory and practice of counseling & psychotherapy (9th ed.)*. Belmont, CA: Thomson Brooks/Cole.

Publication Manual of American Psychological Association, Latest Edition.

ADDITIONAL READINGS:

All required and professional development readings are available online and listed within each lesson.

OPTIONAL RESOURCES:

Corey, G. (2005). *Case approach to counselling and psychotherapy (6th ed.)*. Belmont, CA: Thomson Brooks/Cole.

Corsini, R. J. & Wedding, D. (2005). *Current psychotherapies (7th ed.)*. Itasca, IL: Peacock

Prochaska, J., & Norcross, J. (2007). *Systems of psychotherapy: A transtheoretical analysis (6th ed.)*. Belmont, CA: Thomson Brooks/Cole.

OVERVIEW OF APPROACH

Exploring the theory and practice of counseling and psychotherapy can be more than a bit daunting. To begin with, there is more than a century of material to cover. Many brilliant people have dedicated their entire lives to the exploration and development of a particular theory. And a great many of their followers have added to, adapted and integrated – or radically changed – those initial ideas. This process has gone on for many decades and even today new theories continue to emerge.

As a result we have more theories than we are able to explore during our time together and many aspects of each theory that we simply will not be able to address. It isn't possible to cover everything. It isn't even possible to cover everything that is of vital importance. Any of the theories we touch upon could easily be the focus of an entire course – if not an entire life's work!

As such, decisions need to be made regarding what is to be covered and what is not. See SCOPE AND SEQUENCE for an outline of the topics and theories we will focus on in our time together.

I've always believed that learning occurs best when the material covered is vibrant, alive and connected to real life. It goes against my nature to present theory as mere *information*. And so, we'll strive to cover the theories in a way that is engaging, interesting and compelling. We'll discuss the work and explore how these ideas apply to our own lives and the lives of our clients. We'll see if we can find ways to make the theories come alive. And in doing so, we may find that as well as doing a lot of learning we may also gain self-awareness, do a little personal growth and have some fun along the way.

ASSIGNMENTS AND COURSE EVALUATION

A+	97 - 100%	C+	77 - 79%
A	93 - 96%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%	F	Less than 63%

Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies and Research in Education Graduate Program.

The Course evaluation will consist of:

1. Theory Briefs	25%
2. Theory Presentation & Discussion Leadership	15%
3. Discussion Forums and Activity Participation	20%
4. Personal Theory of Client Change	25%
5. Project <i>OR</i> Interview	15%

1. Theory Briefs (25%)

One of the objectives of the course is to promote an understanding of the key theoretical constructs, advantages, disadvantages, etc. of the leading schools of psychotherapy. In striving towards that end we will cover about a century of research. The up side to this is that we have a

great wealth of material to draw from. We will learn from some of the greatest minds in the history of psychotherapy research and practice. The down side is that the sheer volume of material can be overwhelming.

This assignment is intended to help organize the material in a way that promotes the understanding and application of the important ideas and principles. For each of the theories (or theory “groups”) that we cover you will create and submit a one-page *brief* – a summary of the important constructs, applications, strengths and limitations of that theory, as well as your own reaction to it. The summaries will not only help you understand and integrate the material, but will also serve as a set of resources for you once the course is completed. A template will be provided and your summaries are to be entered on the template and submitted on the due dates.

Further details and guidelines for grading will be provided at the beginning of the course.

2. Theory Presentation/Discussion Leadership (15%)

Each student will present a theory for one of the schools of psychotherapy. (In some cases a team of two students will be involved in the presentation. In such cases, both members of the team shall receive the same mark. As well, grading for “solo” presentations will take workload into account.)

Further details and guidelines for grading will be provided at the beginning of the course.

3. Discussion Forums and Activity Participation (20%)

Regular, active participation in the course is essential and counts toward your final grade. Participation includes being reasonably available when you are involved in small group activities. It can be very frustrating when some students are eager to work but regularly need to wait long periods of time before hearing back from one group member. Therefore it is expected that all students will be reasonably available during the course.

As well as participation in weekly exercises and activities, the quality, quantity and timeliness of your discussion forum posts are all taken into account in the grading process. Though there will be times when we all post simple comments (i.e. “Good point Jack. I appreciate your honesty), there will also be times when we are responding to a particular question. Such posts should be thoughtful, well written and concise (i.e. 100 words). It is expected that students will log on 2-3 times during each seven-day period and that during those times they will take part in the Discussion Forums. Because interaction is an essential part of the discussion forums, it is important that each person's comments are spread throughout the week. (In other words, it is not acceptable for someone to post all of his or her comments on the evening of the last day of the week. The other students will have already participated in the discussion forum for an entire week and may not even see those comments.)

(NOTE: As well, since the nature of this class commonly involves discussion and personal disclosure maintaining confidentiality is essential.)

Further details and guidelines for grading will be provided at the beginning of the course.

4. Personal Theory of Client Change (25%)

Each student will prepare a term paper, outlining his or her emerging personal counselling framework. The intent of this paper is to identify, with clear justification, the theoretical frameworks or constructs that make sense to you and to integrate them into a cohesive personal theory – a personal way of understanding and describing the human condition and facilitating change. The critical analysis of each theoretical model throughout the semester and ongoing dialogue about key areas of controversy will feed into the process of clarifying your own position. Your paper should draw on additional supportive references as well as course materials, personal reflection and self-awareness.

Further details and guidelines for grading will be provided at the beginning of the course.

5. Personal Project OR Interview (15 %)

NOTE: Only ONE of the following options needs to be completed for this assignment.

OPTION ONE:

Personal Project: As we explore the theories it is not uncommon to discover that we are particularly drawn to one (or more) of them. Something about the ideas, approach, philosophy, interventions, etc., may appeal to us in a compelling way. This assignment is intended to provide you with the opportunity to further explore a theory that is personally meaningful to you. The parameters of this assignment are intentionally left quite broad in order to provide you with as many options and choices as possible.

Further guidelines, suggestions and grading structure will be provided at the beginning of the course.

OPTION TWO:

Interview of Counsellor or Psychologist: This assignment is designed to give you the opportunity to talk with – to formally interview – a counsellor or psychologist regarding his or her work and personal theory of counselling and client change. If you are able to arrange an interview (likely about one hour) with a counsellor your time together should include questions such as:

From your view what is the role of the counsellor? What is the role of the client?

What is your view of the origin of personal problems and difficulties?

What factors are most important in helping clients recover and get better?

What led you to the approach you use? What most influenced your theoretical orientation?

What are some of the most common interventions used in this approach?

Further details and guidelines for grading will be provided at the beginning of the course.

NOTE: Unless prior arrangements have been negotiated with the instructor in advance, late assignments will not be accepted, and students will receive a score of “0” for that component of the course.

SCOPE AND SEQUENCE

Week	Dates (Week starting)	Topic	Assignments Due on the Final Day of the “Week”
1	Sept 4	Introduction and overview	
2	Sept 11	Overview continued; Psychoanalytic Approach: Freud	
3	Sept 18	Jung, Depth Psychology and Contemporary Jungian Approaches	
4	Sept 25	Adlerian Therapy	
5	Oct 2	Behavioural Approaches	
6	Oct 9	Cognitive Approaches	
7	Oct 16	Existential Approaches	
8	Oct 23	Person-Centered Therapy	1a. Theory Briefs Part 1
9	Oct 30	Feminist Therapy	
10	Nov 6	Postmodern Approaches	
11	Nov 13	Family Systems	5. Project/Interview
12	Nov 20	Integrative Perspective	1b. Theory Briefs Part 2 3. Participation one-pager
13	Nov 27	Special Topics (i.e. Positive Psychology & Psychotherapy; Depth Psychology)	4. Personal Theory of Client Change
Other Assignment Due Dates:			
2. <i>Theory Presentation and Discussion Leadership</i> : These are presented as per the schedule we will identify early in the term;			
3. <i>Discussion Forums and Activity Participation</i> : Due on a weekly basis (monitored by instructor).			

SUBMITTING ASSIGNMENTS

Because of the dynamics involved in online courses (i.e. assignments are submitted in electronic form) special attention needs to be given to both the *subject line* and the *file name* when submitting assignments.

Subject Line: All assignments must include the following information in the *subject line* of Discussion Forum posts (and/or email messages that included assignments as attachments).

last name + first initial + course name + assignment #.

It’s also clearer if the info is separated by underscores. For example, if I were submitting the second assignment, my subject line would look like this:

henryj_caap6601_2

If Jane Doe were sending an email with the info for assignment four, the subject line of her email would read:

doej_caap6601_4

File Name: The *file name* refers to the name of the actual document you are submitting. In most cases this will be a Word document (.doc) that is stored on your computer and that you are uploading or including as an attachment. When we work on documents on our computers we tend to name them things like: Final Version or Assignment3. While this works fine on your own computer it does not work when the assignments are all being submitted (And the instructor ends up with 20 assignments called Assignment3). The assignments must be personally identified using a standard format. Follow the same procedure as outlined above for *Subject Headings*. Since Microsoft Word tends to add the suffix .doc to documents, the file name for my third assignment would read:

henryj_caap6601_3.doc

PRE-REQUISITES AND SPECIAL REQUIREMENTS

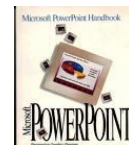
Skill and Knowledge: Since this course is taught via the web, we will be exploring and using a variety of skills, tools and technologies. Of course, certain basic technology skills are expected before beginning the course. It is important that you are: able to use web browsers, email (including sending and receiving attachments), a word processor (i.e. MS Word), that you have a working knowledge of conducting online searches through the U of L Library databases and with engines such as Google, and that you have a working familiarity with your own computer and operating system. As well, we will be exploring other technologies including:

Audio and Video: We will also make use of audio and video technology in the course, including podcasts and short video clips. The format for videos I will be using is Quicktime (available free for both Mac and Windows). As well, at times we will use the video viewing format in iTunes (also available free for both Mac and Windows).



Computer and Internet requirements: Because we will be using audio and video clips (which tend to be very large files) it is important that those registered in the course have access to a high-speed internet connection.

PowerPoint Software: We will make use of PowerPoint in the course. (Actually, I use the Apple software *Keynote*). You don't need to be a PowerPoint expert, but we will make use of this software so it will be important to have some degree of ability.



Web-Browsers: The use of reasonably new browsers is also important. As technology continues to develop, older versions of browsers often do not work as well—and some not at all. Whether you use Internet Explorer, Firefox, Safari or some other browser, make sure that you have an updated version and that you are able to access all aspects of the course (Moodle, U of L Library Databases, audio and video clips) while using it.

Because you will be listening to audio files and viewing video files, a fairly recent operating system (OS) on your computer is also quite important. Most computers purchased over the past few years should be fine but older models may have some difficulty managing the audio and video files.

Navigating the Site: Our course is accessed through our Moodle server. Once you log in you will see your list of courses. Click on the link for *CAAP-6601-OL-Theories of Counselling* to access our material.

See you online!