

Rutgers University, Graduate School of Education
15:297:613 Theories of Counseling
Spring 2013

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Course: Tues 4:50-7:30 PM
Office Hours: Tues 10:00-11:30 AM
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Course Description

We face a time in counseling where the history of cultural oppression needs to be reviewed. Counseling has in many ways operated without awareness of a multicultural and systems context and there is much change that needs to occur. To this end, a key purpose of this course is to participate in a re-conceptualized profession of helping.

Counseling is also moving rapidly toward new conceptions of theory and intervention, much of which is conducted outside the traditional “clinical office” and instead in schools and community settings. This course is designed to introduce you to, not only some of the key theoretical and practical applications of counseling, but also to provide you with specific alternatives for working with a variety of clients. In addition, as school counselors, the course will present an overview of the philosophy and history of the school counseling profession. As the course progresses, current trends in school counseling as well as future directions the field appears to be taking will be reviewed.

Developing one’s own integration of counseling theory will remain important in the future, but we are also finding that certain types of intervention are likely to be more effective than others with some clients. As such we have a responsibility to learn interventions and theories that are not always comfortable for us. We may not always practice these methods but we need to know enough about them to make intelligent referrals. In addition, the course will provide a general framework for practicing and understanding consultation.

In this course you are encouraged to explore alternative perspectives on the truth. You are encouraged to generate your own construction of the counseling process. At the same time, you are asked to respect and understand the constructions and worldview of people different from you.

Course Objectives

1. To be able to describe and understand the major concepts of foundational theories of helping.
2. To generate a reflective journal. 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 the journal 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.

Class Format

The class format is divided into two parts: lecture/discussion and role-play skill-building activities. All classes will involve active participation from students.

Required Reading

Clauss-Ehlers, C.S., & Weist, M.D. (Eds.). (2004). *Community planning to foster resilience in children*. New York, NY: Kluwer Academic Publishers.

Ivey, A., D'Andrea, M., & Ivey, M.D. (2012). *Theories of counseling and psychotherapy from a multicultural perspective*. (7th Ed.). Boston: Allyn & Bacon.

Course Requirements/Evaluation

Attendance. As this course will be highly experiential with practice exercises and only meets once a week, attendance at all sessions is crucial. A written request and corresponding approval from the instructor to miss any class is required in advance. Failure to do so will result in 3 points taken off the final grade.

Late paper policy. All papers (i.e., journal assignments, final paper) have an assigned due date as indicated. Please note that late papers will NOT be accepted.

1.Final paper. Please type or use a word processor for the final paper. *Total amount of points for the final paper assignments is 40.* A detailed description of the paper will be handed out in class.

2.Reflective Journal. The journal is an opportunity to share you reflections about the theories and approach used in class. A total of 6 journal writings will occur of the course of the semester. The class schedule indicates where there are specific assignments for journal writing, otherwise this is a space for you to write about your experience. *The Reflective Journal is worth 30 points.*

3.Class participation/Skill building. This requirement is based on 1) your willingness to complete homework assignments; 2) demonstration of readings in class; and 3) ability to demonstrate significant skill as a counselor through skill-building activities. *Skill building is worth 15 points.*

4.Paper presentation. You will be given class time to present the key themes and critical issues presented in your paper. *The paper presentation is worth 15 points.*

Confidentiality and Ethics Information

In this course you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of this discussion, it is possible for a student colleague to say something personally important and confidential. It is your responsibility to maintain confidentiality and trust. These same principles hold when speaking with your clients. Papers that do not disguise the nature of the individual with whom you are talking will not be accepted.

For your own consideration in your own role-plays as a client: You have the right and personal responsibility to only share of yourself what you want to talk about. This is a professional and pre-professional course, as such, we are working with practice material.

Course Schedule and Readings

January 22 Class 1: INTRODUCTION: WORLDVIEW, ETHICS,
PROFESSIONAL AFFILIATIONS & CREDENTIALS

Ivey Chapter 1

Clauss-Ehlers & Weist Chapter 1

Dyad introductions

Reflective Journal 1: Worldview Preliminary Statement

January 29 Class 2: MICROSKILLS: LISTENING DERIVED FROM
CARL ROGERS

Ivey Chapter 4
Hand in Reflective Journal 1

February 5 Class 3: THE EMPATHIC CONDITIONS

Ivey Chapter 4
 Ivey Chapter 9 Rogers material
Reflective Journal 2

February 12 Class 4: MICROSILLS: INFLUENCING SKILLS AND STRATEGIES

Ivey Chapter 4; Decisional counseling; 5-stages interview
Hand in Reflective Journal 2

February 19 Class 5: MULTICULTURAL COUNSELING

Video *The Color of Fear*
 Clauss-Ehlers & Weist Chapters 4,5,6,.& 7; Small group activity
Reflective Journal 3: Questions about the Color of Fear

February 26 Class 6: COGNITIVE-BEHAVIORAL COUNSELING
 (Focus on Stress Management)

Ivey Chapter 7
Hand in Reflective Journal 3

March 5 Class 7: PSYCHODYNAMIC COUNSELING & THERAPY I;
 PLAN AHEAD FOR FINAL PAPERS

Ivey Chapter 5
Reflective Journal 4

March 12 Class 8: MID-SEMESTER CHECK-IN AND REVIEW
Hand in Reflective Journal 4

March 19 NO CLASS SPRING BREAK

March 26 Class 9: PSYCHODYNAMIC COUNSELING & THERAPY II

Ivey Chapter 5
Reflective Journal 5

April 2 Class 10: EXISTENTIAL-HUMANISTIC TRADITION

Ivey Chapter 9
Review of Community Genogram Activity
Hand in Reflective Journal 5

- April 9 Class 11: LINKING COMMUNITY ADVOCACY TO DEVELOPMENT
- Clauss-Ehlers & Weist Chapter 3
Reflective Journal 6: Community Advocacy Activity
- April 16 Class 12: FINAL REVIEW MEETINGS TO PREPARE FOR END OF SEMESTER
Hand in Reflective Journal 6
- April 23 Class 13: LOGOTHERAPY AND GESTALT COUNSELING
- Ivey Chapter 10
- April 30 Class 14: SCHOOL COUNSELING, HISTORY, PHILOSOPHY, AND CURRENT TRENDS; PAPER PRESENTATIONS
- Clauss-Ehlers & Weist Chapter 3
 Ivey Chapter 12
Final Papers Due
- May 7 Class 15: FUTURE DIRECTIONS; PAPER PRESENTATIONS