

Counseling Theories (PSY 452)  
Winter 2024

**Tues/ Thurs 11:30 – 12:45**

**Lake Huron Hall 102**

**Instructor:** Luke Galen, Ph.D.

**Office:** 2220 ASH

**Office Hours:** Tues/ Thurs: 10:00 – 11:00 a.m.; 3:45 – 4:15 or virtual zoom appt.

**Phone:** 331-2904

**Email:** galenl@gvsu.edu

**Class Format:** In-person lecture / Discussion

**Course Objectives:** Upon successful completion of this course students will be able to:

1. Identify and provide a clear, concise, meaningful, and coherent overview of well established, historical, and emerging approaches to psychotherapy.
2. Describe the scientific method as applied to psychology, including distinguishing between scientific and non-scientific approaches and recognizing the strengths and weaknesses of various approaches to psychotherapy.
3. Explain the relationship between theories of counseling and application of those theories in a clinical setting.
4. Discuss how a theoretical perspective on counseling translates into therapeutic techniques.

**Required text:** Kress, V. E., Seligman, L., Reichenberg, L.W. (2021). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 5<sup>th</sup> ed. Pearson.

GVSU save instructions are on Bb.

This is also available as a printed book, Kindle, or eText. ISBN-13: 978-0134460864  
<https://www.pearson.com/en-us/subject-catalog/p/theories-of-counseling-and-psychotherapy-systems-strategies-and-skills/P200000001814?view=educator>

Pearson tech support: <https://support.pearson.com/getsupport/s/>

Readings will also be posted on course blackboard or course reserve.

**Prerequisites:** PSY 101

**Grading:** Grades will be based on quizzes and assignments, 2 online exams, and a short paper. The exams and quizzes will consist of multiple choice type questions drawn from online modules and the book. The final exam is **non-cumulative**.

	<u>Points</u>	<u>Percentage</u>
Midterm	55	27.5%
Final	55	27.5%
Quiz/ Assgnmts (12 x 5 pts)	50 (drop lowest 2)	25%
Paper	40	20%
Total	200 points	100%

**Class Schedule:**

<u>Week</u>	<u>Topic</u>	<u>Text*</u>
Wk 1 Jan 9 11	Syllabus, introduction, Background approaches, Freud	51-62

**Credit/ no credit deadline Fri. Jan. 12th**

Wk 2 Jan 16 18	Psychoanalysis / psychodynamic	63-76
Wk 3 Jan 23 25	Adler, Object relations, and attachment	77-97; 125-131
Wk 4 Jan 30 Feb 1	Emo. focused, Client centered, Mot. Interview	307-332; 39-41
Wk 5 Feb 6 8	Existential and Gestalt	278-305; 334-359
Wk 6 Feb 13 15	Process/ experiential group	Handouts/ video
Wk 7 Feb 20 22	Process Group and family	
Family: Bowenian 425-437; Structural and strategic 441 – 449; Genograms 457 – 459;		

**Wk 8: Midterm exam Tues feb 27**

Wk 8 Feb 29	Go over exam, midpoint review, behaviorism review	149-165
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**Wk 9 Spring break Mar 4<sup>th</sup> – Sun March 10<sup>th</sup>.****Last date to withdraw with a grade of W Fri. Mar. 8th**

Wk 10 Mar 12 14	Behavior therapy, skills and exposure	166-178; Abramowitz 3, 4, 6
Wk 11 Mar 19 21	Exposure and REBT	179 - 195
Wk 12 Mar 26 28	Cognitive (Beck)	195 – 209
	Third wave DBT/ ACT/ Mindfulness	246 - 263
Wk 13 Apr 2 4	outcome research	Abramowitz ch. 2

**Papers due Sat Apr 6th**

Wk 14 Apr 9 11	effectiveness, ethics, eclecticism	
Common factors 5-6, Client/ therapist char. 7-12; Ethics 28-37, Eclecticism 467 - 471		
Wk 15 Apr 16 18	Science and therapy	video and Tavris course docs
	EMDR box 15.2 p. 481, Myers Briggs 484	

**Final Tuesday, April 23, 10:00 am - 11:50 am**

\*Although assigned pages may not extend to end of chapters, also read the “strengths and limitations” for each theory covered.

**Expectations for course:** The most important factor in student success is regular class attendance. Students that regularly attend lecture class sessions and who are “present” in class – attentive, taking notes, thinking about the material – are much more likely to succeed. Students should also check in daily to course Blackboard, read the textbook, and complete assignments. Students are expected to read the assigned readings prior to the scheduled class coverage (see below). Exams and quizzes will contain a mixture of content from text and from class-only (i.e., not in the text). Expect to spend 6 – 9 hours per week preparing for and attending class.

**Assignments and Quizzes:** There will be weekly low stakes (5 pts each) quizzes or assignments roughly one per chapter unit. The lowest 2 will not be counted in the final grade. They are specifically designed so that the student keeps up on the reading and attends class. They are also important practice for the exams. Since the lowest 2 are dropped, no questions asked, **missed quizzes cannot be made up. Do not request make-up quizzes.**

**Attendance and quiz policy:** The only exceptions for missed attendance (and missed quizzes) are those that the university defines as legitimate or emergency situations (illnesses, death in the family, university activities) that can be **appropriately documented**. It is the student’s responsibility to notify the instructor of approved absences. Accommodations are only available for the following “excused” reasons: intercollegiate event (e.g., sports travel) or University-sponsored event (e.g., class field trip), observance of religious holidays, military duty, jury duty, or court hearings, birth of child, academic conference, medical appointments, medical conditions (e.g., COVID quarantine, hospitalization), death of a loved one, or funeral services. In accordance with university policy (<http://www.gvsu.edu/coursepolicies/>) these require documentation. Examples of absences NOT eligible for accommodations include: vacation travel, leaving campus early/arriving back late for long weekends, forgetting or mixing up deadlines, incomplete / inaccessible submission of work, work schedule conflicts, childcare, incarceration. Any unexcused absences on the dates with quizzes/ exams will result in total loss of points.

Do not email me after the quiz or test due dates/ deadlines and ask for make up and do overs. It is the students’ responsibility to keep up with Bb announcements and to check in on a daily basis for upcoming material with the assumption that there will be a weekly quiz. Together with the previously mentioned “drop two lowest quizzes” policy, this means that you will not be allowed to make up quizzes after the deadline passes, which would be unfair to other students. The student assumes the responsibility of planning, taking into account that issues could very well appear unexpectedly. Therefore, **DO NOT PROCRASTINATE READING FOR CLASS. PLAN TO ATTEND EACH SCHEDULED CLASS.** I will respond to all do over requests by simply pasting the above text in the body of the email.

**Paper:** This will be described in detail later in a handout. This assignment will be worth 40 points, or 20% of total grade. Word docx or pdf files will be uploaded to Bb assignment.

**Academic Dishonesty:** Any evidence of cheating (e.g., notes during exam, looking at another student’s answers, plagiarism, copying portions of the paper from other sources) will result in a failing grade in the course and any other actions as allowed by GVSU policy (e.g., dismissal).

**Disabilities:** If you have a disability, it is up to you to determine if you wish to disclose that information and request classroom accommodations. If you wish to request educational accommodations due to a disability, you should register with the Disability Support Resources (4015 Zumberge; 331-2490), if you haven’t already done so. If you wish to request needed accommodations, please meet with me privately (e.g., during office hours) to discuss how to best

meet your educational needs. This should occur early in the semester rather than later (e.g., after failing a test).

**Missed Assignments:** Any late assignments will result in 1 letter grade reduction from the original grade for each class past the due date. This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

Theories of counseling

Winter 2024

Name: \_\_\_\_\_

Year in School, Major: \_\_\_\_\_

Reason for taking this course (Psych major category, elective).

Previous coursework in psychology (e.g., behavior modification) or related coursework (e.g., social work) or outside clinical experience (e.g., volunteer work):

Any particular topics or types of therapy you want to see covered other than those on the syllabus? (other than child therapy).