

**COUN 6830: THEORIES AND
TECHNIQUES OF COUNSELING**



Texts:

- Burns, D. (1999 or later edition). *Feeling good: The new mood therapy*. New York: Avon/Harper.
- Corsini, R. J., & Wedding, D. (2011). *Current psychotherapies* (9th ed.). Belmont, CA: Brooks/Cole.
- Wubbolding, R. E. (2010), *Reality therapy*. Washington, D.C.: American Psychological Association.

Additional reading:

Handouts: Available through D2L

Objectives:

To provide the student with a survey of several theories of counseling and a sampling of the techniques of these counseling theories, as well as demonstration of their application in an ethical, multicultural context of mental health work.

<i>Course Requirements and Activities:</i>	<i>Point Value</i>
10 Key Concept Worksheets: (Each worth 5 points) Students will complete a Key Concepts worksheet for designated chapters (See class schedule at end of syllabus), will submit these on D2L, and will bring them to class on the day each chapter will be discussed.	50

SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE CHANGES AT ANY TIME

<p>Class Attendance and Participation: Because the application of the material is an essential component of this class, 2 points will be assigned for each class for students who arrive on time, stay the entire time, are prepared for discussion of reading materials, and participate fully in activities and in-class assignments. A portion of class time will be spent in interactive viewing of counseling sessions and in skill-building activities.</p>	<p>30</p>
<p>Report on Burns, D. (1999 or later edition). <i>Feeling good: The new mood therapy</i>. Please submit the following in the drop box. You may do this at your own pace, but all must be submitted no later than prior to class on November 9.</p> <ol style="list-style-type: none"> 1. Chapters 1 & 2: In a paragraph or two, discuss what you like and dislike about the initial two chapters of the book. Include how promising you find this to be and why. 2. Chapter 3: Name five different cognitive distortions and give an original example of each. These can be distortions that you have been “guilty” of creating, but they do not have to be. In each case, tell what would be a more rational way to look at the situation. 3. Select five additional chapters (excluding those regarding antidepressant medications) for each write a response (approximately 1 page or more; no less than 200 words) including <ul style="list-style-type: none"> • A reaction to the content • Specific ways that you might use this material in your personal life and/or specific ways that you might use this material with clients. 	<p>30</p>
<p>Demonstration of two counseling techniques based on a counseling theory. Students will present two of the three assigned brief (15 minute minimum) demonstrations, live or on video tape/DVD, of themselves conducting a segment of a counseling session demonstrating a technique associated with a designated counseling theory (one of which will be Reality Therapy.) They will submit a signed consent form with the tape and a completed form that will be on D2L.</p>	<p>60</p>
<p>6 Quizzes: (Each worth 5 points) Students will take a total of 6 on-line quizzes (on Chapters 2, 9, 11, 12 14, 15) at http://www.wadsworth.com/cgiwadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495903369&token and e-mail the results to instructor at Ginny.Dansby@mtsu.edu.</p>	<p>30</p>
<p>Three tests (Each worth 100 points)</p>	<p>300</p>
<p align="right">Total Possible Points</p>	<p>500</p>

Disabilities: Students with disabilities have the right to self-identify to the instructor and should do so during the first week of class if they are in need of accommodations. Those accommodations must be approved through the Disabled Student Services Office in KUC 120.

Dispositions: Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (For details, see Professional Counseling Program Handbook

http://www.mtsu.edu/edu_leadership/professional_counseling/docs/Handbook.1.15.11.pdf)

Plagiarism: While students are encouraged to study together, submit only your original work for grading. Plagiarism is a serious offense that can result in a failing grade in the course or expulsion from the program and university.

Grading Scale: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D = 60-69%; F = Below 60%. **Incompletes are given only when the most unusual circumstances occur.**

Suggestions for Preparing for Class:

1. Read the assigned chapter.
2. Take tutorial quiz on chapter that can be found at http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495903369&token
3. Complete Key Concepts worksheet for the chapter; submit and also bring a copy to class.
4. Work on assignments that have later deadline.

APPROXIMATE CLASS SCHEDULE:

TOPIC	WORK DUE
1	Intro/Overview/ Psychoanalytic
2	*Adlerian For this and all chapters with an asteric: Prior to class submit Key Concepts worksheet into D2L. Bring a copy to class and question(s) or observation(s) about the chapter for discussion.
3	Adlerian/*Existential Existential Quiz grade e-mailed prior to class.
4	*Person Centered/*Gestalt (Note that key concepts for 2 chapters due today.)
5	Gestalt
6	Gestalt/*Interpersonal Tape # 1 (or live demo) on Adlerian or Gestalt. Interpersonal Quiz grade e-mailed prior to class.
7	Test # 1 & *Behavior Therapy Test on Adlerian, Person-Centered, & Gestalt
8	Behavior/ *Choice Theory-Reality Therapy
9	Reality Therapy
10	*REBT Tape # 2 (or live demo) on Reality
11	REBT/*Cognitive Therapy Complete the assignment for the Burns book, <i>Feeling Good, the New Mood Therapy</i>
12	Cognitive Therapies Tape # 3 (or live demo) on REBT or Cognitive
13	Test # 2 & *Family Systems(with some solution-Focused Brief Therapy) Family Therapy Quiz grade e-mailed prior to class.
14	Integrative and Review Integrative, Psychoanalytic, and Multicultural Quiz grades e-mailed prior to class.
15	Test # 3 at 6:00 – Please note change from usual class time. Test on Adlerian, Person-Centered, Gestalt, Behavioral, Reality, REBT, and Cognitive Behavioral.