

## **THEORIES OF COUNSELING AND PSYCHOTHERAPY**

**CP 102 Fall 2014**

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Description: This course examines the major historical and contemporary theories of counseling and psychotherapy, how they apply to clinical practice, and their impact on the clinician's use of self in the treatment setting. In addition, the course introduces students to concepts of personality and how they impact on theory. We will spend time learning about helping relationships, counseling techniques, skills and procedures. Finally, we will study special treatment areas and populations, the importance of research and evaluation, and ethical and legal issues in counseling.

The course will include the application of knowledge and skills in the practice of mental health counseling. Students should understand the scope of practice and learn the responsibilities in the clinical practice of mental health counseling, including:

1. modalities for maintaining and terminating counseling and psychotherapy;
2. consultation skills;
3. outreach and prevention strategies;
4. diagnosis and treatment issues;
5. working with special populations;
6. professional identity and practice issues, including historical perspectives;
7. mental health regulations and policy;
8. management of community mental health problems.

Objectives: Students should be able:

1. To achieve a working knowledge of the historical and contemporary theories of counseling and psychotherapy.
2. To achieve an understanding of the nature and role of theory in the practice of counseling and psychotherapy.
3. To achieve an ability to apply counseling and psychotherapy theories to particular counseling and psychotherapy cases in different contexts.
4. To examine how one's own theories of growth and change impact on the therapeutic process.
5. To identify and compare therapeutic approaches across a continuum from insight oriented to action oriented.

Texts:

There is a required text for this course. That text is:

**Introduction to Counseling: Voices from the Field**

**Jeffrey A. Kottler; David S. Shepard**

ISBN 10: 0495092096 / 0-495-09209-6, ISBN 13: 9780495092094, Publisher: Brooks/Cole Pub Co, Publication Date: 2007

Any edition will do\*. The syllabus highlights the chapters that might be missing or renumbered. Only one chapter will need to be augmented in class. You can order it from Barnes and Noble, Amazon, ABE.com or in eVersions from CourseSmart.com. You can also rent it from the publisher. Read more about that at <http://www.cengagebrain.com/shop/discover/TextRental.html>

In addition, you will need to access the school's library for the supplemental required readings.

\* the 7<sup>th</sup> edition chapter on insight based approaches has significantly expanded to include narrative and postmodern counseling. Those using the 6<sup>th</sup> edition should look at this chapter in the 7<sup>th</sup> edition.

\*The 7<sup>th</sup> edition chapter on Integrating Theory and Counseling Skills has a new section indicating which approaches are receiving research support for treating specific mental health disorders so those using the 6<sup>th</sup> should see the 7<sup>th</sup> edition.

#### Requirements:

1. **READINGS:** Complete the required readings before class on the date indicated and be prepared to discuss them critically in class. I may provide additional readings based on interests in the class.
2. **LOGS:** You will submit a log each class starting class 2. As you enter the class, leave the log with me. As I sometimes use these as starting points in class, please indicate if it is private and you don't want it discussed in class (I reserve the right to approach you privately though!). Logs may contain any communications a student wishes to make to the instructor. An ideal log contains comments about class assignments, the class process, and the student's feelings. A log should be typed, or written LEGIBLY, on **one** side of a 5x8 index card.
3. **CLASS PARTICIPATION.** Counseling is about being present fully to understand another (some approaches call this mindfulness, etc but its been around for 2600 years, so there is something to it!). This class becomes a "lab" to try doing this. As such, you should work towards being present here in class: physically, mentally, and emotionally. Students cannot miss more than 2 classes. Please complete an absence form for all absences- submit it prior to or upon returning to class. There will also be journaling assignments that will be used in class. Please complete them as indicated and bring to the appropriate class. They will be collected as indicated on the syllabus.

In between class, and very non analytically, we will be using Twitter- so follow me @DrWilliamSharp.

The class follows standard BGSP grading.

Class	Topic	Have read and be ready to discuss (chp = chapter in course text):
1. 9/5	The Profession of Counseling: Foundations  Zonal Perspective on Personality.	Kottler and Shepard Chp 1 and 2  Sharp (unpublished) Preface and Chapter 1  Complete Journal 1 after class
2. 9/19	The Professional Counselor: Settings and Relationships  Office Space- What would yours look like?  <b>8a At One Harvard St.,</b> Lower Level (#0194) <b>930a at BIP</b> , 1415 Beacon St., "Play Therapy"	Kottler and Shepard, Chp 3 and 4  Go to <a href="http://www.mass.gov/ocabr/licensee/dpl-boards/mh/forms/">http://www.mass.gov/ocabr/licensee/dpl-boards/mh/forms/</a> and download the Mental Health Counselor Application. Bring a hard copy or eVersion to class.
3. 10/3	Action Oriented Approaches	Kottler and Shepard, Chp 6  Sperling, Sack, and Field (1999), Chp 4 "Transforming Psychodynamic Thought into a Managed Care Language" and Chp 5 "Documenting Psychodynamic Treatment in a Managed Care Format" in <u>Psychodynamic Practice in a Managed Care Environment: A Strategic Guide for Clinicians</u>  Samples from <b>The Treatment Planner Handbook</b> : Adj DO and ODD  Journal 2 due after class
4. 10/17	Insight Oriented Approaches <b>930a at BIP</b> , 1415 Beacon St., Erotic Transferences: What CT can Illuminate.	Kottler and Shepard Chp 5 * I put this online in case you have an earlier version of the text.  Sharp (unpub) Chp 2 and 3
5. 10/24	Bridging Action and Insight:  Approaches to Agency and Community Based Work  Special Guests:	Kirman, Chp 8 "Strategies in school counseling" and 10 "Emotional Education in the Classroom", <u>Modern Psychoanalysis in the Schools</u>  Meadow, P., "The Children we Teach",

	The BIP Fellows “Working on the front lines”	Modern Psychoanalysis, 7:81-86, 1982  Shedler, The Efficacy of Psychodynamic Therapy ( <a href="http://youtu.be/rZwF_PSY6rw">http://youtu.be/rZwF_PSY6rw</a> ) & Cornelius, J. T. <a href="http://youtu.be/EkxoExMB9Mw">http://youtu.be/EkxoExMB9Mw</a>  Complete Journal 3 JOURNALS 1-3 DUE IN CLASS
6. 10/31	The Contact Impaired Client:  Psychoanalytically Informed Presentations: On Narcissism: “The Perfect Storm”	Prouty, Werde, and Portner, Chp 3-7 in <u>Pre-Therapy</u> (Online)  Carr, N. (2010) Google-Think. In <u>The Atlantic</u>  Carr, N. (2012) Is Google Making Us Stupid? In <u>The Atlantic</u>  Journal 4
7. 11/14	Psychodrama- Special Topics/Presenter	BRING A DREAM TO CLASS!  Bollas, Communications of the Uncls., from Cracking Up
	No class this week, but consider attending:  930a-11a at BIP	November 21, 2014 <b>Working with Resistance in the Early Stages of Treatment.</b> Jane Snyder, Ph.D.
8. 12/5	Integrating Theory and Practice  Research	Kottler and Shepard Chp 7** I put this online in case you have an earlier version of the text.  Sharp (2010), Results (Dissertation Section)  Journal 5
9. 12/12	Group Counseling  <b>930a at BIP</b> The Role of Personal Experience in the Making of a Group Therapist.	Kottler and Shepard Chp 9  Sharp (2010) Sticks and Stones, IJGP 64(3).
10. 12/19	Assessment, Testing, and Diagnosis-	Kottler and Shepard Chp 8

	Bring a Pencil to Class	Sharp (unpublished) Chp 8,9,10
11. 1/9	Ethics and Legality Guest Speaker:  M. Birnkrant on 3 <sup>rd</sup> Party Payer System	Kottler and Shepard Chp 14, Chp 15  Bollas (2003) Confidentiality and Professionalism  "What the Therapist Thinks About You" NYT
12. 1/23	Family, Couples, and other Types of Counseling, Counseling Diverse Clients  <b>930a at BIP:</b> Understanding and Treating Infidelity in Couples.	Kottler and Shepard Chp 10, 13  Marshall, Chp 2 "On resistances in the treatment of children, adolescents, and parents" <b>and</b> Chp 6 "On the concepts of resistances and countertransferences in parental guidance and family therapy" in <u>Resistant Interactions</u>  FINAL JOURNALS DUE! Submit 4-6  <a href="#">APPLICATION FOR A GRADE</a> due in class at 8a.

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The rest of the BIP Grand Rounds are as follows and can be found at:

<http://www.bostoninstitute.org/grand.shtml> 930a-11a at 1415 Beacon St. Brookline

February 27, 2015

**The Meanings of Medicating.**

Scott Wilson, M.D.

March 27, 2015

**Privileging Affect: Why and How?**

Lisa Sutton, Ph.D., LICSW

April 17, 2015

**On Developing the Capacity to Bear Psychic Pain.**

Lynne Layton, Ph.D. & Elizabeth Simpson, LICSW

## Journaling Assignments

### **Journal 1: Theoretical Inventory** (based on pg 201 of text)

Write up your answers to the inventory in a narrative form, include the following:

- What is counseling? Come up with your own definition. There is no right or wrong on this one, just a chance for you think about where you are now so we can compare where you end up at the end of the course.
- What fears and apprehensions do you have about being a counselor?
- Where you think you fall in the zones (insight, social, behavioral, or physiological based on the first class lecture.)

### **Theoretical Dilemmas Inventory**

Directions: For each of the following items, select the one position that most clearly articulates your own beliefs. Be prepared to defend your position with some evidence based on your experience.

#### **Views of People**

- People are basically good, want to be the best, rise to the top, society is responsible for most mental illness and woes.
- People are basically animals ,and society is what “civilizes”, without it, we would be in Lord of the Flies.
- People are born basically neutral, they are shaped to be what they are by the environment.

#### **Responsibility for Outcomes**

- Clients have primary responsibility for counseling outcomes.
- Counselors have primary responsibility for counseling outcomes.
- Responsibility is shared equally.

#### **Legitimate Focus**

- Counseling should focus primarily on feelings.
- Counseling should focus primarily on thinking.
- Counseling should focus primarily on behavior.

#### **Content**

- Counseling content should deal with the past.
- Counseling content should deal with the present.
- Counseling content should deal with the future.

#### **Scope**

- Counseling should concentrate on specific goals.
- Counseling should concentrate on broad themes.
- Counseling should concentrate on the process of what takes place.

### **Skills**

- The most important counselor skill is structuring- taking charge and shaping the session.
- The most important counselor skill is interpreting- understanding what the client/patient needs and wants based on what they are saying and feeding it back to them in a digestible way.
- The most important counselor skill is reflecting- helping the client feel heard.

### **Counselor Directiveness**

- Counselors should be active.
- Counselors should be nondirective.
- Counselors should allow the client to decide what is best

### **Counselor Role**

- The counselor should be an expert.
- The counselor should be a friend.
- The counselor should be a consultant.

### **Theory**

- Counselors should become experts in one theory.
- Counselors should become proficient in several theories.
- Counselors should combine several theories:
  - And be eclectic- mixing from several different theories, “fruit salad”
  - And be integrative- have a bowl of different things to choose from, “fruit smoothie”

### **Criteria for Success**

- The most important predictor of good counseling is knowledge of theory.
- The most important predictor of good counseling is mastery of core skills.
- The most important predictor of good counseling is a healthy personality.

Now, place yourself on the Zones as discussed in class. You may overlap multiple zones, but you will be asked why you remained the same or changed over the course and as part of the final paper.

### **Journal 2: Managed Care Language**

Complete an MSDP IAP (aka, a Treatment Plan-- a blank version is online) as if for your analysis. Use concrete observable terms to translate psychoanalytic ideas into MSDP vernacular. Use the samples from the Treatment Planner

Handbook included online and references from the Sperling et. al. text read for class. Write up a short reaction to this process.

**Journal 3: Developmental Style Learning Inhibition Assessment (online)**

Write up the level of intervention you feel you need most of the time when learning. Base it on the assessment from Meadow’s article, “The Children We Teach”.

**Journal 4: Relationship Rating Scale**

Complete this scale on this paper, and then write an entry based on the questions at the end.

**Relationship Rating Scale**  
(Kotter and Shepard, 2011).

- 5- All of the time
- 4- Most of the time
- 3- Sometimes
- 2- Rarely
- 1- Never

<b>Self Awareness</b>					
I am in touch with my inner feelings	1	2	3	4	5
I am comfortable with myself	1	2	3	4	5
I am aware of my fears, anxieties, and unresolved conflicts	1	2	3	4	5
<b>Self-Disclosure</b>					
I express my feelings honestly and clearly	1	2	3	4	5
I am concise and expressive in my communications	1	2	3	4	5
I am open in sharing what I think and feel	1	2	3	4	5
<b>Active Listening</b>					
I can focus intently on what others are saying and recall the essence of their communications	1	2	3	4	5
I show attention and interest when listening	1	2	3	4	5
I am able to resist internal and external distractions that may impede my concentration	1	2	3	4	5
<b>Responding</b>					
I am perceived by others as safe to talk to	1	2	3	4	5
I can demonstrate my understanding of what	1	2	3	4	5



I hear					
I reflect accurately other people's underlying thoughts and feelings	1	2	3	4	5
<b>Initiating</b>					
I have the ability to put people at ease	1	2	3	4	5
I am able to get people to open up.	1	2	3	4	5
I am smooth and natural in facilitating the flow of conversation	1	2	3	4	5
<b>Attitudes</b>					
I am nonjudgemental and accepting of other people, even when they have different values and opinions than I do.	1	2	3	4	5
I am caring and compassionate.	1	2	3	4	5
<b>Managing Conflict</b>					
I can confront people without them feeling defensive	1	2	3	4	5
I accept responsibility for my role in creating difficulties	1	2	3	4	5
I am able to work with explosive situations	1	2	3	4	5

Based on this inventory, what would you describe as your current strengths and weaknesses? Describe your plan for improving the areas that you wish to upgrade. (You do not need to include the scale in your entry, but you may if you wish.)

### Journal 5: Research in Psychotherapy

Qualitative Study: Ask three people to describe to you the reasons they want to become counselors. Write down carefully (or record and transcribe) what they say. What common themes emerged in their narratives? How did their stories compare with your own reasons for pursuing this career? From a psychoanalytic perspective, what did you pick up—and conflicts or contradictions? What feelings did you have listening to the subject?

### Journal 6: Choose the therapist!

After watching the YouTube videos with Gloria, what are your reactions. Who would you have picked as a therapist? Why?

Fritz Perls: <http://youtu.be/9IKXTLFVZJc> + <http://youtu.be/n2CtRKej7dw>  
 Carl Rogers: <http://youtu.be/XJ6qiOruT0Q?t=3m5s>  
 Albert Ellis: <http://youtu.be/2cOLJBPQZRA>

Review Journal 1 and compare where you started and where you are now. What changed? What remained the same? Are you in a different zone?

NAME: \_\_\_\_\_

CP 102 Theories of Counseling, Summer 2013 with Dr. Sharp

### **Application for a Grade:**

*Please complete(✓) these and then apply for a grade*

\_\_\_ **Turned in 11 log cards**

\_\_\_ **Class participation:**

**Attended?** 10\_\_\_ 11\_\_\_ 12\_\_\_ **classes**

- present physically, mentally, emotionally
- said something every class
- completed and had thought about readings as assigned.
- Favorite Class Tweet:

- Favorite Self Tweet:

\_\_\_ **Journals 1-6 Submitted**

- on time
- in the depth requested
- applied, thoughtful and noted feeling

**Please assign yourself a grade:** \_\_\_ **Non-Pass**

\_\_\_ **Low Pass**

\_\_\_ **Pass**

\_\_\_ **High Pass**