

**THEORIES OF COUNSELING (15:297:613)**  
**Department of Educational Psychology**  
**Rutgers University, Graduate School of Education**  
**Wednesday, 4:50-7:30pm, Scott Hall, Room 201**  
**Spring 2012**

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Office Hours: By Appointment

Course Texts & Resources

Ivey, A.E., D'Andrea, M.J., & Ivey, M.B. (2011). *Theories of Counseling and Psychotherapy* (7<sup>th</sup> edition). Thousand Oaks, CA: Sage Publications.

eCollege: <https://ecollege.rutgers.edu/students.jsp>

Course Description

This course is designed to orient you to various aspects of counseling, including the diverse theories upon which it is founded. Please understand from the start that this is not a course in which you will practice counseling skills but will learn the various theoretical approaches to the practice of counseling. Throughout the textbook and this course, we emphasize that an accurate and thorough understanding of counseling and psychotherapy is needed to become knowledgeable about all the work mental health professionals do. We will devote time to studying different counseling theories and looking at each theory from a multicultural perspective. My hope is that as you learn about counseling, you become more interested in it, think critically about it, and learn much about yourself as a result.

Course Objectives

1. To be able to describe and understand the major concepts of foundational theories of helping.
2. To generate a portfolio of interviewing competencies. This course seeks to prepare you to engage in some basics of interviewing in the belief that it is critical to take theory directly into practice. Instructions for this portfolio are presented in the syllabus.
3. To describe and understand some basics of family counseling. This course states the individual develops in a family in a cultural context. An understanding of all three dimensions are vital for effective individual, family, or group counseling.
4. To describe and understand history, philosophy, and current trends in school counseling.
5. To develop an ethically and multiculturally aware understanding of the field. Ethics, which includes multicultural and gender sensitivity, must undergird both course presentations, your practice exercises, and later your own professional work.
6. To develop a sense of empirical research associated with each of the counseling theories and implications for best-practices. In addition, to understand what current trends suggest about future work in both counseling and school counseling fields.
7. To develop a sense of a consultation framework from which to understand and practice consultation.

Academic Integrity

Note that the course corresponds with principles of academic integrity which means that students are not to plagiarize their work, use material without citing it, and submit similar work from another course for this course. See <http://academicintegrity.rutgers.edu/integrity.shtml>

Course Requirements/Evaluation

Attendance to all classes is mandatory. Any absences must be approved by the instructor in advance, failure to do so will result in a 3 point decrease in your grade. No late assignments will be accepted. Your course grade is based on a total of 250 points. Details are below:

1. **Portfolio of Competencies.** You will write 5 short papers addressing Competency-Building Activities 1.2, 3.1, 12.1, 13.2, and 14.3 from our course textbook. These activities are oriented toward deeper self-understanding and more effective counseling practice. *Each of the five short papers is worth 20 points (for a total of 100 points).*
2. **Final Paper.** You will write a final paper addressing Competency-Building Activities 16.1 and 16.2—Your Own Counseling & Psychotherapy Worldview and Process. *The final paper is worth 100 points.*
3. **Presentation:** You will develop and present a 10-15 minute PowerPoint presentation discussing the points addressed in your final paper about your own counseling and psychotherapy worldview and process. *The presentation is worth 25 points.*
4. **Class Participation:** Class participation is based on your in-class demonstration of understanding of assigned readings and overall class contributions. *Class participation is worth 25 points.*

### Course Schedule and Readings

January 18	Introductions, Syllabus, and Course Overview <u>Chapter 1 &amp; 2</u> : Evolution of Counseling & Psychotherapy <i>and</i> Neuroscience: Newest Force in Psychotherapy
January 25	<u>Chapter 3 &amp; 4</u> : The Multidimensional Nature of Multicultural Counseling & Therapy <i>and</i> Using Narrative & Microskills in Counseling & Therapy <b>Competency-Building Activity 1.2 (p. 44), Gaining Insight into your Own Theoretical Preferences: Due (1-3 pages)</b>
February 1	<u>Chapter 5</u> : The Psychodynamic Tradition <b>Competency-Building Activity 3.1 (p. 106), Using the RESPECTFUL Counseling Model: Due (1-3 pages)</b>
February 8	<u>Chapter 6</u> : Adlerian & Jungian Counseling
February 15	<u>Chapter 7 &amp; 8</u> : Cognitive Behavioral Therapy (CBT) <i>and</i> REBT & Reality Therapy
February 22	<u>Chapter 9</u> : Existential-Humanistic
February 29	<u>Chapter 10</u> : Logotherapy & Gestalt
March 7	<u>Chapter 11</u> : Feminist Counseling & Therapy
March 21	<u>Chapter 12</u> : Multicultural Counseling
March 28	<u>Chapter 13</u> : Positive Psychology & Solution Focused <b>Competency-Building Activity 12.1 (p. 510), Using Tamase’s IDC Framework: Due (3-5 pages)</b>
April 4	<u>Chapter 14</u> : Developmental Counseling & Therapy <b>Competency-Building Activity 13.2 (p. 564), Assessing Personal Wellness: Due (3-5 pages)</b>
April 11	<u>Chapter 15</u> : Family Counseling <b>Competency-Building Activity 14.3 (p. 613), Identifying Your Own Personal Style, Present Competencies, and Future Goals: Due (1-3 pages)</b>
April 18	<u>Chapter 16</u> : Your Own Approach to Therapy <b>Final Paper Addressing Competency-Building Activities 16.1 (p. 679) &amp; 16.2 (p. 686), Your Own Counseling &amp; Psychotherapy Worldview and Process: Due (7-10 pages)</b>
April 25	<b>In-class Final Paper Presentations</b>
May 2	<b>In-class Final Paper Presentations</b>