COUN 7320: Counseling Theories

**SYLLABUS | Fall 2013**

Wednesdays | 4:00-6:50pm | Haley 3104

**Course Information:**

Instructor: Virginia Dawson Lacy, PhD, NCC

Office Hours: By appointment

Phone: 334.399.1866

Email: dawsovp@auburn.edu

**Required Text:**

Gladding, S. (2004). *Counseling Theories: Essential Concepts and Applications*. Prentice Hall.

(ISBN-10: 0131138456)

\*Additional reading beyond the text will occasionally be assigned and be made available via Canvas

**Course Description:**

This course focuses on the theoretical and conceptual frameworks for producing change in clients. 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 theoretical perspectives try to produce such changes. Students will read about the historical and intellectual foundations of major counseling theories, while at the same time, observing the skills and techniques employed by practitioners using those theoretical perspectives. Overall, students are encouraged to not only explore all the 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.

**Purpose and Course Objectives:**

The overall purpose of this course is to introduce you to the theories and techniques used by a variety of mental health professionals and human service providers. In particular, we will explore and discuss the major theories and their practical application. Primary course objectives and corresponding Section II, Subsection K CACREP Standards are listed below:

* To acquire an overall view of historical, contemporary, and future theoretical perspectives that serve as the foundation for counseling practice (1a)
* To identify and understand common theory-based ethical challenges faced by practicing counselors (1h, 2f, 3e, 4i, 5g, 7i).
* To understand how specific theories of counseling, including multicultural theories, address or fail to address contemporary multicultural and pluralistic trends (2a, 2e).
* To understand a wide variety of divergent theories of development, personality, and learning and their relevance to counseling practice (3a, 3b).
* To apply and integrate theoretical perspectives into your understanding of counseling relationships (5a, 5b, 5c, 5e, 5g).
* To understand how specific theory-based techniques can affect different clients, including clients of divergent cultural backgrounds (2b, 2c, 2d).
* To be able to identify psychopathology, as defined by specific theoretical perspectives, and apply a variety of strategies for facilitating psychosocial development across the life-span (3c, 3d).
* To understand characteristics of a helping relationship as defined by various schools of thought (5a, 5b, 5c).
* To understand and implement theory-based assessment procedures (7a, 7h).
* To acquire knowledge pertaining to research procedures for evaluating treatment effectiveness and the challenges therein (8a, 8e).

**Course Requirements**

Reading before class each week

Class Participation\*

Weekly Quizzes

Exams 1 & 2

Reflection Papers 1 & 2

Final Theory Paper

**Grading Policy:**

Activity Points Each Total Number of Points Available

Weekly Quizzes 13 @ 10pts. 130

Reflection Papers 2 @ 35pts. 70

Exams 2 @ 100pts. 200

Theory Paper 1 @ 100pts. 100

**500**

Final Grade

A 450-500 points

B 400-449 points

C 350-399 points

D 325-349 points

F 324 or fewer points

**Weekly Readings and Quizzes:**

Students are expected to complete the reading assigned for the week before each class. Each class will begin with a short quiz derived from the week’s reading. The goal of the quiz is not to trick you, but to make sure that you are getting what you need out of the material.

**Reflection Papers:**

Students will submit two reflection papers throughout the course of the semester. These reflections will discuss your background, your view on human nature, and the impact of learning about counseling theories. More information about these reflections is available on Canvas.

**Exams:**

Two exams will be given in this class. Exams will cover assigned readings, class discussions, guest presentations, and basically anything that happens in class. Exam 1 will cover the first half of the class and Exam 2 will cover the second; they will consist of true/false, multiple choice, and short-answer essay questions.

**Theory Paper:**

Students are to identify a counseling theory that is consistent with their therapeutic identity and are to write in APA format (12 inch, Times New Roman, double space, professionally acceptable references, title page, appropriate use of grammar). While no one theory works for all clients, you are to choose only one theory as the basis for this paper. More information regarding the Theory Paper is on Canvas.

**Class Participation Policies:**

Class participation is very important. Class participation is important for your own learning, as well as for the learning of your fellow classmates. By actively participating, you are able to share your ideas with others, receive feedback both from the class and from me about your ideas, etc. Counseling is a profession that requires you to work with and in groups from time to time if not often, so being asked to participate in this class is a microcosm of part of what you have to do in the helping professions.

This is not purely a lecture course. It is a course where you read the assigned material and come prepared each week to have a discussion about the material. I also strongly encourage you to link the weekly readings to books you are reading, films and television programs you see, your own life, etc. Look around and see if you can see instances of change in the interpersonal environment around you. Then bring your ideas to class. Ultimately, the responsibility is primarily mine for creating a classroom environment which fosters learning and which encourages you to work hard, express and test out your ideas, and go beyond the classroom in educating yourself. You are encouraged to do everything in your power to be proactive, in the context of this course, in continuing to become a highly educated professional.

**Attendance Policy:**

Graduate students are expected to be in class. It is important that you are present every week. If you must miss, please try to notify me in advance. The key is communication. If you miss more than one class, or if you miss and never address it with me, your grade may be negatively affected. Makeup quizzes may be completed with an excuse.

**Late Assignments, Make-Up Assignments and Exam Policies:**

Late work will be evaluated according to the policies established in this syllabus for the particular assignment. Arrangements for make-up assignments and exams must be made in advance unless due to emergency, and will be subject to the policies as outlined in the *AU Bulletin* and this syllabus. No make-up work will be accepted for unexcused absences.

**Accommodations**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. 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).

**Academic Honesty:**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is available in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) and contains a list of those actions that are considered cheating and the possible consequences they carry. Violations of the Academic Honesty Code will NOT be tolerated in this course.

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**FALL 2013 SCHEDULE**

Wednesdays | 4:00-6:50pm | Haley 3104

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| **Week #** | **Date** | **Class Topics/Due Dates** |
| *1* | August 21 | Introductions & Syllabus |
| *2* | August 28 | Theories and Therapies  *Read: Chapter 1* |
| *3* | September 4 | Psychoanalysis and Psychoanalytic Theories  *Read: Chapter 2* |
| *4* | September 11 | Adlerian Therapy  *Read: Chapter 3* |
| *5* | September 18 | Existential Therapy  *Read: Chapter 4* |
| *6* | September 25 | Person-Centered Therapy  *Read: Chapter 5*  **Reflection 1 Due** |
| *7* | October 2 | Gestalt Therapy  *Read: Chapter 6* |
| *8* | October 9 | **EXAM 1**  Feminist Therapy  *Read: Chapter 12* |
| *9* | October 16 | Reality Therapy  *Read: Chapter 7* |
| *10* | October 23 | Behavioral Therapy & Rational Emotive Behavior Therapy  *Read: Chapter 8 & Chapter 10* |
| *11* | October 30 | Cognitive and Cognitive-Behavioral Therapy  *Read: Chapter 9* |
| *12* | November 6 | Transactional Analysis  *Read: Chapter 11* |
| *13* | November 13 | Solution-Focused Therapy & Feminist Therapy  *Read: Chapter 15 & Chapter 12* |
| *14* | November 20 | Bowen Family Systems Therapy & Strategic Family Therapy  *Read: Chapter 14 & Chapter 15*  **Reflection 2 Due** |
| *15* | December 4 | Comparing Theories and Therapies  *Read: Chapter 16*  **Exam 2**  **Theory Paper due December 2-6** |

*The instructor reserves the right to modify the schedule at any time during the course of the semester. If a change is made, appropriate notice will be given in class.*