**COUN 8610**

Advanced Theories: Existential/Humanistic Counseling

***Summer 2020***

**- - - - - - - - -**

**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Brian E. McCabe, Ph.D.**

**Assistant Professor**

**2054 Haley Center**

**Bem0040@auburn.edu**

**334-844-7686**

**- - - - - - - - -**

Office Hours:

**by appointment**



**SYLLABUS**

**1. Course Number: COUN 8610**

**Course Title: Advanced Theories: Existential/Humanistic Counseling**

**University: Auburn University**

**Credits: 3 semester hours**

**Prerequisites: Department Approval**

**Instructor: Brian E. McCabe, PhD**

**Contact Info: 2054 Haley (mail: 2084); bem0040@auburn.edu; 334-844-7686**

**Class Meeting: Thursday 4:00-6:50pm in Haley 1212 (or online)**

**Office Hours: By appointment**

**2. Date Syllabus Prepared:** 5/2020

**3. Course Readings/Materials**

**Required Textbook:**

Schneider, K. J., & Krug, O. T. (2010). *Existential-humanistic therapy.* Washington, DC: American Psychological Association.

**Additional Required Readings (provided on Canvas):**

Wagner-Moore, L. E. (2004). Gestalt Therapy: Past, Present, Theory, and Research. *Psychotherapy: Theory, Research, Practice, Training*, *41*(2), 180.

Harman, R. L. (1974). Techniques of Gestalt therapy. *Professional Psychology*, *5*(3), 257.

Frankl, V. E. (1966). Logotherapy and existential analysis—a review. *American Journal of Psychotherapy*, *20*(2), 252-260.

Frankl, V. E. (1975). Paradoxical intention and dereflection. *Psychotherapy: Theory, Research & Practice*, *12*(3), 226.

May, R. (1960). Existential bases of psychotherapy. *American Journal of Orthopsychiatry*, *30*(4), 685.

May, R. (1965). Intentionality, the heart of human will. *Journal of humanistic psychology*, *5*(2), 202-209.

Rogers, C. R. (1946). Significant aspects of client-centered therapy. *American Psychologist*, *1*(10), 415-422.

Rogers, C. R. (1949). The attitude and orientation of the counselor in client-centered therapy. *Journal of Consulting Psychology*, *13*(2), 82.

Rollnick, S., & Miller, W. R. (1995). What is motivational interviewing?. *Behavioural and cognitive Psychotherapy*, *23*(4), 325-334.

Miller, W. R., & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and cognitive psychotherapy, 37*, 129-140.

**Required Video (links in Canvas, watched in class):**

APA (2009). *Existential–Humanistic Therapy Over Time* [DVD]. Washington, DC: APA.

Miller, W.R. (2007). *Motivational Interviewing*. Mill Valley, CA: Psychotherapy.net. <http://www.psychotherapy.net.spot.lib.auburn.edu/stream/auburn2/video?vid=037>

The New England ATTC (1998). *Motivational Interviewing: Engaging to Facilitate Change- by Laura Saunders.* University of New Mexico Center on Alcoholism, Substance Abuse, and Addictions. <https://www.youtube.com/watch?v=b8C1jQe0FZE&t=18s>

**Suggested Supplemental Sources:**

Frankl, V. E. (1985). *Man's search for meaning*. Simon and Schuster.

Rogers, C. R. (1967). *On becoming a person: a therapist's view of psychotherapy.* London: Constable.

May, R. (2007). *Love and will.* WW Norton & Company.

Perls, F. S. (1969). *Gestalt therapy verbatim*.

**4. Course Description:**

*Catalog Description:* Intensive study of existential/humanistic theories, their application to the counseling process and their research base.

*Expanded Description:* This course will provide an in-depth examination of existential/humanistic theory, primarily from the perspective of Schneider & Krug’s (2010) existential/humanistic integrative therapy approach, as well as a humanistic motivational interviewing (MI) perspective (e.g., Miller & Rollnick, 2009). Other existential/humanistic theories will be examined for the purposes of establishing historical context. This class emphasizes the interplay between theory and practical application and the evidence base for interventions, giving students a workable model from which to conduct existential/humanistic therapy in the future with appropriate supervision.

**5. Course Objectives:**

Upon successful completion of this course, students will:

1. demonstrate advanced knowledge related to existential and humanistic therapies and techniques;
2. demonstrate increased skill in integrating existential and humanistic theory and techniques into counseling practice;
3. identify outcome and related research on the use of existential and humanistic theories in psychotherapy; and
4. understand implications of cultural and individual diversity in the practice and application of existential or humanistic therapy.

**6. Course Schedule:**

An overview of the course content and schedule is included below. This schedule may change based on the learning needs of the class or other unforeseen circumstances.

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | CLASS TOPIC | READINGS | ASSIGNMENTS DUE |
| May 21  Week 1 | Intro to Existential/Humanistic (E/H) Psychotherapy  Watch E/H Intro | Schneider & Krug (2010) Ch. 1-2 |  |
| May 28  Week 2 | Relationship  Watch E/H Session #1 | Schneider & Krug (2010) Ch.3-4 | *Reflection 1* |
| June 4  Week 3 | Gestalt Therapy (Perls)  Watch E/H Session #2 | Wagner-Moore (2004)  Harman (1974) | **Student article presentations**  *Reflection 2* |
| June 11  Week 4 | Intentionality  Watch E/H Session #3 | Schneider & Krug (2010) 5-6 | *Reflection 3* |
| June 18  Week 5 | Existentialism & Therapy (May)  Watch E/H Session #4 | May, R. (1960)  May, R. (1965) | **Student article presentations**  *Reflection 4* |
| June 25  Week 6 | Expanded Self  Watch E/H Session #5 | Schneider & Krug (2010) 7 | *Reflection 5* |
| July 2  Week 7 | Logotherapy (Frankl)  Watch E/H Session #6 | Frankl (1966)  Frankl (1975) | **Student article presentations**  *Reflection 6* |
| July 9  Week 8 | Person-Centered Therapy (Rogers) | Rogers (1946)  Rogers (1949) | **Student article presentations** |
| July 16  Week 9 | Motivational Interviewing  Watch Miller MI session #1 | *See Canvas* | *Reflection 7* |
| July 23  Wk 10 | Motivational Interviewing  Watch Miller MI session #2, Saunders video | Rollnick & Miller (1995)  Miller & Rollnick (2009) | **Student article presentations**  *Reflection 8* |
| July 30  Wk 11 | *No class meeting* |  | **Paper Due before midnight July 30** |

**7. Course Requirements/Evaluation:**

Course Requirements:

***Humanistic* *Theory/Application Reflection*** *(8 x 5 points each = 40 points total):* As part of this class, we will be watching videos on Existential/Humanistic Therapy and Motivational Interviewing. You can see the Course Schedule for the class periods in which we will be watching each session. Videos or links to videos will be posted in Canvas. To stimulate reflection on the connections between this video and the class readings, students will write a total of 8 brief (about 1/2 page single spaced each) reflections. That is, one reflection for each video shown or referred to in class. The reflections are due on Canvas **before midnight on the Friday after each video is shown in class**. Each submission should include your reflections on the session shown in the previous class period and the readings due on the day of the submission, as well as the connections/points of contrast you see between the video session and the readings in class overall. You may include your personal reaction based on past experience and knowledge about counseling. See Canvas for the grading rubric.

***Student Presentations*** *(2 x 15 each = 30 points total):* Students will present on an article or chapter and lead a discussion in class on two occasions. On presentation days, there will be 2 students who each will lead the discussion of 1 article/chapter. All students are required to read all articles/chapters, and be prepared to discuss thoughtfully in class. Examples of topics to present include the content of the article, whether the information was expected or surprising, comparing and contrasting techniques/theoretical constructs to other psychotherapy theories, suggesting research designs to evaluate therapy based on the theory. Students will choose 2 articles and presentation date, or be assigned by the instructor on the 1st day of class.

***Existential/Humanistic Case Conceptualization*** *(30 points).* In order to facilitate students’ development in Existential/Humanistic case conceptualization skills, students will complete one written case conceptualization. The conceptualization is to be based on the client described in the required reading posted in Canvas. The written document should include the following sections: a) known demographic and cultural data for the client, b) presenting concerns, c) relevant historical information, d) your conceptualization of the client’s problem from an explicit Existential/Humanistic perspective, f) treatment goals you would have if working with this client, and g) interventions you would anticipate using to help meet each goal. The conceptualization, goals, and interventions must be based on Existential/Humanistic theory, e.g., Schneider & Krug’s (2010) models. You will need to make it clear when you are utilizing an approach in your conceptualization. The conceptualization is due on Canvas before **midnight on July 30, 2020**; students must include a statement at the top of the document stating that the conceptualization is based on a hypothetical client. See Canvas for the grading rubric.

Course Evaluation:

* Humanistic Theory/Application Reflection. 8 x 5 points each = **40 points**
* Student Presentations. 2 x 15 each = **30 points**
* Existential/Humanistic Case Conceptualization. **30 points.**

As described above, course requirements total to 100 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**8. Class Policy Statements:**

Late Work Policy: It is expected that you will have completed all assignments by the due date and time listed in the syllabus. Failure to turn an assignment in on time or missing a role-play will result in failure of that course requirement. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance and Participation: I expect that all students will be in class and be prepared. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from all members of the class. If an absence is necessary, please communicate with me in advance. Missing more than one class period requires my approval. You are responsible for all course material covered and assignment information communicated during a class period in which you are absent.

Respect: This course will require students to practice new skills. During class discussions and experiential activities, students are expected to be respectful of one another. Any feedback provided should be done in a way that communicates respect, facilitates your peers’ learning, and conveys your interest in learning from your peers. Cell phones are to be turned off or set to silent. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking and online learning. Late arrivals and early departures are disruptive, so please plan your schedule to arrive on time and stay until the end of class.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook: http://www.auburn.edu/student\_info/

student\_policies/ will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Plagiarism, cheating, and sharing of exam materials may all be grounds for failure of the test, assignment, or the entire course.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

Office Hours: Rather than having an established office hour, I will meet with students by appointment. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet requirements for a doctoral degree in counseling psychology. The course includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a course designed to teach advanced psychological theories as they apply to the counseling/psychology profession, only students enrolled in approved counseling-related doctoral programs are eligible to take this course.