

Cluster	Subject Title	Instructor	Credit	Semester
K-P	Theories of Counseling and Psychotherapy	Sang Min Lee	3	Summer 2021
Subject Description				
This course is designed to foster the development of appropriate leadership and management skills for planning, implementing, and evaluating counseling and guidance programs.				
Goals				
To provide students the awareness, understanding, practical and theoretical methods and skills to build basic competency in counseling adolescents with specific developmental, social, or behavioral issues in the secondary schools. Because the primary objective and rationale of this course emerges from a normal/developmental perspective, students should be reminded that some of the learning will focus on how to help adolescents grow up feeling relatively normal and healthy, how to help adolescents cope with what are diagnostically referred to as adjustment disorders, and to help them learn how to solve their own problems. Students will also learn how to provide specific skills in conducting needs assessments, setting and writing goals and objectives, selecting and implementing strategies, and completing evaluations for counseling program.				
Rationale				
Due to developmental differences, students in secondary schools present special needs in counseling which require various counseling methods, strategies, and interventions applicable to their developmental level. The variety of types of counseling and therapy interventions used with adolescents are much more varied and far more creative and innovative than the typical verbal mode of counseling with adult clients. Therefore, the ability to make informed choices regarding types of interventions (counselor as decision-maker) is essential.				
It is my belief that effective counseling with adolescents necessitates a way of being, a way of relating, a form of personal expression, and above all, authentic communication. When engaged in personal counseling with adolescents, you, as an adolescent counselor/therapist, should expect to be able to facilitate the adolescent's discovery, exploration, and expression of his/her fears, frustrations, worries, losses, needs, wants, hopes, desires, hopes, joys, and loves.				
Competencies				
Upon completion of this course, the student should be able to demonstrate understanding in the following areas:				
<ul style="list-style-type: none"> a. Theoretical perspectives and approaches to counseling b. Knowledge of application of those theories appropriate to adolescents c. Intervention strategies for students who are at-risk d. Awareness of special counseling concerns, i.e., child abuse, homelessness, AIDS, latchkey, bullying, exceptionality, sexual identity e. Understanding of the legal and ethical considerations pertinent to counseling and guidance f. Understanding/appreciation for the unique world of the adolescent g. Respect the importance of the relationship when working with students h. Be able to utilize counseling strategies/techniques suitable for adolescents i. Be able to choose appropriate interventions based on the developmental level of the student j. Learn how to counsel without reliance on intellectual/verbal techniques k. Apply/adapt counseling theory to the practice l. Become familiar with a variety of medium that can be used with adolescents. 				
Content				
This course is designed to introduce counselors to the theory and practice of counseling children and				

adolescents. The following content is included:

- Counseling Model
- Counseling and Psychotherapy with Adolescents
- Ethical and Legal Issues in Psychological Interventions with Adolescents
- Culturally Responsive Counseling and Psychotherapy with Adolescents
- Psychodynamic Approaches
- Adlerian Approaches to Counseling
- Person-Centered Approaches
- Behavioral Approaches
- Rational Emotive Behavior Therapy
- Reality Therapy Approaches
- Systemic Approaches – Family Therapy
- Other Approaches, Techniques, and Special Situations

Use of Class Time & Schedule

This class will utilize lecture/discussion/role-play/presentations, and experiential learning.

1st Session	Counseling and Psychotherapy with Adolescents Ethical and Legal Issues in Psychological Interventions
2nd Session	Psychoanalysis Approaches / Adlerian Approaches
3rd Session	Client-centered Approaches / Gestalt Therapy
4th Session	Cognitive-Behavioral Therapy / Reality Therapy
5th Session	Solution-focused Therapy / Family Therapy
6th Session	Psychological Assessments & Diagnosis
7th Session	Group Project Presentations / Final Examination
8th Session	Open discussion: A practical illustration of what you have learned from this class

Evaluation

It is expected that enrolled students will (a) read the assigned materials prior to class, (b) appropriately participate in class discussions, role-plays, and other activities, and (c) turn in assignments no later than the beginning of class on the day they are due. Students will be expected to voluntarily participate in activities and discussion in order to reap the full benefit of this course. Further, appropriate participation includes behaviors attitudes consistent with that of a counseling professional. Side conversations, inappropriate or disrespectful behaviors or statements are not considered appropriate participation. Because of the experiential nature of this course it is critical that you not only attend regularly, but you must also be "present" and "actively involved." Likewise, you are expected to read for this course daily, not because you will be asked to memorize for tests on the material, but so that you can begin to put into practice the ideas and techniques offered by various authors and supplement the background knowledge of what is being presented in class. The extensive bibliography is a valuable resource for further enrichment, stimulation, and enjoyment, and you are encouraged to read beyond the requirements for the course. Your grade will be docked for absences and failure to report on your readings.

Points earned through the following activities will determine final grades:

Assignment	Maximum Points
Attendance and class participation	30 points
Group Project Paper and Presentation	30 points
Final Examination	40 points

Grading Scale:

A+ = 100 – 95 A = 90-94 B+ = 85 – 89 B = 80 – 84 C+ = 75 – 79 C = 70 – 74 F = 0 – 69

Activity Assignments:

Attendance and Class Participation (maximum 30 points) - I am a firm believer that a counselor should never use a technique or intervention with an adolescent until the counselor has experienced it firsthand. Therefore, there will be a regular part of the class which involves active participation with a classmate in a model of learning that requires self-disclosure, role-playing, reliving parts of your own childhood and adolescence, etc. Part of each class session will be utilized to practice the adolescent counseling and therapy skills, therapeutic media, intervention strategies, counseling approaches presented that session and techniques that apply to what has been covered. I expect that you will be open to role-playing as a child/adolescent when your partner is practicing the counselor's role and that your partner will be open to role-playing an adolescent when you are practicing being a counselor.

Group Project Paper and Presentation (maximum gain 30 points) – This paper is designed to enhance your ability to counsel adolescents. This paper must be pre-approved by the instructor. Once approved the paper or project cannot be changed. Examples of possible choices are: a case study of a selected child/adolescent from a particular theory, focus on a particular issue and research the efficacy of different treatment approaches to that issue, an annotated bibliotherapy listing focusing on a particular topic, further in-depth research and reading on a particular topic of interest in this field, a critical review of articles or a book in this field, a detailed treatment plan for a specific adolescent, etc. Papers must comply with all APA format.

Final Examinations (maximum gain 40 points) – The final examinations will consist of application type multiple choice and essay questions and be completed in a manner consistent with comprehensive examinations.

Absolutely NO late admittance to class will be permitted, as it is disruptive to the class.

- All assignments must be completed and turned in at the time indicated by the instructor. No late assignments will be accepted. Exceptions are only made through written and confirmed verification

Textbook and reference

Cory, Gerald (2005) Theory and Practice of Counseling and Psychotherapy – Seventh Edition, Thomson – Brooks/Cole, United States.

Recommended texts:

American Psychiatric Association. (2000). DSM-IV-TR. Washington, D.C: Author.

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th Ed.). Washington, D.C: Author.

- Syllabus subject to change.
- Any student's name that does not appear on the official class roster will not be permitted to attend class or take exams without first showing proof of registration.
- Students are responsible to seek clarification of any assignment or activity in this course prior to due date.
- Subjective assessment of the instructor is final.
- Students may request re-evaluation of objective assessment within one week of grade posting. Please come prepared with documentation to support your answer (i.e., text from class).