

Instructor's Resource Manual
to accompany

Theory and Practice of
Counseling and
Psychotherapy

Tenth Edition

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Preface

This *Instructor's Resource Manual* is designed to accompany an integrated learning package:

- *Theory and Practice of Counseling and Psychotherapy (TPCP)* (10th ed., 2017)
- *Student Manual for Theory and Practice of Counseling and Psychotherapy* (10th ed., 2017)
- *Video Program for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* (2013)
- *Case Approach to Counseling and Psychotherapy* (8th ed., 2013)
- *The Art of Integrative Counseling* (3rd ed., 2013)
- *Video Program for Integrative Counseling: The Case of Ruth and Lecturettes* (2013)
- *MindTap for Theory and Practice of Counseling and Psychotherapy*
- *MindTap for Case Approach to Counseling and Psychotherapy*

My aim is to share with you some ideas that I've found useful in teaching my own counseling courses, on both an undergraduate and graduate level. In this *Instructor's Resource Manual*, I present many ideas and suggestions concerning the content and structure of the counseling theory courses, materials, and teaching aids, and I share some of the problems and experiences I've had in these courses. I offer questions, exercises, activities, lecture guides, objective quizzes, test items for each theory chapter, short essay questions, a final examination, and other materials that I hope will be of use to you in designing your courses.

I've prepared this *Instructor's Resource Manual* to provide suggestions for an integrated package of learning materials: *Theory and Practice of Counseling and Psychotherapy*, the *Student Manual for Theory and Practice of Counseling and Psychotherapy*; *Case Approach to Counseling and Psychotherapy*; and *The Art of Integrative Counseling*. It is also briefly geared to use with two self-study programs: *Video Program for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes*; and *Video Program for Integrative Counseling: The Case of Ruth and Lecturettes*. Online viewing of *The Case of Stan*, *The Case of Ruth* and the *Lecturettes* is available through *MindTap*.

The core textbook presents the basic theories, and the *Student Manual* provides a basis for experiential learning through exercises and many suggested activities. *Case Approach to Counseling and Psychotherapy* has been streamlined to deal exclusively with the case of Ruth. Twenty-six contributors (therapists) work with Ruth from their unique theoretical orientations and I describe my approach to counseling Ruth from twelve different theoretical frameworks. In the book *The Art of Integrative Counseling*, my main aim is to teach students how to design their own counseling orientation, which is based on incorporating various concepts and a range of techniques from diverse theoretical orientations. This book follows the general structure of the *Video Program for Integrative Counseling: The Case*

of *Ruth and Lecturettes*, which is a program designed to assist students in pulling together their own counseling approach.

Let me emphasize that I've prepared this *Instructor's Resource Manual* as a springboard for you to develop your own ideas and approaches to teaching your courses. I am not attempting to prescribe one way of teaching counseling courses; I am merely presenting material that I find to be of value. Each of you, whether a beginning or experienced instructor, will have your own ideas that will fit your personal style of teaching and will meet the unique needs of the students you teach. There is more material in this *Instructor's Resource Manual* than can possibly be covered fully in any single course.

You may use these materials in a series of courses that span several semesters, or you may want to use some of these materials in your beginning courses and other materials in your advanced courses. My hope is that you'll take from this *Instructor's Resource Manual* whatever you find of value to you, and that you'll modify and expand on (or delete from) this material to suit yourself. In using an experiential approach you can find, I hope, some value in the ideas and content in this *Instructor's Resource Manual*, whether you are teaching a counseling course for the first time or have had many years of experience in teaching such courses.

- The *Instructor's Resource Manual* and *Test Bank* are also available electronically on the Instructor Resource Website at login.cengage.com. Here you will also be able to create an account to access these materials. The site also includes PowerPoint presentations, web links, and study guides for students. For assistance, please contact your sales representative or go to academic.cengage.com/support.
- **ExamView from Cengage Learning:** Featuring automatic grading, ExamView® allows you to create, deliver, and customize tests and study guides (both print and online) in minutes. See assessments onscreen exactly as they will print or display online. Build tests of up to 250 questions using up to 12 question types, enter an unlimited number of new questions, or edit existing questions.

Complement your text and course content with study and practice materials for students:

- *Cengage Learning's MIND TAP* brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. Watch student comprehension soar as your class works with the printed textbook and the textbook-specific website. Mind Tap Program for *Theory and Practice of Counseling and Psychotherapy* goes beyond the book to deliver what you need!
- The *Student Manual for Theory and Practice of Counseling and Psychotherapy* contains open-ended questions, new cases for exploration and discussion, structured exercises, self-inventories, and a variety of activities that can be done both in class and out of class. The tenth edition features a structured overview, as well as a glossary, for each of the theories, and chapter quizzes for assessing the level of student mastery of basic concepts. New to this tenth edition of the *Student Manual* are experiential exercises for the Case of Gwen and questions raised by experts in each of the theory chapters. Each expert addresses the same six questions as applied to each of the given theories.

We would like to thank **Mary Noel** for her assistance with the supplements. If you have any questions about this or any of the other supplementary materials, or would like to offer your input, please contact Mary Noel at mary.noel@cengage.com.

Michelle Muratori is a Senior Counselor/Researcher at the Johns Hopkins Center for Talented Youth (CTY) in Baltimore, MD, where she works with middle and high school

students who participate in the Study of Exceptional Talent (SET) and with their families. After completing a B.S. in Human Services/Psychology at California State University, Fullerton in 1995 and a M.A. in Counseling Psychology at Northwestern University in 1997, Michelle pursued a Ph.D. in Counselor Education at the University of Iowa. There she was awarded the Albert Hood Promising Scholar Award and the Howard R. Jones Achievement Award. Since 2005, she has been a Faculty Associate in division of Counseling and Human Development at the Johns Hopkins School of Education where she has taught a variety of courses. In 2014, Michelle was the recipient of the Johns Hopkins University Alumni Association Excellence in Teaching Award. Michelle authored *Early Entrance to College: A Guide to Success* (2007, Prufrock Press) and coauthored *Clinical Supervision in the Helping Professions: A Practical Guide 2nd ed.* (2010, ACA) with Drs. Gerald Corey, Robert Haynes, and Patrice Moulton. She is currently co-authoring with the Coreys the 11th edition *I Never Knew I Had a Choice: Explorations in Personal Growth*. When she is not teaching, counseling, doing research, or writing, Michelle keeps busy in developing ancillary materials for various books.

Major Areas of Learning Standards as Addressed in *Theory and Practice of Counseling and Psychotherapy* (10th edition)

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There are a number of accrediting bodies that have developed core curriculum standards for a variety of training programs. The fields of social work, psychology, human services, marital and family therapy, and counseling all have professional organizations that have developed guidelines and standards to evaluate a given training program. As one example of such curriculum standards, listed below are some of the specific chapters in this book that address seven of the eight CACREP curricular areas and describe **knowledge** that students in counseling programs are expected to master. What follows is based upon the 2016 version of CACREP Standards.

Knowledge

| | | F. 1. Professional Counseling Orientation & Ethical Practice | F. 2. Social and Cultural Diversity | F. 3. Human Growth and Development | F.4. Career Development | F. 5. Counseling and Helping Relationships | F. 6. Group Counseling and Group Work | F. 7. Assessment and Testing | F. 8. Research and Program Evaluation |
|----|----------------------------------------|--------------------------------------------------------------|-------------------------------------|------------------------------------|-------------------------|--------------------------------------------|---------------------------------------|------------------------------|---------------------------------------|
| 1 | Introduction and Overview | | f | f | | a, b, d | | | |
| 2 | The Counselor: Person and Professional | i, k, m | b, c, d, h | | | d, f, n | | | |
| 3 | Ethical Issues in Counseling Practice | l, j | b, c, d, e, h | | | d, e, f | m | b | |
| 4 | Psychoanalytic Therapy | a | b, d | a, c, e, f | | a, f | a, b, c | | |
| 5 | Adlerian Therapy | a, e | b, d, h | a, c, f | | a, f, g, h | a, c | i | |
| 6 | Existential Therapy | a | b, d, h | f | | a, d, f | a, c | | |
| 7 | Person-Centered Therapy | a | b, d | a, f, g | | a, d, f, g, j, m | a, d | | a, b, e |
| 8 | Gestalt Therapy | a | b, d | a, c | | a, f | a, d | | e |
| 9 | Behavior Therapy | a | b | b | | a, f, g, i, j | a, d, f | a, b, e, l | a, b, e |
| 10 | Cognitive Behavior Therapy | a | b, d | b, c | | a, d, f, g, h, i, j | a, d, f | a, b, e | a, b, e |
| 11 | Choice Theory/Reality Therapy | a | b, e | a, e | | a, f, h, i | a, d | b, e | e |
| 12 | Feminist Therapy | a, e | b, c, d, e, h | a, f, i | | a, d, f | a, g | e, m | |
| 13 | Postmodern Approaches | a | b, d | a, f | | a, d, f, g, h, i | a | b, e | e |
| 14 | Family Systems Therapy | a | b, e | a, f | | a, b, f | | e | |
| 15 | An Integrative Perspective | a | b, d, g | h | | a, d, f, g, h | | e | b |

Eight Curricular Areas Identified in the 2016 CACREP Standards

Can be found in **SECTION 2: PROFESSIONAL COUNSELING IDENTITY** under **COUNSELING CURRICULUM** (subsection **F**):

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions

- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Syllabus: Theories and Techniques of Counseling

Human Services 380/Counseling 380 Theories and Techniques of Counseling

(3 semester units)

Class time:

Dr. Jerry Corey, Professor Emeritus of Human Services and Counseling
California State University, Fullerton

*Office Hours:

Email: geraldcorey@gmail.com

*Please do your best to schedule a time in advance for an office appointment so that we can have adequate time to address your concerns.

Required Readings for Human Services 380:

1. *Theory and Practice of Counseling and Psychotherapy* (10th ed., 2017)
2. *Student Manual for Theory and Practice of Counseling and Psychotherapy* (10th ed., 2017)
3. *Video Program for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* [Available as online program on the website – see access code]

This is a CUSTOM TEXT BUNDLED PACKAGE that includes the latest edition of the textbook, student manual bound into the back of the book, and **access codes** to the website with Corey's online lectures.

SCHEDULE FOR READINGS AND ASSIGNMENTS

Week 1

Introduction and Overview

Reading assignments:

TPCP text, Chapter 1

Student Manual, Chapter 1

Theory in Practice: The Case of Stan (Session #1: Intake & Assessment)
and

The Counselor: Person and Professional

Reading assignments:

TPCP text, Chapter 2

Student Manual, Chapter 2

Week 2

Ethical Issues in Counseling Practice (Chapter 3)

Reading assignments:

TPCP text, Chapters 1, 2, 3

Student Manual, Chapters 1, 2, 3

Take home quiz for Chapters 2 and 3

Week 3

Adlerian Therapy

Reading assignments:

TPCP text, Chapter 5

Student Manual, Chapter 5

Theory in Practice: The Case of Stan (Session #3: Adlerian Therapy)

Take home **quiz** for Chapter 5

* **Note:** We take up Chapter 4 (Psychoanalytic Therapy) in Week 10

Week 4

Existential Therapy

Reading assignments:

TPCP text, Chapter 6

Student Manual, Chapter 6

Theory in Practice: The Case of Stan (Session # 4: Existential Therapy)
Take home **quiz** for Chapter 6

Week 5

Person-Centered Therapy

Reading assignments:

TPCP text, Chapter 7

Student Manual, Chapter 7

Theory in Practice: The Case of Stan (Session # 5: PCT)

Take home **quiz** for Chapter 7

Week 6

Gestalt Therapy

Reading assignments:

TPCP text, Chapter 8

Student Manual, Chapter 8

Theory in Practice: The Case of Stan (Session # 6: Gestalt Therapy)

Take home **quiz** for Chapter 8

Week 7

Review of Chapters 2, 3, 5, 6, 7, & 8 [More discussion on these topics]

Last hour of class: Test #1 on the above chapters (100 items)

Week 8

Behavior Therapy

Reading assignments:

TPCP text, Chapter 9

Student Manual, Chapter 9

Theory in Practice: The Case of Stan (Session # 7: Behavior Therapy)

Take home quiz for Chapter 9

Week 9

Cognitive Behavior Therapy

Reading assignments:

TPCP text, Chapter 10

Student Manual, Chapter 10

Theory in Practice: The Case of Stan (Session # 8: CBT)

Take home **quiz** for Chapter 10

Week 10

Psychoanalytic Therapy

Reading assignments:

TPCP text, Chapter 4

Student Manual, Chapter 4

Theory in Practice: The Case of Stan (Session # 2: Psychoanalytic)

Take home **quiz** for Chapter 4

Week 11

Choice Theory/Reality Therapy

Reading assignments:

TPCP text, Chapter 11

Student Manual, Chapter 11

Theory in Practice: The Case of Stan (Session # 9: Reality Therapy)

Take home **quiz** for Chapter 11

Week 12

Feminist Therapy

Reading assignments:

TPCP text, Chapter 12

Student Manual, Chapter 12

Theory in Practice: The Case of Stan (Session # 10: Feminist Therapy)

Take home **quiz** for Chapter 12

AND

Postmodern Approaches

Reading assignments:

TPCP text, Chapter 13

Student Manual, Chapter 13

Theory in Practice: The Case of Stan (Sessions #11 and 12)

Take home **quiz** for Chapter 13

*Note: For this week there are TWO chapters to read and two quizzes to complete
--- Chapters 12 & 13.

Week 13 **Postmodern Approaches** [Continued from last week]
and **PAPER due today at 3:00p.m.**

Week 14 **Family Systems Therapy**
Reading assignments:
TPCP text, Chapter 14
Student Manual, Chapter 14
and **Last hour of class: Test #2 on Chaps 4, 9, 10, 11, 12, and 13** (100 items)

Week 15 **An Integrative Perspective**
Reading assignments:
TPCP text, Chapter 15
Student Manual, Chapter 15
Theory in Practice: The Case of Stan (Session # 13: Integrative Approach)

Week 16 **Final Examination**
Comprehensive Exam consisting of a total of 200 multiple-choice items
[Exam covers a review Chapters 4 to 15]

[NOTE: If you want feedback on your final exam and course grade, send me an email on the day of the final exam requesting points earned on the final exam, the total points earned and the course grade.]
Send email to me at: geraldcorey@gmail.com

Suggestions of how to study and review for the final exam:

- Review the concise summaries in the student manual for each of the theory Chapters 4 to 15.
- Review the comprehension quizzes that are given in the *Student Manual*, which you have taken each week. Re-take these quizzes once more.
- Read carefully the summary and evaluation of each chapter.
- Focus your study on the summary, review and charts given in Chapter 15 – Basic philosophies, key concepts, goals of therapy, therapeutic relationship, techniques, applications, contributions, limitations, and multicultural implications.
- Review the online quizzes for each chapter for Chapters 4 to 15.

Course Description

HUSR/COUN 380 is a survey of various approaches to counseling and psychotherapy. The course is a mixture of lecture, discussion, experiential learning, demonstrations, role playing, viewing video counseling sessions, and practice of the major contemporary models of counseling. Ethical and professional issues are also addressed.

My Commitment to You. As the professor of this course, I will do all I can to make this an interesting and meaningful learning experience for you. I am convinced that the course is very valuable and that there are many ways to apply what you will be learning both to yourself personally and in your professional work setting. It is my sincere hope that this course will be enjoyable and will be one you value. This course is based on the assumption that students learn best when they believe the course material is relevant

and is presented in a manner that is both interesting and challenging. I attempt to utilize a diversity of methods of instruction in order to make instruction come alive for the students.

Student Investment. It is expected that students will arrive in this class with different levels of background. Learning counseling approaches requires students to not only study the academic material and the theories, but to practice techniques and explore personal reactions while engaged in this practice. A proactive stance is the most conducive to learning both personally and academically. Students need to be prepared for this class by reading the assigned materials and be present in all classes in order to make a meaningful investment in the learning process.

Course Objectives

The purpose of the course is to expose you to a variety of contrasting theoretical models underlying both individual and group practice in counseling. Specific objectives are:

1. To provide you with information about the therapeutic process and the practical elements of the counseling interaction.
2. To provide you with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process.
3. To expose you to a variety of ethical and professional issues in counseling and to guide you in developing a position on these issues.
4. To develop an interest in reading in the counseling field.
5. To develop self-evaluation skills, writing skills, and critical thinking skills.
6. To encourage your integration of theoretical and experiential learning in order to form your own personal model of the counseling process.
7. To challenge you to look at your own qualities that support and hinder your attempts at being therapeutic for others.
8. To gain an understanding of ways of applying 11 theories to specific cases. (See the case of Stan in the *TPCP* text and *Student Manual*, and in the online program, *Theory in Practice: The Case of Stan*. See also the case of Ruth in the *Student Manual* and other cases in the *Student Manual for TPCP*). You will have opportunities to practice working with these cases.
9. To encourage you to apply all of the theories you are studying to yourself personally.

Course Expectations

Students are expected to attend all scheduled classes on time and participate in the planned events for the day. If a student is ill, he or she should take the steps necessary to help him/herself get better, but s/he should inform the instructor regarding the reason for the absence. Students cannot plan on coming into class to take exams and not attend the other sessions. It will be impossible to pass this class with frequent absences.

Respect confidentiality! Confidentiality is a necessity. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student's right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a *demonstration* of either an individual session in this course will have his or her confidentiality respected. Please **do not record** any lectures, discussions, or demonstrations. Recording parts of class sessions could well pose problems with respect to confidentiality and privacy.

Please make sure to **turn all cell phone and electronic devices off** before entering the classroom. Again, **no recording** of any aspects of the course is allowed. I also request that you not bring your laptops to the class sessions.

Please do not bring food into the classroom.

Class participation/attendance. You are expected to be an active learner, which includes verbally participating in the class discussions and group discussions. If you are not willing to get actively involved in sharing/exchanging your ideas on issues pertaining to this course, then you should consider not remaining in this class. This class will involve some degree of self-exploration and interpersonal learning. You are also expected to bring questions for discussion to the class sessions and demonstrate that you are keeping up to date with your reading assignments.

ATTENDING the full duration of class is expected at each class meeting, unless you have an emergency situation or are really ill. For me to credit you with an EXCUSED ABSENCE, you need to know that it is your responsibility to inform me of such cases immediately upon returning to class or prior to missing the class via email. Failure to attend ALL of the sessions (for the full duration) will negatively influence your course grade, as will frequent tardiness to class. **Excessive absences or tardiness** might result in getting a full grade deducted (or in some cases even failing the course). Even one unexcused absence is likely to result in lowering your final course grade to some extent. For example, if you were to receive a B+, an unexcused absence (or several tardies) would probably result in a B or a B-.

General Education Students

For students who are not Human Service majors or minors, (or Counseling Master's Program students), this course fulfills the CSUF general education requirement for: **Category 111.C.1 Disciplinary Learning: Social Sciences: Introduction to Social Sciences**

General Education Goals:

- To reflect on what it means to be a social being
- To understand the role that cultural diversity plays in defining what it means to be a social being: the past and present processes of cultural differentiation in our own society or elsewhere
- To understand what makes a social science different from other disciplines
- To understand and compare the distinctive methods and perspectives of two or more social science disciplines
- To understand major concepts, methods, theories and theorists in one or more of the social sciences
- To apply these methods, perspectives and concepts to everyday "real life" situations
- To appreciate the relevance of the social sciences to social, political and or economic institutions and behavior
- To analyze and evaluate critically social science concepts and theories as applied to particular problems or themes

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned who is obligated to discuss the matter with the student involved when possible. When an instructor is convinced by evidence that academic dishonesty has occurred, s/he shall:

- 1) Assign an appropriate academic penalty (oral reprimand to an F in the course)
- 2) Report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident including relevant documentation and make recommendations for action.

Special Needs/Accommodations

Please inform me during the first week of class if you have any disabilities or special needs that might require special arrangements and/or accommodations to assist you in attending class, carrying out assignments, taking tests, etc. Students with these challenges need to document them at the Disabled Students Services office in UH 101, 714-278-3117

Campus Resources Available

| | |
|---------------------------------------|----------|
| Counseling and Psychological Services | 278-3040 |
| Student Health Center | 278-2800 |
| Disabled Student Services | 278-3117 |
| Women's Center and Adult Reentry | 278-3928 |
| Writing Assistance Center | 278-3650 |

Suggestions for getting the most from the course:

1. Read the contents in this syllabus carefully. Any questions you have will be clarified during the first and second week.
2. Decide at the outset if you have the time and are willing to devote the time and effort needed to do a quality job for this important course in your major.
3. Don't allow yourself to get behind in your reading and the work in the *Student Manual*. The required readings for the *Theory and Practice of Counseling and Psychotherapy* – and the *Student Manual* – should be completed each week on time. It is expected that you make use of the *Student Manual* that accompanies the textbook. Come to class prepared to ask questions or raise issues based on the readings. The interactive self-study program, *Theory in Practice: The Case of Stan*, will give you an opportunity to view the theories applied to practice. It is strongly recommended that you go through this program at home each week as a preview of showing Stan in class.

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|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Note | All reading assignments are due on the day we discuss an assigned approach covered in the textbook, <i>Theory and Practice of Counseling and Psychotherapy</i> , and the <i>Student Manual</i> , and the online program <i>Counseling Stan</i> . |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. It is expected that you make full use of the *Student Manual* for *Theory and Practice of Counseling and Psychotherapy*. In addition to reading and studying the chapters in the textbook, this manual provides self-inventories for each therapy approach, discussion questions, a concise summary of the basic points of each theory, practical exercises and activities, case studies, and other open-ended situations for you to consider. After you have thoroughly studied the textbook, take the self tests in the manual and score them to determine your level of mastery of the material. These will be most helpful in reviewing for examinations.

Weekly take-home quizzes will be turned in, consisting of the *Pre-Chapter Self-Inventory* and the *Comprehension Check* for each theory chapter in the *Student Manual*—along with the **online quizzes** for each of the theory chapters. Be sure to score the quizzes and **submit them on time each week. If you do, you will receive 10 points for each of these quizzes (100 possible), simply by turning in these quizzes.** You will have a separate answer sheet to record your responses on each pre-chapter self-inventory and comprehension check for each chapter.

5. Come to class with an open frame of mind and be willing to take some risks. This course is designed as a *beginning* survey of counseling theory and practice. Thus, as an introductory course, you are *not* expected to have counseling experience. Hopefully, you will challenge your fears and push yourself to become an *active and involved participant*.
6. View the online program *Theory in Practice: The Case of Stan* each week in accordance with the schedule. It is expected that you will view a session before we show it and discuss it in class. Come to class with comments and questions for each of the sessions with Stan.
7. Two tests (each with 100 multiple choice items) are given as well as a final examination (with 200 multiple choice items over the book). Look at the suggestions given in this course outline for ways to prepare for these exams, as well as an idea of the content of them.
8. As mentioned previously you are expected to attend *every* class session, unless there is a valid emergency/reason. *Promptness* is expected and appreciated. *Unexcused absences* do have a bearing on your grade, so if you have a legitimate reason for missing, *do* let me know prior to or immediately upon returning to class. *Active participation* is of the utmost importance in this class.
9. **Grading Practices and Policy.** Your grade for this course will be based on the following:

- A. Tests
 - Test 1* Chapters 2, 3, 5, 6, 7, 8 (maximum 100 points)
 - Test 2* Chapters 4, 9, 10, 11, 12, 13 (maximum 100 points)
- B. The *paper* consists of 4 separate essays, each worth 50 points, for a total of 200 points possible
- C. The *comprehensive final exam* (maximum 200 points)
- D. The *take-home quizzes* turned in each week (maximum 100 points)

Taken collectively these have a **possible 700 points**. To determine your final course grade the points you earned will be divided by 700. For example, if your total points earned are 570 (divided by 700 points), your percentage grade would be 81% (which is a B-). See the grading scale below:

Grading Scale (percentage) is as follows:

| | | | |
|----------|----|------------|----|
| 100-98 = | A+ | 80-78 = | C+ |
| 97-94 = | A | 77-74 = | C |
| 93-91 = | A- | 73-71 = | C- |
| 90-88 = | B+ | 70-68 = | D+ |
| 87-84 = | B | 67-64 = | D |
| 83-81 = | B- | 63-61 = | D- |
| | | Below 60 = | F |

Directions for Your Paper

There will be a reader who will read and evaluate the paper for this course. I will also review your paper more generally after the reader completes reading and evaluating the papers. You will meet the reader in class, who is an advanced student in the Counseling Master's program and who will offer you suggestions for writing your paper.

The paper is designed to help you integrate the material. Consult this outline early for the details. This paper must be typewritten, proofread, double-spaced, and is expected to show evidence of clear thought. Plan ahead so that your paper will be turned in *on time* in a quality fashion. No papers will be accepted by email attachments. Only a hard copy of your paper is accepted.

Note: Late papers will be subject to lowering the overall grade by at least 20%. For example, if you were to receive a 93% on a paper, yet submit it late, it would be docked at least 20%, which would yield a 73% for the paper.

This paper—which consists of four topics—will be approximately **20 pages in length**. Be sure to stay within the page limitations, and also review the guidelines for your paper. Use a title page and put your name only on this title page. Begin each new essay with a new page and identify each essay by number and a title.

1. Your Integrative Approach to Counseling

Write an integrative paper that addresses your personal theoretical orientation to counseling. Your paper should deal with aspects such as:

- key concepts of your approach
- view of your role as a counselor
- therapeutic goals and how you would decide upon goals
- relationship issues you are likely to consider
- central techniques you are likely to employ
- how you would address issues of cultural diversity

Address specific issues as outlined in the textbook, especially Chapter 15. This particular essay should be about **5 to 6 pages in length** and you should attempt to integrate as many concepts and techniques as you can based upon two or more of the counseling models. I suggest you take a primary theory (one that comes closest to your beliefs and your theory of choice)—and then branch out showing how you would draw techniques from several other theoretical approaches. Be sure to state why you select a particular theory as your main theory. Show how you could bring in ideas and techniques from the various theories you have studied into your own integrative theoretical stance.

2. How Theories Apply to You Personally

Identify some of the ways that the various theories can teach you something about yourself personally. What specific ways can certain aspects or concepts of the different theories contribute to your self-understanding? How do the theories you studied have application not only to working with counseling clients, but to assist you in your own personal development? Identify a few specific personal applications of **at least six** of the theories. Each week in class you will be asked to engage in self-reflection to see what you can learn about yourself and how you can apply the theories to yourself. It is highly recommended that you write about these personal learnings each week, rather than waiting until the paper is due. (**Length:** 4 to 5 double-spaced pages).

3. Challenges You May Face and How You Would Address Them

Pay attention each week to specific topics or areas discussed in the textbook, student manual, and the videos and identify some of the major challenges you expect you would face in applying these topics or issues to your work setting. State the specific challenging situations you might face and how you could best deal with these challenges. Each week in class we will identify areas of challenges. It would be a good idea to write about specific topics you would find challenging and how you would deal with these situations each week, rather than waiting until the paper is due. (**Length:** 4 to 5 double-spaced pages).

4. Your Work with the Case of Stan

Show how you would work with the case of Stan, using an integrative perspective, if Stan were your client. Select a few themes from Stan's life that you'd be most likely to focus on and then demonstrate your style of counseling Stan. You should emphasize the integration of several theoretical perspectives. Draw upon a variety of concepts and techniques as you demonstrate how you might work with several of Stan's issues that he presents in the video program. Consider that you are working with Stan for a total of six sessions. Show how you would begin and terminate counseling sessions, and what techniques you would employ at various phases in your work with Stan. Be sure to state your rationale for the interventions you employ and any techniques you use in counseling Stan. Be sure to study the section of the *Student Manual* where Stan is featured for each theory. You can get ideas for your paper from the *Student Manual*. **DO NOT** merely summarize the material in the *Student Manual* and textbook dealing with Stan's case. Review the video of *Counseling with Stan*. Show that you can apply an integration of **two or more models** in working with Stan. (**Length:** 4 to 5 double-spaced pages).

Suggestions for Writing Papers and Criteria for Grading

DO NOT give a summary of textbook content or the content from the *Student Manual*. Demonstrate that you understand the various models by looking for common denominators among several therapy approaches. Show how you might use key concepts and techniques from the various approaches in working with diverse client groups. You might want to apply your integrative theory to a particular client population and a given setting. See Chapter 15 of the *TPCP* text for ideas. Also, see the guidelines that are given in the *Student Manual*. Below are specific guidelines:

1. **Quality writing skills.**

- Write directly and informally, yet write in standard English.
- I encourage you to use personal examples and to support your points with these examples when appropriate.
- Make sure your essays reflect university-level writing skills:
 - Use complete sentences
 - Develop your paragraphs
 - Check your spelling
 - Put together a paper that reflects quality
- You might ask someone to proofread your paper.
- It is essential that you keep strictly within the established page limitations.

2. **Development of a theme.** Look for a central theme or central message in each essay. I suggest that you make an outline, and check to see that each point in your outline pertains to your central message.

- Create a short title for each essay that conveys your basic idea.
- State your message clearly and concisely in your opening paragraph.
- Have a solid and impactful concluding paragraph.
- The theme should be clear, concise, and specific rather than global and generalized. Do not write in a general and abstract manner, or else your essays will lose a clear focus.
- Develop your thoughts fully, concretely, and logically rather than rambling or being vague and wordy.
- In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader should not have to struggle to understand your intended meaning.
- Give reasons for your views rather than making unsupported statements. When you take a position, provide reasons for your position.
- Cover a few issues or ideas well and in depth, rather than spreading yourself too thin. For each essay, narrow down your question or topic so that you can manage to develop central paragraphs that expand on your theme.

3. **Creativity and depth of thinking.** Write a paper that reflects your uniqueness and ideas rather than merely giving a summary of the material in the textbook.

- Do not make your papers mere summaries rather focus on a clear position that you take on a specific question or issue.
- Approach the material in an original way.
- Focus on a particular issue or topic that you find personally significant. Since you have a choice in what aspect to focus on, select an aspect of a problem that will allow you to express your beliefs.
- Show depth in expanding on your thoughts.

4. **Integration and application.** Your papers should emphasize an integration of perspectives and an application of theory/principles to practice.

- Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations.
- If you are writing a theory essay, focus on those specific aspects of the theory that you'd most like to incorporate into your own style of counseling. Stress the implications for counseling practice.

Rather than writing merely about a theoretical issue, show how this issue has meaning in a counseling situation.

- Apply your ideas to specific populations with whom you expect to work – both in counseling and non-counseling situations. You may want to apply your essays to teaching, working with older adults, working in corrections, working with adolescents, etc. Make these a personal and meaningful experience.
- In writing about a case, be sure to show that you can apply several approaches or perspectives to this case. Work with the case by attempting to combine a number of perspectives.

Part 1

Guidelines for Teaching

Chapter 1 Introduction and Overview

Learning Objectives

After reading the chapter, students should be able to:

1. Understand the author's philosophical stance.
2. Identify suggested ways to use this book.
3. Differentiate between each contemporary counseling model discussed in this book.
4. Identify key issues within the case of Stan.
5. Identify key issues within the case of Gwen.

You may have your own preferred organization for the structure of your course. I have made specific suggestions for using the textbook, *Theory and Practice of Counseling and Psychotherapy*, in the Preface and the introductory chapter. Also, in the introduction to the *Student Manual for Theory and Practice of Counseling and Psychotherapy*, I make some recommendations that I think will lead to the maximum benefit from the combined package of the textbook and manual, and as well two additional programs: *Video Program for Integrative Counseling: The Case of Ruth and Lecturettes* (featuring applying an integrative perspective with Ruth), and also *Video Program for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* (featuring 13 counseling sessions with Stan and brief lectures on the chapters in *TPCP* by Jerry Corey).

In addition to these recommendations, I'd like to share some other approaches that I have found useful, as well as share some reactions and suggestions given to me by my students. Perhaps you can incorporate those ideas that seem to fit your teaching style, or you can generate some modifications that are suited to your particular courses.

1. In Chapter 1 of the *Student Manual* is a *Survey of Attitudes and Values Related to Counseling and Psychotherapy: A Self-Inventory and Pretest*. I like to have students take this self-inventory at home during the first week of class. In asking the students to take this survey, I emphasize the following points:
 - A. I recommend to students that they avoid pondering too long on any question. They should simply respond by indicating the answer or answers that seem most appropriate from their viewpoint. More detailed directions are found in the *Student Manual*.
 - B. During the second session we go over this inventory in class and discuss the items that most stimulated the students. This typically generates excellent discussion and controversy at the beginning of the course. It also gives the student the message that the course will involve active participation as opposed to merely sitting passively and listening to lectures. These issues in the inventory touch on most of the key concepts covered in the various chapters of the textbook, so I find that this is an excellent way to introduce the students to an overview of the nature of the course.
 - C. I ask the students to bring the completed inventory to class and use this as a basis for breaking the class into small discussion groups for about 20 minutes. Their task is to select the top 3 items that they had the most difficulty answering and talk about these items in their small group. This class assignment serves the function of getting them thinking about a variety of issues in counseling practice and it also gives students an opportunity to begin to get acquainted with one another.
2. At the end of the course the students take the same inventory again, and we devote some class time to comparing any changes in their answers. I do this activity in small groups so that everyone has a chance to participate in sharing how their perspective on any number of counseling issues has evolved. This provides a meaningful way of reviewing the highlights of the course, and it allows students a

chance to discover to what degree they have changed any of their attitudes and beliefs concerning the counseling process.

3. I have developed a list of questions that are found in Chapter 15 of the *Student Manual* and I direct the attention of the class to these questions during the first part of the semester (see *Questions and Issues: Guidelines for Developing Your Personal Style of Counseling* and also *Suggested Activities and Exercises: Developing Your Philosophy of Counseling*). I use these questions as reference points during the entire semester, and the hope is that these key questions provide a focus for students to grasp the basic similarities and differences among the theories. Several options are possible:
 - A. These questions can be considered potential examination questions for an essay-type final examination or for a take-home final examination. Students might select several questions and write about them, or the instructor might decide which questions the students are to address, or a combination of both.
 - B. There is a possible danger of overwhelming students with too much material too soon, and I readily admit that I tend to do this. To avoid this, these questions could be divided and given at various points in the semester. Another idea is to have each student select one of these questions and briefly present their findings to the class.
 - C. One approach is to present these questions toward the end of the course, as a guide for review and integration of the various theories. The advantage of this is that students have studied the various counseling theories and these questions could assist them in a meaningful way in their synthesizing and personalizing of the theories.
4. If you are using *Issues and Ethics in the Helping Professions* (Corey, Corey, Corey, and Callanan, 2015) as a resource for preparing your lectures, I recommend that you pay particular attention to the pretest in Chapter 1. This is a self-inventory of attitudes and beliefs relating to ethical and professional issues in the practice of counseling. I use this book as a basis for organizing my lectures during the first few weeks of the semester, in conjunction with Chapters 2 and 3 of the *TPCP* textbook. This has stimulated some excellent discussion at the beginning of the course, and it has proven to be a good way to get students thinking and verbally involved from the outset of the course. We typically deal with questions pertaining to the counselor's values, value conflicts, ethics of the therapeutic relationship, problems facing beginning counselors, issues relating to confidentiality, and so forth, during the early sessions.
5. *Video Program for Integrative Counseling: The Case of Ruth and Lecturettes* is an interactive self-study program that is based on 13 counseling sessions that I conduct with a client named Ruth. I provide a brief lecturette before each of the 13 sessions, then demonstrate an aspect of integrative counseling as applied to Ruth, and then give a brief commentary of what I saw happening in that particular session with the client. This video program can be packaged with either *Theory and Practice of Counseling and Psychotherapy* or with *Case Approach to Counseling and Psychotherapy* at a discounted price.
6. Inside the front cover of *TPCP* students will find *Theories-at-a-Glance*, which provides an overview of important charts. I have also included a listing of key questions, *Overview of Focus Questions for the Theories*. This provides a conceptual framework for the book and the course.
7. Chapter 1 of *TPCP* provides a framework for the course and an overview of the book, along with specific suggestions for using the textbook and the accompanying *Student Manual*. The table in Chapter 1 of the text gives a summary of the 11 counseling theories that we focus on in this course. I typically give an overview lecture of the major points of the various theories so that students have a general perspective at the beginning.

8. **Suggestions for preparing your lectures for Chapter 1.** See also *Case Approach to Counseling and Psychotherapy* (Corey, 2013, Chapter 1) for a concise overview of the twelve therapeutic systems with reference to these specific areas:

- Basic assumptions
- Perspectives on assessment
- Therapeutic goals and procedures

Also, the case of Ruth is introduced in detail in this first chapter. If you present Ruth's case in your class, you will get useful background information in Chapter 1 of *Case Approach*. There is also a section on diagnostic impressions of Ruth in which various practitioners give their diagnosis of Ruth based on DSM-5.