COUN 7320

Counseling Theories

***Fall 2012***

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

**College of Education**

Instructor Information:

**John C. Dagley, Ph.D.**

3010 Haley Center

(334) 844- 2978

[jdagley@auburn.edu](mailto:jdagley@auburn.edu)

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Office Hours:

8-10 AM Wednesdays

or by Appointment



**COUN 7320 Syllabus**

*Counseling Theories*

**Fall 2012**

1. Basic Information

Course Number COUN 7320

Course Title Counseling Theories

**Credit Hours** 3 semester hours

**Prerequisites/Permission** Graduate Student in Department or Instructor’s Approval

**Instructor** John C. Dagley, Ph.D.

**Class Hours**  Wednesdays, 8:30-11:20AM

**Classroom** Haley Center 1212

**2. Date Syllabus Prepared** August 2012

**3. Required Text**

Corsini, R., & Wedding, D. (2010). *Current Psychotherapies, (9th Ed.)*. Belmont, CA: Brooks/Cole.

**4. Course Description:** Study ofmajor counseling and psychotherapy theories.

**5. Course Objectives:**

This course has been developed in accordance with the policies and competency guidelines provided by Auburn University, the College of Education, and our department, as designed to meet professional standards and objectives of our accrediting bodies, namely the American Psychological Association (APA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), North Central Association for Teacher Education (NCATE), and the Alabama State Department of Education (ALSDE). A fundamental element of the conceptual framework that guides our teaching/learning objectives in the College of Education is our collective endorsement of the importance for all students to become competent, committed, and reflective professionals.

At the end of the course, students are expected to:

1. Demonstrate an understanding of the role of theory in the practice of counseling [CACREP: Helping Relationships (c) ; AL 290-3-.50 [2(a)4]]
2. Know the elements of a good theory of counseling, and understand the ways theories provide models for conceptualizing client presentation and for helping select appropriate counseling interventions, and for developing models of counseling that are consistent with current professional research and practice in the field that culminate in the development of a personal model of counseling.

[CACREP: Helping Relationships (d).

1. Identify, understand, and discuss key elements of the best-known theories of counseling including cognitive, affective, and systemic/family models. [CACREP: Helping Relationships (c, d); AL 290-3-.50 [2(a)4; 2(a)3]]
2. Understand the assumptions which underlie the various theories of counseling [CACREP: Helping Relationships (c); AL 290-3-.50 [2(a)4]]
3. Understand the role which diversity (broadly construed, including, but not limited to, gender, ethnicity, disability status, sexual orientation) and cultural values play in constructing and applying theory, and some of the limitations which diversity and cultural values may place on attempts to create a generalized theory of change. [COE/SERC Dept: Diversity; CACREP: Social & Cultural Diversity (e)]
4. Understand how different theories deal with diversity and multicultural issues. [COE/SERC Dept: Diversity; CACREP: Social and Cultural Diversity (f)]
5. Demonstrate familiarity with the philosophies and resources concerning ethics that guide the behavior of counselors and psychotherapists [CACREP: Social and Cultural Diversity (f)]
6. Design your own theory of counseling in light of past theories and research and your own central beliefs or be very familiar with at least one theory of counseling.
7. Demonstrate familiarity with important technological resources that can assist you in understanding varies theories. [COE: Technology]
8. Demonstrate awareness of how personal values inform choice and use of theoretical orientations.

K. Understand how a systems perspective provides an understanding of family and other systems theories, as well as major models of family and related interventions. [CACREP: Helping Relationships – e.]

L. Demonstrates knowledge of a general framework for understanding and practicing consultation [ CACREP: Consultation – f.]

**6. Course Content** **and Schedule:**

To start the class we shall share introductory moments, and then spend time discussing all aspects of the syllabus. Our collective focus will be on making any modifications to the class structure deemed mutually advisable. Discussion will most likely focus specifically on expectations, assignments, format, requirements, and limitations. The goal of the first part of our initial meeting is to come to terms with the organizational structure for the course. We have a great chance to spend considerable time thinking, reading and talking about human behavior for the specific purpose of helping people lead more effective, and possibly less troubled, lives. So, we will begin by focusing on how we want to go about that process.

Helping seems so simple, but the complexity of human behavior often makes therapy much more nuanced and difficult than it appears. We’re going to start by trying to understand what previous travelers along these roads left behind as clues (or misguided assumptions). We are going to pause long enough in our busy lives to consider alternative perspectives, not in a rush to label ourselves, but more so to grow more learned about human behavior, and even more importantly, to learn more about ways therapists have found useful in helping humans “become healthier.” No other course in a beginning therapist’s curriculum gives her or him such a vast playground. Rich treasure troves of readings by the profession’s most contributive current and historical figures are available to us. In addition, many “professional” videotaped demonstrations are available to us, as well as “Hollywood” productions. Our challenge will take shape in the art of “selection.” What kind of demonstrations do we want to observe?

The class sequence will basically follow the chapters of thetext book. However, we will make adjustments as we go depending on the natural speed and flow. The format will include lectures, powerpoint presentations, films, class activities in dyads and triads, informal chats, and students’ reports on periodic readings and assignments.

Week 1 Syllabus Review/Course Organization/Role of Theory in Life of a Professional Therapist

Week 2 Psychoanalysis

Week 3: Individual Psychology

Week 4 Analytical Psychotherapy

Week 5 Person-Centered Therapy

Week 6 Existential Therapy

Week 7 Rational-Emotive Therapy

Mid-Term Exam

Week 8 Gestalt Therapy

Week 9 Cognitive Therapy

Week 10 Behavioral Therapy

Week 11 Interpersonal Therapy

Week 12 Gender Sensitive and Multicultural Therapies

Week 13 Systems Therapies (Marriage and Family)

Week 14 Consulting with Related Professionals, and Organizations/

Common Factors/Transtheoretical/ Integrative Therapies /Evidence-Based Practice

Week 15 Review/Comparison and Contrast/Personal Integration

Final Exam (As scheduled in AU Graduate School Calendar)

**7. Course Requirements/Evaluation:**

Requirements

Mid-Term Examination Multiple-Choice, T-F, Terms, Matching, & Essays (30%)

Final Examination Multiple-Choice, T-F, Terms, Matching, & Essays (40%)

Weekly Reaction Papers One page email submitted on Mondays (15%)

Class participation Quality & Quantity of Contribution/Participation (15%)

Grading Scale

A: 85-100%

B: 70-85%

C: 60-69%

D: 50-59%

F: 49%----

**8. Class Policy Statements:**

Accommodations: "Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior 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

**9. Justification for Graduate Credit:**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.