

Syllabus for EDE 622
Individual Counseling: Theory and Process (3cr)
Fall, 2003
Department of Counseling, Administration, Supervision
and Adult Learning
College of Education Cleveland State University

Program knowledge base for school counseling

The school counselor as facilitator of human development and professional program manager.

Areas of focus within knowledge base – also see attached document

- (1) Understanding individual counseling theory -- high level of focus (R/A)
- (2) Understanding theories of human development -- moderate level of focus (D)
- (3) Assessment of an individual's personal and interpersonal concerns -
low focus (E)
- (4) Appreciation of the effects of cultural and social heritage on human
development -- moderate focus (D)
- (5) Understanding research and its applications -- low focus (D)

Program knowledge base for community counseling:

The community agency counselor as facilitator of healthy development and adaptive functioning in emotional, social, and career domains.

Instructor:

Elizabeth Reynolds Welfel, Ph.D., Professor

Textbooks:

Patterson, L.E., & Welfel, E.R. (2000). *The Counseling Process* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Sharf, R. (2003). *Theories of psychotherapy and counseling*. (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Additional readings are on electronic reserve and can be accessed from the CSU Website at www.csuohio.edu.

Course Overview:

This course focuses on the person who has identified himself or herself as needing counseling, either to remediate existing personal, social, career or educational problems. The course examines the major theoretical perspectives on counseling

individuals and discusses the fundamental counseling process that underlies all counseling interventions. Content of the course will be most relevant to adolescent and adult clients and the families of child clients. The second major emphasis of the course is to help counselors facilitate development in the absence of perceived deficiencies and to develop skills to help clients prevent such problems. It will also help counselors understand the central ingredients necessary in an effective counseling program and sensitize them to the adaptations in programs and counseling interventions that need to be made to attend to issues of cultural and social diversity.

Course Objectives:

1. To provide students with a framework for understanding counseling as a process of facilitating, preventing and remediating human problems.
2. To familiarize students with major theories of individual counseling.
3. To provide students with a working knowledge of the counseling strategies associated with the major theories.
4. To assist students in developing analytic skills for evaluating emerging theories of counseling.
5. To acquaint students with an understanding of the role of culture in the counseling process and the adaptations in programs and individual work that need to be made to meet the needs of culturally diverse clients..
6. To introduce students to the research that addresses the effectiveness of the major models of counseling in remediating problems.

Instructional Methodology

This course will be taught using a variety to teaching methods. Lecture and discussion will comprise about 50% of class time with the remainder devoted to review of demonstration films and participation in class activities, primarily counseling role plays.

Course Outline and Assignments:

August 25	Introduction to the course
September 1	Labor Day No class
September 8	Overview of the counseling process: Stages one and two Patterson & Welfel, 1 – 88 Lambert, M.J. & Barley, D.E. (2001). Research summary on the therapeutic relationship and psychotherapy outcome. <i>Psychotherapy: Theory, Research, Practice, Training, 38</i> , 357-361

Prochaska, J.O., & Norcross, J.C. (2001). *Stages of change. Psychotherapy: Theory, Research, Practice, Training, 38, 443-448.*

September 15 The counseling process Stage three

Patterson and Welfel, 89 - 165

*Wilcox-Matthew, L., Ottens, A., & Minor, C.W. (1997). An analysis of significant events in counseling. *Journal of Counseling and Development, 75, 282-291*

Tyron, G.S., & Winogard, G. (2001). Goal consensus and collaboration. *Psychotherapy: Theory, Research, Practice, Training, 38, 385-389.*

September 22 Adapting counseling to diverse clients

Patterson & Welfel, 183 – 258

Hanna, F.K., Bernak, F., & Chi-Ying Chung, R. (1999). Toward a new paradigm for multicultural counseling. *Journal of Counseling and Development, 77, 125 - 134.*

Lam, A., & Sue, S. (2001). Client diversity. *Psychotherapy: Theory, Research, Practice, Training, 38, 479-486.*

September 29 Introduction to major theories
Person centered counseling and therapy of Carl Rogers

Sharf, 1-24, 211-244 (NOTE: PAGE NUMBERS MAY DIFFER SLIGHTLY IN THE 3RD EDITION)

*Goodyear, R. (1987). In memory of Carl Ransom Rogers. *Journal of Counseling and Development, 65, 523 - 524.*

*Glauser, A.S., & Bozarth, J.D. (2001). Person-centered counseling: The culture within. *Journal of Counseling and Development, 79, 142-147.*

Weinrach, S.G. (1990). Rogers and Gloria: the controversial

film and the enduring relationship. *Psychotherapy*, 27, 282 - 290.
PLEASE READ THIS ARTICLE **AFTER** YOU HAVE SEEN THE FILM IN CLASS.

October 6

Gestalt counseling and therapy: Fritz & Laura Perls

Sharf, 245-286.

*Dolliver, R.H. (1991). Perls with Gloria re-reviewed: Gestalt techniques and Perls' practices. *Journal of Counseling and Development*, 69, 299 - 304. PLEASE READ THIS ARTICLE **AFTER** YOU HAVE SEEN THE FILM IN CLASS!

October 13

Columbus Day
No Class

October 20

Psychodynamic approaches to counseling

Sharf, 25-85 (86-165 recommended but optional)

*Clark, A.J. (1991). The identification and modification of defense mechanisms in counseling. *Journal of Counseling and Development*, 69, 231 - 236.

October 27

Behavior therapies

Sharf, 287-331

*Galassi, J.P., & Perot, A.B. (1992). What you should know about behavioral assessment. *Journal of Counseling and Development*, 70, 624 - 631.

November 3

Midterm examination

November 10

Rational Emotive Therapy: Albert Ellis
Bibliography for paper due

Sharf, 332-370

*Weinrach, S.G. (1980). Unconventional therapist: Albert Ellis. *Personnel and Guidance Journal*, 59, 152 - 160.

*Weinrach et al. (2001). Rational emotive behavior therapy: Successes and failures: Eight personal perspectives. *Journal of Counseling and Development*, 79, 259-268.

November 17 Beck's Cognitive therapy

*Antonuccio, D.O., Danton, W.G., & DeNelsky, G.Y. (1995). Psychotherapy versus medication for depression: Challenging conventional wisdom with data. *Professional Psychology: Research and Practice*, 26, 574 - 585.

November 24 Meichenbaum's Cognitive Behavior Therapy
Crisis intervention
Paper due

*Meichenbaum, D.H., & Deffenbacher, J.L. (1988). Stress inoculation training. *The Counseling Psychologist*, 16, 69 - 91.

Patterson & Welfel, 166 - 181

December 1 Family systems theories
Summary of theories

Sharf, 499-553, 599-642

December 8 Final examination

Recommended: Patterson and Welfel, 259 - 289

Course Requirements:

1. All readings as assigned and participation in class discussions and exercises. Attendance at all class meetings is required.
2. Read one book or four articles on one theory discussed in class or reviewed in the Sharf text. Write a five-page analysis of the contributions and limitations of that theory to the population you plan to serve. Bibliography for the paper is due November 3. The paper should be typed, double-spaced and written in APA style. PAPER DUE: November 24.
3. Midterm and final examination. The midterm and final will be 90-minute (closed book) essay exams.

Grading:

Grades will be calculated as follows: 5% participation, 30% for midterm and paper, 35% for final examination.