Instructor: Fred J. Hanna, PhD
Office Hours: By appointment
Intern: 
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Email: fred.hanna@unco.edu
Class Meets: Lowry Campus: Weekend of September 19 thru 21 and the Weekend of October 3 thru 5

Catalog Description: This course is for counseling majors only: The study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process.

Course Description:
Constructs, principles, and techniques of the major counseling theories, including Cognitive, Behavioral, Adlerian, existential, and Gestalt therapies. Along with the major schools, multicultural, feminist, and systems approaches will be covered as well as some integrative models. Clinical applications are a major focus. The emphasis of the course is on understanding and facilitating psychotherapeutic change.

Required Texts:

Course Objectives: As a result of this course, the student should attain:
1. Dialectical thinking from a variety of counseling perspectives
2. Translating theory into practice
3. Formulating one’s own approach to counseling
4. Using individual, gender, cultural, and systemic perspectives on counseling.
5. Recognizing transference and countertransference.
6. Recognizing when specific theories apply in certain situations.
7. Conceptualizing clients from a variety of theoretical perspectives
8. Planning treatment programs
9. Applying and integrating basic counseling skills and techniques

CACREP Objectives: As a result of this course, the student should attain:
1. Understand counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP II.G.5.d).
2. Know theories for facilitating optimal development and wellness over the lifespan (CACREP II.G.3.h).
3. Understand an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a).
4. Understand counseling supervision models, practices, and processes (CACREP II.G.1.e).
5. Understand the use of research to inform evidence-based practice (CACREP II.G.8.e).
6. Know evidenced-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC.I.3).
7. Understand a variety of models and theories related to clinical mental health counseling, including the methods, models and principles of clinical clinical supervision (CMHC.A.5)

Teaching Methods
1. Readings: basic texts
2. Class discussions
3. Lectures
4. Assignments
5. Demonstrations

Grading: (Late assignments are automatically minus 5% per day)
1. Attendance & Participation in Class 15% of grade
2. Skills Displayed in Role Plays 10% of grade
3. Self-Analysis and Awareness Paper 30% of grade
4. Case Conceptualization & Treatment Plan 40% of grade
5. CACREP Assignment 5% of grade

Assignments
1. Attendance & Participation in Class Discussions. (15% of Grade)
   Students are expected to attend each class and to participate in class discussions and demonstrations. These will form a significant portion of some class periods. If you are not in class then, of course, you cannot participate. More than one class period missed will result in a decrease in grade. Discussion includes the asking of questions and the presentation of one’s own views in regard to certain points, as well as interactive discussions with other class members. Students are encouraged to think for themselves and to question, critique, or challenge the materials or the instructor at whatever time the student deems appropriate. Class participation is defined as provoking thought and further discussion, and includes the student being open to having his or her own views challenged as well. Points will be lost for nonparticipation such as showing off one’s knowledge, seeking attention, or diverting discussion onto irrelevant tangents or into one’s own agenda. Dogmatism, defined as rigidly and inflexibly holding to a particular viewpoint is not allowed in the course by anyone including the instructor. Research shows that dogmatic persons tend to be ineffective counselors. Courtesy, to all by all, an open mind, and a spirit of inquiry are key to successful interactive discussions. Tip: Read the text chapters and reflect on them. NOTE: Habitual lateness will reduce the grade. Web surfing during class will reduce the grade. Missing more than one class period will affect your grade by losing 4 points for each missed class after the first. Missing four class periods is tantamount to missing over 25% of the course, and will result in at least a B- grade or lower depending on other assignments. If severe circumstances are present in your situation that will cause you to miss many class periods, consult with the instructor so that you can ask for a grade of Incomplete.

2. Self-Analysis and Awareness Paper on Counterctransference issues (30% of Grade)
   As research shows that the personal characteristics of the counselor are more important than the theory he or she subscribes to, self-awareness and wisdom are important tools to be utilized in maximizing session time spent with clients. This assignment is an exercise for preparation and enhancement of skills for establishing relationships and modeling social interactions. In this paper address the following issues. (1) Identify 3 kinds of persons with whom you are most capable of empathizing and why. (2) Identify 3 kinds of persons with whom you are least capable of empathizing. Do not use sex offenders, criminals, or child abusers. How would this lack of empathy interfere with effectively counseling these persons? (3) What
counseling techniques from the textbook and lectures could you USE ON YOURSELF to increase your level of empathy for these three kinds of persons, and how would you apply them to yourself? (4) Identify 3 “buttons” (that make you irritated, impatient, rigid, and so on) that you have that would interfere with counseling another person. How would these buttons interfere with effective counseling? (5) What counseling techniques from the textbook and lectures can you USE ON YOURSELF to reduce or eliminate these buttons, and how would you apply them to yourself? (6) Identify 3 personal needs you have that would negatively affect your work with clients? How would these needs interfere with effective counseling? (7) What counseling techniques from the textbook and lectures can you USE ON YOURSELF to help to manage these needs and how would you apply them to yourself? TIPS: (1) Begin working on this paper right away. (2) Take this assignment seriously—it is extremely relevant to effective counseling. (3) Any displays of self-righteousness or rationalization will reduce your grade. (4) Not following the outline above, not detailing techniques, or applying the techniques to clients will reduce your grade. (5) The grade is not related to your experience but to your level of self-awareness. (6) Students lose points on this assignment when they apply techniques to clients instead of themselves. The assignment will be graded according to the clarity, depth, and degree of awareness, personal insight, and honesty displayed. This paper should be no more than 10 typed double spaced pages. Use headings as provided above to help with clarity & organization.

3. CACREP Assessment (5% of Grade) (Assignment is due November 4th)
   • Summarize BRIEFLY something you learned about each of the following CACREP standards.
   • Use no more than 3 sentences for each. One sentence can be fine.
   • Answers can be taken from lectures, the textbook, and other ACA sources
   • See Class Schedule for Due Dates.
   1. Counseling theories that help with conceptualizing a client.
   2. Models that help to select appropriate techniques and interventions.
   3. Theories and approaches for facilitating optimal development.
   4. Approaches to mental health, wellness, and prevention.
   5. Supervision models.
   6. The use of research to inform evidence based practice.
   7. Established evidence based treatments and strategies for positive outcomes in counseling
   8. Theories and models of clinical mental health counseling.

4. Case Conceptualization and Treatment Program: Also See Handout (40% of Grade)
Choose a person from your personal life whose nature and/or behavior was a mystery to you, or who was abusive, or difficult for you to get along with. This should be someone who was well known to you. Use various theories, or one theory, of counseling covered in the course to write a descriptive case conceptualization and recommend an effective treatment program for this person. Mention neither the name of the person nor their relationship with you. Refer to the person using a fictitious name. Be as descriptive as possible using what one has learned in the course to really bring out the person’s case state and character. Avoid making any moral or other judgments of the person. Present the person as clearly as possible as though you were writing it for the next counselor who will see the person. After your description, put together what might be an effective treatment program for him or her. This paper can be easily done in 15 double-spaced pages. The paper will be graded according to the depth and coherence of the analysis in accordance with course material. Write it so that the reader will really get a sense of who that client is and what they are about. The treatment plan section is particularly important due to the fact that this topic often comes up in job interviews. Tip: The closer you follow the provided outline the better will be your grade.
# Course Schedule

<table>
<thead>
<tr>
<th>Day#</th>
<th>Date</th>
<th>Course Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>9/19</td>
<td>Discuss Syllabus, Overview of Course; Empathy Counseling Relationship, Person Centered, Behavior Therapy</td>
<td>Chapters 1, 5, 9</td>
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<tr>
<td>2.</td>
<td>9/20</td>
<td>Behavior Therapy; Cognitive Therapy; Cognitive Behavioral</td>
<td>Begin Frankl</td>
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<tr>
<td>3.</td>
<td>9/21</td>
<td>Reality Therapy; Freud; Psychodynamic Therapy; Adlerian Therapy</td>
<td>Chapters 2, 3</td>
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<tr>
<td>4.</td>
<td>10/3</td>
<td>Existential Therapy; Gestalt Therapy</td>
<td>Chapters 4 &amp; 6</td>
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<tr>
<td>5.</td>
<td>10/4</td>
<td>Therapeutic Change; Crisis Counseling; Family Systems Therapy</td>
<td>Finish Frankl</td>
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<tr>
<td>6.</td>
<td>10/5</td>
<td>Multicultural; Oppression Model; Feminist Therapy; Integration Integrative Therapy; Spirituality Issues; Meditation</td>
<td>Self-Awareness Due</td>
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<tr>
<td>10/20</td>
<td></td>
<td>CACREP Assignment Due &amp; Final Paper Due</td>
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## Course Grading Scale

Final letter grades will be assigned based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
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<td>D+</td>
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<td>D</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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## University and APCE Policies

**Academic Conduct:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University. Please consult the Student Handbook: http://www.unco.edu/dos/handbook/index.html

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Students with Disabilities:** Any student requesting disability accommodation for this class must inform the instructor, giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and IPods. Also, please avoid text-
messaging during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom. Thank you.

UNC’s Policies: UNC’s policies and recommendations for academic misconduct will be followed. Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program. Please Note: The instructor may make ongoing changes to this syllabus and will announce them in class.

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Case Conceptualization and Treatment Plan Outline
(Follow this outline line by line)

I. Conceptualization

A. General background information of client
   1. Gender, age, class, grade, ethnic background, physical characteristics, state of health, etc.

B. Client’s presenting concerns
   1. What problems/issues does the person present as needing change?
   2. What do you see as deeper problems, if any, that the client has not identified or verbalized?
   3. Does this person recognize a necessity for change? To what degree?

C. Behavioral description
   1. LIST the behaviors engaged in by the person that can actually be seen/observed.
   2. What behaviors are specifically in need of change?

D. Affective manifestations
   1. LIST feelings or emotions that the person reports experiencing. Be specific.
   2. What unspoken emotions or feelings is the person not verbalizing or not aware of? Be specific.
   3. What needs does the client have that have not been met?

E. Cognitive patterns
   1. List 3 irrational beliefs in regard to each of the following categories: (1) self, (2) people, (3) problems and (4) life. List the beliefs (but NOTE that these are general and not specific statements). It will be necessary to speculate or infer what the beliefs are.
   2. What are this person’s general thought patterns (rigid, scattered, focused, obsessive, compulsive, etc.)?

F. Interpersonal patterns
   1. How does this person interact with and relate to others? Be specific.
   2. What friends or social support systems does this person have in his or her environment?
   3. How does this person cope with problems (avoidance, oppositional, haphazard, effective, cooperative)?

G. Contributing factors
   1. What background or environmental factors have influenced this person both positively & negatively?
   2. What traumatic event(s) has he or she experienced that may be contributing to the problem?
   3. What specific family of origin issues might this person have that contribute to this person’s issues?
   4. What gender issues are involved with and in need of attention with this client?
   5. What cultural issues are involved with and in need of attention with this client?
   6. What specific strengths and deficiencies are important in understanding this person?
   7. How much awareness does this client have of his or her cognition, affect, behavior, and problems.
II. Treatment Plan

A. Goals of treatment
   1. List at least 3 specific goals for this client based on the above, that will meet this person’s needs.
   2. What is necessary to accomplish these goals and thus, help this person?

B. Approach to be utilized (Should be at least 3 pages)
   1. Which counseling theories or theory would be best suited to meet the needs of this person?
   2. How would each of these theories or theory be a match for this client’s needs?
   3. Would you recommend individual, group, and/or family therapy for this client? Which and Why?
   4. How would you use encouragement and empowerment to help this client?
   5. What kind of therapeutic relationship would be best for this client and how would it help him/her?
   6. What is necessary for this client to undergo therapeutic change?

C. Specific techniques
   1. Name five specific counseling techniques (can be from individual or family counseling) which will be especially appropriate to help this person accomplish therapeutic goals. NOTE: A Theory is not the same as a technique
   2. Add AT LEAST 3 sentences explaining why and how each technique would help this client.

NOTE: Do not mention “techniques” such as confrontation, listening, reflecting, empathy, a good relationship etc. as these are too general and part of many approaches.
Safe Problem Topics to be Used in Role Plays and Simulations in Counseling Classes

Use this list to provide material for counselor training and techniques. Be open and willing to discuss anything but do not disclose anything that one does not feel comfortable about.

A troublesome car that one has owned
A boss that was hard to get along with
The weather at a certain time or in a certain place
A disturbing or frightening movie
A friend with a lot of problems who was constantly telling you about them all
A risk you have taken in life
A question you would like to ask your parents
A neighbor or neighbors with peculiar habits
How your parents influenced your life
The plight of society/America/workers/jobs/minorities/etc.
A time when you got into trouble at school, home, or work
Something your father thought was very important
An experience of moving from one home to another
Bizarre dating experiences
An embarrassing moment
A house that was troublesome to own or rent—might include an odd landlord
An experience with a culture different from one’s own
A “pet peeve”
Bibliography for Counseling Theories APCE 607


Bridging Behavior, Cognition, and Affect
The Dynamic Interplay of Self, Mind, Body, and Therapeutic Change

Fred J. Hanna, PhD