Course Description:
This course offers an introduction to the major theoretical traditions that have shaped the contemporary practice of counseling and psychotherapy. These theories of counseling will be examined for their value in creating a therapeutic relationship, understanding and assisting a client through the therapeutic process, and offering the beginning therapist a sense of their own psychological orientation. Cross listing: MLPC 610.

Course Outcomes:
At the completion of this course, the student will:

1. Identify and recognize the major theoretical traditions in counseling and psychotherapy. These include: psychoanalytic and depth psychology, humanistic theories, behavioral and cognitive-behavioral, and systemic approaches.

2. Analyze similarities and differences in these distinct theories, determining how different approaches construct a therapeutic encounter.

3. Identify and experience, in a preliminary way, the distinct therapeutic ways of speaking, listening and structuring conversations reflected in each tradition and to learn the diverse processes of facilitating client change.

4. Become cognizant of the influences and limitations of one’s own culture and the diversity of values espoused by other cultures, becoming sensitive to the unique differences arising out of social class, race and gender.

5. Clarify one’s own professional identity, ethical perspective and theoretical orientation as a counselor as the student constructs and articulates a personal model of counseling.

Required Texts:


Suggested Learning Activities:
1. Interview a therapist and write a 4-6 page description of your conversation using the following guidelines (15% of your grade).
Discuss the therapist’s theoretical orientation and how the view of human nature reflected in that orientation contributes to his/her counseling style. Identify key concepts or “root metaphors” of this therapist’s orientation that assist him/her in constructing the therapeutic relationship, perceiving the etiology of disorders, and establishing therapeutic goals. Identify what techniques or interventions are utilized which reflect this orientation and what types of clients and problems this therapist prefers to treat. Inquire as to how this therapist came to adopt this particular theoretical orientation. What do you see as the “pros and cons” of using that orientation?
2. Choose one of the following activities (15% of your grade) utilizing the Case Approach:

   a. Utilizing Corey’s Case Approach, write a 4-6 page paper discussing and critiquing a particular therapeutic approach to the case of Ruth.

   b. Using a classical case from literature, a video session presented in class or a dialogue from either of the Corey texts (related to Stan or Ruth), describe how that dialogue reflects the concepts, techniques and goals of the therapeutic approach being used.

3. **Major Project:** (20% of your grade) Each student will be assigned a theory to teach to the class. Presentations should be detailed and should be approximately 30-45 minutes in length. Students may wish to utilize visual aids, role-play, or simply lecture. Appropriate handouts should be provided to all students so that at the end of the semester each student will have a thorough study guide (see binder assignment listed below) of all theories that will be very helpful when preparing for licensure exams.

4. **Comprehensive Exam:** (20% of your grade) Multiple choice exam covering the material from class, and designed to represent similar material from the MFT licensure exam.

5. **Theories Binder:** (10% of your grade) Compile a binder of handouts from each chapter related to each theory covered in class.

_A supplemental Faculty syllabus will be distributed on the first night of class; the supplemental syllabus will address specific grading, attendance, and assignment criteria as well as provide additional pertinent course information._
<table>
<thead>
<tr>
<th>Day</th>
<th>Meeting Date</th>
<th>Class Content</th>
<th>Material Due</th>
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| Session 1|              | Course overview  
Introductions  
Discuss class procedures  
Review textbooks  
Review syllabus  
**Topic:** *General Traditions in Counseling: the Role of Thinking, Feeling and Acting in Theory*  
**Read:** *Chapters 1-3*                                                                 |                                                   |
| Session 2|              | **Topics:** *Basic Issues in Counseling Practice – The Professional Identity of Being A Counselor, Personal and Professional Roles; Ethical Issues in Counseling*  
**Read:** *Chapters 1, 2 & 3.*  
**Activity:** In-class activities                                                                 | **In-class activities** |
| Session 3|              | **Topics:** *Brief and Narrative Approaches*  
**Read:** *Corey, Chapters 4 & 5*  
**Activity:** In-class activities                                                                 | **Therapist Interview summary paper**  
**In-class activities** |
| Session 4|              | **Topics:** *Depth Psychology Traditions*  
**Read:** *Chapters 6,7 & 8*  
**Activity:** In-class activities                                                                 | **Case Approach paper**  
**In-class activities**  
**Student Present: Psychoanalytic Theory and Adlerian Theory** |
| Session 5|              | **Topics:** *Humanistic Traditions- Gestalt*  
**Read:** *Ch. 9, 10, 11*  
**Activity:** In-class activities                                                                 | **In-class activities**  
**Student Present: Existential Theory and Person-Centered Theory** |
| Session 6|              | **Topics:** *Scientific Traditions – Reality, Behavioral, and Cognitive Behavioral Approaches*  
**Read:** *Ch. 12-13*  
**Activity:** In-class activities                                                                 | **In-class activities**  
**Student Present: Behavioral Theory** |
| Session 7|              | **Topics:** *Post-Modern Traditions – Feminist, Family Systems*  
**Activity:** In-class activities; **Prepare for exam**                                                                                       | **In-class activities**  
**Student Present: Family Systems Theory and Feminist Theory** |
| Session 8|              | **Topics:** *Post-Modern Traditions – continued*  
**Read:** *  
**Activity:** Class review                                                                                                                          | **Final Exam**  
**Course Evaluation** |
Optional Readings:


For an additional textbook covering the diverse therapeutic perspectives written in the language and style of each perspective, following text is recommended, but not required: Corsini, Raymond and Wedding, Danny (eds.). (2000). Current psychotherapies (6th ed.). Itasca, IL: F.E. Peacock.

Optional Readings:
The following texts are recommended if you wish to pursue another text in a particular tradition.

Psychoanalysis:


Adlerian Psychology

Analytic Psychology (Jung):


Existential/Person Centered Psychotherapy:


Gestalt Therapy:

Rational Emotive Behavior Therapy:

Behaviorism/Behavior Therapy:


Cognitive-Behavioral Therapy:

**Family Therapy:**


**Narrative and Solution Focused Therapy:**


**Transpersonal Psychology:**
