**AUBURN UNIVERSITY**

**SYLLABUS**

1. Course Number: COUN 7320-001

Course Title: Counseling Theories

 **Credit Hours:** 3 semester hours

**Prerequisites:** None

 **Co requisites:**  None

**Semester/Year:**  Fall 2010

**Class Scheduled Meeting:** Wednesday, 4:00-6:50 PM, Haley 3318

**Course Instructor:** Kathy D. Robinson, Ph.D., LAPC

**Office**: 2016 Haley Center

**Contact**: kdr0002@auburn.edu

 334-844-2880

**Office Hours:** By Appointment

**2**. **Date Syllabus Prepared:** Revised July 2010, Revised August 2010

**3**. **Texts or Major Resources:**

 **Required**:

Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.) Brooks/Cole, Thomson Learning , Inc.

 **Recommended:**

 Corey, G. (2009). *Case approach to counseling and psychotherapy* (with

InfoTrac, 7th ed.). Brooks/Cole, Thomson Learning , Inc.

 Corey, G. (2009). *Student manual:* *Theory and practice of counseling and*

 *Psychotherapy* (8th ed.). Brooks/Cole, Thomson Learning , Inc.

 **Instructional Videos/DVDs:**

Segments of these videos may be viewed in part during class time. Students wishing to view any of the instructional videos in their entirety should check them out from the Learning Resource Center or the Ralph Brown Draughon Library.

Psychoanalytic Therapy: *Multi-theoretical Counseling and Psychotherapy: Key Strategies and Micro skills: Psychodynamic Counseling and Psychotherapy*; [*Object relations therapy with Dr. Jill Savege Scharff*](http://lrccollection.auburn.edu:200/webopac/title?searchtext=Object+relations+therapy+with+Dr.+Jill+Savege+Scharff)

Adlerian Therapy: *Adlerian Therapy with Jon Carlson;* [*Adlerian therapy by Yevette Brown; Adlerian Early Recollections: Live Demonstration Including DCT Assessment.*](http://lrccollection.auburn.edu:200/webopac/title?searchtext=Adlerian+therapy)

Existential Therapy: *Existential-Humanistic Therapy with James Bugental*

Person-Centered Therapy: *Person-Centered Therapy with Natalie Rogers; Child –centered play therapy with Garry Landreth*

Gestalt Therapy: *Three Approaches to Psychotherapy: Frederick Perls; ; Experiential Counseling and Therapy.*

Behavior Therapy: *Multimodal therapy with Dr. Arnold Nazarus; Multi-theoretical Counseling and Psychotherapy: Key Strategies and Micro skills: Behavioral Counseling and Psychotherapy.*

Cognitive Behavior Therapy: *Three Approaches to Psychotherapy: Albert Ellis; Cognitive-behavior Therapy with John Krumboltz; Multi-theoretical Counseling and Psychotherapy: Key Strategies and Micro skills: Cognitive Counseling and Psychotherapy.*

Reality Therapy: *Reality Therapy with Robert Wubbolding; Family Counseling using Reality Therapy;*

*Reality Therapy and AIDS; Reality Therapy in Groups.*

Feminist Therapy: *Feminist therapy with Dr. Lenore Walker*

Postmodern Approaches: *Solution Focused Brief Therapy with Insoo kim Berg; Eagle and a Mouse: Treatment of a fearful boy by Insoo Kim berg and Steve de Shazer;* [*Solution-focused brief counseling : two actual interviews with a child / Gerald Sklare.*](http://lrccollection.auburn.edu:200/webopac/title?searchtext=Solution-focused+brief+counseling+%3A+two+actual+interviews+with+a+child)

Family Systems Therapy: *Family Systems Therapy with Kenneth V. Hardy; Tres madres : structural therapy with an Anglo/Hispanic family / featuring Harry Aponte*

Integration and Application: *Integrative Therapy with Allen E. Ivey*

**4. Course Description:**

An introduction to the major concepts involved in counseling theories and how they are applied in practice. Prepares the students for further study of the theoretical and practical aspects of counseling.

**5. Student Learning Outcomes:**

By the end of the course***,*** through satisfactory performance, students should be able to

demonstrate the following***:***

1. Understand the role of theory in the practice of counseling; SDE Rule

290-3-3-.50 (2)(a)4; CACREP 2.k.5.c.

1. Know the elements of a good theory of counseling CACREP 2.k.5.c.
2. Identify and discuss the key elements of the best-known theories of counseling CACREP

 2.k.5.c.

1. Understand the assumptions that are central to the major theories of counseling CACREP

 2.k.5.c.

1. Advance their knowledge of family relationships and interaction patterns SDE Rule

 290-3-3-.50 (2)(a)3; CACREP 2.k.5.d.

1. Understand the role that diversity and cultural values play in constructing and applying

 theory aswell as some of the limitations that generalized theories of change may place on

 differing cultural values CACREP 2.k.2.f.

1. Be familiar with basic ethical issues in the counseling profession, specifically in

 reference to counseling in a pluralistic society CACREP 2.k.2.f.

1. Establish their own theory of counseling in light of past theories, research and their own

 central beliefs***;*** or be very familiar with at least one theory of counseling CACREP

 2.k.5.c.

**6. Course Content Outline**

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| --- | --- | --- | --- |
| **Date** | **Class Focus/Content** | **Readings** | **Assignments Due** |
| **Aug 18** | Introductions Syllabus What is a Theory?Case Conceptualizations |  Chapter 1 |  |
| **Aug 25** | Theoretical OrientationThe Counseling Professional | Chapters 2-3 |   |
|  **Sept 1** | Psychoanalytic TherapyAdlerian Therapy | Chapter 4, 5 | **Self Reflection Paper Due** |
| **Sept 8** | Existential Therapy | Chapter 6 |  |
|  **Sept 15** | Person-Centered Therapy | Chapter 7 |  |
| **Sept 22** | Gestalt Therapy | Chapter 8 | **Theory Presentation** |
| **Sept 29** | Behavior Therapy | Chapter 9 | **Theory Presentation**  |
| **Oct 6** | Cognitive Behavior Therapy | Chapter 10 | **Theory Presentation** |
| **Oct 13** | Reality Therapy | Chapter 11 | **MIDTERM EXAM** |
| **Oct 20** | Feminist Therapy | Chapter 12 | **Case Conceptualization Due** |
| **Oct 27** | Family Systems Therapy | Chapter 14 | **Theory Presentations** |
| **Nov 3** | Postmodern Approaches | Chapter 13 | **Theory Presentations** |
| **Nov 10** | Integration and Application | Chapter 15 &16 | **Personal Theory Paper Due** |
| **Nov 17** | **TO BE ANNOUNCED** |  |  |
| **Nov 24** | **NO CLASS** **Thanksgiving Break** |  |  |
| **Dec 1** |  |  | **FINAL EXAM** |

**7. Assignments/Projects:**

1. ***Case Conceptualization***

(3 - 5 page minimum not including cover page; APA format)

Students will develop a case conceptualization based on the principles of a theory discussed in class and follow the example attached to the syllabus. The cases should be built around a movie character who is dealing with a minor/major life issue. Suggestions for movies will be given in class. You will need to choose a theory different from the theory used in your **PERSONAL THEORY PAPER**. Terminology appropriate to the theory should be used to describe the client.

1. ***Mid-term and Final Exam.*** Exams will cover the assigned book chapters. No make –up exams will be allowed other than those designated by the Tiger Cub.
2. ***Theory Presentation.***

This course will cover 11 of the most important theory systems in the current practice of psychotherapy. However, it is estimated that there are between 250 – 400 approaches to psychotherapy. It would be beneficial to increase your awareness and knowledge of a few of these theories/therapies. You and one of your peers will be assigned a therapy/theory and develop a 45 minute PowerPoint presentation based on that theory. Students will reviewbooks, articles and websites to develop the presentation. A minimum of 5 resources is required. Possibilities to include in the presentation are demonstrations of a technique from the theory, a skit/role-play on the theory to illustrate the major constructs of the theory or an activity for class participation based on the theory. Handouts must be provided for all students in class.

1. ***Self Reflection Paper***

(3 page minimum not including cover page; APA format)

The Self Reflection is an assignment designed to help you begin to articulate and develop your own personal theory of Counseling. In order to develop a theoretical orientation that best suits you, you need to consider your own values, life philosophy and worldview in an honest way. Address the following 4 main questions (BOLD). After each question are a few considerations you may reflect upon to answer the main points.

1. **What do you see as the timeframe of counseling?**

Are you more oriented to the past, present or future? Is counseling intended to work on current issues and feelings or to help people with issues and feelings from their past? Or do you believe that people need to focus on their future feelings, thoughts, and behaviors?

1. **What is your view of people?**

Are people essentially good, bad or neutral? Are your clients’ good people with issues to solve or are they bad people with an inherent defect that requires counseling? Are there people in between who do are good that do bad things?

1. **Who is in charge?**

Is the client in charge of the therapy or is this the role of the therapist? If shared, who does what? If the counselor is in charge, how is that established? Will you be an expert, consultant or friend?

1. **What do you want the client to learn?**

Is the emphasis of counseling to gain insight, to take action or both? Are you comfortable with clients leaving counseling with insight about their feelings and behaviors? Or do you want the client to have insight and then “do” something with it? Do you pay attention to thoughts, behaviors, feelings, or all of them?

1. ***Personal Theory Paper***

(4 pages minimum not including cover; APA format; minimum 4 references)

Your theory is the collection of beliefs, thoughts, and values that guide what you pay attention to, how you make sense of what clients offer, what you believe clients need, and what you will do with clients. It is important to begin to understand what your theory is, how it might play out with clients, how it is related to established theories in the field, and to begin refining your theory based on the collective knowledge of the profession.

Choose a counseling theory we have studied this semester that is most close to your own beliefs and apply it to the population or client you would like to counsel in the future.

Address the following 6 main questions (BOLD). After each question are a few considerations you may reflect upon to answer the main points.

**1**) **View of human nature:** How does the theory’s view of human nature fit your view of human nature? Does this view fit the needs of your client? Does the theory focus on thoughts, feelings, or actions? Does this focus fit the needs of your population?

**2**) **The counseling relationship**: What would your relationship with your client look like when working from this theoretical perspective? What is your role? The client’s role? Your responsibilities? The client’s responsibilities?

**3**) **The counseling process**: How would you envision working with a client with this need? How would the counseling process evolve? What stages or marker events would you anticipate?

**4**) **Techniques:** Based on the theory you choose, what specific techniques would you want to use with this client?

**5**) **Evaluation of client progress:** How will you know when the client is ready to terminate? How will you evaluate whether counseling has been successful?

**6**) **Application**: What would be particularly appealing to you in working with this approach? What are its strengths? What might be problematic for you and/or your client? How applicable is your theory to working with diverse clients?

**8**. **Rubric and Grading Scale:**

 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 5% 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.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

 Mid-term Exam 50 points

 Final Exam 50 points

 Case Conceptualization 100 points

 Self Reflection Paper 50 points

 Personal Theory paper 100 points

Theory Presentation 200 points

 **TOTAL 550**

 **A = 495-550 (90%)**

 **B = 440-494 (80 %)**

 **C = 385-439 (70%)**

 **D= 330-384 (60%)**

 **F= 0-329 (Below 60 %)**

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. ***One unexcused absence will be permitted for the semester. Each additional unexcused absence will result in a reduction of one letter grade at the end of the semester.*** Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. 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.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to 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.
7. 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:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

## Case Conceptualization Format

## Counselor’s name: Setting:

**Client’s name (use assumed name): Client’s age:**

**Session number: Estimated # of sessions required:**

**Client History**: In this section briefly summarize relevant information about the client’s history. This may include family of origin information, current family information, significant traumas, health/medication issues, educational background, work history, social/cultural context, etc. The type of information you include should be shaped by the theory you are using.

**Presenting concerns**: In this section summarize the concerns (behaviors, thoughts, feelings) that have brought the client to counseling. These are the reasons why the client chose to come for counseling or the reasons they were referred for counseling.

**Actual or core issues**: In this section summarize your theoretical conceptualization of the client’s concerns. This is the theory-based description of the underlying causes of the presenting concerns.

**Course of treatment and interventions utilized**: In this section give a narrative describing what you have done with the client and how they have responded. The course of treatment (where you are at in the counseling process) and interventions should be consistent with your theory.

**Counseling goals:** In this section list the short term and long term goals of counseling. These goals should be consistent with your theoretical orientation.

**Anticipated outcomes of counseling**: Describe how you believe the client will change as a result of counseling. This should parallel your theoretical view of mental health or healthy functioning.