

Spring 2002

CE 660 Syllabus: Counseling Theory and Practice

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Course Syllabus
College of Education
Winona State University

Department: Counselor Education

Faculty: Mary Fawcett, Ph.D.,
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Course Title: Counseling Theory and Practice

Course Number: 660

Grade: Grade Only

Number of Credits: 3

Prerequisites: Admission to Dept.
CE 601, CE 658

Frequency: every semester

Course Applies to: School Counseling K-12 and Community Counseling

1. Catalog Description:

In this course the student explores a wide variety of personality theory, counseling techniques and theories, including experimentation in simulated situations, to identify an effective personal style of counseling.

2. Statement of the Major Focus and Objectives of the Course

The purpose of this course is to expose students to a wide variety of theories in personality and counseling and to apply those approaches to practices in counseling. The course provides the student with the opportunity to practice those various approaches to counseling in simulated developmental settings and role-playing situations. The purpose is also to provide the opportunity for the student to develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, special awareness and particularly multicultural awareness. All practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms, style, counseling techniques and effectiveness.

Upon completion of this course the student will be able to:

- a. Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations
- b. Demonstrate counseling competence with the counseling theories of Rogers, Adler, Glasser, Perls, cognitive behaviorists (Ellis, Beck, Michenbaum) and various behaviorists (skills)
- c. Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge, professionalism)
- d. Recognize and practice interventions for issues related to a variety of populations (practice)
- e. Formulate his/her own personal counseling philosophy which integrates several theories and produce a written theory paper (knowledge)
- f. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge)
- g. Understand the ethical knowledge as it applies to specific cases (skills, knowledge)
- h. Understand the basics of family therapy (knowledge)
- i. Demonstrate the ability to integrate several theoretical perspectives into a counseling session (skills, practice)

3. Course outline of major topics and subtopics

- I. Microskills Review
 - A. Physical and Psychological Attending Behaviors
 - B. Encouraging/ Paraphrasing/Summarizing
 - C. Probing and developmental questioning skills
 - D. Reflecting feeling and meaning
 - E. Caring confrontation
 - F. Influencing skills (relevant to various theories)
 - G. Facilitative skills
 - H. Using metaphors in counseling
 - I. Client observation skills
 - J. Integrating microskills in a counseling session

- II. The counselor as a Person and a Professional
 - A. Self as instrument
 - B. Professional dispositions

- III. Ethical Issues in Counseling
 - A. Review of ethical codes
 - 1. Confidentiality
 - 2. Client rights
 - 3. Professional relationships
 - 4. Psychological risks for clients
 - 5. Recognizing competence and learning to refer
 - 6. Malpractice in the helping professions
 - B. Practice with cases

- IV. Personality Theoretical Approaches
 - A. To familiarize students with the properties of and uses for theories in the study of personality.
 - B. To provide various theoretical frameworks of personality for students to investigate their own personality and development.
 - C. To compare and contrast differences between and within various theoretical orientations to the definition of personality and its structure development.
 - D. To identify the implications of various theories for teaching and helping relationships.

- V. Counseling Theoretical Approaches
 - A. Person-Centered Counseling (Rogers)
 - B. Existential Counseling
 - C. Gestalt Therapy (Perls)/ Using Metaphors in Counseling
 - D. Behavioral Approaches
 - E. Cognitive Behavioral Therapy
 - F. Reality Therapy (Glasser)
 - G. Psychoanalysis (Freud)
 - H. Individual Psychology (Adler)
 - I. Family Therapy Approaches

- VI. Multicultural Issues related to theoretical approaches
 - A. Contributions of theories
 - B. Limitations of theories

- VII. Integration of Theoretical Approaches in the Counseling Session

4. Basic instructional plan and teaching methods utilized

- a. Lecture/ discussion
- b. Videotapes, films and transparencies
- c. Modeling
- d. Videotaped role plays with peer feedback
- e. Case studies and responses to manual exercises
- f. Reflective self evaluations

5. Course Requirements

(The following will be evaluated and other assignments will be given which will be required but not graded.)

- 1. Text readings/manual assignments/class participation
- 2. Resource Gathering and sharing of Counseling Issue on "What Counselors Need to Know About..."
- 3. Personality Theory Papers (A selection of (at least) three personality theories)
- 4. Personal Theory of Counseling paper (which includes multicultural perspectives of theories)
- 5. Mid-term and Final Exams
- 6. Demonstrated skills on theory videotapes made with partners from class

Methods of Evaluation and Grading

Percentage Possible (100 Total)

- 10% Participation in Class
- 10% Personal Theory Paper
- 10% Personality Theory Paper
- 15% Midterm Exam
- 15% Mid term and Final Exams
- 40% Tapes #1-#7

Grade Translation:

- A= 90% and above
- B=80%-89%
- C+70%-79%

After the completion of Procedures, based on all course work to date, a decision will be made on the student's entrance into the practica/internship sequence. Explanation of course grades is as follows:

<u>Grades of:</u>	<u>Means:</u>
A	the student has done excellent work and is practicum ready
B	the student has done good work. With the assignment of a B, the student will Either be given a practicum ready rating or will be told specifically what needs to be done before practicum.
I	means the student needs to retake Counseling Procedures or complete additional work as determined by the instructor and the faculty
C	means the student does not have the skills that practicum requires. The faculty will determine if the student should remain in Professional Development.

Textbook

Sharf, R. S. (1996). Theories of psychotherapy and counseling. Pacific Grove, California: Brooks/Cole Publishing Co.

Publication Manual of the American Psychological Association (4 Th ed.). (1994). Washington, D. C.: American Psychological Association.

INSTRUCTIONS FOR MAKING PRACTICE TAPES

Your videotapes should be made with a partner from this class who becomes your "client". As a client you may use "real" issues or you may make one up. You will keep the same "client" for all the tapes, except the Final Tape. Instructions for videotaping in the observation rooms at Gildemeister Hall are provided separately, and are also posted in each room. Library rooms and video cameras may be scheduled for Rochester tapings. When making videos elsewhere be sure:

1. microphone is working and voice can be heard distinctly.
2. light source at rear or side does not interfere with picture
3. faces and bodies of counselor and client can be seen
4. use only regular sized tapes
5. have back up tapes and batteries
6. make sure your tape is taping

Tapes should clearly demonstrate the theory and techniques. You should plan with your client before hand about possible options. This planning is important because you will be learning about the issues for which particular theories are appropriate. The length of the practice tapes should be about 20-25 minutes, as needed for a worthwhile demonstration. **DO NOT RUSH**, even if tape runs to 30 minutes, the maximum allowed.

During Taping

- (1) Assume your client has already signed a release for taping (and mention this) at the beginning of the session.
- (2) Begin by structuring with a confidentiality statement (as with any new client), your definition of counseling, expectations for client, and informed consent issues EVERY SESSION.
- (3) Structure appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate. If one technique does not work out, try another.
- (4) Empower the client by noting positive assets, strengths, or reframing.
- (5) Close with a final summary of the session and a discussion with the client about how his/her new knowledge/learning/skill will be carried over to "real life".
- (6) Process how this session went while tape is running and thank your client for participating.
- (7) Make absolutely sure you are taping and have enough tape/batteries, etc.

After Taping:

- (1) Check out with client if there are any portions they do not wish shown to the class.
- (2) Make a transcript of the tape, using the TRANSCRIPT FORMAT. Indicate which theories of techniques you are using for the segments in which you demonstrate them.
- (3) Write out a Personal Evaluation of your strengths, your areas needing improvement, and your goals for the future.

Transcribe each tape according to the attached TRANSCRIPT FORMAT. Write on one side of the page only! Please follow directions exactly. **Do NOT WRITE THE CLIENT'S NAME ANYWHERE ON THE TRANSCRIPT!** Keep confidential what is discussed in sessions. Transcript may be written out on lined paper and does not need to be typed.

Write out a "Personal Evaluation" for each tape in which you reflect on your experience. Briefly discuss how well you mastered this theory. Clearly state your strengths, areas for improvement, and goals for next taping. Be specific, and include the number of the response when appropriate to show your understandings. [Typing of the Personal Evaluation is preferred, but not necessary.]

In each tape you will **BE YOURSELF** as a student in this class. Specific requirements are given below:

Tape #1: Comfort Zone Tape: This tape should be about 15-20 minutes long. Use comfort language and natural responses. **This tape is not graded.**

TAPE #2: PERSON-CENTERED (ROGERS) (5%)

This tape should be a first session and do the following:

- (1) provide structuring information, free of jargon
 - a. confidentiality/taping restrictions (teacher/class view/some of tape)
 - b. what your definition of counseling is/the basis of person-centered counseling
 - c. counselor's and client's role/client's work/potential risks
- (2) demonstrate the facilitative skills and reflective responses representative of a Person-Centered counselor. When you reflect content, be sure to integrate reflected feelings and reflected meanings.
- 3) **FOCUS ON YOUR CLIENT'S** verbals and non-verbals, and use immediacy for greater potency. Note discrepancies and use caring confrontations.
- (4) Demonstrate your ability to **LISTEN WITHOUT ASKING ANY QUESTIONS.** Remember: **UNLESS YOU REFLECT FEELINGS AND MEANING YOUR CLIENT CANNOT BE SURE HE/SHE IS HEARD!!**
- (5) close with a final **summary** and discussion of how the session went (processing)

Tape #3: GESTALT THERAPY/EXISTENTIAL VIDEOTAPE (5%)

- (1) Do complete structuring again, as review. Explain rationale for gestalt therapy and existential counseling.
- (2) Integrate RF, RM and RC-P, as well as appropriate influencing skills throughout.
- (3) Use only questions which are needed to structure the session for the client.
- (4) Focus on Existential themes, such as awareness, freedom and responsibility, identity and relationship, meanings, existential anxiety, or death and nonbeing
 - a. not any verbal and nonverbal discrepancies (use caring confrontations)
 - b. not any failure to assume responsibility or choose
 - c. give feedback and explain/interpret basic themes and conflicts
- (5) Focus on here and now experiences by using at least one of a variety of Gestalt Techniques (see manual, pp. 138-139). Emphasize client becoming more aware, integration of thought/feelings/behavior, and responsibility for self.
[Observe verbal and nonverbal cues.]
 - a. What conflicts are being experienced in the present?
 - b. What feelings does the client have in the present?
 - c. Can former feelings be brought into the present?[Decide on possible experiment.]
 - a. Prepare client for "experiment"-get permission
 - b. Tell client to "get into the feeling" as you begin
 - c. Tell client to "stay with the feeling" throughout.
- (6) Let client make interpretations and explain how they integrate experience.
TAKE TIME TO PROCESS THE EXPERIENCE FULLY.
Ask: What feelings does client have (as a result of the experiment)?
Ask: What meaning does client make of the outcomes?
Ask: What, if anything, has changed for the client?
- (7) PLAN – What will client do to keep this integration intact/or how will they act on Any existential themes in their life?

Tape #4 COGNITIVE OR BEHAVIORAL— (5%)

- (1) Structure briefly, explaining the rationale for Cognitive Behavioral Therapy.
- (2) Continue to INTEGRATE reflections of feelings and meanings with content.
- (3) Focus on how thoughts influence feeling and behavior.
- (4) Expect to make extensive use of caring confrontations and influencing skills
- (5) Use Interpretation to add the necessary emphasis for client's thinking.
- (6) Follow the directions in your manual and text for the theory you select to demonstrate.
- (7) Process the entire counseling experience with your client.

For REBT, teach A-B-C-D-E (pp. 322-332, Text; REBT Self-Help-Form, pp. 183-184, Manual. You may copy for your client.)

For CT, compare automatic thoughts with distortions, ask for evidence, and assist client to generate more rational thoughts (pp. 337-341, Text). Copy handout for your client, if needed.

Tape #5 ADLERIAN (5)

- (1) Structure briefly, explaining the rationale this approach
- (2) Continue to INTEGRATE reflections of feelings and meanings with content.
- (3) Use metaquestion to determine specific situation to work on.
- (4) Inform of personal rights
- (5) Use family history, connect past with present and future
- (6) Teach skills needed through insight, new understanding
- (7) Process session with client.

Tape #6 REALITY THERAPY or PRACTICE INTEGRATION TAPE (5)

- A. REVIEW YOUR CONFIDENTIALITY AND BASIC STRUCTURING INFO
- B. PERSON-CENTERED-Model the authentic counselor. BE REAL.
- C. REALITY THERAPY
 - (1) Use techniques within the WDEP framework
 - (2) Use the questions which go with Reality Therapy
 - (3) Follow R T steps (see WDEP, p.155, Manual)
 - (4) Listen for metaphors and use them!
 - (5) Use the FOUR BASIC needs in Control Theory if possible.
 - (6) Get commitment to plan = C, and summarize.
- D. USE OTHER THEORIES STUDIED
 - Integrate any other strategies from other theories that you wish.
- E. Process the session and the entire "partner" experience with the client

FINAL INTEGRATIVE TAPE (15%)

Your final tape should demonstrate your ability to integrate SEVERAL of the theories you noted in your "Personal Theory Paper". With the characteristics of Person-Centered Therapy as your foundation, you should be "REAL" in the relationship. A mastery of Basic Counseling Skills should be evident through integrated responses combining reflected content, feelings, and meanings, caring confrontations, and influencing skills.

The length of the tape will be 40-45 minutes. Check your video equipment to make sure the sound and picture are good. Get a remote mike if necessary. DO NOT have a light source in the background of the picture.

You will be rated using the Individual Counseling Feedback Form as the evaluation instrument.

You may decide to select a NEW "CLIENT" from among the class members or stay with your current partner. If you decide to select a new partner, it is best to select someone you do not know well in order to make the session as real as possible. For this tape DO NOT PLAN with the client about how the session will go. Begin immediately.

As you begin, clear your mind of all personal concerns, realize you now have a good understanding of several theories, and focus on your client's verbals and non-verbals. Your goal is to establish rapport and make good judgements within the session as you work with thoughts, feelings, and/or behaviors of your client.

Tentative Course Outline and Assignment Due Dates

Jan 10: Introductions, names, syllabus, review of microskills, ethical practice, self-care, partner selection, plus and wish explanation.

Jan. 17: Chapt. 1 & 6, Person-Centered Theory of Personality and Counseling Theory

Jan 24: Chapt. 5, Existential Theory of Personality and Counseling Theory, **Counseling videos #1 and #2 due.**

Jan. 31: Chapt. 7, Gestalt Theory of Personality and Counseling Theory

Feb. 7: Multicultural Theory (class handouts) and Chapt. 10, Cognitive Theory of Personality and Counseling Theory. **Counseling video #3 due.**

Feb. 14: Chapt. 8, Behavioral Theory of Personality and Counseling Theory.

Chapt. 11, Feminist Counseling Theory (class handouts), and review of tapes. **Counseling video #4 due.**

Feb 21: Mid-term exam.

Feb28: Lifestyle summary due, Chapt. 4, Adlerian Theory of Personality and Counseling Theory.

Mar 27: Chapt. 9, REBT Theory of Personality and Counseling Theory. **Counseling video #5 due.**

Apr 3: Chapt 11, Reality Theory of Personality and Counseling Theory, Using Metaphors in Counseling.

Apr 10: Chapt. 2, Psychoanalytic Theory of Personality and Counseling Theory, Transference, Counter-Transference. **Your choice of theory or practice integration videotape #6 due (using at least 3 theories).**

Apr 17: Family Systems Therapies (class handouts).

Apr 24: Personal Theory of Counseling Paper due.

May 1: Share tapes and discuss. **Theory of Personality Paper due. Clients' Experience in Therapy Paper due** (Review tape #2, #3, or #4 on which you were the client. Write a 2 page paper on what you learned about yourself and what it would be like to work with a client like yourself. (This is a non-graded activity, but completion is required to earn a grade for the course.) **Final integrative tape due.**

May 8: Final Exam