

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi

Open Educational Resources (OER)

---

9-2014

### PSYX 442.01B: Counseling Theories in Context

John Sommers-Flanagan

*University of Montana - Missoula*, [john.sf@mso.umt.edu](mailto:john.sf@mso.umt.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Sommers-Flanagan, John, "PSYX 442.01B: Counseling Theories in Context" (2014). *University of Montana Course Syllabi*. 1610.

<https://scholarworks.umt.edu/syllabi/1610>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

## **SYLLABUS – COUN 485 – PSYX 442 – SW 485**

### **COUNSELING THEORIES & TECHNIQUES**

#### **Instructor Information**

Instructor: John Sommers-Flanagan, Ph.D.

Office: Education Building Suite 211

Office hours: Tuesdays 2:30-5:00pm; Wednesdays 9:00-10:30am; Thursdays and Fridays by appointment

Telephone: 243-4263 (office) 721-6367 (cell)

Email: [john.sf@mso.umt.edu](mailto:john.sf@mso.umt.edu)

Teaching Assistant: Ray Backlund, M.A.

Telephone: 243-5252 (message)

Email: [ray.backlund@gmail.com](mailto:ray.backlund@gmail.com)

#### **Course Time/Final**

Class meets on Mondays from 4:10-7pm, beginning Monday, August 25, 2014. The final exam for undergraduate students enrolled in this course is scheduled for Wednesday, December 10 from 1:10-3:10pm and will be in our usual classroom.

#### **Course Guidelines and Policies**

##### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

##### **Academic Integrity**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

##### **In-Class Behavior Standards and Learning Environment**

In the Department of Counselor Education and the University of Montana we strive to establish and maintain a positive learning environment. The expectation is that we will strive to treat one another with utmost respect...even when we disagree. This also means that students (and faculty) will turn off their cell phones and not engage in internet shopping during class. If calls and texting are necessary, you should either not attend class or take care of your calling and texting at class break.

## Course Content and Description

This course is an overview of major theories of counseling and psychotherapy with a special focus on gender, culture, counselor preparation, and common theoretically-based assessment and case formulation strategies. Because the purpose of counseling and psychotherapy is to help individuals make personally meaningful changes in their lives, we will consistently examine the means through which traditional theories try to produce such changes. Students will read about historical and intellectual foundations of major counseling theories, while at the same time, observing skills and techniques employed by practitioners using those theoretical perspectives. There will be opportunities, through assignments and class discussions, for students to analyze film characters as well as themselves through the various lenses of psychological theories. Overall, students are encouraged not only to explore all the major theoretical orientations, but also to explore their personal beliefs and values in an effort to develop and deepen their understanding of counseling and psychotherapy process and outcome.

## Purpose and Objectives

The overall purpose of this course is to introduce you to theories and techniques used by a variety of mental health professionals and human service providers. We will explore and discuss the major theories and their practical application.

## Teaching Methods

1. Lectures/class demonstrations
2. Guest lectures/student presentations
3. Video/DVD/Film presentations
4. Class activities
5. Class discussions

## Textbook

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2012). *Counseling and Psychotherapy Theories in Context and Practice* (2<sup>nd</sup> ed). Hoboken: NJ: Wiley.

### Recommended:

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2012). *Student manual for Counseling and Psychotherapy Theories in Context and Practice* (2<sup>nd</sup> ed). Hoboken: NJ: Wiley.

## Grading Procedures and Course Assignments

Grades are based on completion of class assignments, midterm and final examination scores, and class participation/attendance. **Course assignments for undergraduates include:**

1. Two Midterm Examinations (50 points each; 100 points total)
2. Three Feature Film Analyses (20 points each; 60 points total)
3. Final Examination (50 points)
4. Attendance and Relevant Participation (30 points)

There are 240 possible points for undergraduate students. Grades will be assigned on a percentage basis (see below; there may be a modification or curving depending upon overall class performance).

A = 93% +  
 A- = 90-92%  
 B+ = 87-89%  
 B = 83-86%  
 B- = 80-82%  
 C+ = 77-79%  
 C = 73-76%  
 C- = 70-72%  
 D+ = 67-69%  
 D = 63-66%  
 D- = 60-62%  
 F = Below 60%

### Extra Credit Options

Undergraduate students may earn up to an additional 10 points for completing various in-class and email extra-credit assignments that will be presented during the semester.

### Approximate Schedule of Class Topics and Assignments

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	8/25	Ch. 1 In future weeks, read chapters <b>before</b> class	<b>Syllabus distribution and introduction</b> Note: There will be a moodle course supplement that appears in your moodle account sometime in the first week of class. This is mostly for communication purposes.	
2	9/1		Labor Day holiday—No Class	
3	9/8	Ch. 2 & 3	<b>Psychoanalytic theory &amp; therapy and Individual Psychology</b>	
4	9/15	Ch. 3 & 4	<b>Individual psychology and existential theory and therapy</b>	
5	9/22	Ch. 5	<b>The person-centered approach</b>	
6	9/29	Review Chapters 1-5 and lectures	<b>Midterm #1—1<sup>st</sup> hour:</b> Covers chapters 1-5. (From 5:30-7pm there will be a Jungian lecture and visualization activity after the midterm; this is required for grad students and optional for undergrads)	Midterm #1 (50 pts) Chapters 1-5 plus lecture material
7	10/6	Ch. 6	<b>Gestalt theory and therapy</b>	Film analysis #1 is due (20 points)
8	10/13	Ch. 7	<b>Behavioral theory and therapy</b>	
9	10/20	Ch. 8	<b>Cognitive approaches (or CBT)</b>	
10	10/27	Ch. 9	<b>Choice theory and reality therapy</b>	Film analysis #2 is due (20 points)
11	11/3	Review readings and lectures	<b>Midterm #2—1<sup>st</sup> hour</b> Covers chapters 6-9, plus lectures. (From 5:30-7pm there will a skills lab for graduate	Midterm #2 (50 pts) Chapters 6-9, plus lectures

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
			students	
12	11/10	Ch. 10	<b>Feminist theory and therapy</b>	
13	11/17	Ch. 11	<b>Constructive theory and therapy</b>	
14	11/24	Ch. 13	<b>Multicultural theory and therapy</b>	
15	12/1	Ch. 14	<b>Counseling integration</b> Final exam preparation and course review	Film analysis #3 is due (20 pts)
16	Wed. 12/10 from 1:10- 3pm	Review readings and lectures	<b>Final examination</b> Covers chapters 10, 11, 13, 14	Final exam (50 pts)

## OFFICIAL ASSIGNMENT DESCRIPTIONS

1. **Two Midterms and the Final Examination:** These are standard multiple choice and short answer exams. They cover material from lectures and chapters as outlined in the syllabus (50 points each). [You'll be expected to take the exams at their scheduled times; if you have a time conflict, contact us in advance and we'll set up an alternative exam time. If you have a last minute crisis (e.g., an accident, illness, or emergency) contact us ASAP and we'll be flexible. In all cases, you'll need to arrange a special time and sit for the exam within one week of the original exam date or you'll get a zero. We will be flexible the first time. If a pattern of irresponsibility emerges, we'll become less flexible and you'll be required to take a much harder examination.]
2. **Film Assignments:** The film assignment helps you apply counseling and psychotherapy theory in your personal life and to use various established theoretical perspectives and gender/multicultural perspectives to analyze film content. During this course, you will view and write a reaction paper to three different classic, cult, or contemporary films.

You may view any or all of the assigned films on your own. You may also organize group showings. You will receive specific instructions for analyzing the upcoming films 2 weeks before the due date.

In some cases you may have already seen the assigned film. Nevertheless, I want you to view it again with fresh eyes and from a fresh perspective. There may be particular films that, for personal reasons, you do not wish to view and we will respect your choices. Consequently, if you don't wish to view a particular film, it's your responsibility to contact the teaching assistant [ray.backlund@gmail.com](mailto:ray.backlund@gmail.com) and discuss alternative film options with him.

Each written film analysis is worth 20 points and should be two to three pages, typed, double-spaced, 12 point font. We will use the following criteria for grading your papers.

- Writing skill and readability (this means complete sentences, correct spelling, a reasonable paper structure and organization, and coherence of thought are all required). – 6 points
- Accuracy and breadth of theoretical discussion (this means if you use theoretical terms, such as "dynamic sizing," "the person is political," "superego," or "quality world" the

terms need to be used accurately or points will be taken off; it also means that you should articulate at least four theoretical concepts in each paper). – 10 points

- Punctuality (late papers will be accepted, but 2 points will be deducted each week; you can still turn the paper in after 4 weeks, but your maximum point total will be 12 points for each paper; in the case of illness or an urgent incident, you can ask for and will receive a one-time only grace period of 1 week, meaning 0 points taken off for the first week of a late paper).
- Personal insight, originality of thought, and profound conclusions (we're interested in what you discover and learn and want you to impress us by what you're thinking and writing). – 4 points

3. **Attendance:** We'll take attendance at every class. Perfect attendance is worth 30 points. You'll lose an increasing number of points for each class missed (even if you miss class for legitimate reasons). To be fair, you can earn back points from missing class by completing extra assignments. You lose 0 points for missing one class (because no one is perfect), 6 points for missing two classes, 9 more for the third, and 15 more for the fourth. You can earn attendance points back by reviewing lecture material (as available) and contacting Ray Backlund (the TA) who will give you an additional assignment (e.g., writing an essay or responding to several lecture-related questions). Alternative assignments may be used at our discretion. If you're motivated you can recover lost points. There will also be in-class reflection assignments. If you don't turn these in or do a poor job you'll lose attendance points.