

**Psychology 350
Counseling Theories & Principles**

Time: 2:00 PM-3:30 PM, Tues. & Thurs. Place: Holroyd 009
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Office hours: Tuesday, 3:30-5:30 PM; Wednesdays: 2:00-4:00 PM; Thursdays, 3:30-4:30 PM, and by appointment. **Please note:** I am on campus at other times as well. If you stop by during office hours and I am not seated in my chair, I may have gone to get coffee, may be in the copy room, etc., and will be back soon. Students who come to my office take precedence over concurrent incoming phone calls (I won't pick up the phone if I already have a student in my office, but will return the call later). I respond quickly to e-mail messages.

Course Description:

This course is designed to familiarize students with the theoretical bases of the different theories of counseling and psychotherapy. Similarities and differences among the approaches will be explored. We will cover theories ranging from the older, traditional techniques through the contemporary approaches that begin to integrate greater awareness of the impact of one's gender and ethnicity. There will be an emphasis on approaches that are frequently used today. Additional readings will be assigned for some of the approaches, but they will not be discussed in class. In class lectures will stress theory and case conceptualization; readings will address both theory and application.

This course provides the theories as they pertain to actual individuals. Students will read Corey and some biographical material that they will use to do case conceptualization based on the theories. Students may buy the biographies or may use the copies placed on reserve. Most are also available in libraries and bookstores.

Required Text:

Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy*. Washington: Brooks/Cole Publishing Company. (ISBN: 0534536050)

Optional:

Corey, G. (2001). *Student manual for Theory and Practice of Counseling and Psychotherapy, Sixth Edition*. Washington: Brooks/Cole Publishing Company

Required case material: The books for this assignment will be put on reserve, but may also be borrowed from public libraries or purchased. Students will read about each person's life from birth until age twenty-five, then skip ahead to read about the last 7 years of her or his life (if available).

The biographies for this assignment, pending final review of available texts, will be on: David Berkowitz, Hillary Clinton, Barack Hussein Obama, and Condoleezza Rice. We will review each person's developmental history and learn what dynamics led them to become the people they are today, and where their strengths and weaknesses originated. Once we understand "what makes them tick," we will explore their issues and how they cope and thrive, or not. At the end of the semester you will be able to look at these public figures' behavior as they move through their lives from a psychological perspective.

Have a book suggestion? *The selection above does not reflect my personal interest in these people but is the product of the interaction between who my previous classes have suggested and who of those people had an appropriate biography still in print (available). Biographies should include at least 40 pages of fairly detailed information about the person's childhood and adolescence. They should preferably be about relatively well known figures who are still living so that you can continue to muse over their behavior after class is over. The book should be free of "psycho-babble" since I don't want the class to be influenced by someone else's analysis. Students in this usually do a better job than the books do anyway.*

Course Objectives:

1. To introduce students to the myriad of ways to think about and approach a client's history and current issues. To encourage flexibility in thinking about cases and lay the foundation for an ability to communicate with professionals holding different theoretical perspectives.
2. To have students appreciate the matching of broad classes of patient problems with broad classes of change strategies.
3. To develop an appreciation of the means by which one can assess the effectiveness of the different approaches and one's own interventions.

Very important: To get a better grade in ANY class, do these things.

1. Outline the chapters. Split up the chapters among classmates or do it on your own.
2. Always check to make sure the outlines are complete yourself.
3. Make vocabulary lists, paying close attention to words in the text that are in bold or italicized print.
4. Devise ways to remember the concepts ("mnemonic devices").
5. Later, when you study for tests, review both the class notes (which some students also outline) AND your chapter outlines.
6. Team up with other classmates for study sessions and quiz each other. Better to find out what you don't know BEFORE the test than after it.

Although I can't offer any guarantees, some students have raised their test scores 20-30 points by using these techniques, and have been known to go from a D- to a B+ in the class. One student started using these techniques in all of her classes and went from barely making it in college to graduating with honors. These things, when done in earnest, can potentially make a huge difference in any class.

Course Requirements:

1. **Attendance AND participation in class discussion.** This is a discussion class and your input and ideas are important. *Brainstorming with peers/colleagues and seeking feedback on ideas is a major part of becoming a responsible therapist.*
2. **Completion of the three multiple choice exams.** Make-up exams will not be given. Students may use the optional comprehensive final exam to replace grade on lowest or a missed test. ***I highly recommend banding together with other student to outline chapters.*** The chapter outlines are valuable when you have to study for tests like the GRE down the road.

How to study for my tests: My tests are characterized as comprehensive, but fair. You need to know *all* of the terms and concepts. If you are vague on anything, you will get the question wrong. Learn the material *well!* The outlines that I just mentioned are a great way to study for my tests. Studying with other students (even over the phone!) is also a good idea. It is better to get that uncomfortable feeling

when a peer asks a question you can't answer than during the exam. The more ways your peers ask you questions, the more likely it is that you will come across an item that will be on the exam.

3. **Completion of three case papers.** These are done in teams of 2-3 people. Students will be given lists of questions to consider regarding the cases. Attendance at the three "case conferences" (held on the papers' due dates) is required.

4. **Extra credit.** Students can earn extra credit by:

A. **Critiquing (summarizing, then giving their own opinion) on an article from a professional journal in psychology.** The critique should be 3-4 pages long, 12-point times roman or 11 point Arial, and double-spaced. The reference (authors, date, title of article, journal, volume, pages) for the article must be included. The journal must be a journal listed in PsycInfo, an online database used by the university. Journals that are not listed in PsycInfo are NOT acceptable. The librarian can help you use PsycInfo if you have trouble. One summary can be used for each test and counts for a maximum of 4 points (range is 0 to 4), for a total maximum of 12 points for the semester. Critiques are due one week after each exam.

B. **Participating in ongoing psychology research projects.** Students can earn 4 points by participating in ongoing research projects. Students or faculty will visit the class to describing opportunities for participation. One experiment or study can be used for each test and counts for as 4 points for a total maximum of 12 points for the semester.

Grading:

Exam I	15%
Exam II	15%
Exam III	15%
Paper I	15%
Paper II	15%
Paper III	15%
Attendance & Discussion	<u>10%</u>
	100%

A	94+%	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	<60%

Counseling Theories & Principles

Week:	Chapter:	Topic:	
August	28 30	1 2	Introduction and overview The Counselor
September	4 6	3	Ethical Issues Microcounseling skills
	11 13	4	Psychoanalytic Approaches (case 1) Library PsycInfo workshop – at library – sign in required.
	18 & 20	7	Person-Centered or <i>Rogerian</i> Therapy (case 1); active Listening, discussion questions, & microcounseling skills
	25 27		Above, continued No class – film on reserve at library and time for teams to meet and work on case conference papers
October	2		Case Conference: Case 1 (<u>attendance required & papers due</u>)
October	4		Exam I
October	9 & 11	9	Behavior Therapy (case 2); own behaviors exercise.
	16 & 18	10	Cognitive Behavior Therapy (case 2)
	23 25		Mid-semester holiday continue CBT (thought record exercise; CBT film)
October	30		Case Conference: Case 2 (<u>attendance required & papers due</u>)
November	1		Exam II
November	6 & 8	12 & readings	Feminist Therapy (case 3); film; discussion exercise
	13 & 15		Feminist Therapy continued.
	20 22	14	Family Systems (case 3) (genogram exercise) Thanksgiving
November	27 & 29		Family Systems continued
December	4		Case Conference: Case 3 (<u>attendance required & papers due</u>)
	6		Exam III
December	10-14		Optional final, day and time to be announced

The professor reserves the right to make changes in the syllabus. Changes will be announced in class.