**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**FALL SEMESTER 2016**

**Course Number: COUN 7320**

**Course Title: Counseling Theories**

**Credit Hours: 3 Semester Hours**

**Prerequisties: None**

**Corequisites: None**

**Date Syllabus Prepared:** Revised July 2016

**Instructor:** Brandee Appling, PhD

Email: [bma0027@auburn.edu](mailto:mst0022@auburn.edu) \*Please do not send messages via Canvas

Phone:334-844-3723

Office Hours: By Appointment

Office address: 2060 Haley Center

Graduate Assistant: Simone May

**Textbooks:**

Required:

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy (10th Ed.)* Pacific Grove, CA: Brooks/Cole Publishing Company.

Halbur, D., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and*

*psychotherapy (3rd ed.)*. Boston, MA: Pearson Education

Optional:

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy (10th*

*ed.).* Belmont, CA: Thomson Brooks/Cole.

**Course Description:**

This course is designed to provide an overview of traditional and contemporary counseling theories, principles and topics. Theories will be examined with regard to views about human nature, mental health, mental illness, therapeutic goals, client/therapist roles, effective techniques and counseling processes. Research and ethical issues will also be considered. 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 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.

**Student Learning Objectives:**

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

1. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.e.)

2. Theories and models of counseling (CACREP Standard F.5.a.)

3. A systems approach to conceptualizing clients (CACREP II.F.5.b .)

4. Counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f.)

5. Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g.)

**Course Format:**

The format of the course will consist of two primary components: (a) lecture/discussion, and (b) practical application/experiential activities. The lecture discussion component will be didactic in nature and will focus on various key theoretical dimensions of the major conceptual systems and theories of counseling. Discussions will be based on lecture information, material from the text, outside reading assignments, and relevant topics that are raised during class. The discussions place primary responsibility on each student to critically read and reflect upon the assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one’s knowledge and one’s beliefs and opinions.

The practical application/experiential activities component is designed to help students bridge the gap between theory and practice through exercises, role-plays, and the use of clinical case studies. In addition, this component will help students apply philosophical and theoretical aspects of the major conceptual systems and theories of counseling to real-life situations and clinical

cases.

**Course Requirements & Student Evaluation:**

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 assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. 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.

1. Group Theory Chart 20 points
2. Group Facilitation on Application of Theories 20 points
3. Midterm Exam 50 points
4. Final Exam 50 points
5. Personal Case Study 25 points

165 points

1. Extra Credit: Genogram 2 points

**Grading Scale**

A 90-100% 148-165 Points

B 80-89% 132-147 Points

C 70-79% 116-131 Points

D 60-69% 99-115 Points

F Below 60% 98 or Below Points

**1. Group Theory Chart (Chart Due November 30th) (20 points)**

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

Students will be assigned to small groups (approximately 4 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.

**2. Group Facilitation on Application of a Theory (20 points):**

(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 two or three 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 to the instructor and the assigned TA via Canvas by **5pm the day before your group presentation.**
3. Prepare a double-sided fact sheet that provides an overview of theory. You will submit via email this sheet to the class members prior to your group presentation by **5pm the day before your group 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, gay clients, clients from various religious groups, persons with disabilities and any other population your group deems relevant to the discussion. In addition, provide considerations regarding using this approach in schools vs. community agencies.

**3. & 4.** **Midterm Exam (50 points; October 5th) and Final Exam (50 points; November 30th):**

(CACREP Standards addressed in Midterm: Section II. F.5.a., Section II.F.5.b., Section II.F.5.f., Section II.F.5.g.)

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

Each of the exams will consist of multiple-choice, short answer and case presentation questions drawn from class and assigned readings. The midterm exam will cover chapters 2-8; the final exam will cover chapters 9-15, and ACA Advocacy Competencies. You will be allotted 3 hrs only for each exam .

**5. Personal Case Study (25 points) Due November 2nd via Canvas by 11:59pm:**

(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, 12-15pages. 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 5-7 pages, 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.
* 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)

**6. Genogram (2 points extra credit) Due November 30th**

(CACREP Standard addressed: Section II.G.5.e.)

Draw a genogram displaying 3 generations beginning with your generation. Follow the steps at the following link:

<http://www.wikihow.com/Make-a-Genogram>

# Class Policy Statements:

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
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. Please see University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx 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 University Policies https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx 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.

1. Disability Accommodations: Students who need accommodations are asked 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 PSD office, but need accommodations, make an appointment with The Office of Accessibility, 1228 Haley Center, 844- 2096 (V/TT).

1. 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.

1. 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

1. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but **may be used for class purposes only and must not be a distraction.**

**CACREP Standards Matrix**

|  |  |  |
| --- | --- | --- |
| **CACREP Standard-As a result of this course student learn/gain the following:** | **Curriculum Experience** | **Outcome Assessment** |
| CACREP Standard II.F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. | * 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 | * Final Exam * Personal Case Study (see rubric) * Group Facilitation (see rubric) |
| CACREP Standard II.F.5.a. Theories and models of counseling | * 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 paradigms * Students will practice case conceptualization related to each theory through case studies and role plays * Students will develop a case conceptualization related to one issue and identify how they would work through the client concerns using three theories to assist with their personal model development * Students will develop a chart that includes all of the major theories discussed | * Mid-term * Final Exam * Personal Case Study (see rubric) * Group Facilitation (see rubric) * Group Theory Chart |
| CACREP Standard II.F.5.b .  A systems approach to conceptualizing clients | * 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 * Students will through role play identify ways to intervene in the system to facilitate change | * Mid-term * Final Exam |
| CACREP Standard II.F.5.f.  Counselor characteristics and behaviors that influence the counseling process | * 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 | * Midterm * Final Exam * Personal Case Study (see rubric) * Group Facilitation (see rubric) * Group Theory Chart (see rubric) |
| CACREP Standard II.F.5.g. Essential interviewing, counseling, and case conceptualization skills | * 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 | * Mid-term * Personal Case Study (see rubric) |

**Tentative Course Schedule: Fall 2016**

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| --- | --- | --- | --- |
| Class **#** | **Date** | **Topic** | **Readings/Assignments Due** |
| 1 | August 17th | Introduction Course Overview  Syllabus Review  Group Assignments |  |
| 2 | August 24rd | The Counselor: Person and Professional Ethical Issues in Counseling Practice | Chapter 1-3  2014 ACA Code of Ethics  \*Go to [www.counseling.org](http://www.counseling.org) |
| 3 | August 31th | Psychoanalytic Therapy | Chapter 4  Psychoanalytic Therapy Group Presentation |
| 4 | September 7th | Adlerian Therapy | Chapter 5  Adlerian Therapy Group Presentation |
| 5 | September 14th | Existential Therapy | Chapter 6  Existential Therapy Group Presentation |
| 6 | September 21st | Person-Centered Therapy | Chapter 7  Person-Centered Therapy Group Presentation |
| 7 | September 28th | Gestalt Therapy | Chapter 8  Gestalt Therapy Group Presentation |
| 8 | October 5th | **MIDTERM EXAM –out of class** | Chapters 2-8 |
| 9 | October 12th | Behavior Therapy | Chapter 9  Behavior Therapy Group Presentation |
| 10 | October 19th | Cognitive Behavior Therapy | Chapter 10  Cognitive Behavior Therapy Group Presentation |
| 11 | October 26th | Reality Therapy | Chapter 11  Reality Therapy Group Presentation |
| 12 | November 2nd | Work Day | Case Study Due (by 11:59 pm) |
| 13 | November 9th | Postmodern Approaches  Family Systems Therapy | Chapter 12  Chapter 14  Family Systems Therapy Group Presentation |
| 14 | November 16th | Feminist Therapy  Integrative Perspectives  ACA Advocacy Competencies | Chapter 13  Chapter 15  ACA Advocacy Competencies  Feminist Therapy Group Presentation |
| 15 | November 23rd | Thanksgiving Break-NO CLASS |  |
| 16 | November 30th | **FINAL EXAM** | Chapters 9-15  ACA Advocacy Competencies  Group Theories Chart Due  Extra Credit Genogram Assignment Due |
| 17 | December 7th | **NO CLASS** |  |

# Justification for Graduate Credit:

This course includes advanced content crisis intervention. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

# SYLLABUS DISCLAIMER:

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**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 within the Theory | Theory’s applicability with members of non-dominant social and cultural groups | Techniques used in this theory |
| Psychoanalytic |  |  |  |  |  |  |
| Adlerian |  |  |  |  |  |  |
| Existential |  |  |  |  |  |  |
| Person-Centered |  |  |  |  |  |  |
| Gestalt |  |  |  |  |  |  |
| Cognitive-Behavior |  |  |  |  |  |  |
| Behavior |  |  |  |  |  |  |
| Reality |  |  |  |  |  |  |
| Feminist |  |  |  |  |  |  |
| Postmodern |  |  |  |  |  |  |
| Family Systems |  |  |  |  |  |  |
| Integrative |  |  |  |  |  |  |

**Scoring Rubric for Group Facilitation on Application of a Theory**

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| --- | --- | --- | --- |
| **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 members did not participate equally | Time is well-managed in facilitating and is approximately 30 minutes in length; all group members appear to have an equal role; however, the presentation lacked organization | Time is well-managed in facilitating and is approximately 30 minutes in length.  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 |

**Scoring Rubric for Case Study**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 paper | More than 3 grammatical/typos and more than 3 APA errors | 2-3 APA and 2-3 grammatical/typos | 0-3 errors total |
| 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 1st and 2nd 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 1st 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** of the case from the selected theoretical approaches, goals, techniques, process, and evaluation procedures | 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 lack of consistency across goals, techniques, process, and evaluation | The items are included, however, all or some of the items are not relevant to the presenting problem **or** there is lack of consistency across goals, techniques, process, and evaluation | All elements are included and consistency across all aspects is present |