



CNPS 365 – Introduction to Theories of Counselling (3.0)

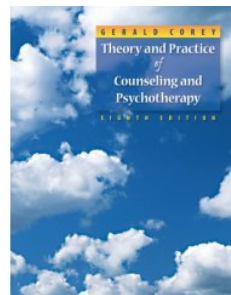
Instructor: Dr. Mircea Alexander Munteanu, R.Psych.

Description and Objectives

The purpose of this course is to review the most important contemporary theories of counselling and psychotherapy, focusing on: underlying philosophical assumptions, major concepts, view of personality, the therapeutic process, interventions and outcomes. The current approaches to counselling and psychotherapy selected for this course will also be explored with respect to the relations between theorists and their theories, as well as between counsellors and their clients. Cross-cultural and gender-related aspects will be considered for each of the counselling schools under study.

Students will integrate the course material from the following sources: the textbook, the online Course Manual, the supplementary articles assigned to each lesson, and the online class discussions. The aim of this distance education version of CNPS 365 is to approximate as closely as possible the learning experience of a student in the regular classroom format.

The textbook selected for this course is:



Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th edition.). Belmont, CA: Brooks/Cole – Thomson Learning.

I have selected this senior undergraduate textbook because I believe that the author, Gerald Corey, does an excellent job at finding just the right level of breadth and depth to the material presented, such that his text is informative and enjoyable for both students with some prior knowledge of various theories of personality as well as for students who may not have been exposed to any specific school of psychotherapy. Traditionally, this textbook has also been selected for the regular/day class sections of CNPS 365 offered by the Department of Educational and Counselling Psychology, and Special Education (ECPS) at U.B.C.

The interactive online version of this distance education course makes it possible for the students to communicate among themselves and with the instructor in a number of ways. There are two ways in which your interaction with your classmates can approximate the experience of being in a regular classroom format. By clicking on the *Chat* link, you can interact with any of your classmates online in real time, provided you have agreed to log onto the course site at the same time (synchronous communication). This is an optional activity. As part of your class participation, you are expected to post messages (answers, comments, or questions) onto the *Discussion* board (asynchronous communication). I will be monitoring your online class interactions and sometimes join you in your discussions. You will receive a maximum of 10 marks reflecting the frequency and quality of your contributions to the online class discussions. You can also email me personally, by using the email function embedded in the Vista platform.

It would be nice (though not compulsory) if you could introduce yourselves to your fellow students in this class. You can do so by preparing a small text about yourself (no longer than half a

page), including a digital picture of yourself if you wanted to, or by referring your classmates to your website, if you have one already set up. Usually, students share with their classmates such information as: reasons for taking this course, academic and professional background, academic goals, and other interests or hobbies. If you decide to introduce yourselves to your fellow students in this way, you can post (upload) this information in the course module entitled *Roaster*.

Given the fact that the course extends over approximately 13 weeks, it is important that you pace your learning efforts, so as not to fall behind in your readings. To that end, three small assignments have been set up for students to access and complete at certain times during the course. Click on the *Assignments* link to find out more about your homework requirements.

I am sure that most of you are already aware that proper academic conduct requires students to acknowledge the sources and original authorship of ideas. In your short written assignments you will always provide that information when you are citing or quoting someone else's words or ideas. For more information on this topic, please visit <http://www.library.ubc.ca/home/plagiarism/>.

If you have any administrative questions (such as concerning your registration status, final exam date and location, invigilation arrangements, change of address or contact information), please do not hesitate to contact Jo-Anne Chilton, our Senior Program Assistant in the office of External Programs and Learning Technologies (tel.: 604-822-3999, or toll-free from B.C. 1-888-492-1122, or email: joanne.chilton@ubc.ca).

Assignments and Grading

Assignment 1	15
Assignment 2	15
Assignment 3	15
Class Participation	10
Final Exam	45
Total	100

Supplementary Readings

All of these articles are available in full-text through the E-journals link of the U.B.C. Library. It is the students' responsibility to retrieve (access, read, and/or download) these assigned readings.

- Altshuler, K. Z., & Rush, A. J. (1984). Psychoanalytic and cognitive therapies: A comparison of theory and tactics. *American Journal of Psychotherapy*, 38(1), 4-16.
- Bandura, A. (1997). Self-efficacy. *Harvard Mental Health Letter*, 13(9), 4-7.
- Bitter, J. R., & Nicoll, W. G. (2000). Adlerian brief therapy with individuals: Process and practice. *Journal of Individual Psychology*, 56, 31-44.
- Charles, R. (2001). Is there any empirical support for Bowen's concepts of differentiation of self, triangulation, and fusion? *The American Journal of Family Therapy*, 29, 279-292.
- Das, A. K. (1998). Frankl and the realm of meaning. *Journal of Humanistic Education and Development*, 36(4), 199-212.
- Enns, C. Z. (1987). Gestalt therapy and feminist therapy: A proposed integration. *Journal of Counseling and Development*, 66, 93-95.
- Hollanders, H. (1999). Eclecticism and integration in counselling: Implications for training. *British Journal of Guidance and Counselling*, 27(4), 483-500.
- Howatt, W. A. (2001). The evolution of reality therapy to choice theory. *International Journal of Reality Therapy*, 21(1), 7-12.
- Ikonen, P. (2002). The basic tools of psychoanalysis. *The Scandinavian Psychoanalytic Review*, 25, 12-19.
- Nystul, M. S., & Shaughnessey, M. (1995). An interview with William Glasser. *Individual Psychology: The Journal of Adlerian Theory, Research & Practice*, 51(4), 440-444.

Rogers, C. R. (1992). The necessary and sufficient conditions for therapeutic personality change. *Journal of Consulting and Clinical Psychology, 60*(6), 827-832.

Weinrach, S. G., Ellis, A., MacLaren, C., DiGiuseppe, R., Vernon, A., Wolfe, J., Malkinson, R., & Backx, W. (2001). Rational Emotive Behavior Therapy successes and failures: Eight personal perspectives. *Journal of Counseling and Development, 79*, 259-269.

Schedule of Topics and Readings

Lesson/Topic*	Readings (Textbook Chapters and Supplementary Articles)
Introduction: Theories of Counselling, the Professional Counsellor, and Ethics	Chapters 1, 2, and 3
Psychoanalytic Counselling	Chapter 4; Ikonen (2002); Altshuler & Rush (1984)
Adlerian Counselling	Chapter 5; Bitter & Nicoll (2000)
Existential Counselling	Chapter 6; Das (1998)
Person-Centred Counselling	Chapter 7; Rogers (1992)
Gestalt Therapy	Chapter 8; Enns (1987)
Behaviourism	Chapter 9; Bandura (1997)
Cognitive-Behaviour Therapy	Chapter 10; Weinrach et al. (2001); Altshuler & Rush (1984)
Reality Therapy	Chapter 11; Howatt (2001); Nystul & Shaughnessey (1995)
Family Systems Therapy	Chapter 14; Charles (2001)
Integration and Eclecticism	Chapters 15 and 16; Hollanders (1999)

* Feminist perspectives in counselling (Chapter 12) and multicultural perspectives will be addressed throughout the course, as they relate to each of the theoretical orientations listed above.

General Policies

Plagiarism

Plagiarism, whether intentional or unintentional, is a form of cheating that can lead to a failing grade for the course and to suspension from the University. As defined within U.B.C. policies (<http://www.vpacademic.ubc.ca/integrity/policies.htm>), and as outlined in the U.B.C. Calendar, plagiarism is a serious “form of academic misconduct in which an individual submits or presents the work of another person as his or her own”. As a form of intellectual theft, plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information see:

http://www.arts.ubc.ca/Plagiarism_Avoided.373.0.html or

www.library.ubc.ca/home/plagiarism/for-students.doc or

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Please, take care to acknowledge your sources, including the Internet, using the APA style guidelines (American Psychological Association, 2001).

In this course, any act of plagiarism will result in a Fail grade **and** referral of that case to the Department Head.

Non-sexist Language

Please incorporate and use *non-sexist language* (also called *gender inclusive language*) in your oral and written language. This language positions women and men equally, it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders (assuming all childcare workers are female and all police officers are male), nor does it use false generics (using mankind instead of human kind, or using man-made instead of hand crafted). In addition, this language requires an attention to gender balance in personal pronouns, for example, use “he or she” rather than “he”, or balance gendered examples in a paper, referring to both male and female examples. You may also recast subjects into the plural form, e.g., “when a student raises his hand” can be rephrased as: “when students raise their hands”.

Person First Language

Please incorporate and use *person first language* in your oral and written language. Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Avoid using: the aphasic, the schizophrenic, stutterers, the hearing impaired. Also avoid using: cleft palate children, the hearing impaired client, the dyslexic lawyer, the developmentally disable adult. Instead, emphasize the person, not the disability, by putting the person-noun first: the lawyer who has dyslexia, persons who stutters, the children described as language impaired, the teacher with a hearing impairment.

Students with Disabilities

We strive to include all students, including those with special learning needs in this course. Please let us know (or have the U.B.C. Disability Resource Centre let us know) if you have a disability documented with the U.B.C. Disability Resource Centre and/or if you need any special accommodations in the curriculum, instruction, or assessment of this course to enable you to fully participate. We adhere to *U.B.C. Policy 73: Academic Accommodations for Students with Disabilities*. This information is located at: <http://www.students.ubc.ca/access/drc.cfm>. We will respect the confidentiality of the information you share and work with you so your learning needs are met.

ECPS Grades for Undergraduate Courses

Attendance is expected. A student missing more than 10% of class time must see the instructor, ECPS Head or Associate Head. This statement excludes the UBC list of religious holidays. Instructors have the option of including the above statement in course outlines and it is left to the discretion of the instructor whether to send students to see the Head or Associate Head.

A+ (90-100%), A (85-89%), A- (80-84) Outstanding

Demonstrates exceptional breadth and depth of understanding of the subject matter; demonstrates proficient use of existing research literature and exceptional analytic and critical thinking skills; articulates ideas especially well in both oral and written form; consistently makes strong, explicit connections between theory and practice; shows a high degree of creativity and personal engagement with the topic.

B+ (76-79%), B (72-75%), B- (68-71%) Good, Solid Work

Demonstrates good breadth and depth of understanding of the subject matter; demonstrates good use of existing research literature and strong analytic and critical thinking skills; articulates ideas well in both oral and written form; at times, makes strong, explicit connections between theory and practice; shows some creativity and satisfactory personal engagement with the topic.

C+ (64-67%), C (60-63%), C- (55-59%) Adequate

Demonstrates adequate breadth and depth of understanding of the subject matter; demonstrates ability to use existing research literature in general ways, and some indication of analytic and critical thinking skills; oral and written skills are adequate but need some work; occasionally makes connections between theory and practice, but ideas need to be developed further; few creative ideas and/or a low level of personal engagement with the topic.

D (50-54%) Minimally Adequate

Breadth and depth of understanding of the subject matter are minimal; minimal use of existing research literature even in basic ways, and minimal indication of analytic and critical thinking skills; oral and written skills are barely adequate; minimal connections between theory and practice; minimal indication of creative thinking and/or a low level of personal engagement with the topic.

F (00-49%) Fail

Breadth and depth of understanding of the subject matter are far from adequate; shows consistent misunderstanding of the core concepts of the course; work is extremely deficient or sub-standard.

Extension Library Resources (if required):

Register at: <http://www.library.ubc.ca/extension/extension-contact.html>

UBC students, faculty and staff can access licensed Library resources including EJournals, Electronic Indexes & Databases, and other resources from off-campus computers via:

[http://www.library.ubc.ca/home/proxyinfo/ITServices VPN \(Virtual Private Network\)](http://www.library.ubc.ca/home/proxyinfo/ITServices VPN (Virtual Private Network) or Library Proxy Server) or [Library Proxy Server](#)

Textbooks and Learning Materials

Call the UBC Bookstore to order: (604) 822-4742 Toll free: 1 800-661-3889 or visit:

<http://www.bookstore.ubc.ca/>

Click on [Distance Education and Technology \(DE&T\) Course Material Ordering](#) and follow the instructions.

Required Text:

- Corey, G. *Theory and practice of counseling and psychotherapy*. Belmont, CA: Brooks/Cole

For further information: (604) 822-3999 Toll free: 1 888-492-1122 or email: joanne.chilton@ubc.ca.



CNPS 365 Textbooks and Learning Materials Order Form

There are five ways to order your textbooks from the UBC Bookstore: http://www.bookstore.ubc.ca/http://w4.bookstore.ubc.ca/cgi-bin/det/det_selector.cgi

1. In Person

Ensure the shelf tag has the correct course number and section number. Purchase EPLT texts only; other course sections may use different texts.

2. Phone

Phone orders are accepted Monday to Friday between 9:30am and 5:00pm.
Locally: call 604-822-2665. Out-of-town: call 1-800-661-3889.
Identify yourself as a Distance Education student.

3. Fax

Dial 604-822-2111 and send this completed form.

4. Mail

Send this completed form to:
UBC Bookstore, Attn: DET Orders
6200 University Blvd
Vancouver, BC V6T 1Z4

5. Web Order

To web order your selected texts, click on the "Make this a Web Order" button and complete the contact, delivery, and credit card billing details. After you submit the web order, you will receive a confirmation web page and an e-mail will be sent to the e-mail address you specified.

Send books to:

First name	Last Name
Street Address	
City	Province
Postal Code	Country
Phone (8:30 -4:30 pm)	Date of Order

Email address:

Please phone the Bookstore to confirm prices. Check the items you wish to order and write in the prices.

<u>Price</u>	<u>Required Text</u>
_____ <input type="checkbox"/>	Corey, G. <i>Theory and practice of counseling and psychotherapy.</i>
_____	Total materials cost
_____	Add 7% GST
_____	Add shipping cost (contact Bookstore for shipping costs to your location.)
_____	There are extra charges for courier delivery
_____	Total payment required

Payment: Methods of payment include cheque, money order or credit card

Visa Mastercard American Express

Total Amount: _____ Card no. _____

Expiry Date: Year _____ Month _____ Cardholder Name: _____ (print)

Signature: _____