

Psychology 500
Introduction to Counseling and Psychotherapy:
Theories and Interventions

Time:	4:15 PM - 6:45 PM Tuesdays	Place:	Holroyd 009
Professor:	Dr. Lynn Collins	Phone:	951-5046
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Office hours: Tuesdays 1:30 PM - 3:30 PM; Wednesdays 4:00 PM - 6:00 PM and by appointment. I am on campus at other times as well. 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 very 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. Readings will be assigned for some of the less popular 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 a more sophisticated look at the theories as they pertain to actual individuals. Students will not only read Corey (which serves as the equivalent of Cliff notes for the theories), but will read some original writings of prominent theorists. Students will also read biographical material that they will use to do case conceptualization based on the theories. Students may buy the theory books and biographies or may use the copies placed on reserve. Most are also available in libraries and bookstores. Students are encouraged to buy the books by the theorists that they enjoy the most. They are also encouraged to read the other chapters in Corey on their own so that they will be even better prepared for standardized tests, e.g., GREs and certification exams.

Required Text:

Corey, G. (1996). *Theory and Practice of Counseling and Psychotherapy, Fifth Edition*. Washington: Brooks/Cole Publishing Company

Required original writings: Selected chapters. These will be put on reserve at the library or may be purchased.

Kazdin, A. E. (1989). *Behavior Modification in Applied Settings*. Pacific Grove, CA: Brooks/Cole Publishing. (Chapters 1-3)

Masterson, J. F. (1988). *The search for the real self*. New York: The Free Press. (Chapters 1-4)

Miller, J. B. (1986). *Toward a new psychology of women*. Boston: Beacon Press. (Chapters 1-4)

Persons, J. B. (1989). *Cognitive therapy in practice: A case formulation approach*. New York: W. W. Norton & Company (Chapters 1-3; 6 & 7)

Worell, J. and Remer, P. (1992). *Feminist Perspectives in Therapy*. New York: Wiley and Sons. (Chapters 1 - 6)

Other Readings:

Comas-Diaz, L. & Greene, B. (1994). *Women of Color*. New York:

Brown, L. S. & Ballou, M. (1992). *Personality and psychopathology: Feminist reappraisals*. New York: The Guilford Press.

Additional readings on gender and ethnicity on attached sheet.

Required case material: *Three to four people will be selected by entire class*. These books 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).

Have a book suggestion? The selection below 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.

The class will vote to pick one from each category:

Category 1:

Angelou, M. (1969). *I know why the caged bird sings*. New York: Bantam. (**Maya Angelou**)

Bly, N. (1993). *Oprah*. New York: Kensington Publishing Corp (**Oprah**)

Elders, J. & Chanoff, D. (1996). *Jocelyn Elders, M.D. From sharecropper's daughter to Surgeon General of the United States of America*. New York: Morrow. (**Jocelyn Elders, M.D.**)

Category 2:

Heilbrun, C. G. (1995). *The education of a woman: The life of Gloria Steinem*. New York: Dial Press. (**Gloria Steinem**)

Heyman, C. D. (1996). *Liz. An intimate biography of Elizabeth Taylor*. New York: Carol Publishing Group. (**Elizabeth Taylor**)

Rossi, M. (1996). *Courtney Love: Queen of noise*. New York: Pocket Books (**Courtney Love**)

Thompson, D. (1992). *Madonna revealed*. New York: Leisure Books. (**Madonna**)

Category 3:

Powell, C. & Persico, J. E. (1995). *My American journey*. New York: Ballantine Books. (**Colin Powell**)

Category 4:

Two Cobain books:

Azerrad, M. (1994). *Come as your are. The story of Nirvana*. New York: Doubleday. (**Cobain, Kurt**)

Sandford, C. (1995). *Kurt Cobain*. New York: Carroll a& Graf (**Cobain, Kurt**)

Gibbs, N., Lacayo, R., Morrow, L., Smolowe, J., and Van Biema, D. (1996). *Mad Genius: The odyssey, pursuit, and capture of the unabomber suspect*. New York: Warner Books. (**Ted Kaczynski, Unabomber**)

Lardner, G. (1997) *The stalking of Kristin*. New York: Penguin Books. (**Michael Cartier, stalker**)

Maraniss, D. (1995). *First in his class: A biography of Bill Clinton*. New York: Simon & Schuster. (**Bill Clinton**)

Masters, B. (1993). *Killing for company. The story of a man addicted to murder*. New York: Dell Publishing. (**Dennis Andrew Nilsen, serial killer**)

McBride, J. (1997). *Steven Spielberg: A biography*. New York: Da Capo Press. (**Steven Spielberg**)

Schechter, H. (1998) *Bestial*. New York: Pocket Star Books. (**Theodore Durrant, serial killer**)

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 communication 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 ones own interventions.

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 two 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. *Studying for these exams will help you be prepared for the GREs and licensing exams.*

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 four case papers.** This may be done individually or in teams of 2-3 people. Students will be given lists of questions to consider regarding the cases. Attendance at the four "case conferences" (held on the papers' due date) is required and will constitute 5% of each paper grade.

4. **Optional.** Students can get extra credit (an extra 4%) by **answering questions by e-mail.** Students responding accurately ***within a week*** of the posting will receive a specified number of bonus points, typically one per question, up to 4% of their total grade. Students may do one or the other. Why is this assigned? It is assigned because there are numerous events and opportunities posted each week on the web and on e-mail. Because the web has become a major source of information and access to resources, professional organizations are now considering it a required competency area. Students need to access this information for their professional development.

All La Salle students have an e-mail address automatically. Learn how to access yours. Be sure to delete excess messages each week, or there may not be room for the next week's question!

Extra credit options: Four e-mail questions (4%)

Grading:

Exam I	15%	A	94+%	C	74-76%
Exam II	20%	A-	90-93%	C-	70-73%
Paper I	15%	B+	87-89%	D+	67-69%
Paper II	15%	B	84-86%	D	64-66%
Paper III	15%	B-	80-83%	D-	60-63%
Paper IV	15%	C+	77-79%	F	<60%
Attendance & Discussion	<u>5%</u>				
	100%				

Advanced Theories of Personality

Date:	Chapter:	Topic:
August	31	Introduction and overview (short case example)
September	7	1 - 4 Psychoanalytic Approaches
	14	5 articles Object Relations (but you will read independently about Adlerian Theory)
	21	Case Conference: Case 1 (papers due)
	28	Masterson, Ch. 1 - 4 Self Psychology
Kohut, H. and Wolf, E. S. (1978). The disorders of the self and their treatment: An outline. <i>International Journal of Psychoanalysis</i> , 59, 413-425.		
October	5	7 articles Person-Centered or <i>Rogerian</i> Therapy
	12	Case Conference: Case 2 (papers due)
	19	Exam I on material covered so far.
	26	***Clinical-Counseling MA Program Fishbowl***
November	2	Miller, Ch.1-4 & Worell & Remer, Ch. 1-6 Power Differentials & Psychopathology Feminist & Ethnocultural Theories
	9	12 articles Family Therapy
	12	Last day to withdraw from classes
	16	Case Conference: Case 3: (papers due)
	23	10 & Kazdin, Ch. 1- 3; Persons 1-3 Behavior Therapy
	30	11 & Persons, 6 & 7 article Cognitive Behavioral Therapy
December	7	Exam II on material covered since last exam
December	14	Final conference-less case (#4) due; optional cumulative final held.

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