Psychology and Research in Education

PRE 742 – Counseling Theory and Techniques

Fall 2008

Instructor: Kristen N. Bast, Ph.D.

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Office Hours: Office-Room 610 JRP; office hours by appointment Wednesdays 11:30-1:30 or as needed

Schedule: Wednesdays 1:30-4:20pm

Location: 247 JRP

GTA: Sarah Brown (salipuri@ku.edu)


Welcome to PRE 742! I’m pleased to have you in class and look forward to a rewarding learning experience for all of us.

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code,

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Course Overview:

PRE 742 is an introductory examination of several major theories of counseling and therapy, including but not limited to, psychodynamic, person-centered, behavioral, and cognitive-behavioral approaches. Attention is given to research reviews and factors various theories have in common. Techniques associated with counseling theories will also be introduced.

Note: This course is to be taken concurrently with PRE 740 Counseling and Interviewing Skills. If you are not currently enrolled in PRE 740 and PRE 742, please consult with me and/or Dr. Kerr. Although an effort is made to coordinate 740 and 742 with respect to presentation of theory and the practicing of techniques/skills, there is a necessary divergence in the course that will occur and that must be expected.

Course Objectives:

It is hoped that throughout this course, you will.....
Acquire knowledge and understanding of the philosophical tenets/assumptions, theoretical concepts and principles, and intervention goals and strategies that characterize the major contemporary approaches to counseling and psychotherapy.

Acquire an understanding and appreciation of the strengths and limitations of these various approaches to counseling and psychotherapy, both in general and as they apply to different special populations and circumstances.

Develop and/or clarify one’s personal perspectives on counseling and the fostering of therapeutic change.

Course Requirements:

**Class Participation and Attendance**

Class participation is expected and vital to the success of this course. I will be asking you to participate in activities to help you understand the counseling theories and techniques. Therefore, it is important that together we create a positive, respectful classroom environment. This can best be done when you attend class regularly with the reading completed and are ready to interact with your colleagues.

**Automatic Thought Record Assignment**

Upon the completion of our study of cognitive-behavioral therapy theory, I will provide you with a short case scenario and ask you to apply an automatic thought record to the client’s situation. You will turn in the one page thought record for this assignment.

**Evolving Personal Theory of Counseling Paper**

After studying all of the counseling theories presented in this course, you are asked to write a ten to fifteen page paper discussing which approaches best match your thinking, style, and plans for the future. I realize that this is a work in progress, however, I am asking you to reflect at this point in your graduate career upon a favored “theoretical orientation.” I would like you to specifically cite certain theories and counseling leaders within your paper. You need to consult and reference at least five sources (books, articles, etc.) beyond our textbook. During our class session on September 3, Erin Ellis, our library liaison, will be visiting with us about useful research tools.

In particular, I want you to address, who and what in particular speak to you and why? What is making sense? What is your “worldview” with respect to counseling? Into what theories would you like to delve further? Please use APA style.

**Mid-Term and Final Exams**

There will be mid-term and final exams – each worth 20% of your grade. These will contain a mixture of multiple choice and essay questions.

**Theoretical Spreadsheet**

In order to assist you in learning the various theories we’ll be studying, you are asked to create a spreadsheet (either handwritten or in a format like Excel). This will greatly aid in your preparation for tests and in your understanding of each unique theory. Although we’ll be emphasizing a “common factors” viewpoint, it is important for you to grasp the historical, developmental, and central features of each theory. You’ll share this with me at two points during the semester – on both exam days. I’ll provide you with a sample in class.

**Evaluation**

Participation – 15%
Exams – (20% each) 40%
Automatic Thought Record Assignment – 10%
Paper – 25%
Theoretical Spreadsheet – 10%

You are encouraged to take advantage of the KU Writer’s Roost for assistance. Visit www.writing.ku.edu. I am also happy to assist you with the development of your paper, but you will need to allow adequate time for me to read and respond to your draft prior to the due date.

If you have special needs or a disability for which you may need accommodations, you are encouraged to speak with me privately and/or I am happy to refer you to appropriate campus services. www.disability.ku.edu

Grading in the course is A-F. In certain exceptional circumstances, a grade of I (incomplete) may be assigned. If you determine that you do not wish to complete PRE 742 and need to withdraw from the course, it is imperative that you let me know as soon as possible and go through the formal withdrawal procedures for the university. Details can be found at www.registrar.ku.edu

This course adheres to the University’s Policy on Academic Misconduct. It is YOUR responsibility to know that policy and adhere to it as well. See www.studenthandbook.ku.edu

Tentative Class Schedule

August 27 – Course Review and Introductions (CPSY Master’s students meeting at 2:30)

September 3 – Professional Issues and Introduction to Common Factors
   Chapters 1, 2, 3, & 4
   ***Erin Ellis from KU Libraries will come from 3-3:30 for overview

September 10 – Humanistic and Existential Approaches
   Chapters 7 & 8

September 17 – Person-Centered Therapy
   Chapter 7

September 24 – Psychoanalytic/Psychodynamic and Adlerian Approaches
   Chapters 5 & 6

October 1 – Person-Centered and Transactional Analysis
   Visit www.itaa-net.org and read all sections under Transactional Analysis heading

October 8 – MID-TERM EXAM and Spreadsheet Approved by Bast

October 15 – Behavioral Therapy
   Chapter 10

October 22 – Cognitive Therapy and Cognitive-Behavioral Therapy
   Chapter 11

October 29 – Cognitive-Behavioral and Reality Therapy
   Chapter 11

November 5 – Gestalt Therapy and Automatic Thought Record Assignment Due
   Chapter 9
November 12 – Systemic Approaches
  Chapter 12

November 19 – Solution-Focused Therapy

*EVOLVING PERSONAL THEORY OF COUNSELING PAPER DUE BY NOON TUESDAY NOVEMBER 25th IN JRP 642, IN MY BOX IN THE PRE DEPARTMENT.*

November 26 – NO CLASS – THANKSGIVING BREAK

December 3 – Crisis Counseling and Suicide Intervention

December 10 – Transpersonal Development and Integration
  Chapters 13 & 14

December 17?? – FINAL EXAM (Exact Date, Time, and Place To Be Announced) and Final Spreadsheet
  Approved by Bast