



CED 522: Theories of Counseling and Psychotherapy
Wednesday: 9am to 11:45am
Payne Hall 430
Syllabus Spring 2022

Instructor:
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Office Hours: Mondays 10am to 12pm. Or by appointment.

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to cisa@asu.edu.

Course Description and Objectives:

This course is a broad survey of the major historical and contemporary counseling and psychotherapy theories. You will become familiar with a variety of contrasting theoretical models underlying professional mental health counseling. Multicultural and diversity perspectives are explored and evaluated for each theory addressed in this course. Some theories are included solely because you will need to know them when you take your comprehensive examination (CPCE). Through lectures, group discussion, readings, media illustrations, and writing a major paper you will learn to critically evaluate the practical applications of historical and contemporary counseling perspectives and determine your preliminary chosen counseling theory or theories to apply in your initial clinical practicum. In order to accomplish these goals we will need to co-create a collegial and scholarly community in which to explore these topics from both professional and personal perspectives.

Objectives and evaluation methods are consistent with ACA and APA guidelines.

Student Learning Outcomes

- Distinguish and contrast the major historical and contemporary theories of counseling and psychotherapy
- Evaluate limitations and strengths of various counseling approaches from a multicultural perspective
- Apply the counseling theories to hypothetical and actual counseling scenarios
- Develop a personal model of counseling derived from theories covered in the course
- Differentiate between the two major forms of empirical approaches to counseling and psychotherapy: common factors and specific factors
- Identify and analyze the contribution of common therapeutic factors across the counseling theories.

Required text and readings:

Brotsky, B.S. & Stanley, B. (2012). *The dialectical behavior therapy primer: How DBT can inform clinical practice*. John Wiley & Sons, Oxford, UK (Chapter 6) Available in the Canvas shell.

Chavez, T.A., Fernandez, I.T., Hipolito-Delgado, C.P., and Rivera, E.T. (2016). Unifying Liberation Psychology and the humanistic values to promote social justice in counseling. *Journal of Humanistic Counseling* (55) 166-182. Available in the Canvas shell.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Brooks/Cole.

Harris, A. (2006) Embracing your demons: An overview of Acceptance and Commitment Therapy. *Psychotherapy in Australia* (12) 4. 2-8. Available in the Canvas Shell.

Face Coverings

Everyone is required to wear a face cover while in the classroom. Face covers help prevent pre-symptomatic and asymptomatic individuals from inadvertently spreading COVID-19 to others. They are meant to protect others in case you are sick. Students will be required to wear a face cover in the classroom. For more information about face coverings, please visit the [FAQ page](#).

Course Access

Since this is a clinically oriented course, and we will discuss actual client materials, no recording of the course is allowed and no recordings of the course will be provided.

Course Evaluation:

This course is evaluated on a non-competitive basis. Grades are earned on basis of performance using the following scale:

A+	100-97%	B+	<90%-87%	C+	<80-77%
A	<97-94%	B	<87-84%	C	<77-70%
A-	<94-90%	B-	<84-80%		

Participation	50 points
Journals	100 points
Mid-term Exam	100 points
Final Exam	100 points
Theory Paper	<u>150 points</u>
Total	500 points

Participation:

Because the success of this course is dependent on the generation of an open and collegial community in which to explore the central issues of counseling practice, regular attendance and participation in large and small group discussions is required. **Completion of required readings prior to attending class is critical to your success.**

If you miss more than two classes without notifying me, you will lose 25 participation points (nearly one full letter grade). Be sure to contact me if you plan to miss class.

Journals:

Your journal entries will consist of on-going reactions to the readings for each assigned chapter, each of which will be a maximum of 2 double-spaced typed pages. Your journal entry should include 1) your opinion regarding what you believe is/are the most important aspect(s) of the theory, and 2) how does this theory relate to you as a person. All personal information will be treated as confidential and I urge each of you to do the same. Please share only what you feel comfortable sharing.

Exams:

There will be two major exams worth 100 points each. Combined, these exams are worth 50% of your overall grade. The exams will consist of multiple-choice items. Material covered on the exams will consist of information gained from the required readings, lecture, and classroom discussions. These exams evaluate broadly your knowledge of the theories and theoretical concepts discussed in class.

Theory Paper:

The paper will help you integrate the material and provide a more specific evaluation of your ability to apply concepts learned in the course. This paper must be typewritten, proofread, double-spaced, and is expected to show evidence of clear thought. Plan ahead so that your paper will be turned in *on time* in a quality fashion. Your papers will only be accepted through CANVAS.

This paper—which consists of three topics—will be approximately **10 to 15 pages in length**. Be sure to stay within the page limitations. Use APA style with a title page. Begin each new essay with a new title/subheading. The content of the paper should be as follows:

1. Your Approach to Counseling

Write a paper that addresses your personal theoretical orientation to counseling. You should draw heavily from theoretical perspectives covered in class. Your paper should deal with aspects such as:

- key concepts of your approach
- view of your role as a counselor
- therapeutic goals and how you would decide upon goals
- relationship issues you are likely to consider
- central techniques and processes of change you are likely to employ
- how you would address issues of cultural diversity

Address specific issues as outlined in the textbook and our lectures. This particular essay should be about **5 to 7 pages in length** and you should attempt to integrate concepts in a systematic way. I suggest you take a primary theory (one that comes closest to your beliefs and your theory of choice) and then, if you are taking an integrative approach, branch out showing how you would draw techniques/concepts from one or several other theoretical approaches. Be sure to state why you select a particular theory as your main theory. Show how you could bring in strategies from the various theories you have studied into your own integrative theoretical stance.

2. How Theories Apply to You Personally

Identify some of the ways that the various theories can teach you something about yourself personally. What specific ways can certain aspects or concepts of the different theories contribute to your self-understanding? How do the theories you studied have application not only to working with counseling clients, but to assist you in your own personal development? Identify a few specific personal applications of the theories (you can choose more than one). This particular essay should be three to four pages in length.

3. Challenges You May Face and How You Would Address Them

Identify some of the major challenges you expect you would face in applying these topics or issues to your anticipated work setting. State the specific challenging situations you might face and how you could best deal with these challenges. In this section you might address how you would use your approach in dealing with client ambivalence/resistance, how you might apply your approach in dealing with certain challenging clinical presentations, how you might apply the approach in a brief treatment setting, how you plan to address any multicultural limitations within your approach, etc. This essay should be 3-4 pages in length.

Suggestions for writing a quality paper.

DO NOT give a summary of textbook content or the content of the PowerPoint lectures. If taking an integrative approach, demonstrate that you understand the various models by looking for common denominators among the chosen therapy approaches. Show how you might use key concepts and techniques from the various approaches in working with diverse client groups. You might want to apply your integrative theory to a particular client population and a given setting. See Chapter 15 of the **TPCP** text for ideas. Below are specific guidelines:

1. **Integration and application.** Your paper should emphasize an integration of perspectives and an application of theory/principles to practice.
 - Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations.
 - If you are writing the theory essay, focus on those specific aspects of the theory that you'd most like to incorporate into your own style of counseling. Stress the implications for counseling practice. Rather than writing merely about a theoretical issue, show how this issue has meaning in a counseling situation.
 - Apply your ideas to specific populations with whom you expect to work – both in counseling and non-counseling situations. You may want to apply your essays to teaching, working with the elderly, working in corrections, working with adolescents, etc. Make these a personal and meaningful experience.
 - In writing about a case, be sure to show that you can apply several approaches or perspectives to this case. Work with the case by attempting to combine a number of perspectives.
2. **Creativity and depth of thinking.** Write a paper that reflects your own uniqueness and ideas—rather than merely giving a summary of the material in the book.
 - Do not make your papers mere summaries, rather focus on a clear position that you take on a specific question or issue.
 - Approach the material in an original way. If you choose to use literature or other materials not presented in class, you must cite this material or literature in APA style.
 - Focus on a particular issue or topic that you find personally significant. Since you have a choice in what aspect to focus on, select an aspect of a problem that will allow you to express your beliefs.
 - Show depth in expanding on your thoughts.
3. **Development of a theme.** Look for a central theme or central message in each essay. I suggest that you make an outline, and check to see that each point in your outline pertains to your central message.
 - Create a short title for each essay that conveys your basic idea.
 - State your message clearly and concisely in your opening paragraph.
 - Have a solid and impactful concluding paragraph.

- The theme should be clear, concise, and specific – rather than global and generalized. Do not write in a general and abstract manner, or else your essays will lose a clear focus.
- Develop your thoughts fully, concretely, and logically – rather than rambling or being vague and wordy.
- In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader (me) should not have to struggle to understand your intended meaning.
- Give reasons for your views – rather than making unsupported statements. When you take a position, provide reasons for your position. But please do take a position.
- Cover a few issues or ideas well and in depth, rather than spreading yourself too thin. For each essay, narrow down your question or topic so that you can manage to develop central paragraphs that expand on your theme.

4. **Quality writing skills.**

- Write directly and utilize APA style guidelines.
- I encourage you to use personal examples and to support your points with these examples when appropriate.
- Make sure your essays reflect university-level writing skills:
 - Use complete sentences
 - Develop your paragraphs
 - Check your spelling
 - Put together a paper that reflects quality
- Ask someone to proofread your paper.
- It is essential that you keep strictly within the established page limitations.

Evaluation rubric for the theory paper:

The theory paper is evaluated for accuracy of content (30%), adequacy of integration and application (30%), quality of critical exploration (20%), quality of writing (20%).

Accuracy of content (40%): 45 points for completely accurate information; 35 points for mostly accurate information (1 to 3 errors); 25 points for some inaccurate information (4 to 7 errors); 0 points for generally inaccurate information (>7 errors).

Adequacy of integration and application (40%): 45 points for a through discussion of integration and application (discrepancies and similarities between concepts and strategies well covered and described); 35 points for marginally executed integration and application (there are minor omissions); 25 points for prominent omissions or errors in integration and application; 0 points for failure to integrate concepts and/or to apply concepts.

Quality of critical exploration (20%): 30 points for a through discussion of the ways in which theories apply to issues of multicultural and diverse populations as well as to oneself; 20 points for partially covering issues of diversity and self-awareness; 10 points for many obvious omissions, and 0 points for complete failure to cover these topics.

Quality of writing (20%): 30 points for writing with no errors in grammar or sentence structure; 20 points for writing containing 3-5 errors in grammar or sentence structure; 10 points for writing that contains 6 to 9 errors in grammar or sentence structure; 0 points for writing that contains greater than 9 errors in grammar or sentence structure.

Course Calendar:

01/12: Introductions, review syllabus, theory of theory, basic issues in counseling and psychotherapy (theory of change, common factors and specific factors approaches, counselor as person and professional, ethics, etc).

01/19: Psychoanalytic theories (Corey, Chapter 4) JOURNAL #1 DUE

01/26: Adlerian Therapy (Corey, Chapter 5) JOURNAL #2 DUE

02/02: Existential Therapy (Corey, Chapter 6) JOURNAL #3 DUE

02/09: Person Centered Therapies, Motivational Interviewing (Corey, Chapter 7) JOURNAL #4 DUE

02/16: Gestalt Therapy (Corey, Chapter 8) JOURNAL #5 DUE

02/23: Behavior Therapy (Corey, Chapter 9) JOURNAL #6 DUE

03/02: MID-TERM EXAM

03/09: SPRING BREAK

03/16: Cognitive Behavioral Therapy (Corey, Chapter 10) JOURNAL #7 DUE

03/23: Intersectional Feminist Therapy (Corey, Chapter 12) JOURNAL #8 DUE

04/06: Multicultural Approaches, Liberation psychology (Read Chavez, et. al, 2016) JOURNAL #9 DUE

04/13: Dialectical Behavior Therapy (Read Brodsky and Stanley, 2012) Post-Modern Approaches (Corey, Chapter 13) JOURNAL #10 DUE

04/20: Acceptance and Commitment Therapy (Read Harris, 2006)

04/27: Integrative perspectives (Chapter 15)/Crisis assessment **FINAL PAPER DUE**

05/04: FINAL EXAM

Course Policies

Attendance

If you miss more than two classes without notifying me, you will lose 25 participation points (nearly one full letter grade). Be sure to contact me if you plan to miss class.

If you need accommodations for religious practices, please notify the instructor at the beginning of the semester to make arrangements. Please see the following URL for information regarding ASU's policy: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty. See university policy: ACD304-11; SSM 201–18: Accommodating Active Duty Military <https://www.asu.edu/aad/manuals/ssm/ssm201-18.html> for details. Students should discuss individual concerns with their instructor.

Late or Missed Assignments

I generally do not accept late assignments. This is particularly true of the final paper, which is due very late in the semester. If you have extenuating circumstances, please contact me immediately to discuss your options. If you do not contact me prior to submitting a late assignment, I will consider the assignment missed and you will not receive credit for the assignment.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is never my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at James.Bludworth@asu.edu, or the faculty head, Dr. Lisa Spanierman.

Classroom Behavior

We want to build a classroom climate that is safe for all. It is important that we: 1) display respect for all members of the classroom – including the instructor and students; 2) pay attention to and participate in all class sessions and activities; 3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and 4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create

a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. **All instructor correspondence will be sent to your ASU email account.** For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Online Course Evaluations

Please complete the online evaluation for this course at the end of the term. Your evaluations assist in the development and improvement of this course. You can access your course evaluations via **My ASU** or by going to <http://asu.edu/evaluate>

University Policies:

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or

assignment, [plagiarizing](#), academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: <https://provost.asu.edu/academic-integrity/resources/students>. If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor or TA or your college Academic Integrity Officer in advance of submitting an assignment.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students. The site can be found here: <https://eoss.asu.edu/drc>

Tempe Campus:

Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu

Downtown Campus:

UCB, Suite 160, Phone: 602-496-4321 E-mail: DRCDowntown@asu.edu

Polytechnic Campus

Sutton Hall—Suite 240, Phone: 480-727-1039 E-mail: DRCPoly@asu.edu

West Campus:

UCB, Room 140, Phone: 602-543-8145 E-mail: DRCWest@asu.edu

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at <http://asu.edu/aad/manuals/acd/acd125.html>.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the

educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any

syllabus changes via email, or in the Announcements section on Blackboard.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

· Tutoring: <http://studentsuccess.asu.edu> · Counseling Services: <http://students.asu.edu/counseling> · Financial Aid: <http://students.asu.edu/financialaid> · Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/> · Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment> · Career Services: <http://students.asu.edu/career> · Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/> · ASU Writing Centers: <https://tutoring.asu.edu/writing-centers> · ASU Police Department: <https://cfo.asu.edu/police> · International Student Resources: <https://students.asu.edu/international/support/academic>