



COUN 5001 Theories of Counseling

Fall 2020

Thursday: 5:15-7:45 PM

CAB 318

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Date Syllabus Prepared: Revised August 2020

Course Description

This course is designed for students to explore major theorists involved in the development of major theoretical explanations of human nature and behavior. Students will also explore the impact of these theories on current practices in the counseling profession. Emphasis will be on student mastery of the foundations of theories and assessment of their relevance for personal application in the field. Overall, students are not only encouraged to explore all major theoretical orientations, but to also explore their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling. 3 hours (prerequisites: none)

Methods of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Course Objectives

Students will demonstrate the following: (CACREP Standards Section II.F.5)

1. history and philosophy of the counseling profession and its specialty areas (CACREP II.F.1.a)
2. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP II.F.1.b)
3. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP II.F.1.c)
4. the role and process of the professional counselor advocating on behalf of the profession (CACREP II.F.1.d)
5. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.e)
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP II.F.1.f)
7. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP II.F.1.g)

8. current labor market information relevant to opportunities for practice within the counseling profession (CACREP II.F.1.h)
9. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i)
10. technology's impact on the counseling profession (CACREP II.F.1.j)
11. strategies for personal and professional self-evaluation and implications for practice (CACREP II.F.1.k)
12. self-care strategies appropriate to the counselor role (CACREP II.F.1.l)
13. the role of counseling supervision in the profession (CACREP II.F.1.m)

Textbook:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy*. (10th edition) Boston, MA: Cengage.

Frankl, V.G. (2006). *Man's search for meaning*. Boston, MA: Beacon.

Recommended Textbooks:

Publication Manual of the American Psychological Association, Sixth Edition (2009). American Psychological Association
Halbur, D., & Halbur, K.V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed). Boston, MA. Pearson Education.

Student Expectations

Expectations for this class include the following:

1. **Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by reading all assigned material and by bringing any written or electronic assignments required for class.
2. **Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points will be deducted at the discretion of the professor for absences or tardies. Points will be deducted each time you are tardy for class. Grades may also naturally suffer when students are not present for class. Students are only allowed one absence per semester. After the first absence, points will be deducted from the participation grade.
3. **Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor before the due date. How these circumstances are handled is solely at the discretion of the professor. Please note: Course assignments are due on the dates specified. ***When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.***
4. **Submit Electronically:** All written assignments are to be submitted electronically in Connect on or before the due date. It is the students responsibility to make sure all assignments are submitted.
5. **Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field

of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**

6. **Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
7. **APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.

Assignments

A. Mid-Term Exam (40 points; 24% of final grade) (Course Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13)

There will be two exams during the semester on the theories that have been covered during that section of the course. These exams will consist of multiple-choice, fill in the blank or short answer, and two essay questions. This variety of testing styles is intended to accommodate the different test-taking strengths of students. Some students do better with one mode of questioning whereas others do well with another. Questions will be taken from the text as well as from class lecture and discussion.

The multiple choice and short-answer portions of each exam will cover the chapters studied during that part of the term. The essay questions (which may include a case study) may ask you to compare and contrast any of the theories studied up to that point in the semester.

B. Final Exam (40 points; 24% of final grade) (Course Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13)

There will be two exams during the semester on the theories that have been covered during that section of the course. These exams will consist of multiple-choice, fill in the blank or short answer, and two essay questions. This variety of testing styles is intended to accommodate the different test-taking strengths of students. Some students do better with one mode of questioning whereas others do well with another. Questions will be taken from the text as well as from class lecture and discussion.

The multiple choice and short-answer portions of each exam will cover the chapters studied during that part of the term. The essay questions (which may include a case study) may ask you to compare and contrast any of the theories studied up to that point in the semester.

C. 2 Reading Quizzes (10 points; 6% of final grade) (Course Objective 5, 6, & 7)

There will be 2 reading quizzes given throughout the semester to make sure students are prepared for class. Students are expected to come to class prepared for any discussions or activities that may occur by **reading all assigned material** and by bringing any written or electronic assignments required for class.

D. Personal Case Study (25 points; 15% of final grade) (*Course Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13*)

(CACREP Standards Addressed: Section II.F.1.e., Section II.F.5.a., Section II.F.5.f., Section II.F.5.g.)

Students are required to write an original, personal case study based on the counseling theoretical approaches covered in chapters 4-13. The study should be double-spaced, typed, 10-12 pages. Use appropriate APA format.

- The first section, which should be about five (5) pages, you should choose one or more issues with which you struggle and provide evidence that you understand this/these theoretically from 2 theories. In order for your paper to be the best it can be, you should choose something that is especially pertinent and meaningful for you. For example, suppose you have tried for years to quit smoking cigarettes. You should explain how this issue has been a challenge in your life (e.g., concerns from friends and family, health, risks, cost factors), and then explore it from several theories (e.g., psychodynamic, behavioral, feminist). What would each theory state about the origin of this problem and how might each understand its development and maintenance? Lastly, how would both theories recommend you combat this problem? You need to include two sample Interactions (one for each theory) between the counselor and you the client (approximately one double-spaced pages). You may use any theories covered in the text (see me if you want to include theories not covered in the text). You may need to read ahead since this paper is due halfway through the course.
- The second, which should be about 5 -7pages, you should work through an identified problem of a client given by the instructor, based on your population. Select one theory (different from one of those used in the previous section). Identify the presenting problem, goals, techniques, counseling process, and evaluation process. Include 3 sample counseling interactions (1 page each) for the following sessions #3, #5, #7. These sessions should not include “getting to know you” or “termination” sessions. The problem of an identified client will be given to students during the third class meeting.
- Your last section should be a concluding section and should be about one-two (1-2) pages in length. Address what you have learned by writing your paper, what conclusions you draw about which theory seems to best explain your issue and why, and what the process of writing the paper was like for you (e.g., what feelings emerged, what you realized, any struggles you faced)

E. Group Facilitation on Application of Theories (20 points; 12% of final grade) (*Course Objective 1, 5, & 6*)

(CACREP Standards addressed: Section II.F.1.e., Section II.F.5.a., Section II.F.5.f.)

Students will have the opportunity to be active participants in their learning process. Each student will collaborate with one to two other students to provide leadership to their colleagues in deepening their understanding of the application of a theory being examined. Please do NOT create a Powerpoint.

In your presentation:

1. Deliver an activity such as case studies or role-plays to the rest of the class.
2. Have between 3 and 5 discussion questions prepared (in writing) to help begin and lead the class in discussion. Please submit these questions by **5pm the day before your group presentation.**

3. Prepare a double-sided fact sheet that provides an overview of the theory. You will submit this sheet via email to the class members prior to your group presentation. This will be submitted by 5 pm prior the day before your presentation.

4. The total amount of time for the group facilitation should be approximately 30 minutes.

5. Your facilitation should address multicultural considerations/population considerations when using this theory with diverse groups. You need to address clients of color, counselors/trainees of color, LGBT clients, clients from various religious groups, persons with disabilities and any other population your group deems relevant to the discussion.

Note: this is a Key Performance Indicator (Standard CACREP II.F.2)

F. Group Theory Chart (20 points; 12% of final grade) (Course Objective 1 & 5)

(CACREP Standards Addressed: Section II.F.5.a., Section II.F.5.f.):

Students will be assigned to small groups (approximately 2 students). Time will be given during each class for groups to work on completion of a "theory chart" which includes pertinent information about each of the theories covered in class. These charts will assist students in comparing and contrasting counseling theories. Please see the attached grid for more information.

G. Attendance, Participation, and Forum Response (10 points; 6% of final grade)

Students are expected to read all assigned materials before coming to class and be prepared to participate in all class discussions. A student's grade will be reduced for either class participation or attendance at the discretion of the professor. Leaving class early may also result in a reduction of grade for attendance. **Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor **before** the due date. How these circumstances are handled is solely at the discretion of the professor. Please note: Course assignments are due on the dates specified. ***When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.***

If it is necessary for a student to miss class, be late, or leave class early, the professor must be notified in advance if at all possible, or as soon as possible after the absence or tardy. Students may not leave class early unless it has been first cleared with the professor or in case of unavoidable circumstances, such as emergencies. Excused absences will be granted as a result of personal illness or as a result of illness or death in the immediate family (child, parent, or grandparent). All other emergencies will be considered and excused at the discretion of the professor on a case-by-case basis. Notification of problems that lead to absence or arriving late to class may be in person, by email, or phone message. Please do not ask a third person to deliver the message unless you are unable to communicate. Students who miss class are expected to get notes from class lecture and discussion from another student in the class.

Assignment Point Breakdown

Mid-Term Exam	40 points
Final Exam	40 points
Reading Quizzes	10 points

Personal Case Study	25 points
Group Facilitation	20 points
Group Theory Chart	20 points
<u>Attendance</u>	<u>10 points</u>
Total Points	165 points

Grading Scale	
A	148-165
B	132-147
C	116-131
D	99-115
F	>99

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodations Policy and Procedure:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodations of all medically documented disabilities. If you have a disability, please contact Brandi Cameron, Coordinator of Learning Disability Support Services at 706-880-8269. She is located in Smith Hall in room 121.

<i>Tentative Semester Schedule</i>	Topic/Chapter	Due Date
Date		
Class/Date	TOPIC	Reading/Assignments Due
Week 1 8/27/20	Overview of Syllabus Course Overview Group Assignments	Ch 1-2
Week 2 9/3/20	Ethical Issues in Counseling Practice (Ch 3) Chapter 4 Psychoanalytic	Ch 3-4 2014 Code of Ethics *go to www.counseling.org
Week 3 9/10/20	Chapter 5 Adlerian Chapter 6 Existential	On-Line Lectures on Connect Forum Response Due Chapter 5-6 Man's Search for Meaning Read On-Line Reading Quiz in Connect (Ch 1-6)
Week 4 9/17/20	Activities for Chapter 5 and 6 Case Studies Discussion of Man's Search for Meaning	Ch 5 and 6 Man's Search for Meaning Due Existential Group Presentation due in Class
Week 5 9/24/20	Chapter 7 Person-Centered Chapter 8 Gestalt Therapy Mid-Term Examination: On-Line	On-Line Lectures on Connect On-Line Reading Quiz (Ch 1-8) On-Line Mid-Term in Connect (Ch 1-8)
Week 6 10/1/20	Activities for Chapter 7 and 8 Case Studies	Ch 7 and 8 Person-Centered Therapy Group Presentation
Week 7 10/8/20	Chapter 9 Behavior Therapy Chapter 10 Cognitive Behavioral	On-Line Lectures on Connect Forum Response Due
Week 8 10/15/20	Activities for Chapter 9 and 10 Case Studies	Chapter 9 and 10 Cognitive Behavioral Therapy Group Project in Class
Week 9 10/22/20	Chapter 11 Reality Therapy Chapter 12 Feminist Therapy	On-Line lectures on Connect Forum Response Due Ch 11 and 12 On-Line Reading Quiz 2 (Ch 9-12)
Week 10 10/29/20	Activities for Chapter 11 and 12 Case Studies	Ch 11 and 12 Feminist Therapy Group Presentation

<p>Week 11 11/5/20</p>	<p>Chapter 13 Postmodern Approaches Chapter 14 Family Systems Theory Chapter 15 Integrative Perspective</p>	<p>On-Line lectures on Connect Forum Response Due Ch 13, 14 and 15 Personal Theory Paper Due (key performance indicator) by 11/5 by 11:59 pm</p>
<p>Week 12 11/12/20</p>	<p>Activities for Chapter 13, 14, and 15 Case Studies</p>	<p>Postmodern Approaches Group Presentation Family Systems Theory Group Presentation Group Theory Chart Due 11/12 by 11:59 pm</p>
<p>Week 13 11/19/20</p>	<p>Final Examination</p>	<p>Final Examination Due by 11:59 pm on 11/19/20</p>

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

Current Course-Related Research

- Adams, M. (2014). Human development and existential counselling psychology. *Counselling Psychology Review, 29*(2), 34–42.
- Gutierrez, D., Fox, J., Jones, K., & Fallon, E. (2018). The Treatment Planning of Experienced Counselors: A Qualitative Examination. *Journal of Counseling & Development, 96*(1), 86– 96.
<https://doi.org/10.1002/jcad.12180>
- Luke, C., Miller, R., & McAuliffe, G. (2019). Neuro-Informed Mental Health Counseling: A Person- First Perspective. *Journal of Mental Health Counseling, 41*(1), 65–79. <https://doi.org/10.17744/mehc.41.1.06>
- Meany, W. K. K. ., Kottman, T., Bullis, Q., & Dillman Taylor, D. (2015). Effects of Adlerian Play Therapy on Children’s Externalizing Behavior. *Journal of Counseling & Development, 93*(4), 418–428.
<https://doi.org/10.1002/jcad.12040>
- Otting, T. L., & Prosek, E. A. (2016). Integrating feminist therapy and expressive arts with adolescent clients. *Journal of Creativity in Mental Health, 11*(1), 78–89. <https://doi.org/10.1080/15401383.2015.1019167>
- Redekop, F., Luke, C., & Malone, F. (2017). From the Couch to the Chair: Applying Psychoanalytic Theory and Practice in Counseling. *Journal of Counseling & Development, 95*(1), 100–109.
<https://doi.org/10.1002/jcad.12121>
- shapiro, R., & Brown, L. S. (2019). Eye movement desensitization and reprocessing therapy and related treatments for trauma: An innovative, integrative trauma treatment. *Practice Innovations, 4*(3), 139–155.
<https://doi.org/10.1037/pri0000092>
- Wilks, D. (2018). Twenty-First-Century Counseling Theory Development in Relation to Definitions of Free Will and Determinism. *Journal of Counseling & Development, 96*(2), 213–222. <https://doi.org/10.1002/jcad.12194>
- VEREEN, L. G., WINES, L. A., LEMBERGER, T. T., HANNON, M. D., HOWARD, N., & BURT, I. (2017). Black Existentialism: Extending the Discourse on Meaning and Existence. *Journal of Humanistic Counseling, 56*(1), 72–84. <https://doi.org/10.1002/johc.12045>
- Wubbolding, R. E., Casstevens, W. J., & Fulkerson, M. H. (2017). Using the WDEP System of Reality Therapy to Support Person-Centered Treatment Planning. *Journal of Counseling & Development, 95*(4), 472–477.
<https://doi.org/10.1002/jcad.12162>

Course Objective	Curriculum Experience	Outcome Assessment
CO 3	<ul style="list-style-type: none"> ● Students will review ACA advocacy competencies ● Students will engage in case studies and role plays related to advocacy ● Students will engage in didactic lecture and discussion regarding advocacy processes related to oppression and inequity 	<ul style="list-style-type: none"> ● Final Exam ● Personal Case Study (see rubric) ● Group Facilitation (see rubric) ● Reading Quizzes
CO 1	<ul style="list-style-type: none"> ● Students will read about various counseling theories and how these theories ● Students will identify key aspects of counseling theories in-class case studies, roles plays, and discussion ● Students will be exposed to counseling theories through lecture, course readings, and discussion ● Students will develop a lecture regarding one of the theoretical paradigms ● Students will develop experiential activities to present to the class related to one theoretical paradigm ● Students will practice case conceptualization related to each theory through case studies and role plays ● Students will develop a chart that includes all of the major theories discussed 	<ul style="list-style-type: none"> ● Mid-term ● Final Exam ● Personal Case Study (see rubric) ● Group Facilitation (see rubric) ● Group Theory Chart ● Reading Quizzes ● Reading the book: Man's Search for Meaning

CACREP Standard II.F.5.b . A systems approach to conceptualizing clients	<ul style="list-style-type: none"> ● Students will read about various systems theories: multigenerational, human validation, experiential, structural, and strategic family therapies ● Students will explore their own family systems and the impact of the system on the themselves and those around them ● Students will explore the role of triangulation, triads, power, communication, and boundaries in family 	<ul style="list-style-type: none"> ● Mid-term ● Final Exam ● Reading Quizzes
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	<ul style="list-style-type: none"> Students will through role play identify ways to intervene in the system to facilitate change 	
CO 2	<ul style="list-style-type: none"> Students will discuss the importance of collaboration with stakeholders in the school and community to conceptualize the needs of clients Students will explore common characteristics of counseling through readings (Corey) and lecture Students will explore the common behaviors of counselors that influence helping processes through role plays and group discussions 	<ul style="list-style-type: none"> Midterm Final Exam Personal Case Study (see rubric) Group Facilitation (see rubric) Group Theory Chart (see rubric) Reading Quizzes
CO 4	<ul style="list-style-type: none"> Students will be exposed to the basic counseling skills to include: empathy, unconditional positive regard, and congruence Students will engage in discussions and role plays regarding non-verbal and verbal encouragers 	<ul style="list-style-type: none"> Mid-term Personal Case Study (see rubric) Reading Quizzes

GROUP THEORY CHART EXAMPLE

Theory	Key Figures	Basic Framework and Concepts Underlying Theory	Explanation of How Change Occurs within the Theory	Role of the Counselor with the Theory	Theories applicability with members of dominant and nondominant culture	Techniques Used in this Theory
Psychoanalytic						
Adlerian						
Existential						
Person-Centered						

Gestalt						
Cognitive-Behavior						
Behavior						
Reality						
Feminist						
Postmodern						
Family Systems						
Integrative						

GROUP THEORY PRESENTATION RUBRIC

Components	0-2 Points	3 Points	5 Points
Activity (case studies, role plays, etc.)	The activity was not included or the activity was not relevant to the central aspects of the theory	The activity was relevant to the theory, however, the presenters did not allow for time or an opportunity for students to apply the concepts	The activity was relevant to the theory and the presenters allowed the students to apply the concepts of the theory in counseling practice
Discussion Questions	The questions were submitted by 5pm the day prior; Less than two questions were used in the presentation	Submitted by email to class prior to presentation; Use of at least two questions in class discussion	Submitted by email to class prior to presentation; Use of at least two questions in class discussion; questions helped the students put theory to practice
Presentation	The presentation was less than 20 minutes or more than 35 minutes; all	Time is well-managed in facilitating and is approximately 30 minutes in length; all group members appear to have	Time is well-managed in facilitating and is approximately 30 minutes in length.

	members did not participate equally	an equal role; however, the presentation lacked organization	Presentation appears to be organized and all group members appear to have an equal role
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	0-2 Points	3 Points	4 Points	5 Points
Fact Sheet	The factsheet was not turned in on time; did not include a brief overview of the theory and did not include cultural considerations/ population considerations; more than 3 typos	The fact sheet was turned on time; included overview however, cultural considerations/ population considerations for each group identified in the syllabus are not included; more than 3 typos	The fact sheet was turned on time; included overview and cultural considerations/ population considerations for each group identified in the syllabus; 1-3 typos	Fact sheet was turned in at 5 pm the day prior; includes a brief overview of the theory and cultural considerations/ population considerations Fact sheet is void of typo

PERSONAL CASE STUDY RUBRIC

Components	0-1	2	3
Clarity and Organization of Writing	Significant use of jargon and slang; lacked organization-very difficult to follow	Some clarity issues; some organizational concerns	Clear and very organized
Paper is Void of Typos and Grammatical Errors and APA style is used throughout	More than 3 grammatical/typos and more than 3 APA errors	2-3 APA and 2-3 grammatical/typos	0-3 errors total

paper			
Personal issue included and personal issue thoroughly explored	Key information is excluded to thoroughly understand the issue	Additional information is needed	Thoroughly explored
Presenting Problems based on theory in the 1 st and 2 nd sections are included	The present problem is excluded	The presenting problems are not explored based on the identified theory	The problems are based on the identified theories
Sample interactions between counselor and client are included (2 for 1 st section and 3 for second section)	Sample interactions are not included	Interactions are not relevant to the theory or the presenting problem or goals	All interactions are included and relevant to the presenting problem and goals
Evidence of Thought Put Forth	Lack of details. Theories text only resource utilized.	Few Details provided. Text and one additional resource utilized	Detailed descriptions provided. Text and 2 or more additional resources utilized.
Reflection of Experience	Not included	Did not provide insights in personal development	Reflection provides insights to personal development

	0-1	2	3	4
Conceptualization	Does not include the required items	The items are included, however, all or some of the items are not relevant to the presenting problem and there is a lack of consistency across goals, techniques,	The items are included, however, all or some of the items are not relevant to the presenting problem or there is a lack of consistency across goals, techniques,	All elements are included and consistency across all aspects is present.

		process, and evaluation.	process, and evaluation.	
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