STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

PSYC 310 – COUNSELING THEORIES AND PRACTICE

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SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
FALL 2020

A. **TITLE**: Counseling Theories and Practice

B. **COURSE NUMBER:** PSYC 310

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE**: No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall

G. **COURSE DESCRIPTION:**
In this course students will learn of the major theories of psychological counseling, common issues, and principles in the practice of the helping professions. A critical presentation of the theoretical models will focus on the concepts, principles, techniques, goals, and contributions of each approach to counseling. The uses and limitations of each theory will be discussed. Issues related to the helping professions will include standards of professionalism, ethics, and legalities.

H. **PRE-REQUISITES/CO-REQUISITES:** PSYC 101, PSYC 275

I. **STUDENT LEARNING OUTCOMES (see key below):**

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills** *Information Management [IM], Quantitative Lit,/Reasoning [QTR]*
4	**Social Responsibility** *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]*
5	**Industry, Professional, Discipline Specific Knowledge and Skills**

By the end of this course, the student will be able to:

Course Student Learning Outcomes [SLO]	Program Student Learning Outcomes [PSLO]	GER [If applicable]	Institutional ISLO & Subsets
a. Explain the application of each approach to the practice of counseling and helping.	1. Knowledge base in Psychology, Human Services, Applied Behavior Analysis		5
b. Demonstrate the application of each theory to practice cases in conceptualizing each case, setting goals, and creating a counseling/helping plan.	5. Professional Development		5
c. Compare and contrast each theory, distinguishing the strengths and weaknesses of each and evaluating their contributions and shortcomings in helping.	2. Scientific Inquiry and Critical Thinking		2 [IA]
d. Apply ethical standards to examples of real life experiences, to include cultural sensitivity.	3. Ethical and Social Responsibility in a Diverse World		4 [IK]
e. Demonstrate effective written and/or oral presentations of interventions in helping or counseling that integrates the theoretical models with the student's own beliefs and values.	4. Communication		1 [O, W]

J. **APPLIED LEARNING COMPONENT:** No

K. **TEXTS (Suggested):**
Corey, G. (2017). Theory and practice of counseling and psychotherapy, 10 ed. Cengage Publishing: Boston, MA

L. **REFERENCES:**
Prochaska, J. & J. Norcross (2014). Systems of Psychotherapy: A Transtheoretical Analysis, 8th ed. Cengage Publishing: Boston, MA.
Welfel, E. (2016). Ethics in Counseling and Psychotherapy, 6th ed. Cengage Publishing: Boston, MA.
Corey, G. (2013). The Art of Integrative Counseling. 3rd ed. Cengage Publishing: Boston, MA

M. **EQUIPMENT:** Computer, projection system, Blackboard Learning Management System

N. **GRADING METHOD:** A - F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
- Exams
- Video Presentations
- Written Assignments
- Quizzes
- Projects
- Discussion Boards

P. **DETAILED COURSE OUTLINE:**

I. The Current State of Counseling, Psychotherapy, and Other Helping Professions.
  A. Helping in the age of managed care
  B. The diverse roles and qualifications in the helping professions

II. Professionalism, Ethics and Legal Issues in the Helping Professions
  A. Ethical Issues
   1. Competence and scope of practice, limits of training
   2. Informed consent
   3. Confidentiality
   4. Duty to warn and protect
   5. Involuntary commitment and client rights
   6. Dual relationships and creating boundaries
   7. Recordkeeping and HIPAA guidelines
   8. Malpractice
   9. Multiculturalism

III. Psychodynamic Models
  A. Classical Psychoanalysis of Sigmund Freud
   1. History and development: Freud, Jung, Horney, Adler
   2. Key concepts: id, ego, superego, object relations
   3. Libido, cathexis, conflict, and psychodynamics
   4. Levels of consciousness, defense mechanisms, repression
   5. Transference and countertransference
  B. Neo-Freudians: Jung, Horney, Adler
   1. Jung & Horney: collective unconscious, compensation, archetypes
   2. Adler: Basic inferiority, family constellation, early decisions, mistaken beliefs, fictional goals, lifestyle
  C. Assessment, goals, and techniques, therapeutic process
   1. Making the unconscious conscious, uncovering unconscious meaning, release from fixation, working through transference
   2. Interpretation, analysis of transference, dreams & fantasies, ego strengthening
  D. Applying psychodynamic concepts and principles
   1. Defining normality and abnormality
   2. Assessment, therapeutic goals and techniques
   3. The therapeutic process
   4. Short-term practice and psychodynamic approaches
   5. Critique and evaluation

IV. Client-Centered Theory of Carl Rogers
 A. History and origin
B. Key concepts: Self, Organism, ideal self, self-actualization, congruence and
    incongruence, conditions of self-worth
 C. Therapeutic relationship: unconditional positive regard, empathy, genuineness,
     immediacy, mutuality
D. Assessment, therapeutic goals, techniques, therapeutic process
1. Self-disclosure, increasing self-awareness, increasing self-acceptance,
   improving personal growth, increasing present-centeredness, increasing flexibility
2. Aspects of active and reflective listening, feedback, confrontation, encouragement.
E. Applying client-centered concepts, principles, and techniques
F. Critique and evaluation

V. Existential Therapy of Binswanger, May, Frankl, and Yalom
A. History and origin
B. Key concepts and principles
 1. Four domains of experience: Umwelt, Mitwelt, Eigenwelt, Uberwelt.
 2. Four existential realities: Death & Time, Freedom & Responsibility, Uniqueness &
    isolation, meaning & meaninglessness
 3. Therapeutic relationship, genuineness, self-transcendence, will to meaning
 C. Assessment, goals, techniques, therapeutic process
 D. Applying concepts and principles
 1. Confrontation, direct experience, exploration of values, paradoxical intention
 2. Struggle for meaning, existential anxiety, staying present-focused, direct experience,
    promoting self-awareness, striving for identity and relationship

VI. Gestalt Therapy of Perls and Gendlin
 A. History and origin
 B. Key concepts and principles of Gestalt Therapy and Focusing
 1. Contact and resistance, boundary, awareness and centeredness, unfinished
    business, integrating polarities, focusing, dialogue of polarities, enactment and role
    playing, role reversal, empty chair, confrontation, exploring nonverbal behavior,
    homework.
 2. Holism, phenomenological inquiry and experiencing the now, energy blockage,
    confrontation, finishing unfinished business
 C. Therapeutic relationship
 D. Assessment, goals, techniques, therapeutic process
 E. Applying concepts and principles
 1. internal dialogue, empty chair, making the rounds, reversal/playing the opposite,
    rehearsal, staying with the feeling, exaggeration exercise, gestalt dream work
F. Critique and evaluation

VII. Behavior Therapy and Observational/Social Learning Theory
 A. History and origin
 B. Key Concepts and principles
 1. Reinforcements, punishments, contingencies, behavioral repertoire, shaping,
    modeling, extinction
 2. Principles of classical and operant conditioning
 C. Assessment, goals, and techniques
 1. Response blocking, systematic desensitization, reverse conditioning, counter
    conditioning, flooding, negative practice, prompting, modeling, social consequences,
  verbal mediation, vicarious learning, expectancies
 D. Applying concepts and principles

E. Critique and evaluation

IX. Cognitive Therapies of Ellis and Beck
A. History and origin
B. Key Concepts and principles
 1. Ellis' Rational-emotive behavior therapy: activating events, irrational beliefs,
 2. "musts", "should", "oughts", confronting and disputing
 3. Beck's Cognitive Therapy: dysfunctional schema, self-talk, cognitive distortions,
    selective perception, disputing and restructuring
C. Assessments, goals, and techniques
 1. Self-reporting of automatic thoughts & images, charting connections between
    thoughts, feelings, behavior, and results
 2. Identifying irrational beliefs and cognitive distortions
 3. The processes of cognitive restructuring, disputing, semantics, personal
    experiments, checking the evidence

IX. Family Systems Theories and Family Therapies
A. History and origins
B. Key concepts and principles
1. Systems, subsystems, boundaries, roles, rules, transactional patterns,
   transgenerational patterns
2. Alignments, detouring, triangulation, coalitions
C. Assessment
1. Family maps, genograms, enactment, joining
2. Using family maps and genograms, provoking enactment, sculpting,
D. Applying concepts and principles the system, changing boundaries and patterns,
   reframing

X. Other Theoretical Approaches
A. Transactional Analysis
B. Feminist Therapy
C. Reality Therapy
D. Psychodrama
E. Creative Arts Therapy
F. Narrative Therapy
G. Brief Therapies

XI. Integrating Theoretical Models

Q. **LABORATORY OUTLINE:** None