

# Linfield College Division of Continuing Education at Coos Bay Fall 2003

Course: PSY 413 Counseling Principles and Theories Three credits

Instructor: Tom Wilke PhD PO Box 2382 Winston OR 97496

Dates: Tuesdays, September 16-December 16, 6-9:30pm

Location: SWOCC Sitkum 5

## Overview

Psychology 413 is a junior/senior level course that explores the foundations of the major theories of counseling. The class is structured for the student who has taken at least two previous psychology courses. It is not intended to serve as professional training in counseling methods and therapeutic procedures. Instead, the goal is to present the broad spectrum of the methods in use, and to give the student an understanding of the origins and premises of these methods. Coverage will not be limited to the “talking therapies” only. Questions to be addressed are: Why do these diverse approaches exist? When is counseling, or a particular form of it, needed or useful? What is the proper role of the therapist? What is the goal? What are the problems and limitations we encounter in applying the various theories to actual humans suffering?

## Required Reading

Swami Ajaya, Psychotherapy East and West, Himalayan Institute, Honesdale, PA

Sigmund Freud, Outline of Psychoanalysis, Norton

Victor Frankl, Man’s Search for Meaning, Washington Square: New York

Additional photocopied readings will be available in the SWOCC library for students to copy.

## Grading and Course Requirements

1. Mid-term exam (in class)	70 points
2. Final exam (in class)	50 “
3. In-class presentation	30 “
4. Unannounced quizzes	35 “
5. Questions for presenters	15 “
6. Attendance (see below)	
Total	200 points

Students are encouraged to actively participate in class discussion, and wide latitude will be given the expression of personal opinions and sentiments relevant to course content. However, this will not be a factor in grading. With respect to attendance, students will

lose 5 points for each hour of class missed. Missed quizzes cannot be made up. A grade of “incomplete” will not be assigned without prior arrangement, at the student’s initiative.

## In Class Presentations

Each week, one student will present to the class his/her own interpretation of one of the assigned readings due that day. This will serve as sort of an introduction to the instructor’s lecture on that topic, assisting other students in clarifying their insight into the reading. The presenter’s task is to bring out how this particular reading contributes to our understanding of psychological problems and of what needs to happen in the counseling process. An essential part of the presentation is to generate questions for the instructor to address in the lecture. This can be done by way of opening up a discussion which specifies areas of controversy or confusion in the reading. This discussion will be based on written questions submitted by the students (one question per student) to the presenter before the presentation. Plan on 20 minutes.

## Academic Honesty

Cheating and plagiarism will not be tolerated. Any student found to be engaging in either of these activities at any point in the course will receive a failing grade for the assignment and/or entire course and may be subject to further college sanctions

## Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.

Date	Topic	Assignment
1. 9/23	Introduction, Course mechanics When is counseling needed? Why? Diagnosis and treatment. Studies on effectiveness of Therapy. Placebo effects	Seligman – Authentic happiness Fromm – <u>Sane Society</u> DSM IV Tr
2. 9/30	The counselor/therapist: -credentials and degrees -wise person, knowledgeable -the needs of the counselor/therapist -adopting the role -expectations and responsibilities -cults and charisms	Langs – <u>Madness and Cure</u>
3. 10/7	Setting goals and ideals for counseling/therapy Normal vs average What is the ideal human? When is life a failure? Who is to decide when a person Is “not in his right mind”? Systems theory applied to the personality: Homeostasis and a state of “better being”	Sunyata- <u>Life and Sayings of a Rare Born Mystic</u> Frankl,- <u>Man’s Search for Meaning</u>
	The spectrum of consciousness and levels of the personality. Foundations and assumptions Underlying various models	Wilbur
4. 10/14	Freud’s psychoanalytic method	Freud - <u>Outline of Psychoanalysis</u>
5. 10/21	Freud’s 3 great students: Jung, Adler, Rank	Jung - <u>The Structure of the Psyche</u> Orr
6. 10/28	The reaction against “depth” psychology: conditioning of emotions – Watson & Pavlov Modern applications to Psychosomatic illness	Moyers – <u>The Healing Mind</u> Pelletier – <u>Mind as Healer,</u> <u>Mind as Slayer</u>
7. 11/4	Conditioning of behavior –	Skinner – <u>Contingencies of</u>

	Skinner behavior modification	<u>Reinforcement</u>
8. 11/11	<b>Midterm exam</b>	
9. 11/18	The reaction against behaviorism - “Humanistic psychology” and Person-centered therapy Existential therapy The hierarchy of needs psychosynthesis	Maslow Assagioli – <u>Psychosynthesis</u>
10. 11/25	Reality therapy, Positive thinking Anger management, Group therapy Alcoholics Anonymous, Family therapy Sexist therapy, NLP, Silva Mind Control	
11. 12/2	Gestalt therapy Sex therapy and Kundalini Preparing the dying	Freud – <u>Working</u>  Kubler-Ross <u>On Death and Dying</u>
12. 12/9	Transpersonal therapy Eastern psychology & Meditation Native American methods, Taman..... dance, Ghost dance, Sweat lodge, stories, Vision quest	Reynold Quiet Therapies
13. 12/16	<b>Final exam</b>	