



OTRP online

Office of Teaching Resources in Psychology

PSY 464/Theories of Counseling & Psychotherapy **Jeanne M. Slattery, Ph.D.**

12:30-1:45pm MW 121 Harvey

Office Hours: 9-10am MWF
1-2pm M
2-3pm R

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<http://blackboard.clarion.edu>

Our theoretical (and personal) assumptions about people and their motives influence how we see the strengths and weaknesses of our clients, the style of therapeutic relationship we develop, the kind of therapeutic goals we set, how we attempt to intervene to meet these goals, and how we study this process. As a result, it is especially important for us to develop a strong, useful theoretical viewpoint, as well as to understand those of other therapists.

Furthermore, this course is designed to help you begin thinking about specific approaches to treating a variety of clients. The field is rapidly moving toward a theory of differential treatment. Rather than, "What is the best theory of counseling and psychotherapy?" we are increasingly thinking, "What treatment, by whom, is most effective for this individual, with that specific problem, and under what set of circumstances?" (Paul, 1967). As a result, we must learn a variety of treatment modalities, some of which may be less comfortable for us. We must also learn to hear and respect vastly differing worldviews.

Although we will do many applied things, this is primarily a theories course. If you want to learn basic interviewing skills, I encourage you to take Psy 364, *Techniques in Interviewing and Casework*, generally offered in the Fall semester. If you want to use these skills in real world settings, take Psy 499, *Internship in Psychology*. Psy 354, *Abnormal Psychology*, is required.

Course objectives

This is a senior level course and will require significant thinking and writing about yourself and others. I believe that you will significantly profit from this work, as will the people you work with in the future. By the end of this semester, you will begin to be able to:

1. *Describe, understand, and begin to use the major foundational ideas in counseling.* These skills include empathy, listening, and influencing, as well as recognizing worldviews.
2. *Describe, understand and use the major psychotherapy "languages."* You should be able to use the theory's terminology and concepts and apply it to yourself and others.
3. *Think divergently about a single phenomenon.* This course will ask you to consider multiple explanations for a person's behavior.
4. *Explore social context.* As we consider the change process, we will consider how issues of gender, sexual orientation, culture, class, and physical ability affect our experience of ourselves and others. As you do so, you may find that your ability to be empathic increases.

5. *Apply these ideas to yourself and others.* Knowledge that is unapplied is sterile. You'll apply these ideas to cases on Blackboard, to yourself and others in papers, and to case material in our very applied exams.
6. *Initiate conscious self-change.* Although this is not a primary goal of this course, I hope that you consider your life during this course, using the ideas presented here as a springboard for your own change. Furthermore, you will learn to use writing to support your process of growth.

Steps toward the goal

Class. Our course begins by exposing you to the foundations of counseling. We will use both lecture/discussion and experiential exercises to gain a general understanding of the field. Then we will begin to explore a number of theories of counseling that are used in the field and observe therapeutic styles in transcripts of therapy sessions or on film so that we can converse intelligently with co-workers, choose a theoretical approach that works well with our own style, and recognize the relationships between client issues and therapeutic approach.

Texts. Class can provide the outline, but good texts can flesh this out as well as provide a slightly different point of view. Parrott's *Counseling and Psychotherapy* (2nd ed.) is a clear and concise description of the therapeutic approaches. Yalom's book, *Gift of therapy: An open letter to a new generation of therapists and their patients*, is short and sweet, one you will want to review for years after you have been practicing as a therapist.

I am trying to keep the cost of texts down, so have posted a number of articles and chapters under the Readings button on Blackboard. Many files are large and require a good internet connection.

Exams. We will have three exams that will cover material from the texts, lectures and discussions, handouts, videos, and other materials to assess your knowledge of theoretical and therapeutic concepts. Exams will be multiple choice in format.

Make-ups can be taken at a mutually convenient time until the exam. If you miss an exam without informing me beforehand, like any other late assignment, you will receive a 10% penalty.

Cases on Blackboard. You have eight cases to discuss on Blackboard <<http://blackboard.clarion.edu>> with your classmates. I will post several questions to begin the discussion. You must make at least two posts to each case. One of these posts should be in response to a comment made by a classmate. You will earn two points per post that is relevant to the case question, up to a maximum of 4 per case and 28 Total. Note: This means you can miss one case without a problem. Do not tell me that your computer crashed, dog died, got the flu etc. the night before the deadline for a case. Because bad things happen, do your work ahead of time and, if this doesn't work, use this as your dropped case. Students who go above and beyond on the cases, who engage with the material in a meaningful way with fellow students, can earn additional points extra credit (one per case, eight maximum).

Why are we doing cases? I want you to think about the ideas as they apply to real people. Your understanding of the material and your grades should improve as you actively and thoughtfully engage with the course material over this semester.

Short papers. And does this material apply to you? Absolutely! I will offer a number of paper topics throughout the semester to encourage you to use and experience the ideas of this course first-hand. You must complete three of these. You have a choice of assignments; choose topics and levels of disclosure that work for you.

As you are juniors and seniors, I expect that your papers will be well-written and thought out. I will read your paper if you bring it to my office several days before the due date to help you meet this goal. If your paper is poorly organized or has not been spell- or grammar checked, I will return it with a 10% penalty to rewrite it. *Late papers will receive a 10% penalty.* Web sites that can help you with your writing can be found at <http://psy1.clarion.edu/jms/other.html>

Final paper. Your papers should naturally lead to your final project, which will help you pull together the ideas from the course. This project may take one of two forms: (a) a case study, where a person is "diagnosed" and "treated" from one theoretical viewpoint discussed in this class; or (b) an analysis of the theory and techniques seen in a clinical interview. Lengthier descriptions of these papers will be provided to structure this process. Grading criteria, to be attached to your paper, are included in this syllabus. *This project is optional, but you cannot get an A in the course without completing it, regardless of your performance on other projects.*

Papers will probably be between 11-15 pages in length (including title page and references). At least five references should be used. APA reference style should be followed. Papers with cover pages, citations, and references using APA style in a spotless manner will earn 10 pts. extra credit. (See writing website for help.) Papers with only one of these sections spotless will earn prorated points for that section. Papers received after the due date will receive a 10% penalty.

I have sample papers on file for those students who would like to see strong papers written in the past. Check them out!

Why might you choose to do an optional paper? Because you:

- ❖ want an A in this course;
- ❖ write better than you take tests and think this can raise your grade;
- ❖ want to practice your analysis of interviewing skills in a safe environment;
- ❖ heard that I comment on the quality of final projects in letters of recommendation and are considering asking me for a letter.

Students who have not returned books or videos by the end of the semester will earn an Incomplete. Please return books and videos in a timely manner so I can use them again or share them with other students!

Class participation. This is a pre-professional course. That means that I will have the same expectations of you that I would have if you were working for me. I expect you to come to all classes prepared to discuss ideas raised in class. Participating well also means being able and willing to challenge your previous views of the world, bringing in related issues from other sources, and discussing these with me or your peers inside and outside of class.

You will lose three points for each class you miss beyond three. These three are for any reason: strep throat, softball, school trip, sick child, or a crisis. Use these absences wisely. In the Fall of 2006, 84% of my students in my Theories class missed three or fewer classes.

Confidentiality and ethics

This course may require you to be involved in some role-playing and practice interviewing. In the course of your discussions your partner may say something personally important that he or she would like to keep private. It is your duty to maintain this confidentiality and trust. Papers that do not disguise the identity of your partner will be returned. Similarly, papers that do not indicate that you have the permission of your partner to disclose the information that you do share will not be accepted. Finally, *any student failing to maintain another student's confidentiality or treat another student respectfully will earn an automatic "F" in this course.*

Mandated reporting

Clarion University is mandated by federal and state laws to report crimes occurring on campus or in campus-related functions. In order to help Clarion University comply with these laws, I am required to report information about university-related crimes to Public Safety. If you tell me of a crime that meets university criteria (especially assaults, sexual assaults, robbery, or hate crimes), I will report it. I am not required to identify either victims or witnesses by name. I will, of course, inform you before making a report.

Letters of recommendation

Psychology is a career that generally requires *at least* a master's to enter and "practice." (You can work as a caseworker with a bachelor's degree.) If you haven't begun thinking about this process yet, you should *now!*

Many of you, especially those of you applying to clinical or counseling kinds of programs, will probably consider asking me for a letter. These are some of the things I include in my letters:

- ❖ performance in class
- ❖ the nature of questions raised and answers given
- ❖ attitude and motivation, including persistence and attendance
- ❖ quality of writing or analysis in your writing
- ❖ ability to continue to perform even as you experience stressors in your life
- ❖ other relevant interactions we have had and how you have performed there, including in Psi Chi, on research with me, or on departmental committees.

Be aware of these and present your best face. I don't ask you to be "perfect," but that you think about these issues, profit from experience, and behave professionally.

Grades

Grades will be determined as the percentage of the available points earned. These will come from four sources: (a) the sum of the percentages from your tests (300 pts.); (b) the number of points earned on your papers (40 pts. each, 120 pts. total); (c) responses on BlackBoard (up to 4 pts. per case; 28 pts. maximum, plus a possible 8 pts. extra credit), and (d) the number of points earned from your final assignment (100 pts., opt.); less (d) three points for each class missed beyond three. Your total earned can be compared with the following scale:

Grade	Percentage Earned	# of points earned
A	90 - 100%	493 and up
B	80 - 89%	438 - 492
C	70 - 79%	383 - 437
D	60 - 69%	329 - 382
E	less than 60%	328 and down

The final project is optional. If you choose not to do it, compare your performance with the following scale:

Grade	Percentage Earned	# of points earned
B	80 - 100%	358 and up
C	70 - 79%	314 - 357
D	60 - 69%	270 - 313
E	less than 60%	269 and down

Notice that this class demands significant effort beyond performance on exams even if you opt out of the final paper. It is to your advantage to begin this work early.

I do not "curve" grades; I want you to demonstrate that you understand the material. I am more than willing to help you if you run into problems with it, however. Please talk to me early, when we

are able to do more to help you. If you are troubled by test anxiety or if this class raises issues for you, please call the Counseling Center (2255). If you need modifications in lecture, discussion, or testing conditions, please let me know early in the semester.

Tentative Schedule of Events

Counseling's foundation:		
1/16-1/25	<i>What Is psychotherapy? Your worldview? Ethical behavior?</i>	
	Parrott: Chs. 1-3 Slattery draft: Ch. 4 Yalom: 3-11, 13, 26-32,36,40, 57, 63-64 APA Code of ethics (2002)	Case 1. Andrea and Rusty Yates: 1/23-1/30 ❖ Who are you? ❖ Others' worldview
1/30	<i>Fork in the road</i>	
	Parrott: Ch. 5 Yalom: 10, 12	❖ Your personal theory ❖ Treatment plans ❖ Evaluation of a psychotherapy approach
2/1-2/13	<i>Humanism: Rogers, May & Frankl</i>	
	Parrott: Chs. 8 & 9 Yalom: 25, 41-49, 66-68 May (1995) Rogers (1980)	Case 2. Really listening (Rogers, 1980): 2/1-7
		Case 3. Mercedes (May, 1985): 2/8-2/14
		❖ Listening to differences ❖ Attending behavior & observation skills ❖ A person-centered interview ❖ Reframing events ❖ I & thou
<i>First paper due: 2/8 Test 1: 2/15</i>		
Variations on an initial theme:		
2/20-2/27	<i>Multicultural counseling</i>	
	Parrott: Ch. 4 Slattery draft: Ch. 5 Goode (2005) McIntosh (1989) Three Rivers (1991) Yi (1998)	Case 4. Culture's impact (Yi, 1998): 2/20-2/27 ❖ Prejudice log ❖ Exploring cultural values ❖ Exploring values in the media ❖ Understanding racial identity in films ❖ Evaluation of a psychotherapy approach
3/1-3/6	<i>Psychodynamic theory and practice</i>	
	Parrott: Ch. 6 Yalom: 20, 59, 73-75, 77-83	Case 5. Dreamwork, transference & countertransference: 3/1-3/7 ❖ Dream journals ❖ Focused free association ❖ Evaluation of a psychotherapy session
3/8-3/22	<i>Behavior therapy</i>	
	Parrott: Ch. 12 Yalom: 54 Slater (2003)	Case 6. Fear (Slater, 2003): 3/19-3/26 ❖ Baseline observations
<i>Second paper due: 3/20 Test 2: 3/27</i>		
3/29-4/12	<i>Rational emotive behavior therapy and cognitive therapy</i>	
	Parrott: Ch. 13 Yalom: 39, 76 Beck (1995)	Case 7. A suicidal client (Beck, '95): 3/29-4/12
		❖ Beliefs and emotions ❖ Evaluation of a psychotherapy session ❖ Evaluation of treatment in a memoir
<i>Final, optional paper due: 4/12</i>		
4/17-4/24	<i>Family therapies</i>	
	Rigaglio-DiGiglio (1993) Parrott: Ch. 15 Yalom: 50, 58, 65, 69-72	Case 8. Our class, another "family": 4/17-4/24 ❖ Family rules and roles ❖ Genogram

		❖ Ecogram: Exploring strengths
4/26	<i>Gestalt therapy</i>	
	Parrott: Ch. 10 Yalom: 14-24, 55	❖ Becoming an active and integrated being ❖ Figure and ground
5/1-5/3	<i>Integration and summation</i>	
	Parrott: Ch. 16 Yalom: 1, 2, 12, 33-35, 51-53, 60-62, 84-85 Lazarus (1993)	❖ Your personal theory
<i>Third paper due: 4/26</i> <i>Test 3 –R5/10 at 10am</i>		

Required readings:

- American Psychological Association. (2002). *Ethical principles of psychologists and code of conduct*. Retrieved on November 13, 2003, from <http://www.apa.org/ethics/code2002.html>
- Beck, A. T. (1995). An interview with a depressed and suicidal patient. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (2nd ed., pp. 116-134). Itasca, IL: F. E. Peacock.
- Goode, T. D. (2005). Promoting cultural competence and cultural diversity in early intervention and early childhood settings. *National Center for Cultural Competence*. Retrieved on August 30, 2006, from <http://www.mchgroup.org/nccc/documents/Checklist.EIEC.doc.pdf#search=%22Promoting%20cultural%20competence%20and%20cultural%20diversity%20in%20early%20intervention%20and%20early%20childhood%20settings%22>
- Lazarus, A.A. (1993). Tailoring the therapeutic relationship, or being an authentic chameleon. *Psychotherapy: Theory, Research, Practice, Training*, 30, 404-407.
- May, R. (1995). Black and impotent: The life of Mercedes. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (2nd ed., pp. 136-148). Itasca, IL: F. E. Peacock.
- McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, pp. 10-12.
- Rigaglio-DiGilio, S. A. (1993). Family counseling and therapy: Theoretical foundations and issues of practice. In A. E. Ivey, M. B. Ivey, & L. Simek-Morgan (Eds.), *Counseling and psychotherapy: A multicultural perspective* (pp. 333-358). Boston: Allyn & Bacon.
- Rogers, C. R. (1980). *A way of being* (pp. 5-26). Boston, MA: Houghton Mifflin.
- Slater, L. (2003, November, 2). The cruelest cure. *New York Times Magazine*, 34-37.
- Three Rivers, A. (1991, September/October). Race: Cultural etiquette: A guide. *Ms*, 42-43.
- Yi, K. Y. (1998). Transference and race: An intersubjective conceptualization. *Psychoanalytic Psychology*, 15, 245-261.

Record your grades here:

Paper 1:	/40	Test 1:	%	Case 1:	Case 5:	Total:	/28
Paper 2:	/40	Test 2:	%	Case 2:	Case 6:		
Paper 3:	/40	Test 3:	%	Case 3:	Case 7:		
Final paper:	/100			Case 4:	Case 8:		

Discussion Boards

Case 1: Andrea and Rusty Yates

Look at the different worldviews of Andrea and Rusty Yates. Andrea Yates drowned her five children on June 20, 2001.

Some of the things that Andrea Yates said:

"I had a fear I would hurt somebody...I thought it better to end my own life and prevent it...There was a voice, then an image of the knife...I had a vision in my mind, get a knife, get a knife...I had a vision of this person being stabbed...the aftereffects" (as quoted in Thompson, 1999)

When asked what made her so nervous and tense, Ms. Yates told Thompson "The kids, trying to train them up right, being so young...big responsibility...I don't want to fail." She admitted to obsessive thoughts at that point, "Most of them are over our children and how they'll turn out" (as quoted in Thompson, 1999, p. 2).

To Dr. Resnick, a psychiatrist hired by Ms. Yates' attorneys: her children "were not developing right, in an academic sense and a righteous sense. They did a lot of silly stuff. They didn't obey... Rusty's mom would visit and they would not treat her well. They would call her names" (as quoted in Christian, 2002, para 16-17).

She later told Dr. Ferguson, "It was the seventh deadly sin. My children weren't righteous. They stumbled because I was evil. The way I was raising them they could never be saved....They were doomed to perish in the fires of hell" (as quoted in Roche, 2002a).

"If I didn't do it, they would be tormented by Satan." She recognized it was "a bad choice... I shouldn't have done it. ... but I still felt I had to do it." (A.Yates, as quoted in Roche, 2002).

Her husband Rusty said:

"We didn't see her as a danger...How could she have been so ill and the medical community not diagnose her, not treat her, and obviously not protect our family from her" (quoted in Roche, 2002a).

"I know a few things about her, ... but I don't know a lot. I don't probe. I don't want to be nosy" (quoted in Roche, 2002b, p. 46).

Rusty Yates said that he "wanted her to thrive as a person...I wanted her to read challenging works. I didn't want her to get isolated and overwhelmed and all these things you get with children" (quoted in Roche, 2002b, p. 46).

"At this time, I can not say conclusively that Michael [Woroniciecki, their minister] was a cause of our tragedy. I can say that he made Andrea more concerned about being a good mother and about her standing before God than she would otherwise have been, and that these concerns formed the seeds of her delusional beliefs. (R. Yates, 2004, para. 6)

As I listen to Ms. Yates and her husband, I think about how radically their worldviews are from mine and even from each other's. How do you see their worldviews? How do you think their worldviews informed their decisions to act as they did?

Case 2: Really listening (Rogers, 1980)

I really like Rogers' description of what it's like to really listen to someone, also what it's like to really be heard. (This article is in the Way of Being folder on e-reserves.) Write on whatever you'd like, but here are some of the things that I've been thinking about:

- How do *you* know that you're really listening or really being heard?
- Why don't people really listen? Why do people go into the counseling field if they don't like or respect people? If they don't value really listening?
- Do you think empathic listening is a *necessary* condition to change, as Rogers does? Why or why not?

Case 3: Rollo May (1985) and Mercedes

Read Rollo May's (1985) description of his work with Mercedes (on e-reserve).

- 1 What do you think of his work with her? What do you like or dislike? Why?
- 2 What was Mercedes' worldview? How do you know?
- 3 How did May conceptualize the kind of problems that Mercedes was having? How is this related to his existential ideas?

Case 4: Culture's impact on therapy (Yi, 1998)

Consider how culture influences our assessment of and interaction with clients. Think about the following:

- 1 What do you think of Yi's (1998) work? What do you like? dislike?
- 2 How do her clients' and her own cultural and racial backgrounds influence therapy?
- 3 How would your race and personal style influence (for good or ill) your work?

Case 5: Dream work, transference and countertransference

We've seen some parts of psychodynamic work when we've read Yalom (2003), in the dreamwork described by May (1973/1995) and Yi's (1998) descriptions of her work with transference and countertransference in therapy.

- 1 Play around with these ideas that Yalom, Yi, May and Parrott have talked about. What do you think about psychodynamic techniques?
- 2 How would you feel if your therapist used these sorts of interventions?
- 3 Could you imagine yourself using these techniques? When and why? Why might a therapist use these rather than more "objective" reports and behaviors?

Case 6: Fear (Slater, 2003)

In your e-reserve article, Lauren Slater describes the use of flooding with some kinds of phobias, panic and PTSD. Spend some time thinking about behavioral techniques like these.

- Think about flooding and systematic desensitization. How would you feel about using these techniques (or having them used on you)?
- Think about how you feel about the external control of your behavior through reinforcers or punishments. How would your behavior change if there were no overt reinforcers or punishers? (Pay attention to your use of terms. Are you using them correctly?)

Case 7: Suzanne, a suicidal client (Beck, 1995)

Read Beck's (1995) description of his work with a suicidal woman (on e-reserve). For the purposes of this discussion, let's call her Suzanne.

- 1 What do you think of his work with her? What do you like or dislike? Why?
- 2 What was Suzanne's worldview? How do you know?
- 3 How did Beck conceptualize the kind of problems that Suzanne was having? How is this related to the theory and practice of cognitive therapy?
- 4 How did you feel about Suzanne being a clinical psychologist? Why?

Case 8: Our class, another "family"

Think about our class as a family. Can you apply family systems theory here? In particular, what rules and roles do you see in our class (how do you know)? What boundaries and hierarchies? What triangles, if any?

Reflective papers

	Excellent (A)	Good (B)	Adequate (C)	Below college level work (D-E)
Theory and technique	Uses psychological theory and terminology accurately and in a sophisticated manner. Is able to apply theory appropriately and accurately. Paper looks at the implications of the theory, not all of which are discussed in the book or class.	Uses theory in rigid manner. Terms are used accurately, but theory only describes rather than lending insight into person's behavior or motivation. Paper is a good description of theory in the book, but does not include synthesis or original thinking.	Theory is used in a superficial manner, with some mistakes in application. Paper is a weak description of theory in the book.	Theory does not apply to person/situation or is used inappropriately.
Insight	Insightful about self/other/theory. Recognizes context and exceptions. It makes me go Wow!	Paper is somewhat insightful, but not as much as I would have wished. You tease rather than satisfy! Please develop your ideas further!	Paper is superficial in describing the person or theory.	Paper is off-track in its conclusions.
Divergent thinking	Approaches issue from multiple viewpoints (e.g., views problem from multiple vantages, recognizes multiple contributions to issues, or sees pros and cons of theory).	Approaches problem weakly from multiple viewpoints.	Issue is approached weakly from a single vantage.	Issue is approached poorly from a single vantage.
Respectful and empathic	Behavior is described in strength-based rather than judgmental manner. Context is given for observations (e.g., recent death of partner, a court-ordered interview, a poor night's sleep etc.). Paper is respectful of the person.	Paper is neither strength-based nor really judgmental, but tends to focus more on problems and ignore strengths.	Paper is somewhat judgmental. Context for behavior may be overlooked. If you are looking at someone else, I have a difficult time <i>understanding</i> him or her based on your description.	Paper is judgmental. Self/other/theory is not approached in an empathic manner.
Technical Style	Paper is well-organized, logical, clear, and written with sophisticated and varied sentences. Spelling, grammar, etc. have been well-proofed.	Paper is organized and logical, but could use another proofing.	Paper is weak, with a simple and stereotyped style not characteristic of students in a senior level course. Sentences are repetitive, rather than varied in structure.	Paper is illogical, poorly proofed, and poorly thought out; not performed at a college level.

Case Conceptualization

Name _____

Date _____

Case History (25 pts.) _____

Detailed history -- both strengths & weaknesses

Respectful and empathic approach to "client"

Appropriate diagnosis and defense of diagnosis

Case Conceptualization (25 pts.) _____

Theoretical viewpoint is well described

Case is well considered from theoretical viewpoint

Proposed Course of Treatment (25 pts.) _____

Follows from case conceptualization, "true to theory"

Detailed and appropriate treatments are described

References (10 pts.) _____

Uses good references -- recent and at least 5

Citations and references are complete and accurate

Technical Style (15 pts.) _____

Uses APA style appropriately

Paper is logical, clear, and nicely written

Spelling, grammar, etc. has been well-proofed

Total Points: _____ /100

Tape Analysis

Name _____

Date _____

Client and context (20 pts.) _____

Client's presenting "problem"

Client's worldview

History, including strengths & weaknesses

Respectful and empathic approach to "client"

Theory (25 pts.) _____

In general, how does this theory approach therapy?

How would this theory see this particular client?

Practice (30 pts.) _____

How does this particular interview show these ideas?

How does this particular therapist work?

What are his/her strengths and weaknesses as a therapist?

References (10 pts.) _____

Uses good references -- recent and at least 5

Citations and references are complete and accurate

Technical Style (15 pts.) _____

Uses APA style appropriately

Paper is logical, clear, and nicely written

Spelling, grammar, etc. has been well-proofed

Total Points: _____/100