

# **Counseling Psychology**

**PSY 2237**

**McDaniel College**

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Office Hours: By appointment

## **Course Description**

This course is designed to introduce the field of counseling psychology, beginning with the history of the discipline, the professions within it, the current state of the field and ethical issues.

The main part of the course will provide an overview of counseling psychology theories, including psychoanalytic, person-centered, behavioral, cognitive, existential, attachment/mentalization and family system therapies. The importance of diagnosis and choice of method will be presented throughout the course.

Alternatives to mainstream clinical services will also be considered. Although covering all of these topics is a tall order for a single semester course, students will be welcome to choose topics within their areas of interest to be discussed in class.

## **Course objectives:**

- 1) To introduce students to the major approaches in counselling psychology.
- 2) To sharpen students' critical thinking skills by exploring the assumptions, implications and limitations associated with therapeutic techniques.

## **Learning outcomes:**

- 3) Students will be able to articulate the history of counseling psychology and to start to develop their identities as counselling psychologists.
- 4) Students will gain skills necessary to build a therapeutic relationship, will be able to conduct initial clinical interviews.
- 5) During classes students will perform role play interviews as therapist and client with class members.

## **Required Texts/Readings**

### **Course Textbook:**

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Thomson Brooks/Cole

### **Recommended reading:**

Argelander, H (1977). *Initial Interview in Psychotherapy* (1977). Human Sciences Press, Us.

Frenkel, V (1959, 1992). *Man in searching for meaning*. Boston: Beacon press

Yalom, I. D. (2005). *The Schopenhauer Cure : A Novel*. New York, NY: Harper Perential

### **Additional readings will be posted by email or handed in class:**

Bateman, A. & Fonagy, P, (2010). Mentalization based treatment for personality Disorder. *World Psychiatry* 9(1) 15-19I

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28, 759-775.

Freud, S. Five Lectures on Psycho-Analysis. In Coles, R., *Sigmund Freud: Selected Writings*. New York: W. W. Norton & Company.

### **Teaching methods**

The course will integrate several reading materials, lectures, discussions and video presentations.

### **Course Requirements and Assignments**

**Attendance:** Because active discussion and participation are integral parts of the learning experience in this course, class attendance is expected.

**After the third unexcused absence, the student's grade for the course drops one letter grade for each additional absence.**

**Reading:** Students are expected to read course materials every week, while paying attention to their thoughts, reactions and feelings. Discussions about the week's material or about the lessons will take place on 'blackboard'. These comments will be discussed in class and will be assessed as part of the grading for participation.

### **Assignments**

**Two papers:** During the course students will be required to write two papers. All papers must be typed neatly, double spaced and stapled. All submitted papers should include the student's name, project title and class information. All assignments will be collected during class on the due date. No late papers will be accepted. The first paper is due on the 16<sup>th</sup> meeting and will consist of a written case study about a hypothetical client, on which the students will be asked to suggest treatment using one theoretical perspective that has been learned. The second paper is due on the last meeting. The students will be expected to describe in detail and offer a psychodynamic-orientated diagnostic for a character from a book/film, and then make suggestions for possible therapeutic measures.

Papers should be about 3-4 pages long, and students are expected to incorporate the knowledge gained in the course. Details about grading will be discussed in class.

**Final Exam:**

Students will be presented with a number of video presentations of therapeutic situations and will be asked to analyze them. Students will be expected to describe symptoms, suggest possible diagnoses, recognize therapeutic approaches, and name the therapeutic interventions that have been used.

**Grading:**

Two papers: 50%

Weekly reading responses and participation in class: 25%

Final exam: 25%

**Course Schedule**

Week	Date	Topics, Assignments, Deadlines	Readings
1	3.2	Introduction to course	Syllabus
1	7.2	The counselor as a person	Corey Ch.1-2
2	10.2	Ethical issues in clinical practice	Corey Ch.3
3	14.2	Psychoanalytic theory	Corey Ch.4
3	17.2	Psychoanalytic theory	Corey Ch. 4, Freud (1910)
4	24.2	Developments in psychoanalysis	Corey Ch. 4
4	28.2	Person-centered therapy	Corey Ch.7
5	28.2	Person-centered therapy	Corey Ch.7
5	2.3	Existential therapy	Corey Ch.6,
6	6.3	Existential therapy	Yalom (2005), Frankel (1959)
6	9.3	Theoretical summary and discussion of 1 <sup>st</sup> paper.	
7	13.3	Behavioral therapy	Corey Ch.9
7	16.3	Behavioral therapy	Corey Ch.9
8	23.3	Cognitive behavioral therapy	Corey Ch.10
8	27.3	Cognitive behavioral therapy	Corey Ch.10
9	30.4	Case conference	
9	3.4	Attachment theory	Bretherton (1992)
10	17.4	Mentalization-based therapy	Bateman, A. & Fonagy, P, (2010)
10	20.4	Family system therapy	Corey Ch. 14
11	23.4	Family system therapy	Corey Ch. 14
11	27.4	Integrative approach	Corey Ch. 15
12	30.4	Integrative approach	Corey Ch. 15
12	4.5	First interview	Argelander (1977)
13	8.5	Elective topics	
13	11.5	Elective topics	
14	15.5	Course wrap-up & exam review	

