

## *Theoretical Approaches to Counseling and Psychotherapy* **Course Syllabus**

<b>Course Number:</b>	PSYC 6200-01, 4 semester hours
<b>Semester:</b>	Fall 2019
	Monday & Wednesday 9:30 –11:10 a.m. Humanities, Room 229
<b>Instructor:</b>	Larry Schor, Ph.D., LPC., CPCS
<b>Office Hours:</b>	Monday & Wednesday 8:00-9:00, Tuesday & Thursday 8:00-9:00, 11:30-1:30, and by appointment
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### **Course Description:**

A comprehensive approach to understanding the basic paradigms of the major systems of psychotherapeutic intervention. The emphasis will be upon bringing light to the cardinal issues that are always at stake in any form of therapeutic praxis. The exploration of basic counseling models is aimed at understanding the art / science of theoretically informed advocacy, counseling, and psychotherapy.

We will begin by deepening our understanding of ways in which theories reflect assumptions, ways of making meaning, organization of the significant, suffering and healing, and consequent implications for practice. Various belief systems, their relationships to one another, and applications for therapeutic work with people in a variety of settings will be examined. Ethical and social context will be viewed as ground for theoretical implications and consequent intervention strategies.

Our investigation will be collaborative. Therefore, your *spirited* participation is essential. Students are expected to attend all class meetings and contribute to discussions, activities, and identification of topics of exploration. We will share and critique our own work and the work of others. If absence from class is unavoidable, discuss what was missed with a classmate prior to contacting the instructor.

### **Course Objectives:**

Through class discussions, readings, readings, experiential exercises, and lecture, we will focus our inquiry on questions like:

- What criteria and rationale are used to construct theories?
- What makes a good theory?
- How do psychological theories inform therapeutic practice?
- Can theory really be operationalized to help alleviate psychological suffering?
- How can various contradictory theories all be “right”?
- What ethical principles are implicit in the application of theory?
- How do various theoretical frameworks recognize free will, determinism, hope, spirituality, and the role of suffering?
- How do Humanistic and Existential therapies differ from other approaches?
- What are the theoretical contributions of postmodernism, constructivism, chaos theory, and transpersonal psychology?
- How do various counseling theories treat the issue of diagnosing people?

- How do therapists authentically integrate theory in their work?

**Texts:** Corsini, R.J. & Wedding, D. (Eds., 9<sup>th</sup> ed.). (2008). Current Psychotherapies. Itasca, IL: Peacock.  
Jaffe, Aniela (Ed.). (1979). C.G. Jung: Word and Image. Princeton: Bollingen.

**Student Reading List:** Students are expected to choose an area of emphasis and will identify at least one text reflecting a specific area of theoretical interest.  
(Additional readings and journal articles will be assigned weekly)

## **Course Requirements and Evaluation:**

### **1. Weekly Reaction Papers:**

The weekly reaction papers will reflect emerging understanding and ideas that seem most significant about the assigned readings. Students will draw from class discussions, conceptualizations, and lecture to articulate central concepts and personal understanding. You are limited to approximately three or four typed pages per assignment and should post reaction papers on CourseDen well ahead of class meetings.

### **2. Mid-Term Examination:**

There will be a take-home mid-term examination. Students will have one week to prepare their responses

### **3. Class Participation:**

Participation should be understood in terms of presence, contact, and engagement with the material and with fellow students. Therefore, participation should take place on a number of levels; both inside and outside the classroom.

### **4. Final Exam:**

There will be final examination. Specific details will be discussed during coming weeks. The purpose of the exam is to provide an integrative and collaborative process reflecting what we have learned together.

### **5. Final Paper:**

The final paper (10-page max.) will be a reflection of the students' exploration of various theoretical approaches to counseling and psychotherapy. Specifically, it will be a forum for students to describe their essential and emerging understanding of theory and practice. It should focus on the theory that seems most *true* or useful, and be contrasted with other perspectives and approaches. The identification of specific ways in which theory contributes to practice is essential.

There is a **CourseDen** component to this course. Students are expected to use this forum very frequently for collaborative research and sharing of ideas and information.

## Grading Policy:

Evaluation, specifically in the form of letter grades, is complicated. While Carl Rogers said, “*evaluation by others is not a guide for me,*” he did not state that others did not evaluate him. University faculty members are bound administratively to evaluate students in the form of letter grades; often by assigning points for assignments and other work. The advantages to this approach include the impression of objectivity (numbers don’t lie, or perhaps they do), fairness, and familiarity of scale.

Consistent with our course title, we should consider the theoretical and practical implications of grading and I should be as transparent as possible and aware of my biases. Here are a few: In *theory*, I would like to trust that each of you will appreciate the importance of investing yourself deeply, broadly, and collaboratively in better understanding the ways in which theory informs practice of advocacy, counseling, and psychotherapy. Such an appreciation would necessitate you doing the best work you can possibly do and you would see this work as an ethical obligation to your self and others, both personally and professionally.

In *practice*, I have experienced wide variations in student commitment, capability, integrity, and performance. I have experienced exceptional students who were not motivated by grades and students who exerted more effort in a grade appeal than would have been necessary to earn an A. Additionally, because this course may eventually be related to licensure, a passing grade (C or better) serves as my endorsement that you have demonstrated an understanding commensurate with a general understanding and ability to apply various theoretical constructs and systems to human problems.

So, below is a qualitative map of my perspective and policy on grades. If you would like to be evaluated on a point system, I will do so. Always, feel free to discuss your progress with me and, perhaps, with your colleagues.

Carl Rogers “On Becoming A Person”  
(Rogers, 2004, p. 23)

- A** Consistently excellent effort in *all* aspects of the course.
- B** Good or very good effort in all aspects, perhaps excellent in one area, or fair in another.
- C** Satisfactory completion of all requirements, minimal effort in one area.
- F** Minimal effort in all or most areas.

Students, please carefully review the following information at the following information:

### **COMMON LANGUAGE FOR COURSE SYLLABI**

Students should review the following information each semester.

### **ACADEMIC SUPPORT**

**Accessibility Services:** Students with a documented disability may work with UWG

Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

**Center for Academic Success:** The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu)

**University Writing Center:** The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu)

### **ONLINE COURSES**

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

### **HONOR CODE**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

### **UWG EMAIL POLICY**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

**CREDIT HOUR POLICY**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php>