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Version B

HDPS 301  
Northwestern University  
Spring, 2008, Annenberg 345  
Tuesday-Thursday 9:00-10:20

### **Counseling: Theory and Practice**

#### April 1

Introduction to the Course

Reading: "Does Therapy Help?" *Consumer Reports*, 1995.

#### April 3

Lecture and Discussion: Freud's Psychoanalysis

Reading: Raymond Fancher, "Man in Conflict: The Psychoanalytic Psychology of Sigmund Freud"

Freud, "Psychoanalysis and Psychiatry"

#### April 8

Lecture and discussion: Freud's Psychoanalysis

Reading: Freud, "The Question of Lay Analysis," 185-228

#### April 10

Mini-assignment No. 1 due: A dream

Lecture and Discussion: Freud's Psychoanalysis

Reading: Freud, "Transference"

Freud, "Freud's Psycho-Analytic Procedure"

#### April 15

Lecture and Discussion: Freud's Psychoanalysis

Reading: Wilczek et al., "Change After Long-Term Psychoanalytic Psychotherapy"

#### April 17

Lecture and Discussion: Freud's Psychoanalysis

Reading: Anderson, "Freud's Life and Work"

April 22

Quiz No. 1 in class on “A Case History”

Lecture and Discussion: Freud's Psychoanalysis

Reading: Anderson, “A Case History”

“Freud Is Not Dead” (*Newsweek*, March 27, 2006)

April 24

Lecture and Discussion: Rogers’ Person-Centered Therapy

Reading: Betty D. Meador and Carl R. Rogers, "Client-Centered Therapy"

Rogers, “A Client-centered/ Person-centered Approach to Therapy”

April 29

Mini-Assignment No. 2 due: the Q-sort

Lecture and Discussion: Rogers’ Person-Centered Therapy

Reading: Rogers, “Ellen West—And Loneliness”

May 1

Videotape of Rogers doing a demonstration therapy session (“Gloria”)

Reading: J. Bozarth, “Research on Psychotherapy Outcome and the Person-Centered Approach”

May 6

Test #1: covering Freud’s psychoanalysis and Rogers’ person-centered therapy

May 8

There will be no class on this date

May 13

Lecture and Discussion: Cognitive Therapy

Reading: Aaron Beck and Marjorie Weishaar, “Cognitive Therapy”

May 15

Mini Assignment No. 3 Due

Lecture and Discussion: Cognitive Therapy

Reading: Steven D. Hollon and Aaron Beck, “Cognitive and Cognitive-Behavioral Therapies,” pp. 430-435.

May 20

Quiz No. 2 in class on “In Search of the Dreamer”  
Lecture and Discussion: Contemporary Psychodynamic Therapy  
Reading: Irvin Yalom, “In Search of the Dreamer”

May 22

Lecture and Discussion: Contemporary Psychodynamic Therapy  
Reading: Anderson, “The Childhood Adaptational Pattern.”

May 27

Lecture and Discussion: Group Therapy  
Reading: Irvin Yalom, *The Theory and Practice of Group Psychotherapy*, 19-43

May 29

Quiz No. 3 in class on “Can This Marriage Be Saved?”  
Lecture and Discussion: Marital Therapy  
Reading: Laurie Abraham, “Can This Marriage Be Saved?”

June 3

Lecture and Discussion: Therapy for Drug Abuse and Alcoholism  
Reading: to be passed out before the class

June 5

Test #2: covering Cognitive Therapy, Contemporary Psychodynamic Therapy, Group Therapy, Marital Therapy, and Therapy for Drug Abuse and Alcoholism.

### **Organization of the Course**

This course focuses on counseling that is aimed to help clients with psychological problems and difficulties, that is, psychotherapy.

The course begins with an examination of Freud’s psychoanalysis, the original form of psychotherapy, because, it is argued, the other major forms of psychotherapy are all elaborations on, or reactions against, psychoanalysis, and they cannot be understood without a familiarity with psychoanalysis. Then the three major forms of individual psychotherapy at use today are studied: person-centered therapy (originally developed by Carl Rogers), cognitive therapy (originally developed by Aaron Beck), and contemporary psychodynamic therapy. Throughout the examination of these forms of therapy, attention is paid to research on the therapeutic

effectiveness of the different forms of therapy.

Finally, three other types of therapy are studied: group therapy, marital therapy, and therapy for drug abuse and alcoholism.

There will be two tests spaced during the quarter, each test covering about one-half of the material. Doing well on the tests requires mastery of portions of the readings and the information from the lectures.

There are also three mini-assignments related to three different forms of therapy, for example, one assignment involves completing and commenting upon a Q-sort test (a method of research much used in the person-centered tradition). Please submit hard copies of the assignments. I will check to see that the assignments are done satisfactorily, but I will not hand them back. Finally, there will be three quizzes in class (see syllabus for the dates and subjects of the quizzes). The purpose of each quiz is to encourage (ok, coerce, if you will) you to do that reading on those days, because we will have a focused discussion on those readings. The quiz questions will not be difficult; if you have done the reading you should have no trouble passing the quiz. The assignments and quizzes are graded pass-fail. You cannot make up an F on a quiz.

However, if you miss a class in which there is a quiz, you will receive an F unless you write a 3-page paper (ask me for the assignment) to make up for the quiz you missed.

The goal of the course is for the students to learn about the major approaches to psychotherapy, the theories on which they are based, the processes and techniques used in practicing these psychotherapies, and the research on their effectiveness.

### Grading

Your grade for the course will be an average of three grades: your grades on the two tests and your overall grade for the mini-assignments and quizzes. The way that latter grade is determined is as follows: you receive an A for receiving a pass on all 6 items, a B if there is one F, a C if there are 2 F's, and so on.

The tests fulfill the necessary role of providing me with an objective means of evaluating your performance in the course. I also see them as an integral part of the learning process because the tests encourage you to master the basics of the methods of counseling that we are studying.

I try to make a point of keeping the reading assignments moderate so that I can expect you to study the reading carefully. Through the reading, plus the lectures, you should be able to learn each of the methods of therapy that we are studying. The tests will be straight-forward and fair, covering the information from the readings and lectures. Since the tests rely a great deal on the lectures, make sure you borrow someone else's lecture notes if you have to miss a class. (Note: I do not grade on a curve; you will not hurt your grade by helping someone out through lending your notes.)

The questions on the tests will be short-answer questions. Usually when I ask you to define a concept I also ask you to provide an illustration (that is, an example).

A typical question might be: "Define Freud's concept of reaction formation and give an

illustration.” Definition: “A defense by which one replaces a threatening impulse or feeling with its opposite.” An adequate illustration would not be: “A homophobe.” The illustration should not just be named but should show how the defense operates. For example: “A homophobe is using reaction formation when he has sexual desire for a gay man, potentially feels threatened by this impulse, and consciously believes, “‘I hate gay men,’ or ‘I’m disgusted by gay men.’”

If you master the information from the lectures and study the reading, you will do well on the tests. I will also give you a study “guide” shortly before each test specifying the parts of the readings that will be emphasized on the tests. But I recommend you do all the reading, because you will understand the material from the classes (all of which can be asked about on the tests) much better if you do all the readings). There will be no surprises on the tests. I will simply ask you a sampling of the major ideas of the course to see whether you have learned them. I expect the great majority of you to have a firm grasp of the major methods of psychotherapy by the end of the course. I have been pleased to see in past years that this expectation has been fulfilled. I hope you enjoy the course and that you feel you have become familiar with a fascinating and important area of psychology.