

Counseling Psychology 742 Counseling Theories and Techniques

Fall, 2009

Line # 31645

Instructor: James W. Lichtenberg

Contact Information:

Office Hours: Monday, 2-3 (or by appointment) phone (office): 785-864-9656
email: jlicht@ku.edu

Schedule: Wednesday 1:30-4:20pm

Room: 247 J.R. Pearson Hall

Texts: Lebow, J. (2000) Twenty-first century psychotherapies. New York: Wiley. (cited as **Lebow**)

Bourne, E. (1998). Overcoming specific phobia: Therapist protocol. Oakland, CA: New Harbinger ("Best practices" series). (Cited as **Bourne**)

Emery, G. (2000). Overcoming depression: Therapist protocol. Oakland, CA: New Harbinger ("Best practices" series). (Cited as **Emery**) (out of print: available through the **BlackBoard** documents site for this class)

Readings: A list of additional readings is included at the end of this syllabus. These readings are required readings. Copies of the readings will be made available "on-line" through the **BlackBoard** documents site established for this course.

Description: This course focuses on the major theories and approaches to contemporary counseling and psychotherapy and the research supporting and challenging these approaches. While focusing on the distinctive assumptions, principles, concepts and strategies that characterize individual theories of and approaches to counseling and psychotherapy, attention will also be given to commonalities among theories.

NOTE: For students in the counseling psychology program, this course is to be taken concurrently with PRE 740 Counseling and Interviewing Skills. If you are not concurrently enrolled in PRE 740 and PRE 742, please consult with your program advisor.

Objectives: To acquire knowledge and understanding of the philosophical tenets/assumptions, theoretical concepts and principles, and intervention goals and strategies that characterize the major contemporary approaches to counseling and psychotherapy.

To acquire an understanding and appreciation of the strengths and limitations of these various approaches to counseling and psychotherapy, both in general and as they apply to different special populations and circumstances.

To develop and/or clarify one's personal perspectives on counseling and the fostering of therapeutic change.

Evaluation: Grading will be **A-F**. **NOTE:** This course is designated for plus/minus grading and such designations will be used. Course grades will be based on the quality of students' performance on examinations, assigned papers/assignment, and informed class participation.

Exams. There will be two (2) examinations, each covering approximately one-half of the material. The second exam will not be comprehensive, although it may require students to draw upon or make use of material covered in the first half of the class. Exams will include a combination of multiple choice, concept identification, and short-answer essay questions over the material covered in class and in the assigned readings for the class dates listed. **Unless otherwise instructed, please bring a blank "blue book" to each exam.** The exams will constitute 60% of the final grade for the course.

NOTE: In accordance with the University's published times for the administration of final exams, the final exam will be given on Wednesday, December 16 at 1:30pm in our usual classroom. Students should make their winter break plans accordingly. The exam will not be administered prior to that date unless, at the request of and by consensus of the class, the exam date for the class is changed.

Papers. Each student will prepare four (4) research summaries, each focused on a different theory or approach to counseling and psychotherapy—psychodynamic therapy, relational/interpersonal therapy, behavioral therapy, cognitive/cognitive-behavioral therapy, constructivist (postmodern) therapy, or the social influence approach to therapy (or another approach approved in advance by the instructor). Each is to be a summary of a contemporary research study on either (a) the process or outcome of a particular intervention or approach to counseling/therapy or (b) some theoretical concept or construct pertaining to the therapeutic approach or underlying therapeutic dynamic. The papers collectively will constitute **40%** of the final grade for the course.

Paper format. Papers--each a maximum of 5 pages of text in length (excluding title page)--are to be typed, double-spaced throughout, with appropriate (1 inch) margins on all sides. They should include (a) a clear but succinct statement of the rationale for the study, (b) the research issue/problem/question under investigation, (c) the method used in the study (participants, instruments, design), (d) a narrative summary of the results, and (e) a brief discussion of the implications of the findings. The research summary should be sufficiently complete to allow the reader to understand what was done, why it was done, what was found, and what the results mean. If you find a study

but have difficulty understanding its methods or results, please do not hesitate to consult with me.

Each page of the paper should be numbered and include a short (two word; e.g., your first/last name) heading in the upper right-hand corner (APA style). Please include a title page that includes (a) the course title, (b) your name, (c) and the full reference citation for the paper you are summarizing. Reference citations should conform to current APA format (APA Publication Manual, 5th/6th ed. Please proof-read your paper carefully for spelling and grammatical errors. If last minute corrections are necessary, please make them in ink. Poorly written papers, regardless of the quality of their content, will be down-graded. Late papers also will be down-graded. Staple your paper once in the upper left-hand corner; do not use paper clips, folders or binders.

Class participation. Students are expected to attend class regularly and on time, and to come prepared to discuss and ask questions about the material. It is expected that students will keep up with reading assignments and have studied the assigned reading(s) prior to the class session for which they are assigned. Also, if called upon, students should be prepared to provide a brief oral synopsis of their research summaries during the class session for which they are due.

NOTE:

Any student in this course who has a disability that prevents the fullest expression of her/his abilities or effort should contact me personally as soon as possible so that we can discuss the appropriate accommodations necessary to complete the course requirements.

Regarding grades of “incomplete.” According to university policy, the letter “I” is not to be used when a definite grade can be assigned for the work done, and not to be given for the work in any course except to indicate that some part of the work has, for *reasons beyond the student’s control*, not been done, while the rest has been satisfactorily completed. Since the meaning of “*beyond the student’s control*” is ambiguous, I interpret that to mean a documented medical condition or some other personal or family condition or circumstance that prevents the completion of the course requirements on time. The essence of granting an incomplete is that these circumstances (which are beyond your control) necessarily prevent you from completing the work on time. If you anticipate that you cannot complete the work and don't have a legitimate reason, please withdraw from the course (preferably before the first exam); otherwise missing work will receive a grade of F. In all cases of a grade of "incomplete," the student must discuss this with me beforehand and in further accordance with university policy, *[a] student who has an I posted for a course must make up the work by the date determined by the instructor, in consultation with the student, which may not exceed one calendar year, or the last day of the term of graduation, whichever comes first. An “I” not removed according to this rule shall automatically convert to a grade of F or U, or the lapse grade assigned by the course instructor.*

Course outline: The following is tentative outline of the topics and accompanying readings for the course. Additional required readings are available on line. Please make special note of the exam dates, and paper deadlines. Please keep up with the readings.

- Aug. 26 Introduction: (a) Course overview, (b) Implicit theories of personality and change, (c) Meta-theories of personality and change, (d) Meta-models of counseling and therapy
Readings: **Lebow** (chapt. 1)
- Sept. 2 Unity among diverse approaches to counseling and psychotherapy:
“Everyone has won and all must have prizes”
Readings: Smith & Glass (1977)
Shapiro & Shapiro (1982)
- Sept. 9 Unity and diversity among psychotherapies:
Common factors and specific factors in therapeutic change
Readings: Frank & Frank (1991)
Asay & Lambert (1999)
- Sept. 16 Behavior Therapy
Readings: **Lebow** (chapt. 2)
- Sept. 23** Behavior Therapy (cont.)
Readings: **Bourne** (entire manual)
- *Paper #1 due**
- Sept. 30 Cognitive Therapy
Readings:
Cognitive Therapy (cont.)
Readings: **Emery** (entire manual)
- Oct. 7 Experiential/Person-Centered/Humanistic Therapies
Readings: **Lebow** (chapt. 4)
- Oct. 14 Experiential/Person-Centered/Humanistic Therapies (cont.)
Readings: Goldstein & Myer (1986)
- Oct. 21** **Midterm Exam (Bring a “blue book”)**
- Oct. 28** Mindfulness- and Acceptance-Based Therapies
Readings: **Lebow** (chapt. 5)
- *Paper #2 due**
- Nov. 4 Postmodern/Poststructural Approaches

Reading: **Lebow** (chapt. 6)
Forsterling (1986)

Nov. 11 Psychoanalytic/Psychodynamic Approaches
Readings: **Lebow** (chapt. 7)

Nov. 18 Interactional/Relational/Interpersonal Approaches
Readings: Claiborn & Lichtenberg (1989)

***Paper #3 due**

Nov. 25 (Thanksgiving break)

Dec. 2 Integrative and Eclectic Approaches
Readings: **Lebow** (chapt. 12 and 13)

Dec. 9 Counseling and psychotherapy as social influence
Readings: Dorn (1986)

Common factors revisited
Readings: **Lebow** (chapt. 14)

***Paper #4 due**

Dec. 16 (10:30am) * Final exam * Bring a “blue book”

Additional required readings

Copies of these articles and chapters are available on-line through the ***BlackBoard*** document site established for this course.

Asay, T., & Lambert, M. (1999). The empirical case for the common factors in therapy: Quantitative findings. In M. Hubble, B. Duncan, & S. Miller (Eds.), The heart & soul of change: What works in therapy (pp. 23-55). Washington, DC: American Psychological Association.

Claiborn, C., & Lichtenberg, J. (1989). Interactional counseling. The Counseling Psychologist, 17, 355-453.

Dorn, F. (1986). The social influence model: An overview. In F. Dorn (Ed.), The social influence process in counseling and psychotherapy (pp. 3-15). Springfield, IL: Charles Thomas.

- Forsterling, F. (1986). Attributional conception in clinical psychology. American Psychologist, 41, 275-285.
- Frank, J. & Frank, J. (1991). Persuasion and healing: A comparative study of psychotherapy (3rd ed.). Baltimore: Johns Hopkins University Press. (**chapt. 2**)
- Goldstein, A., & Myer, C. (1986). Relationship enhancement methods. In F. Kanfer & A. Goldstein (Eds.), Helping people change: A textbook of methods (3rd ed.) (pp. 19-65). New York: Pergamon.
- Shapiro, D., & Shapiro, D. (1982). Meta-analysis of comparative therapy outcome studies: A replication and refinement. Psychological Bulletin, 92, 581-604.
- Smith, M., & Glass, G. (1977). Meta-analysis of psychotherapy outcome studies. American Psychologist, 32, 752-761.