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### PSYX 430.01: Counseling Theories in Context

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# PSYX 430: COUNSELING THEORIES IN CONTEXT

## COURSE SYLLABUS – UNIVERSITY OF MONTANA – Fall 2022

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**SCHEDULED CLASS MEETINGS:** Class meets IN PERSON on Mondays from 4:00pm to 6:50pm, beginning Monday, August 29

**COURSE CONTENT AND DESCRIPTION:** This course is an overview of major theories of counseling and psychotherapy with a special focus on gender, culture, counselor preparation, and common theory-based assessment and case formulation strategies. Because the purpose of counseling and psychotherapy is to help individuals make personally meaningful changes in their lives, we will consistently examine the means through which traditional theories attempt to produce such changes. Students will read about historical and intellectual foundations of major counseling theories, including contemporary cultural and indigenous modifications, while at the same time, observing how practitioners enact skills derived from these theoretical perspectives. There will be opportunities, through assignments and class discussions, for students to analyze clients as well as themselves through the various lenses of psychological theories. Overall, students are encouraged not only to explore all the major theoretical orientations, but also to explore their personal beliefs and values in an effort to develop and deepen their understanding of counseling and psychotherapy process and outcome.

**TEXTBOOK:** Required: **Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice* (3<sup>rd</sup> ed). Hoboken: NJ: Wiley.** \*\*Please note that you'll need to buy or rent the textbook in order to have access to the accompanying video recordings . . . and the video recordings are required viewing for the course.\*\*

Recommended: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2012). *Counseling and Psychotherapy Theories in Context and Practice: Study Guide* (2nd ed). Hoboken: NJ: Wiley.

**COURSE OBJECTIVES:** The purpose of this course is to introduce you to theories and techniques used by a variety of mental health professionals, school counselors, and other human service providers. We will explore and discuss the major theories, their contemporary and cultural relevance, and their practical application.

**DISABILITY ACCOMMODATIONS:** I am happy to do my best to make this course maximally accessible. Please be advised I may request that you provide a letter from the Office for Disability Equity (ODE) verifying your right to reasonable modifications, but I am also open to working with you in more informal ways. If you have not yet contacted Disability Services, please do so to gain clarity regarding your rights and to coordinate modifications. For more information, visit the ODE website at

<https://www.umt.edu/disability/>. It's important to remember that the formal accommodation process is designed to have people with the relevant training determine the needs, which can then be implemented in a consistent and fair way.

**COVID:**Below is the current campus guidance for the fall semester as it relates to COVID-19.

- The University encourages COVID-19 vaccines and boosters, which are offered for both students and employees at the Health Services Pharmacy inside Curry Health Center.
- Masks are only required inside Curry Health Center and in some medical/research laboratories on campus. This requirement will be clearly posted. Required or not, we respect those choosing to wear a mask to reduce spread of respiratory viruses.
- COVID-19 testing for students is available at Curry Health Center. For employees, contact your primary care provider or visit a walk-in clinic. Free at-home tests can be ordered online, or there may be tests available through the Health Services Pharmacy by calling 243-5171.

*The Department of Counseling is an in-person program. As we continue the transition from Covid, we are aware that the pandemic continues to present risk for some. Should you have health concerns preventing in-person learning, we will work with you to make accommodations.*

*Because nearly all classes are designed for an in- person curriculum, arrangements for continuous remote learning must be approved by the faculty. Should short term, immediate needs require remote learning (travel due to the loss of a family member, quarantine, illness) please consult with your instructor as soon as possible. Remote learning will not be used to facilitate convenience, accommodate vacations, or the like.*

*We look forward to having you in class and creating rich learning environments together.*

**ACADEMIC INTEGRITY:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php).

**IN-CLASS BEHAVIOR STANDARDS AND LEARNING ENVIRONMENT:** In the Department of Counseling and at the University of Montana we strive to establish and maintain a positive learning environment. The expectation is that we will strive to treat one another with respect . . . even when we disagree. This also means that students (and faculty) will speak with sensitivity and tact, turn off their cell phones, and not engage in internet shopping/surfing/social networking during class. If calls and texting are necessary, you should either step out of class or take care of your calling and texting at class break. If you need to be on-call due to employment responsibilities, please let me know.

**TEACHING METHODS:**

1. Lectures/class demonstrations.
2. Guest lectures/student presentations.
3. Video/DVD/Film presentations.
4. Class activities.
5. Class discussions.

**GRADING PROCEDURES:** Grades are based on completion of class assignments, midterm and final examination scores, and class participation/attendance. **Course assignments are listed and described in a separate section.** The grading scale is below:

A = 93%+	B- = 80-82%	D+ = 67-69%
A- = 90-92%	C+ = 77-79%	D = 63-66%
B+ = 87-89%	C = 73-76%	D- = 60-62%
B = 83-86%	C- = 70-72%	F = Below 60%

### APPROXIMATE SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS

Week	Date	Assigned Reading and Viewing	Lecture Topics	Assignments Due
1	8/29	Ch. 1 In future weeks, read chapters <b>before</b> class	<b>Syllabus overview and introduction to counseling and psychotherapy.</b>	Be sure to login to Moodle and get oriented
XX	9/5	None	<b>Labor Day No Class</b>	Take the long form of Theoretical Orientation Test this week and submit your scores.
2	9/12	Ch. 2	<b>Psychoanalytic Theory and Therapy. Flagship</b>	
3	9/19	Ch. 3	<b>Individual psychology and Adlerian therapy 988</b>	Quiz 1 (chapters 1, 2, & 3)
4	9/26	Ch. 4	<b>Existential theory and therapy</b>	
5	10/3	Ch. 5	<b>The person-centered approach.</b>	
6	10/10	Ch. 6	<b>Gestalt theory and therapy</b>	Quiz 2 (chapters 4, 5, & 6)
7	10/17	Ch. 7	<b>Behavioral theory and therapy.</b>	Film Paper 1 Due by Midnight
8	10/24	Ch. 8	<b>Cognitive approaches (or CBT).</b>	
9	10/31	Ch. 9	<b>Choice theory and reality therapy</b>  <b>Guest Lecture</b>	Quiz 3 (chapters 7, 8, & 9)
10	11/7	Ch. 10	<b>Feminist theory and therapy.</b>	
11	11/14	Ch. 11	<b>Constructive theory</b>	

			<b>and therapy.</b>	
12	11/21	Ch. 12	<b>Family systems theory and therapy.</b>	Quiz 4 (chapters 10, 11, &12) Film Paper 2 Due by Midnight
13	11/28	Ch. 13	<b>Multicultural theory and therapy</b>	
14	12/5	Ch. 14	<b>Counseling Integration and Final Review</b>	Theoretical Orientation Test and Paper due by 12/12.
15	12/12	Final Exam	<b>The final exam (Quiz 5)—Oral final for graduate students</b>	Quiz 5 (Final Exam) (Chapters 13, 14, and other class content)

## OFFICIAL ASSIGNMENT DESCRIPTIONS

**There are 285 possible points in this class.**

1. **5 Quizzes (30 points each; 150 total points):** These will be standard multiple choice and short answer quizzes. In most cases they will cover content from three lectures and three chapters. I know quizzes can feel onerous, but frequent quizzes generally help with knowledge retention. You'll be expected to take the quizzes at their scheduled times; if you have a time conflict, you should contact us (Dan and the TAs) in advance and we'll set up an alternative exam time. If you have a last-minute crisis (e.g., an accident, illness, or emergency) contact us ASAP and we'll be flexible. Except for in extenuating circumstances, you'll need to arrange a make-up quiz time within one week of the original exam date or you'll get a zero. We will be flexible the first time. If a pattern of missing quizzes emerges we will work with you in good faith in an effort to address the pattern.

2. **Film Assignments (30 points each; 60 total; due 10/17 and 11/21):** The film assignments help you apply counseling and psychotherapy theory in your personal life and to use various established theoretical perspectives and gender/multicultural perspectives to analyze film content. During this course, you will view and write a reaction paper to two different classic, cult, or contemporary films. You will receive specific instructions for analyzing the films 2 weeks before the due date.

In some cases you may have already seen the assigned film. Nevertheless, I want you to view it again with fresh eyes and from a fresh perspective. There may be particular films that, for personal reasons, you do not wish to view and we will respect your choices. Consequently, if you don't wish to view a particular film, it's your responsibility to contact the teaching assistant and discuss alternative film options.

Each written film analysis should be three pages, typed, double-spaced, 12-point font. We will use the following criteria for grading your papers:

- Writing skill and readability (this means complete sentences, correct spelling, no typos, a reasonable paper structure and organization, and coherence of thought are all required). – **9 points**
- Accuracy and breadth of theoretical discussion (this means if you use theoretical terms, such as “dynamic sizing,” “the person is political,” “superego,” or “quality world” the terms need to be

used accurately or points will be taken off; it also means that you should articulate **at least three theoretical concepts** in each paper). – **15 points**

- Punctuality (late papers will be accepted, but 5 points will be deducted each week it is late; you can still turn the paper in after 2 weeks, but your maximum point total will be 20 points (instead of 30); in the case of illness or an urgent incident, you can ask for and will receive a grace period.
- Personal insight, originality of thought, and profound conclusions (we're interested in what you discover and learn and want you to impress us by what you're thinking and writing). – **6 points**

**3. Theoretical Orientation Test and Paper (50 points):** This is a three-part assignment. First, during week 2 of class, you will take the long form of the Theoretical Orientation Test and score it yourself. Second, during week 14 of class, you will take the long form of the TOT and score it again. Then, you'll write about your theoretical orientation. In your 2-3 page paper, you should be sure to: (a) declare your theoretical orientation (note: you're limited to naming only three!), (b) include your pre- and post-class theoretical orientation test scores and discuss why they changed (or didn't change) and why they fit or why they don't fit, (c) describe how implementing your theoretical orientation will look in your counseling work, (d) discuss ways in which you can see yourself integrating more than one theoretical orientation into your work, (e) describe what you will do to continue developing your theory-based knowledge and skills, and (f) cite at least one professional journal article about your theory and find a way to integrate it into your paper.

The paper will be graded in the following areas: (a) attention to detail/typos, etc. (5 points; 10%); (b) following APA style (5 points; 10%); (c) writing skills/grammar/organization (10 points; 20%); (d) accuracy in the statements you make about your theoretical orientation and integration of your citation (20 points; 40%); (e) inclusion of some original and interesting thoughts about how you developed/chose your theory (10 points; 20%).

**4. Class Attendance/Participation (25 points):** To earn attendance points you either need to be in attendance. Attendance will be taken in class each week. Attendance may also be based on whether you answer online polls or email me with comments on the class material. We don't expect perfect participation every week, but we do expect to see your names and engagement in the course. For your first absence you will not lose any points, but you'll lose 5 points for absences 2, 3, and 4, and all the rest of your points (10 points) for a 5<sup>th</sup> absence.

