EDU 460: Theory and Practice II  
Spring 2011  
Mondays: 7:35-10:15

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Course Description:  
This course will introduce students to the major theories of counseling, such as psychodynamic, humanistic, behavioral, cognitive, and systems perspectives. The historical development and views of human nature for each theory will be addressed, as well as the counselor’s role in facilitating client change.

Course Objectives:  
1. To gain an understanding of and appreciation for the major counseling theories, including the historical development of each theory as well as the therapeutic goals and techniques;  
2. To learn to compare and contrast the different models on several dimensions pertaining to counseling and to evaluate the strengths and limitations of each model. This includes the ability to conceptualize the client’s presenting situation; the role research, assessment and appraisal play in each model; and the use of different intervention strategies.  
3. To critically examine the various theories in order to begin formulating their own model of counseling, as well as to gain a fuller understanding of themselves;  
4. To continue to develop basic interviewing and counseling skills;  
5. To develop skills of writing, presenting, critical thinking, and self-evaluation.

Required Texts:  
• Course Reader- available on Blackboard.  
• An original work from a theorist of your choice (required for final paper).

Recommended Text:  

Weekly Meetings  
Although there will be a brief lecture during each class, the bulk of your time will be spent discussing course content with peers, viewing demonstrations by experts, and reviewing your own counseling sessions. Being actively involved in class activities involves some level of personal disclosure. It is important that confidentiality regarding classroom activities be maintained. Due to the interactive nature of this course, it is crucial that students conduct themselves professionally during activities that involve challenging peers and constructively critiquing one another. Additionally, out of respect for other students, please make sure to turn off cell phones and computers before entering class and refrain from sending text messages during class.

Attendance Policy  
The emphasis on personal reflection and experiential learning in this course necessitate attendance and participation in class meetings, which includes being active in classroom
discussions and participating fully in class activities. While students are encouraged to attend all classes, students are allowed one excused absence without penalty. If a student misses a second or third class meeting, he/she will be required to complete a make-up assignment for each absence, the content of which will be determined in consultation with the professor. Makeup assignments will normally be targeted towards material the students misses and can include (1) watching a video and writing a reflection paper on it, (2) doing an independent reading assignment and reflection paper, or (3) viewing a peer’s counseling tape (that the absent student missed) and providing the peer and instructor with written feedback about the taped session. Students who miss more than three classes will normally not pass the course unless they provide documentation warranting extended, excused absences.

Quizzes
It is important that students demonstrate general knowledge of key concepts and terminology for each theory covered in the course. One way this will be assessed is by three multiple-choice quizzes given during class meetings. Students who do not pass each quiz with at least a 75% will need to complete a make-up assignments geared towards assisting them in mastering the material from the quiz. Practice tests for preparing for quizzes are available in the student manual and on the text’s accompanying web site.

Theoretical Orientation Presentations
Throughout the semester, students will analyze three of their own counseling sessions to understand the theoretical orientation(s) they gravitate towards in their practice. The sessions to be analyzed can be either real sessions with clients from the practicum or sessions with peers (similar to the sessions that occurred during theory and practice I). In either case, a signed informed consent from the client is required.

Students will present their analyses of tapes 1 and 2 in small groups of their peers that are conducted outside of class. Each presentation, which will last approximately 40 minutes per student, should include (1) a brief description of the theoretical orientations they believe they used, (2) their rationale for implementing the approach (client & systemic factors, personal biases, etc.), and selected segments from the session (totaling 10-15 minutes) that illustrate their particular theoretical approach. The remainder of the 40 minutes will be spent soliciting feedback from the group members. Students should come prepared with a brief (1-2 page) handout, which will be given to their peers in the group and the instructor, in which they outline the key points from their presentation. In addition, a 3-4 page reflection paper is due the following week in which students reflect upon the learning that resulted from their preparation for the presentation and the feedback they received from their peers. Since the instructor will not be present in these groups, it will be important to include details regarding the feedback you received from each of your peers.

At the end of the semester, students will conduct a similar, yet more thorough presentation and paper in which they describe their theoretical orientation(s). Detailed instructions for completing these assignments will be handed out later in the semester.

Grading
Grades will not be used to evaluate students in this class. Instead, students who successfully complete all assignments and course requirements will pass the course with a grade of satisfactory. If grades were used, they would be based on the following:

- Attendance and Participation 20%
- Quizzes 30%
- Theory Presentation & paper 10%
Theory Presentation & paper 2 10%
Theory Presentation & paper 3 30%

Accommodations
Students requiring special accommodations due to a disability should contact the instructor as soon as possible. It is important that students requiring special needs contact the Office of University Disability Resources, which is the department responsible for maintaining the Universities compliance with regulations under Section V of the Rehabilitation Act.

Course Calendar

Jan 23: Introductions; Course overview, Role of theory, Pedagogical Philosophy of Course, Take the Selective Theory Sorter (Halbur & Halbur, 2005).

Jan. 30: Psychoanalytic Theories
Class Activities
• Lecture: Freud, Jung, the Emergence Model
• Video: Psychodynamic therapy example from the series In Treatment
Assignments:
• Corey: Chapters 1-4.
• Halbur & Halbur, chap 3, Top Ten Ways to Find Your Theoretical Orientation

Feb 6: Adlerian Theory
Class Activities
• Earliest Memory: Bring to class a written recollection of your earliest memories. Describe the memory in as much detail as possible
• Student manual- lifestyle assessment
• Video- Adlerian Therapy with Dr. Jon Carlson
Assignments:
• Corey: Chapter 5
• Patterson (2005, December) Child’s Play or Counseling Tool.

Feb 13: Person Centered Therapy
Class Activities
• Lecture: Person-centered and child-centered counseling
• Video- Carl Rogers and the Person-Centered Approach
Assignments:
• Corey: Chapter 7
• Interview with Howard Kirshenbaum- Mr. Roger’s Neighborhood
• Quiz 1

Feb. 20: Existential Theory
Class Activities- Guest speaker, Rafael Outland, Warner Doctoral Student
• Lecture/discussion
• Video- Existential-Humanistic Therapy with Dr. James Bugentall

Assignments:
• Corey: Chapter 6
• Tape 1 Review Paper Due

Feb 27: Gestalt Theory
Class Activities
• Lecture/discussion
• Video- Three Approaches to Psychotherapy

Assignments:
• Corey: Chapter 8
• Pearls (unpublished manuscript) Psychiatry in a New Key.

March 5: Behavioral Therapy
Class Activities
• Lecture/discussion
• Behavioral therapy demonstration
• Progressive relaxation exercise

Assignments:
• Corey: Chapter 9
• Quiz 2

March 12: Cognitive-Behavioral Therapy
Class Activities:
• Lecture/discussion
• Video- Three Approaches to Psychotherapy

Assignments:
• Tape 2 Review Paper Due

March 19: Reality therapy
Class Activities:
• Lecture/Discussion
• Video- Reality Therapy with Dr. Robert Wubbolding

Assignments:
• Corey: Chapter 11
• Student manual- Practical applications of Choice Theory- WDEP exercise

March 26: Feminist, Post-Modern, and Family Systems Theories
Class Activities:
• Lecture/discussion
• Video- Solution Focused Therapy with Insoo Kim Berg
• Theoretical Orientation presentation sign-ups

Assignments:
• Corey: Chapter 12-14
• Bowen, M. Keys to using the Genogram.
• Prepare your family genogram to share in class
• Quiz 3

April 2: An integrative approach
  Class Activities:
  • Theoretical Orientation Presentations*
  Assignments:
  • Corey chapters 15-16

April 9: Theoretical Orientation Presentations*

April 16: Theoretical Orientation Presentation*

April 23: Theoretical Orientation Presentations
  Final Papers Due