

THEORIES OF COUNSELLING

Education 5033

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COURSE DESCRIPTION

This course is an introduction to the profession of counselling. The focus of the course is the theoretical foundations of counselling and the processes involved in the practice of counselling. A critical examination of the various approaches to counselling should lead to understanding of personal beliefs about counselling.

RATIONALE

Counselling has much to do with theory, process and skill. One philosophy adheres to the view that practitioners should study one theory and follow it in practice. Another adheres to the belief that counselling has more to do with process and less with theory. Still another view posits that skills and techniques are what are most helpful to clients. This course is based on the assumption that all three views have their merits and proposes an integrative and adaptive approach to theory, process and skill.

COURSE OBJECTIVES

As a result of the course students will:

1. have a basic understanding of the various theories of counselling and how these theories can assist counsellors in understanding the psychological dynamics at work in people's lives
2. have tools to evaluate and integrate counselling theories into their counselling practices
3. compare and contrast counselling theories with reference to their conceptual, practical and ethical dimensions
4. have a basic understanding of the counselling relationship and the process of attending, listening, responding and valuing

5. gain a better awareness and understanding of self and the impact on counselling relationships

FORMAT

Required readings to be completed prior to class
 Lecture on the required readings
 Role plays
 Presentations: small group and video
 Discussion and questions
 Activities to enhance learning
 Summary

TEXTS

Corey, G. (2009). *Theory and practice of counselling and psychotherapy*. Eighth Edition. Brooks/Cole: Canada.

Sumarah, J. (2009). *Reflections for the beginning counsellor*. Wolfville: Acadia University.

ASSIGNMENTS AND EVALUATION

A contract grading system will be used in this course.

A “**B**” will be the result of satisfactory completion of the following:

Attendance and participation

Attendance, preparation and participation are key ingredients in a learning process. An atmosphere of safety, trust and respect is encouraged. Careful consideration of the readings, thoughtful questions and comments and an attentive listening stance towards others will, hopefully, contribute to the desired learning. In order to enrich the discussion in class, students will be asked to share what impressed them the most when reading a particular text. Preparation of comments and/or questions will be needed for group sharing. Attendance and participation are of utmost importance to the learning that takes place in class. If, for an exceptional reason, a class must be missed, the instructor should be informed in advance.

Small group presentations

The class will be divided into small groups. Each small group will be responsible for presenting a counselling theory or theme associated with a theory. The purpose of the student-led presentation is to clarify one's thinking about a counselling theory and to shed light on this theory for others. The presentation can involve sharing some of the salient points of the theory, a role play or dramatization of some aspect of the theory, and engagement of the class in an activity or discussion. Presentations should be approximately thirty minutes in length followed by a twenty-minute discussion. Presentations require knowledge of the topic or issue chosen along with creative ways to communicate the message to an audience. The various roles for the presentation can be negotiated within the small groups. Consideration for the gifts, talents and personalities of each one is important.

A “**B+**” grade will be the result of satisfactory completion of the previously noted requirements plus:

Critically reflective paper

A critically reflective paper can be an important means of keeping track of reflections, feelings, questions and comments related to the readings. This paper is a critique of the various discourses on counselling. Would one consider using this approach or not? Who is included and excluded in the theory? Is this approach more useful for some people than others? Are there elements of an approach which fit one's view of the world as well as elements which challenge one's view? Is there little value in some approaches? Is there something surprisingly important in the theory? In effect, this assignment is like a summary of the course and one's appropriation of the major learnings. It is due one week after the last class and should be at least 1500 words in length. One helpful approach to this assignment is to keep a daily journal which would then be edited and summarised for the paper.

An “**A level**” grade will be the result of the previously noted requirements plus: (A, A-, A+ will be assigned at the discretion of the Instructor)

Personal theory paper

This paper explores counselling from a personal point of view. This reflective paper is an opportunity to clarify one's views about counselling. Based on the readings, personal experience and class discussion, write a short paper on personal views, theory and assumptions about people, their needs and issues. The purpose of the paper is to provide a forum where one can begin to articulate one's particular structure and approach to counselling. Assuming that one grows and changes the paper is a beginning point to what is held as important, what one is like as a person and how one might see oneself as a

counsellor. The paper should be approximately 1500 words in length and should be peer reviewed by a class-mate for coherency, substance and form. It is due one week after the last class.

JOURNALS

Included among the relevant journals for this course are:

American Psychologist
 Behaviour Change
 Behaviour Therapy
 Canadian Journal of Counselling
 Canadian Journal of Psychology
 Canadian Psychology
 Counselling Psychologist
 Counsellor Education and Supervision
 Elementary School Guidance and Counselling
 Imagination, Cognition and Personality
 Journal of Applied Behaviour Analysis
 Journal of Applied Psychology
 Journal of Behaviour Therapy and Experimental Psychiatry
 Journal of Counselling and Development
 Journal of Counselling Psychology
 Journal of Consulting and Clinical Psychology
 Journal of Mental Health Counselling
 Journal of Psychology and Theology
 School Counselling

SCHEDULE

July 2

Welcome and Introductions
 Vision and philosophy of Acadia's Counselling Program
 What Graduates do with an MEd in Counselling
 Course Outline (EDUC 5033)
 Place of course in overall program

July 3

Corey, Chapters 1, 2 & 3
 Sumarah, Chapter 1
 Topics: The role of theory and process
 Counselling theory as socio-cultural discourse

Defining counselling, guidance, psychotherapy
 Why do people come for counselling?
 What are counsellors like?
 Why do people enrol in counselling programs?
 Issues faced by beginning counsellors
 Ethical issues

July 6

Corey, Chapter 4
 Lecture on **Psychoanalytic Theory**-Freud, then and now
 Topics: Confrontation, clarification, transference and 'working through'
 Insight-does it lead to change or not?
 Foundational skills to facilitate counselling process-rapport and relationship building

July 7

Corey, Chapter 5
 Sumarah, Chapter 2
 Lecture on **Adlerian Theory**
 Topics: Feelings of inferiority and impact on life-style?
 Views on ordinal position in family
 Dreams and their place in the human psyche
 First excerpt from process tape

July 8

Corey, Chapter 6
 Sumarah, Chapter 3
 Lecture on **Existential Therapies**
 Topics: Anxiety. Who am I? What am I doing here?
 Death/life, meaning/meaninglessness, choices/responsibilities, isolation/loneliness
 Video on existential therapy
 Second excerpt from process tape

July 9

Corey, Chapter 7
 Lecture on **Person Centered Therapy**
 Topics: Gloria tape with Rogers
 Tape with Natalie Rogers
 "Necessary and sufficient conditions for therapeutic personality change"
 Empathy: is it always helpful?

July 10

Corey, Chapter 8
Sumarah, Chapter 4
Lecture on **Gestalt Therapy**
Topics: Gloria tape with Pearls
Empty chair
Third excerpt of process tape

July 13

Corey, Chapter 9
Sumarah, Chapter 5
Lecture on **Behaviour Therapy**
Topics: Process, techniques and procedures
Fourth and fifth excerpts of process tape

July 14

Corey, Chapter 10
Sumarah, Chapter 6
Lecture on **Cognitive Behaviour Therapy**
Lecture on Beck and Ellis
Topics: How irrational are irrational beliefs?
What is the relationship between reason and emotion?
Tape with Ellis or Beck

AND

Corey, Chapter 11
Small group presentation on **Reality Therapy**

July 15

Corey, Chapter 12
Sumarah, Chapter 7
Social Constructivist Approaches
Small group presentation on **Feminist Therapy**

AND

Corey, Chapter 13
Lecture on **Solution Focused Brief Therapy**
Topic: Video on Solution focussed therapy

July 16

Small group presentation on **Narrative Therapy**

AND

Corey, Chapter 14

Small group presentation on **Family Systems Therapy**

July 17

Corey, Chapters 15 & 16

An **Integrative Perspective**

Closure to course

**Websites for Theories of Counselling
Compiled by a Research Assistant**

Psychoanalytic:

- <http://www.apsa.org/>
- <http://www.psychematters.com/index.htm>
- <http://www.p-e-p.org/>
- <http://www.ipa.org.uk/default.aspx>
- <http://www.ijpa.org/index.htm>
- <http://www.psaq.org/>
- <http://www.pschoanalysis.asn.au/home>
- <http://nyfreudian.org/index.html>
- <http://www.dspp.com/index-2.html>

Adlerian:

- <http://www.alfredadler.org/>
- <http://www.adleriansociety.co.uk/>
- <http://www.adler.edu/>
- <http://www.adler.bc.ca/index.html>
- <http://www.icassi.net/indexeng.html>
- http://education.bowiestate.edu/syllabi/counseling/fall_05/PSYC537ADLERIAN%20COUNSELING%20TECHNIQUES.htm
- <http://ourworld.compuserve.com/homepages/hstein/>
- <http://www.alfredadler.edu/>

Jungian:

- <http://www.junginstitut.ch/>
- <http://www.cgjungpage.org/>
- <http://www.innercitybooks.net/index.html>
- <http://www.cgjung.com/index.htm>
- <http://www.sfjung.org/links.htm>
- <http://www.jungarena.com/>

Existential:

- <http://www.thecry.com/>
- <http://existentialism.dividingline.com/>
- <http://www.tameri.com/csw/exist/>
- <http://www.counsellingresource.com/types/existential/index.html>

Person Centred:

- <http://www.pce-world.org/>
- <http://www.person-centered-counseling.com/index.htm>
- <http://counsellingresource.com/types/person-centred/>

Gestalt:

- <http://gestalttheory.net/>
- <http://www.gestalt.on.ca/site/index.php>
- <http://www.aagt.org/>
- <http://www.g-gej.org/>
- <http://geti-vancouver.org/>
- <http://gestalttheory.net/index.html>

Interpersonal:

- <http://www.interpersonalpsychotherapy.org/index.html>

Feminist:

- <http://www.feministtherapyonline.com/index.html>

Solution Focused Brief:

- <http://www.thesolutionsfocus.com/intro.cfm>
- <http://www.ukasfp.co.uk/>
- <http://www.solutionfocusedapproaches.co.uk/>
- <http://www.brief-therapy.org/>
- http://en.wikipedia.org/wiki/Solution_focused_brief_therapy

Cognitive and Cognitive Behavioural:

- <http://counsellingresource.com/types/cognitive-therapy/index.html>
- <http://www.cognitivetherapynyc.com/>

- http://www.psychwatch.com/cognition_journals.htm

Multimodal:

- http://members.lycos.co.uk/Stress_Centre/webpage3.htm
- <http://www.thelazarusinstitute.com/>
- http://members.lycos.co.uk/Stress_Centre/index.html.htm
- <http://www.freewebs.com/multimodalpsychology/index.htm>

Other:

- <http://psych.hanover.edu/Krantz/journal.html#psychjournal>
- <http://www.apa.org/journals/>
- <http://www.dialogical.net/psychology/journals.html>

**Videos for Theories of Counselling
Compiled by a Research Assistant**

Psychoanalytic:

- <http://www.apa.org/videos/4310270v.html>

Adlerian:

- <http://home.att.net/~adlerian/video5.htm>
- <http://ourworld.compuserve.com/homepages/hstein/homepage.htm>
- <http://www.emicrotraining.com/adlerian.html>

Jungian:

- <http://www.amazon.com/Inheritance-Dreams-World-G-Jung/dp/6303296491>

Existential:

- <http://www.psychotherapy.net/products/video/detail.php?id=233>
- <http://www.psychotherapy.net/products/video/detail.php?id=224>
- <http://www.psychotherapy.net/products/video/detail.php?id=241>
- <http://www.psychotherapy.net/products/video/detail.php?id=222>
- <http://www.psychedfilms.com/exist.-hum.htm>

Person Centred:

- <http://www.carlrogers.info/video.html>
- <http://www.allanturner.co.uk/video.html>
- <http://www.youtube.com/watch?v=Ew8CAr1v48M&mode=related&search=>

Gestalt:

- <http://www.psychedfilms.com/gestaltdrm.htm>
- <http://www.psychedfilms.com/FritzandGestalt.htm>
- <http://www.apa.org/videos/4310703.html>
- <http://www.gestalt.org/GET/index.htm>
- <http://www.youtube.com/watch?v=ReJhR4XIKh0&mode=related&search=>
- http://itc.gsw.edu/faculty/gfisk/anim/lecture_gestalt.swf

Feminist:

- <http://www.apa.org/videos/4310220.html>

Solution Focused Brief:

- <http://www.brief-therapy.org/videos.htm>
- http://www.brief-therapy.org/audio_tapes.htm
- http://www.youtube.com/watch?v=9mv_0MYEuR8&mode=related&search=

Cognitive and Cognitive Behavioural:

- <http://www.psychotherapy.net/products/video/detail.php?id=235>
- <http://www.apa.org/videos/4310774.html>
- <http://www.apa.org/videos/4310736.html>
- <http://www.emicrotraining.com/behavior.html>
- <http://www.youtube.com/watch?v=GqW8p9WPweQ&mode=related&search=>
- <http://www.apa.org/videos/4310717.html>
- <http://www.apa.org/videos/4310714.html>
- <http://www.mgh.harvard.edu/madiresourcecenter/20040519Otto/shell.htm>

Multimodal:

- <http://www.apa.org/videos/4310210.html>
- <http://www.srpublications.com/psychotherapy/MultiModalTherapy.htm>
- <http://www.psychotherapy.net/index.php>