CENTRAL TEXAS COLLEGE  
MENTAL HEALTH SERVICES DEPARTMENT  
SYLLABUS FOR DAAC 1311  
COUNSELING THEORIES

Semester Hours Credit: 3  
96 Contact Hours

INSTRUCTOR: ________________________

OFFICE HOURS: _______________________

I. INTRODUCTION

A. This course is an examination to major counseling theories and current treatment modalities used in working with individuals, families and groups.

B. This course is required to meet the curriculum requirements for the Central Texas College Advanced Certificate and the Associate in Applied Science Degree in Mental Health Services with a Chemical Dependency, At-Risk Youth, Criminal Justice or Social Work specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field.

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and foundation skills (F).

II. LEARNING OUTCOMES

A. Identify major counseling theories. (F1-2,5-13; C1,3,5-8,15,18-20)

B. Define and explain techniques relevant to the various theories. (F1-2,5-13; C1,3,5-8,15,18-20)

C. Identify major approaches to treatment. (F1-2,5-13; C1,3,5-8,15,18-20)

D. Compare, contrast, and integrate major approaches to treatment. (F1-2,5-13; C1,3,5-8,15,18-20)

E. Explain and define techniques to assist clients in exploring the ramifications of their behavior/problems. (F1-2,5-13; C1,3,5-8, 15, 18-20)
F. Demonstrate an understanding of the need to individualize the counseling modality in accordance with culture, gender, lifestyle, and problem differences. (F1-2, 5-13; C1, 3, 5-8, 13, 15, 18-20)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
- **Information:** acquires and uses information (C5-C8).
- **Interpersonal:** works with others (C9-C14).
- **Systems:** understands complex interrelationships (C15-C17).
- **Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).
II. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

B. The student will have a variety of handouts and copies of PowerPoint available in the Blackboard class platform, they must read them, printing is an option.

III. COURSE REQUIREMENTS

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Assigned written work is detailed in the Course Outline, on the Daily Plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. Class Performance: Students are required to: participate class regularly. In the blended classroom course they must be on time and to stay the whole class period; or an absence will be recorded, they are expected to complete assignments on time and participate in classroom activities. In the online environment students must participate weekly, completing all assignments on time. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. Online students who are inactive for three weeks in a 12 week course or four weeks in a 16 week course will be withdrawn from the class by the instructor. For additional details see the current Central Texas College Catalog.

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced Quiz/Self Tests, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

IV. EXAMINATIONS

A. There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. No make-up examinations will be
scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam. Unexpected absences due to illness or extenuating circumstances will require students to see the instructor as soon as possible.

V. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments</td>
<td>210</td>
<td>21</td>
</tr>
<tr>
<td>Discussion Assignments</td>
<td>280</td>
<td>28</td>
</tr>
<tr>
<td>Exams 1, 2, 3</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>210</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100</td>
</tr>
</tbody>
</table>

A student must take the final examination to receive a grade for the course.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VI. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC eform). The withdrawal form must be signed by the student.

CTC withdrawal eform will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other
lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC withdrawal eform for submission to the registrar.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course. The Mental Health Services Department requires the student to have completed 2/3 of the course work, on time and completely before requesting consideration of granting an incomplete in-progress grade. Students cannot request an “IP” after the course has ended.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. The use of any technology (I-phone, tablet, I-Pad, lap-tops) in the classroom is at the discretion of the faculty member.

E. Americans With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Faculty Discretion: The faculty member reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive
educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Discrimination Policy: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.

VII. COURSE OUTLINE

A. Module 1: Basic Issues in Counseling Practice

1. Learning Outcomes: Upon successful completion of this Module, the student will: (F1-2,5-13; C1,3,5-8,15,18-20)
   - Explain why it is important for beginning counselors to study counseling theories.
   - Describe steps that a beginning counselor must take in order to develop their own theory of counseling.
   - Explain the similarities and differences between counseling and psychotherapy.
   - Describe ways that counselors can stay abreast of current issues in their practice.
   - Discuss personal qualities of effective counselors.
   - Differentiate between empathy and sympathy.
   - Discuss the role of values in the therapeutic relationship.
   - Describe issues faced by beginning counselors.
   - Describe the counselor’s ethical responsibility for maintenance of client confidentiality and the role of informed consent.
   - Discuss situations when it is appropriate to refer a client to another counselor.
   - Discuss characteristics of culturally competent and skilled counselors.
   - Discuss the practice of ethical decision making.
   - Recognize the signs of counselor burnout and ways to avoid it.
   - Define key terms and discuss key concepts in the module.

2. Learning Activities
   a. Read: (F1-2,5-13; C1,3,5-8,15,18-20)
      - Chapters 1, 2, 3 in the text book and student manual
      - Module Notes and PowerPoint Slides
   b. Key Terms and Key Concepts: countertransference; culture; diversity-competent practitioner; self-monitoring; value imposition; aspirational ethics; assessment; confidentiality; diagnosis; dual or multiple relationships; ethical decisions; evidence-based practice; informed
c. **Lab Assignments:** (F1-2,5-13; C1,3,5-8,15,18-20) Becoming a counselor requires you to be very self-aware. Throughout this program of study you will be asked to learn more about yourself. The lab assignment for this module will help you begin that process. You may have done some of this in other classes; if you did and still have the results you can use them to help you here. If you have not done this before you will need to complete each of the inventories below and summarize what you learn. You need to include the results in your narrative. The first inventory will help you identify your temperament type. Be sure to google your type to learn more. Inventory number two explores which side of your brain is more dominant. The third inventory will identify your learning style. The last inventory is all for fun and will help categorize you in one of four communication styles. This information will help you understand a lot about yourself. When you have completed all four inventories write a paragraph explain the results from each and what you learned about yourself.

1. Visit the following web sites and complete the inventories:
   - [www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp)
   - [www.web-us.com/BRAIN/braindominance.htm](http://www.web-us.com/BRAIN/braindominance.htm)
   - [www.positivelymary.com/ColorCommunicationQuiz.html](http://www.positivelymary.com/ColorCommunicationQuiz.html)

2. Bring it all together by answering the following questions:
   - Were you surprised by anything you learned?
   - How might you use this information to adjust how you work/communicate/plan/learn with others?
   - If you knew this information about someone important to you how might you use it?
   - If you had this information on a client how might you use it?

d. **Written Assignment:** (C3, C 5-9, F 1, 2, F7-17) Complete the following activities in the student manual and turn them in. Write a summary of what you learned from each assessment. Each summary should be a paragraph of at least 100 words.
   - Chapter 1: Survey of Attitudes and Values Related to Counseling and Psychotherapy
   - Chapter 2: Multicultural Counseling Competencies: A Self-Examination
   - Chapter 2: Personal Issues in Counseling and Psychotherapy
   - Chapter 3: Self-Inventory of Attitudes Related to Ethics Issues

e. **Discussion Assignment:** (C5-9, F 1, 2, 7-12, 15-17) Using the information you learned in the lab assignment write a personal introduction to your class. Be sure to include your temperament type, brain dominance,
learning style and communication color. Read what your class mates have posted; respond to at least two other students, for instance perhaps there is someone with your temperament type but a very different learning style. Have fun and get to know one another.

B. **Module 2: Psychoanalytic Counseling and Adlerian Counseling**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will:
   - Explain why it is important for beginning counselors to study counseling theories.
   - Summarize Freud’s view of human nature.
   - Describe the role of the unconscious.
   - Define the characteristics and functions of the id, ego and superego.
   - Explain the relationship of the id, ego, and superego to the unconscious.
   - Discuss the purpose of defense mechanisms and give examples of major ones.
   - Outline each of Freud’s psychosexual stages.
   - List and discuss Erikson’s stages of psychosocial development.
   - Describe the role of the counselor in psychoanalysis.
   - Define and discuss the major therapeutic techniques in psychoanalysis.
   - Discuss the strengths and limitations of psychoanalysis as a treatment modality.
   - Discuss the use of aspects of psychoanalytic theory in counseling for alcoholism and other drug addictions; and in working with children and adolescents.
   - Compare and contrast Psychoanalytic and Adlerian theories.
   - Discuss what Adler meant by inferiority, compensation and finalism.
   - Explain the primary goal of Adlerian therapy.
   - Describe the role of the counselor in Adlerian therapy.
   - List and discuss the major methods and techniques of Adlerian therapy.
   - Explain how birth order affects development of the personality.
   - Describe the major strengths and limitations of Adlerian therapy.
   - Discuss philosophy and techniques of Adlerian that would be appropriate in working with chemically dependent clients; and in working with children and adolescents.
   - Define key terms and discuss key concepts in the module.

2. **Learning Activities**

a. **Read:** (F1-2,5-13; C1,3,5-8,15,18-20)
   - Chapters 4 & 5 in the text book and student manual
   - Module Notes and PowerPoint Slides
b. **Key Terms and Key Concepts:** anal stage, anxiety, borderline personality, catharsis, conscious, countertransference, ego, ego defense mechanisms, ego psychology, Electra complex, dream analysis, fixation, free association, Freudian slip, genital stage, Id, latency stage, libido, narcissism, Oedipus complex, oral stage, phallic stage, pleasure principle, preconscious, primary process, psychoanalysis, psycho-dynamics, psychosexual stages, psychosocial stages, reality principle, reaction formation, repression, resistance, superego, transference, countertransference, unconscious, working through, ego psychology, identity crisis, acting-out, blocking, conversion, denial, devaluation, displacement, dissociation, fantasy, identification, intellectualization, isolation of affect, passive aggression, projection, rationalization, splitting, sublimation, suppression, undoing, birth order, compensation, community feelings, creative power of the self, early recollections, fictional finalism, individual psychology, inferiority complex, inferiority feelings, life tasks, masculine protest, neglect, ordinal position, organ inferiority, pampering, social interest, striving for superiority, superiority complex, teleology, basic mistakes, convictions, courage, encouragement, family constellation, holism, life tasks, priorities, style of life.

c. **Lab Assignments:** (F1-2, 5-13; C1, 3, 5-8, 15, 18-20) Complete the case studies for this module. Be sure to answer all parts of the questions in each case.

d. **Written Assignment:** (C3, C 5-9, F 1, 2, F 7-17) Answer the following essay questions:

**Psychoanalytic Counseling**

1. What are a few key concepts of the relational psychoanalytic approach that you would most likely integrate into your counseling practices?

2. Describe Freud’s structure of the personality (id, ego, and superego) give examples of behaviors which might be directed by each part of the personality.

3. Psychoanalytic therapists pay particular attention to early childhood experiences and the past as crucial determinants of present behavior. What are your thoughts about this emphasis? How does this concept apply to your life?

4. What is one topic area that has the potential to trigger countertransference for you? How can you identify your countertransference reactions? How can you best manage your countertransference as a therapist?

5. Based on what you have learned about this theory describe three things you can take from this theory and place in your counseling tool box. Be sure to describe how you might use them.

**Adlerian Counseling**
1. Adlerians contend that each of us has a unique lifestyle, or personality, that starts to develop in early childhood to compensate for and overcome some perceived inferiority. How does this key concept apply to you? In what ways have you felt inferior in the past, and how have you dealt with it? Do you see any potential connection between your struggles with basic inferiority and your accomplishments?

2. Social interest is a central concept in Adlerian approach. What value do you place on social interest in your own life? In what ways could you assist your clients in developing their social interest?

3. Complete the Personal Application: The Lifestyle Assessment in Chapter 5 of the student manual.

4. Based on what you have learned about this theory describe three things you can take from this theory and place in your counseling tool box. Be sure to describe how you might use them.

**Possible Extra Credit:** Research one of the birth orders described by Adler, in addition to your text use outside resources. Be sure to complete a reference page listing all resources used in appropriate APA format.

e. **Discussion Assignment:** (C5-9, F 1, 2, 7-12, 15-17) Select one of the case studies completed in this modules lab assignment and discuss how you would work with the client. Post your response, read the original responses for at least two of your fellow students and share with them your thoughts. Be sure to keep in mind everyone has opinions, no opinion is better than the other. This is a counseling course so you are expected to behave in a professional manner. Do not be judgmental.

f. **Exam:** Complete Exam 1 (covers Modules 1 & 2).

C. **Module 3: Existential Counseling and Person Centered Counseling**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will:
   - Name the two existential philosophers who were most influential in the development of existential therapy.
   - Explain the existentialist beliefs about human decisions and the role that they play in maintaining healthy functioning.
   - List and discuss the basic dimensions of the human condition according to the existential approach.
   - Discuss how maladaptive behavior develops from the viewpoint of the existential counselor.
   - Discuss the basic beliefs and techniques of logotherapy.
   - Outline the major strengths and limitations of existential counseling.
• Discuss basic concepts from existential counseling that would be appropriate in counseling chemically dependent clients and children and adolescents.
• Discuss the basic beliefs of humanism.
• Describe the person-centered counselor’s view of human nature.
• Discuss the major role of the person-centered counselor.
• List and discuss the major therapeutic goals in person-centered counseling.
• Define and give examples of congruence, unconditional positive regard, and accurate empathic understanding.
• Differentiate between empathy and sympathy.
• Outline the major strengths and limitations of person-centered counseling.
• Discuss the use of person-centered counseling in working with chemically dependent clients and children and adolescents.
• Define key terms and discuss key concepts in the module.

2. **Learning Activities**
   a. **Read:** (F1-2,5-13; C1,3,5-8,15,18-20)
      • Chapters 6 & 7 in the textbook and student manual
      • Module Notes and PowerPoint Slides
   b. **Key Terms and Key Concepts:** anxiety, de-reflection, existential guilt, existentialism, existential neurosis, existential vacuum, freedom, focusing, intentionality, Logotherpay, love, ontological characteristics, ontology, paradoxical intention, phenomenology, phenomenological, restricted existence, teleology, will, accurate empathic understanding, actualizing tendency, conditional positive regard, congruence, empathy, encounter group, experience, fully functioning, genuineness, humanistic psychology, ideal self, incongruence, internal frame of reference, introjection, non-directive therapy, person-centered approach, phenomenology, positive regard, self-actualization, significant other, unconditional positive regard, therapeutic conditions, warmth.
   c. **Lab Assignments:** (F1-2,5-13; C1,3,5-8,15,18-20) Complete the case studies for this module. Be sure to answer all parts of the questions in each case.
   d. **Written Assignment:** (C3, C 5-9, F 1, 2, F7-17) Answer the following essay question:
      **Existential Counseling**
      1. The existential therapist believes that if we fail to live in a state of awareness of our being, even at the risk of anxiety, we will inevitable fall into maladaptive behavior. How and why does this happen?
      2. What does existential anxiety mean to you? How do you deal with this kind of anxiety in your life?
3. Write a personal eulogy (many years in the future, have someone from each of the following areas of your life speak: family; work; community; faith community. This assignment can change your life if you are willing to put the effort into it. Please take it seriously!

4. Based on what you have learned about this theory describe three things you can take from this theory and place in your counseling tool box. Be sure to describe how you might use them.

Possible Extra Credit: How would you work with a client who has little interest in exploring existential themes and asks for advice on how to deal with some concrete problems?

Person-Centered Counseling
1. Describe what the value of congruence, genuineness and unconditional positive regard can bring to the counseling relationship.
2. Empathy is a core ingredient in person-centered therapy. What do you think you can do to increase your ability to develop empathy towards a client who you perceive as being difficult?
3. Based on what you have learned about this theory describe three things you can take from this theory and place in your counseling tool box. Be sure to describe how you might use them.

e. Discussion Assignment: (C5-9, F 1, 2, 7-12, 15-17) Select one of the case studies completed in this modules lab assignment and discuss how you would work with the client. Post your response, read the original responses for at least two of your fellow students and share with them your thoughts. Be sure to keep in mind everyone has opinions, no opinion is better than the other. This is a counseling course so you are expected to behave in a professional manner. Do not be judgmental.

D. Module 4: Gestalt Counseling and Choice (Reality) Therapy

1. Learning Outcomes: Upon successful completion of this Module, the student will:
   - Discuss what is meant by the term gestalt.
   - List the three stages of development according to Perls.
   - Discuss the role of the therapist in Gestalt counseling.
   - List and discuss the four goals of Gestalt counseling.
   - Give examples of the twelve major techniques of Gestalt counseling.
   - Describe the major strengths and limitations of Gestalt counseling.
   - Discuss techniques of Gestalt that would be appropriate in working with chemically dependent clients and children and adolescents. Describe the view of human nature held by reality therapists.
   - Explain the three major functions of the therapist in reality therapy.
   - Discuss the two major goals of reality therapy.
   - Describe the three procedures that a reality therapist might use to effect
List and discuss the eight steps in reality therapy.
Discuss the thirteen strategies or techniques in reality therapy.
Outline the major strengths and limitations of reality therapy.
Discuss how you could use reality therapy in working with chemically dependent clients and children and adolescents.
Define key terms and discuss key concepts in the module.

2. **Learning Activities**

a. **Read:** (F1-2,5-13; C1,3,5-8,15,18-20)
   - Chapter 8 & 11 in the text book and student manual
   - Module Notes and PowerPoint Slides

b. **Key Terms and Key Concepts:** acknowledgment, adaptation, aggression, approbation, awareness, closure, figure, gestalt, gestalt psychology, ground, here and now, homeostasis, impasse, introjection, organismic self-regulation, projection, proximity, retroflection, self, self-image, similarity, confluence, confrontation, contact, deflection, dichotomy, experiments, holism, unfinished business, choice theory, reality therapy, quality world, picture album, WDEP, self-evaluation

c. **Lab Assignments:** (F1-2,5-13; C1,3,5-8,15,18-20) Complete the case studies for this module. Address one case for each theory. Be sure to answer all parts of the questions in each case.

d. **Written Assignment:** (C3, C 5-9, F 1, 2, F7-17) Answer the following essay question:

   **Gestalt Counseling**
   1. Describe how the analysis of non-verbal body language can help or hinder a counselor in identifying what the client is really trying to say.
   2. Energy and blocks to energy are given prominence in Gestalt Therapy. What are some ideas you have for working with a client’s energy without making interpretations for the client?
   3. Based on what you have learned about this theory describe three things you can take from this theory and place in your counseling tool box. Be sure to describe how you might use them.

   **Choice Theory/Reality Therapy**
   1. What do you think of Reality Therapy’s focus on present behavior and lack of attention to past events?
   2. Think of a behavior you would like to change. What are some steps you would take in creating an action plan to get what you want?
   3. Based on what you have learned about this theory describe three things you can take from this theory and place in your counseling tool box. Be sure to describe how you might use them.

e. **Discussion Assignment:** (C5-9, F 1, 2, 7-12, 15-17) Take one of the case studies completed in this modules lab assignment and discuss how you
would work with the client. Post your response, read the original responses for at least two of your fellow students and share with them your thoughts. Be sure to keep in mind everyone has opinions, no opinion is better than the other. This is a counseling course so you are expected to behave in a professional manner. Do not be judgmental.

f. **Exam**: Complete Exam 2 (covers Modules 3 & 4).

---

**E. Module 5: Behavior Therapy & Cognitive Behavior Therapy**

1. **Learning Outcomes**: Upon successful completion of this Module, the student will:
   - Summarize the behaviorists’ view of human nature.
   - List and discuss the contributions of the three major theorists associated with the development of behavior therapy.
   - Describe the six causes of maladaptive behavior.
   - List and give examples of the four steps in the therapeutic process.
   - Compare and contrast positive and negative reinforcement.
   - Outline the strengths and limitations of behavior therapy.
   - Discuss the use of behavioral techniques in working with chemically dependent clients and children and adolescents. Summarize the ABC theory of behavior.
   - Define and give an example of an irrational belief.
   - Explain the interrelationship among activating events, thoughts/beliefs, and emotional/behavioral responses.
   - Discuss the origins of irrational thinking.
   - Identify the major tasks of the three phases of rational-emotive therapy.
   - Discuss the three major interventions in cognitive-behavioral therapy.
   - Outline the major strengths and limitations of rational-emotive therapy.
   - Discuss the use of cognitive behavior and REBT techniques in working with chemically dependent clients and children and adolescents.
   - Define key terms and discuss key concepts in the module.

2. **Learning Activities**
   a. **Read**: (F1-2,5-13; C1,3,5-8,15,18-20)
      - Chapters 9 & 10 in the textbook and student manual
      - Module Notes and PowerPoint Slides
   b. **Key Terms and Key Concepts**: assertiveness training, aversive conditioning, aversive control, behavior modification, behavior rehearsal, behavior therapy, behaviorism, classical conditioning, conditioned reinforcement, conditioned stimulus, contingencies of reinforcement, continuous reinforcement, counter conditioning, deprivation, desensitization, extinction, fixed-interval schedule, fixed-ratio schedule, flooding, generalization, hierarchy, imitative (social) learning,
intermittent reinforcement, negative reinforcer, negative reinforcement, neurotic behavior, operant conditioning, positive reinforcer, positive reinforcement, programmed instruction, punishment, reciprocal inhibition, response, response induction, response shaping, satiation, schedules of reinforcement, spontaneous recover, systematic desensitization, token economy, unconditioned response, unconditioned stimulus, variable-interval schedule, variable-ratio schedule, contingency contracting, exposure therapy, modeling, multimodal therapy, self-management, social skills training, mindfulness, eye movement desensitization and reprocessing (EMDR), acceptance, self-compassion, in vivo flooding, kindness

c. **Lab Assignments:** (F1-2, 5-13; C1, 3, 5-8, 15, 18-20) Complete the case studies for this module. Be sure to answer all parts of the questions in each case. Choose one case from each of the two theories.

d. **Written Assignment:** (C3, C 5-9, F 1, 2, F7-17) Answer the following essay question:

**Behavioral Therapy**
1. Describe the value of behavioral assessment in determining the payoff for the client.
2. Why do behavioral techniques work well with clients who have PTSD?
3. How do you view behavioral theory as applying to your own life? If you do not view it as having any applicability to your life, why?
4. Based on what you have learned about this theory describe three things you can take from this theory and place in your counseling tool box. Be sure to describe how you might use them.

**Possible Extra Credit:** Create an example of a Token Economy.

**Cognitive Behavior Therapy**
1. In most CBT models, the therapist functions in many ways as a teacher. How does a psychoeducational model fit with your way of practicing counseling?
2. Ellis, Beck, Padesky, and Meichenbaum are all in the cognitive behavioral camp, yet they all have distinctive approaches to counseling. Which of these approaches are you most drawn to and why?
3. CBT provides for use of a wide-range of techniques. What techniques might you apply to yourself? What techniques are you likely to incorporate into your work with your clients?

**e. Discussion Assignment:** (C5-9, F 1, 2, 7-12, 15-17) Take one of the case studies completed in this modules lab assignment and discuss how you would work with the client. Post your response, read the original responses for at least two of your fellow students and share with them your thoughts. Be sure to keep in mind everyone has opinions, no opinion
is better than the other. This is a counseling course so you are expected to behave in a professional manner. Do not be judgmental.

F. Module 6: Postmodern Approaches & Family Systems Therapy

1. Learning Outcomes: Upon successful completion of this Module, the student will:
   - Identify how the postmodern approaches differ from the modernist approaches.
   - Describe the historical roots of social constructivism.
   - Understand the collaborative language systems approach.
   - Examine the distinguishing features and key concepts of solution-focused brief therapy.
   - Describe the techniques often used by solution-focused brief therapists.
   - Understand the role of the therapeutic relationship in narrative therapy.
   - Identify the strengths and shortcomings of the postmodern approaches from a multicultural perspective.
   - Identify the key figures and major school of family therapy.
   - Understand the commonalities among all models of family systems therapy.
   - Identify recent innovations in family therapy.
   - Identify the contributions and limitations of the family systems approaches.
   - Define key terms and discuss key concepts in the module.

2. Learning Activities
   a. Read: (F1-2,5-13; C1,3,5-8,15,18-20)
      - Chapters 10 & 13 in the text book and student manual
      - Module Notes and PowerPoint Slides
   b. Key Terms and Key Concepts: Solution-focused therapy, miracle question, scaling questions, formula first session task (FFST), externalizing conversations, social constructivists, narrative therapy, multigenerational family therapy, human validation process model, structural family therapy, structural-strategic approaches, genograms, hypothesize, facilitating change.
   c. Lab Assignments: (F1-2,5-13; C1,3,5-8,15,18-20) Using the Case of Stan DVD and the discussions in Chapters 13 & 14 on these theoretical approaches to working with Stan, address the questions for reflection at the end of each chapter discussion Stan.
   d. Written Assignment: (C3, C 5-9, F 1, 2, F7-17) Answer the following essay questions:
Postmodern Therapy

- Respond to the following questions:
- What key concepts are you most drawn to in SFBT? In Narrative therapy? What do you find of interest in this key concept?
- Narrative therapists talk about deconstructing a problem-saturated story and re-authoring a life-enhancing story. What do you think of this idea?
- A SFBT practitioner has many techniques to choose from in helping clients create their own solutions. Which of these techniques would you like to become skilled at using?

Family Systems Therapy

- Respond to the following questions:
- Several different approaches to family therapy are described in this chapter. Which of these approaches most interests you and why?
- What do you think you will need to learn and to experience before you will be able to effectively work with a family?
- How does family systems therapeutic approach differ from other theories that you have studied thus far?
- What are some major advantages of working with a family therapy perspective? Can you think of any disadvantages?

e. Discussion Assignment: (C5-9, F 1, 2, 7-12, 15-17) Take one of the case studies completed in this modules lab assignment and discuss how you would work with the client. Post your response - read the original responses for at least two of your fellow students and share with them your thoughts. Be sure to keep in mind everyone has opinions, no opinion is better than the other. This is a counseling course so you are expected to behave in a professional manner. Do not be judgmental.

G. Module 7: Bringing It All Together: Developing an Eclectic Style of Counseling

1. Learning Outcomes: Upon successful completion of this Module, the student will:
   - Describe the eclectic approach to counseling you plan on developing.
   - List and discuss key features from each counseling approach covered in class that you anticipate using in your work as a counselor.
   - Examine the contemporary use of each theory in your chosen specialization.
   - Define key terms and discuss key concepts in the module.

2. Learning Activities
a. Read: (F1-2,5-13; C1,3,5-8,15,18-20)
   - Chapters 15 in the text book and student manual.
   - Module Notes and PowerPoint Slides
b. **Lab Assignments:** (F1-2, 5-13; C1, 3, 5-8, 15, 18-20) For this assignment pull together the section from all your modules that discusses the three thing (techniques or tools) that you have selected to put in your tool box. Combine this into a single paper. Answer the following questions:
   - What have you learned about yourself in this course?
   - How will you continue to develop your integrated style of counseling?

c. **Written Assignment:** (C3, C 5-9, F 1, 2, F7-17) Complete the following activities and turn them in: Complete Questions & Issues: Guidelines for Developing Your Personal Style of Counseling in the student manual.

d. **Discussion Assignment:** (C5-9, F 1, 2, 7-12, 15-17) Describe the counseling theory that most appeals to you and why. Be sure to read your classmates postings and respond to at least two other students.

e. **Exam:** Complete Final Exam.