

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6401
COUNSELING THEORIES AND TECHNIQUES**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

This is the second of two pre-practicum courses that have recently been reconfigured as competency-based learning experiences. Thus, the course is very different from the other didactic courses in our graduate counseling program. The course builds on the competencies and skill-sets learned in MHS 5005, Counseling Processes. Both courses are designed to assist you in learning how to “think” and function or “act” like a professional counselor. MHS 5005 emphasizes the core competency of developing an effective counseling relationship while MHS 6401 emphasizes the core competencies of intervention planning, intervention implementation, and intervention monitoring and termination. By achieving a reasonable and appropriate level of competence in both courses, the learner should achieve a sufficient level of mastery of the counseling process to function effectively and appropriately in practicum and internship courses in this department.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Rochlen, A. (2007). *Applying counseling theories*. Upper Saddle River, NJ: Pearson. ISBN: 978-0415802772.
Sperry, L. (2010). *Core competencies in counseling and psychotherapy*. New York: Routledge.
Driscoll, K. et al. (2004). *Simple treatments for complex problems*. Mahwah, NJ: Erlbaum
Handouts as provided by the instructor

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: K.1.c, K.2.c, K.2.e, K.2.f, K.3.b-e, K.5.a, K.5.c, K.5.d, K.5.g, K.7.b.
CACREP: Mental Health: A1, A 2, C5.
CACREP: School: A.9, C2.g
2010 FEAPs: 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 8.1, 8.2
2010 Subject Area Competencies & Skills (SAC&S): 1.1

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by understanding various counseling theories and the appropriate corresponding counseling interventions.

COURSE OBJECTIVES

GOALS:

1. Demonstrate an understanding and appreciation of selected counseling models or theories and competencies of counseling practice.
2. Develop selective essential competencies for effective counseling practice.

Upon completion of this course, students will be expected to be able to meet the following CACREP and DOE competencies:

1. Recognize the importance of the therapeutic factors and skills in counseling/psychotherapeutic interventions necessary for effective and efficient counseling and psychotherapy outcomes with clients.

2. Demonstrate an understanding of the theoretical constructs of the major approaches to counseling and psychotherapy studied.
3. Demonstrate an understanding of counseling interventions associated with each approach studied
4. Demonstrate an of understanding of the research bases underlying current counseling approaches
5. Recognize the clinical value of empirically supported relationship and treatment research.
6. Demonstrate an appreciation of the ethical, legal and cultural issues related to course content.

COURSE REQUIREMENTS

1. Attend all class sessions. The attendance policy (below) is strictly enforced.
2. Complete 6 sets of case formulations (2 formulations for each set). Prepare typed formulations following the format as per instruction sheet and turn in on the assigned class date.
3. Complete 5 case reports and session transcriptions (approximately 20 minute session) utilizing the CBASP approach. Follow the guidelines specified by the instructor. Submit the report/transcription, the signed informed consent, and the audiotape (standard cassette size only) in a 8 1/2 x 11" envelop with your name, date, AND the number of the assignment, e.g. "case #1".
4. Actively participate in the Counseling Practice session role plays as well as in class discussions..
5. Complete and submit all assignments on or before scheduled dates. Only hard copies of assignments are acceptable

COURSE EVALUATION

Grades will be assigned based on percentages.

Assignment	CACREP	FEAP Indicators	SAC&S	Percentage
Case Formulations (6 sets)				60
Report/Transcriptions (5)				100
Counseling Practice (5)				40
TOTAL				200

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69 %	F = 59 – 0 %
A - = 90-93%	B = 84-86%	C = 74-76 %	D = 64-66 %	
	B- = 80-83%	C- = 70-73 %	D- = 60-63 %	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001

at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

Instructional strategies used in this course include lectorettes, video case and role play demonstrations, and focused class discussions.

REFERENCES

Craske, M. (2010). *Cognitive-behavioral therapy*. Washington, DC: American Psychological Association.

Levenson, H. (2010). *Brief dynamic therapy*. Washington, DC: American Psychological Association.

Sperry, L. (2010). *Highly effective therapy: Developing essential clinical competencies in counseling & psychotherapy*. New York: Routledge.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

CAMPUS MEETING	WEEK	TOPICS	READINGS	ASSIGNMENTS DUE
1	1	Overview of Clinical Competencies	S– Intro & Ch.1	

	2	Client-Centered Approach; Motivational Interviewing	R--Ch.: 6	
	3	Practice Counseling	D--Chs.: 1 & 2	
2	4	Case Conceptualization: Clinical Formulation practice	S--Chs. 9	<i>Papers due:</i> Clinical Formulation: Time Limited Dynamic Psychotherapy
	5	Psychodynamic (TLDP) theory & formulation	R--Ch. 5;	
	6	Practice Counseling	D--Chs. 3-6	
3	7	Cognitive Therapy theory & formulation	R--Ch. 9 & 10	<i>Papers due:</i> Clinical Formulations: Cognitive Therapy & Behavioral Therapy; Report/CBASP Transcription #1
	8	Behavioral Therapy theory & formulation	S--Ch. 10 & 11;	
	9	Practice Counseling	D--Chs.: 7-10	
4	10	Adlerian Therapy theory & formulation; REBT	R--Ch. 3 & 11	<i>Papers due:</i> Clinical Formulations: Adlerian & REBT; Report/CBASP Transcriptions #2 & #3
	11	Cultural formulation & practice	S--Ch. 13, 14 & 15	
	12	Practice Counseling	D-- Chs.: 11- 12	
5	13	Solution-Focused Therapy	R--Ch. 16	<i>Papers due:</i> Clinical Formulations: Solution-Focused; Report/CBASP Transcription #4 & #
	14	Treatment Focus, Monitoring Outcomes, Termination	S-- Ch. 17, 18 & 19	
	15	Practice Counseling	D--Ch: 13	

Key for Assigned Readings: R= Rochlen; D = Driscoll; S= Sperry

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- Erikson, E. H. (1963). *Childhood and society* (2nd ed.). New York: Norton.
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- Fenichel, O. M. (1945). *The psychoanalytic theory of neurosis*. New York: W. W. Norton.
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- Glasser, W. (1965). *Reality therapy: A new approach to psychiatry*. New York: Harper & Row.
- Glasser, W. (1976). *Positive addiction*. New York: Harper & Row.
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- Jacobs, E. (1994). *Impact therapy*. Lutz, FL: Psychological Assessment Resources.
- Lazarus, A. A. (1981). *The practice of multimodal therapy*. New York: McGraw Hill.
- Lerner, H. G. (1985). *The dance of anger*. New York: Harper & Row.
- Maultsby, M. C. (1984). *Rational behavior therapy*. Englewood Cliffs, NJ: Prentice-Hall.
- May, R. (1953). *Man's search for himself*. New York: Dell (Delta).
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