EDCP616 Fall 2013
COUNSELING THEORIES & PRACTICES

1. COURSE INSTRUCTOR

Instructor
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2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time: Tuesday, 4:15-7:00 pm, Room 0212 Benjamin Building
Office Hours: By Appointment and before and after class

Canvas Course website for instructional materials

3. COURSE GOALS/OBJECTIVES

1. Understanding diverse clients from different theoretical/cultural perspectives
2. Considering costs/benefits of various strategies & techniques to bring about client change
3. Developing attitudes & knowledge essential for becoming a “reflective practitioner” serving in a pluralistic society
4. Integrate theoretical & experiential learning for developing your own counseling approach
5. Evaluate strengths & limitations of counseling theories & intervention strategies
6. Translate abstract knowledge about counseling to the concrete practical work of a professional counselor through case studies
7. Commit to personal growth & sensitivity to unique needs of diverse populations
8. Explore your own qualities that help &/or hinder your efforts at being therapeutic for others
9. Reflect upon ethical requirements of effective counseling
10. Develop skills in self-evaluation, writing, & critical thinking

4. COURSE FORMAT

1. Lecture and class discussions: Student should read assigned material prior to class since lectures will be brief and class discussion will be devoted to applying the readings to case materials.

2. Videotapes: Students will observe on videotape master therapists demonstrating the major themes of counseling in order to understand how the theory is applied to counseling situations.
3. **Experiential exercises:** For each theory students will participate in selected activities that demonstrate counseling techniques and/or interventions to help them apply the theory to client issues.

4. **Counseling role plays:** Throughout the semester students will role play client-counselor situations utilizing particular counseling theories.

### 5. CACREP STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>COURSE REQUIREMENTS</th>
<th>CACREP STANDARD</th>
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<tbody>
<tr>
<td>Reflect current knowledge &amp; projected needs concerning counseling practice in a multicultural &amp; pluralistic society</td>
<td>Class lectures, discussions, &amp; exercises</td>
<td>Section II.B.1</td>
</tr>
<tr>
<td>Understand multicultural and pluralistic trends, including characteristics &amp; concerns within &amp; among diverse groups nationally &amp; internationally</td>
<td>Class lectures, discussions, &amp; exercises</td>
<td>Section II.G.2.a</td>
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<tr>
<td>Identify Individual, couple, family, group, and community strategies for working with &amp; advocating for diverse populations, including multicultural competencies</td>
<td>Class lectures, discussions, &amp; exercises</td>
<td>Section II.G.2.d</td>
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<tr>
<td>Understand counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally-supported behaviors promoting optimal wellness &amp; growth of the human spirit, mind, or body</td>
<td>Class lectures, discussions, &amp; exercises</td>
<td>Section II.G.2.e</td>
</tr>
<tr>
<td>Understand counselors’ roles in identifying &amp; overcoming biases, prejudices, intentional &amp; unintentional oppression &amp; discrimination</td>
<td>Class lectures, discussions, &amp; exercises</td>
<td>Section II.G.2.f</td>
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<tr>
<td>Identify an orientation to wellness and prevention as desired counseling goals</td>
<td>Class lectures, discussions, &amp; exercises</td>
<td>Section II.G.5.a</td>
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<tr>
<td>Understand counselor characteristics and behaviors influencing helping processes</td>
<td>Class lectures, discussions, &amp; exercises</td>
<td>Section II.G.5.b</td>
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<tr>
<td>Demonstrate essential interviewing &amp; counseling skills</td>
<td>Case Study Analysis Paper #1, #2 discussions, &amp; exercises</td>
<td>Section II.G.5.c</td>
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<tr>
<td>Demonstrate Counseling theories providing students with models to</td>
<td>Case Study Analysis Paper #1, #2</td>
<td>Section II.G.5.d</td>
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- Conceptualize client presentation
- Help students select appropriate counseling interventions
- Models consistent with current professional research & practice for beginning to develop a personal model of counseling

| Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education. | Class lectures, discussions, & exercises | Student Affairs Standard. C. 2. |
| Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate | Class lectures, discussions, & exercises, Student Theory of Helping Paper | Student Affairs Standard. C. 5. |
| Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students. | Class lectures, discussions, & exercises, Case Study Analysis Paper #1, #2 | Student Affairs Standard. D.2. |
| Demonstrates a general understanding of principles and models of bio-psychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education. | Case Study Analysis Paper #1, #2 | Student Affairs Standard. D. 5. |

### 6. REQUIRED TEXTBOOK

**Textbook**


OR, to save money, order electronic versions of individual chapters or rent it from Ichapters.com or smartcourse.com

### 7. COURSE SCHEDULE

*Note: Instructor reserves the right to modify this syllabus as needed.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>09/03</td>
<td>Introduction/Course Overview</td>
<td>• <strong>Inventory</strong>: “Major Concerns for New Counselors” (Complete in class)</td>
</tr>
<tr>
<td>2</td>
<td>09/10</td>
<td>Professional Issues/Ethics in Counseling</td>
<td>• <strong>Corey</strong>, Chapter 1, 2, &amp; 3 (Ethics)</td>
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<td></td>
<td></td>
<td></td>
<td>• Presentation</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
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| 3 09/17 | Psychoanalytic Therapy                     | **Corey**, Chapter 4  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 4 09/24 | Adlerian Therapy                           | **Corey**, Chapter 5  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 5 10/01 | Existential Therapy                        | **Corey**, Chapter 6  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 6 10/08 | Person-Centered Therapy                    | **Corey**, Chapter 7  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 7 10/15 | Gestalt Therapy                            | **Corey**, Chapter 8  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 8 10/22 | Behavior Therapy                           | **Corey**, Chapter 9  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 9 10/29 | Cognitive Behavior Therapy                 | **Corey**, Chapter 10  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 10 11/05 | Reality Therapy Feminist Therapy           | **Corey**, Chapter 11 & 12  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 11 11/12 | Solution Focused Brief Therapy Narrative Therapy | **Corey**, Chapter 13  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 12 11/19 | Family Systems Therapy                     | **Corey**, Chapter 14  
Videos, Experiential exercises, counseling role plays |
| 13 11/26 | No Class—Thanksgiving Holiday              |                                                                                  |
| 14 12/03 | Integrative Perspective                    | **Corey**, Chapter 15  
**Student Presentations:** __________,__________  
Videos, Experiential exercises, counseling role plays |
| 15 12/10 | Final Quiz                                 |                                                                                  |
|       | Exam Week                                  | **Integrative Worldview/Counseling Theory Paper Due (12/15-12/17)**              |

**8. ASSIGNMENTS**
1. **Case Study Analysis #1 & #2 (15% Each):**

The purpose of this assignment is to give you the opportunity to practice the skills necessary to conceptualize counseling case(s) from any one of the counseling theoretical perspectives that we will review this semester. By analyzing a case from a particular theoretical approach to counseling, you will experience what it is like to think about clients & their struggles & symptoms from the point of view of that theory. I will provide you with two cases based on clients in your master’s program. The details of this assignment will be given in the end of this paper as well as in class.

2. **Theory of Helping Paper #3 (30%):**

You will research and write a 7-15 page, two-part, paper that allows you to develop your own approach to the counseling process and integrates this approach with one or two of the established theoretical models of counseling. The student will explore their own beliefs about the nature of people, problems, and change and the counseling theory that best fits with their beliefs. And students will develop your theory of helping emerging from the world view, which includes therapeutic goals, counselor’s roles, therapeutic techniques and procedures. Reference must be from peer reviewed journals or foundational books (written by the theorist). The details of this assignment will be given in the end of this paper as well as in class.

3. **Mid-term (15%) & Final Quizzes (15%):**

The midterm and final quizzes will consist of multiple choice and short answers in order to measure students’ understanding of the main principles and concepts of the theoretical approaches. Questions will come from the readings in the texts, lectures, media presentations, and any class observations/discussions. Grades will be based on the accuracy of answers. The midterm will cover material from the beginning of class until the exam whereas the final will cover material following the midterm.

4. **Class Presentations (10%):**

Twice during the course, students will work with a pair to lead presentations for a discussion and case-study. Each team will be given approximately 60 minute presentations on an assigned counseling theory chapter from the Corey textbook to help persons with struggling with common problems (e.g., psychological, social, educational, employment, medical problems). Students will (1) discuss the main concepts of the therapy as well as (2) apply a theoretically consistent intervention to the “client”. Sign-ups for the discussion will occur at the second day of the class.

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**CLASS MEMBER PRESENTATIONS**

10% of Grade: See Schedule
A. Length of Presentation: 60 minutes as a pair

B. Two Formats

1. List of Topics framed as Discussion Questions for the Class

   And

2. Analysis of a Case with Discussion Questions for the Class

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1. List of Topics framed as Discussion Questions for the Class

   a. Pick 1 to 3 Topics from the List provided
   b. Provide some background/context for these Topics using Corey (2012) text (optional: you may use additional sources)
   c. Handouts encouraged, but not required
   d. Ask class members to respond to the suggested Discussion Questions
   e. Provide feedback on class members’ answers (e.g., elaborate upon, clarify)

2. Analysis of a Case with Discussion Questions for the Class

   a. Provide class with copy of case you choose to present
   b. Have class read through the case and ask each of us to highlight any key details
   c. Ask class members to respond to the suggested Discussion Questions and/or other Questions of your choosing using Corey (2012) text (optional: use additional sources)
   d. Provide feedback on class members’ answers (e.g., elaborate upon, clarify)

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SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Case Study Analysis #1</td>
<td>Week 7 (10/15/13)</td>
<td>15%</td>
</tr>
<tr>
<td>II</td>
<td>Case Study Analysis #2</td>
<td>Week 14 (12/03/2013)</td>
<td>15%</td>
</tr>
<tr>
<td>III</td>
<td>Class Presentation</td>
<td>See Schedule</td>
<td>10%</td>
</tr>
<tr>
<td>IV</td>
<td>Theory of Helping Paper</td>
<td>12/15 to 12/17/2013</td>
<td>30%</td>
</tr>
<tr>
<td>V</td>
<td>Mid-term and Final Quizzes</td>
<td>10/22/2013</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12/10/2013</td>
<td>(15% Each)</td>
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<tr>
<td></td>
<td>Grand Total</td>
<td></td>
<td>100%</td>
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9. STUDENT EVALUATION OF INSTRUCTORS

CourseEvalUM Fall 2013
(www.CourseEvalUM.umd.edu)

“Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential & important to the improvement of teaching & learning at the University as well as to the tenure & promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”

CourseEvalUM - Frequently Asked Questions
“Why should I fill out the evaluations?”
https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

“If you fill out all of the evaluations in your dashboard, the next semester you can view a summary of submitted evaluations for ALL classes with a 70% or higher response rate for their evaluations. Your evaluations will help:

- **Instructors** redesign & improve their course goals, objectives, content, & assignments
- **Deans & department chairs** decide on faculty renewal of contracts, & faculty promotion & tenure decisions
- **Current & future students** decide on classes”

10. CLASS MEMBERS’ RESPONSIBILITIES

Class members will be expected to:

- Attend all lecture & discussion sessions
- Arrive on time for class meetings & inform the instructor in advance of absences & lateness
- Respect the confidentiality of any personal & sensitive information shared in class meetings
- Ask questions, raise issues, & express opinions about “topics on the table” for discussion

Class members will also:

- Contact the instructor about difficulties completing assignments prior to class assignment due dates
- Inform the instructor about reasonable accommodations necessary for class participation & completion of assignments.

Suggestions for Class Participation

- **Please come to class with an open mind & a willingness to take risks** - because this course is
designed as a beginning survey of counseling theories, you are not expected to be experts. Please don’t allow yourself to become intimidated by the complexity of counseling theories & practice; everyone, including me, has felt lost at times. As you challenge any fears you might have about the “personal” nature of counseling for both counselors & clients, & as you push yourself to be an active & involved participant, you will be surprised how quickly you will be comfortable with many of the inevitably awkward facets of this profession.

• Please keep up-to-date with readings - required readings should be completed prior to each week’s class meeting.

• Please protect the confidentiality of both our classroom discussions & any meetings about this course held outside of class - being actively involved in class & small group activities requires some personal self-disclosure. Because of the nature of the vulnerability, trust, & openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions & understanding & avoid using names or identifying features of your classmates.

11. ATTENDANCE POLICY (quoted verbatim from UM documents)

Attendance Policies
http://faculty.umd.edu/teach/attendance.html

General Policies

“University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities & compelling circumstances beyond the student's control. Students who miss a single class for a medical reason are not required to provide medical documentation, but students who are absent more than once are responsible for providing various forms of documentation, depending on the nature of the absence. Course syllabi should specify the nature of the in-class participation expected & the effects of absences on students' grades. For more information, see University Policy V-1.00G on Medically Necessary Absence.”

Medically Necessary Absences

“Students who miss a single class (lecture, recitation, or lab) for a medical reason must make a reasonable effort to contact their instructor in advance, & upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. Faculty must accept this note; a student's failure to provide an accurate statement is a violation of the Honor Code… Students who have a prolonged absence due to illness (multiple consecutive absences) are required to provide written documentation from a health care provider.”

Inclement Weather

“Official closures & delays are announced on the campus website at umd.edu & snow phone line
(301-405-SNOW), as well as on local radio & TV stations. If inclement weather conditions force a faculty member to cancel a class even though the University is open, the faculty member must notify the department chair in advance. Students must also be notified through procedures outlined in the syllabus.”

**Religious Observances**

“The University's policy on religious observance & classroom assignments & tests states that students should not be penalized for participation in religious observances & that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Faculty should describe this policy in the syllabus. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. This is especially important for final examinations. Instructors should take the validity of these requests at face value.”

“The University of Maryland makes it the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Accordingly, faculty should make every feasible effort to accommodate students' requests based on attendance of religious observances.”

### 12. ACADEMIC INTEGRITY & HONORS PLEDGE

**Student Honor Council**

http://www.shc.umd.edu/

1. **Student Honor Code**: “The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate & graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, & plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.”

2. **Student Honor Pledge**: “To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations & assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

3. **Student Written Pledge Statement**: “The Pledge statement should be handwritten & signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course.”

### 13. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

**Disability Support Services**

http://www.counseling.umd.edu/DSS/index.html
“The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the department chair & Dr. Jo Ann Hutchinson at Disability Support Services (314-7682, email Dissup@umd.edu). She will make arrangements with the student to determine & implement appropriate academic accommodations. In addition, sometimes students will encounter psychological problems that hamper their life on campus & you may wish to refer them to the Counseling Center (314-7651) or the Mental Health Service in the Health Center (314-8106). Note that the Disability Support Service (Rm. 4155) & the Counseling Center have moved to temporary locations in Susquehanna Hall. In cases of violent or potentially violent behavior, you should contact the Campus Police (405-3333) or Dr. Jonathan Kandell (314-7658) or other members of the BETA group.”

### 14. OTHER HELPFUL SERVICES

**Writing Center for Graduate Students**
- Provide trained peers.
- Work with students one-on-one.
- Work with drafts at all stages of the writing process, including invention, or brainstorming.
- Work with both grammatical & structural concerns. That is, we can help you with comma splices & thesis construction!
- Provide you with other helpful resources: manuals, worksheets, workshops

**University Counseling Center**
[http://www.counseling.umd.edu/](http://www.counseling.umd.edu/)
- Counseling/Psychotherapy
- Career Counseling
- Emergency Services
- Academic Services
- Disability Services
- Parent & Child Services
- Testing Services
- Research Services

**Family Care Resource & Referral Service** [http://www.uhr.umd.edu/benefits/family_care.cfm](http://www.uhr.umd.edu/benefits/family_care.cfm)
Case Study Analysis #1
15% of Grade

Instructions: Please choose one of the theoretical orientations covered in class to date, & conceptualize the case based on that theory.

1. General Format: make your case analysis brief & succinct, approximately 3-5 doubled-spaced pages

2. Key Elements from this Counseling Theory: select those elements that you believe will best demonstrate your understanding of that theory, & how these elements can be used to help a client in counseling

3. Assumptions about Your Reader (i.e. me): assume I’m completely familiar with the counseling theory you are writing about – there is no need for defining or explaining the theories’ terms & concepts

4. Supporting Your Inferences: each time you make an observation about the case, & each time you use a concept from the theory, please specify which details from the case, & which elements from the theory supports any conclusions you draw about the case, in order to receive full credit

5. Structure of Report: please include the sections described below, & use the section names as headings to identify each section of your analysis:

   A. Demographic Information: Provide a brief description about pertinent client demographics, e.g., age, sex, race, educational background, family status, etc. Focus on aspects that are most relevant client’s concerns

   B. Personality Style, Problems, & Symptoms: Describe your analysis of the client’s presenting problem & current functioning. Use the chosen therapeutic approach to describe the client’s personality &/or past patterns of behavior. Ask yourself how the approach to therapy helps you to understand the client presented in the case. All of the theories we cover in this course have their own perspective on the nature, meaning & etiology of psychological problems & symptoms

   C. Focus & Course of Therapy: Explain how the therapy would be conducted with the client—by addressing any, some, or all of the following questions.

      • How would you conceptualize the case?
      • What kinds of things would you focus on?
      • What issue would need to be addressed first?
      • What would your relationship with the client be like?
      • What would be your goals for counseling?
      • What techniques or strategies would you use to help the client achieve his/her goals
      • How would you know when counseling was successful? How would you complete
the following sentence: “Upon successful completion of counseling, the client will be able to….”

D. Evaluation or critique of theory (one to two paragraphs): Address any, some, or all the following questions:

- How do you regard this form of therapy?
- In what ways is it applicable to the client presented?
- What are the limitations of the therapy?
- Again, remember to support your claims or objections with explicit references to what is contained in the theory &/or to details from the case

Case Study Analysis #2
15% of Grade

Please follow the instructions for Case Analysis #1, & the additional instructions below:

1. Selecting Counseling Theories: please analyze the case using (a) a different counseling theory than the one you used in your Case Study Analysis #1, & (b) a second counseling theory we will have covered in class to date.

2. General Format: make your case analysis brief & succinct, approximately 5-6 doubled-spaced pages

3. Structure of Report: please use the same section headers in Case Study Analysis #1, & add one additional section

4. Conceptualizing the Case from two Counseling Theories: you will critique the first theoretical approach (the one you chose for the initial sections of the paper) from the perspective of a different theoretical approach. In doing this, you should conceptualize the case from the new perspective & describe how the new theory differs from the initial one chosen. Utilize your evaluation of the initial theory & describe how the new theory may account for the first theory’s limitations. Remember though that there will likely be limitations of the new theory as well – please include these limitations in the additional analysis.

Theory of Helping Paper (#3)
30% of Grade

1. Introduction (provide a brief description of your world view or view of human nature) that shapes how you approach counseling
2. **Life Experiences (& other factors)** that led you to **Your Worldview.** Your story might include factors such as gender, ethno-cultural & racial heritage, your value system, etc. that have contributed to your worldview.

3. **Critical Incidents** contributing to **Your Worldview** (transformative life experiences including positive & difficult events, insights, “Aha experiences”)

4. **Key Concepts of Your Theory of Helping** emerging from your **Worldview** (include a brief description of the development of personality- e.g., how do clients develop strengths as well as problematic areas?)

5. **Therapeutic Process of Your Theory of Helping:** please describe:
   
   A. **Primary Therapeutic Goals** (identify the three most important)
   B. **Counselors’ Function & Roles** (identify the three most important)
   C. **Clients’ Roles & Experiences**
   D. **Relationship between Counselors & Clients**

6. **Application of therapeutic techniques & procedures of Your Theory of Helping:** What would be the main techniques or procedures you would use in your work & why? Just mention 2-3 (these should be consistent with the other parts of your theory- e.g., they fit with your view of how people develop strengths & problematic behavior & seem to fit how one would go about addressing these.

7. **Contributions/Limitations of Your Theory of Helping** (all theories have limitations—I’m most interested in how you view limitations rather than the content of the limitations)

8. **Multicultural Perspective** (Contributions/Limitations) of **Your Theory of Helping** – Please include comments about your comfort in dealing with multicultural