**AUBURN UNIVERSITY**

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

**FALL SEMESTER 2017**

**Course Number: COUN7320**

**Course Title: Counseling Theories**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: Tuesday 1 – 3:50pm, 2454 Haley Center**

**Prerequisties: None**

**Corequisites: None**

**Date Syllabus Prepared:** Revised August 2017

Instructor: Jinhee Park, PhD, CRC

Email: jzp0095@auburn.edu

Phone: TBA

Office Hours: By Appointment

Office Address: 1234C Haley Center

**Text(s):**

Required:

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

Additional Required Readings:

Halbur, D., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Boston, MA: Pearson Education.

Lee, C. C., & Rodgers, R. A. (2009). Counselor advocacy: Affecting systemic change in the public arena. *Journal of Counseling & Development, 87*(3), 284-287.

Ratts, M. J., & Hutchins, A. M. (2009). ACA advocacy competencies: Social justice advocacy at the client/ltudent Level. *Journal of Counseling & Development, 87*(3), 269-275.

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*(2), 90-97.

Recommended:

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.

**Course 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 II.F.5.a.)

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

4. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships clients (CACREP II.F.5.d.)

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

6. 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.

**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  • Case Conceptualization  • Group Facilitation |
| 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  • Case Conceptualization  • Group Facilitation  • 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  • Theoretical Orientation  • Case Conceptualization  • Group Facilitation  • Group Theory Chart |
| 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 | • Midterm  • Case Conceptualization |

**Course Content and Tentative Course Schedule: Fall 2017**

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| --- | --- | --- | --- |
| Class # | Date | Topic | Readings/Assignments Due |
| 1 | 08/22/17 | Introduction Course Overview Syllabus Review  Group Assignments |  |
| 2 | 08/29/17 | The Counselor: Person and Professional  Ethical Issues in Counseling Practice  Working Alliance | Chapter 1-3  2014 ACA Code of Ethics |
| 3 | 09/05/17 | Psychoanalytic Therapy | Chapter 4  Psychoanalytic Therapy Group Presentation |
| 4 | 09/12/17 | Adlerian Therapy | Chapter 5  Adlerian Therapy Group Presentation |
| 5 | 09/19/17 | Existential Therapy | Chapter 6  Existential Therapy Group Presentation |
| 6 | 09/26/17 | Person-Centered Therapy | Chapter 7  Person-Centered Therapy Group Presentation |
| 7 | 10/03/17 | Gestalt Therapy | Chapter 8  Gestalt Therapy Group Presentation |
| 8 | 10/10/17 | MIDTERM EXAM | Chapters 2-8 |
| 9 | 10/17/17 | Behavior Therapy | Chapter 9  Behavior Therapy Group Presentation |
| 10 | 10/24/17 | Cognitive Behavior Therapy | Chapter 10  Cognitive Behavior Therapy Group Presentation |
| 11 | 10/31/17 | Reality Therapy | Chapter 11  Reality Therapy Group Presentation |
| 12 | 11/07/17 | Feminist Therapy  Postmodern Approaches | Chapter 12  Chapter 13  Feminist Therapy Group Presentation |
| 13 | 11/14/17 | Family Systems Therapy  Integrative Perspectives  ACA Advocacy Competencies | Chapter 14  Chapter 15  ACA Advocacy Competencies  Family System Therapy Group Presentation |
| 14 | 11/21/17 | Thanksgiving Break-NO CLASS | **Theory Chart Due (Nov. 25th)** |
| 15 | 11/28/17 | Work Day | **Theoretical Orientation Paper Due (Dec. 2nd)** |
| 16 | 12/05/17 | FINAL EXAM | Chapter 9-15  **Theoretical Case Conceptualization Paper Due (Dec. 8th)** |
| 17 | 12/12/17 | FINAL WEEK |  |

**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.

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Group Work: Theory Chart | 10 |
| 2. Group Presentation on Application of Theories | 15 |
| 3. Midterm Exam | 20 |
| 4. Final Exam | 20 |
| 5. Theoretical Orientation Paper | 15 |
| 6. Theoretical Case Conceptualization Paper | 20 |
| **Total** | **100** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89 Points |
| C 70-79% | 70-79 Points |
| D 60-69% | 60-69 Points |
| F Below 60% | 59 or below Points |

**1. Theory Chart (Due November 25th) (10 points):**

Students will be assigned to small groups (approximately 3 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 Presentation on Application of a Theory (15 points):**

Students will have the opportunity to be active participants in their learning process. Each student will pair up with a peer to provide leadership to their colleagues in deepening their understanding of the application of a theory being examined. 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 via Canvas by 5pm the day before your group presentation.
3. Prepare a 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 30-40 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/Final Exams (20 points each):**

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; and the final exam will cover chapters 9-15. You will be allotted 3 hrs only for each exam.

**5. Theoretical Orientation Paper (15 points) Due December 2nd:**

The Theoretical Orientation Paper will be built off your understanding of counseling theories developed through in-class learning and discussions. Different theories will offer you different approaches to work with clients. As a counselor, you must be able to identify the theoretical basis that can best match who you are and what you believe will support clients in the counseling process. Developing your theoretical orientation will be critical in terms of case conceptualization, making treatment plans and applying techniques and strategies in counseling practice.

*Writing guidelines:*

Select one theory that is most relevant to your worldviews and discuss, in depth, how they are implemented in that theoretical approach. This assignment will help you not only be aware of your different worldviews towards different theoretical approaches, but also discover where you stand with those theoretical approaches.

**Three** sections should be included in this paper:

**The first section** should include a summary of your overall understanding of this theory and why you chose it as your main theoretical approach.

**The second section** will include your key beliefs of that theory. Please explicitly state each belief and explain why it matches your particular view of clients’ progress and personality development.

**In the third section**, you will talk about implications of this theoretical approach in working with clients in your field (e.g., clients with disabilities, youth population).

I understand that you may have more than one theoretical orientation. However, in order to have the space to fully develop your thoughts within a few pages, I encourage you to choose **Only** **One** and provide detailed work.

Grading guidelines:

1. Your writing product should include the required three sections listed above.

2. This paper require APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page).

For additional resources: <http://owl.english.purdue.edu/owl/resource/560/02/>

3. The pages will range from **3-4** pages (excluding a cover page).

**6. Theoretical Case Conceptualization Paper (20 points) Due December 8th:**

Each student will be randomly assigned a fictional case at the beginning of the semester. You will write a case conceptualization paper based on what you learned about each of the selected theories during the semester. This paper will help you to apply your understandings of counseling theories as well as the developed theoretical orientations to counseling practice.

*Writing guidelines:*

This paper will include **four** sections:

In the **first** section, you will use one paragraph to provide a very brief overview of the chosen theory.

In the **second** section you must explain why did you choose this theory? For example:

* Why did you think it was more suitable than others (e.g. fit your theoretical orientation?)
* Why does this theory work best for your client?

Support your reasons why or why not you used your identified theoretical orientation.

In the **third** section you will analyze the case by:

* Detailing your overall feelings of working with him/her
* Explaining your understandings of the client’s presenting concerns and your goals of working with him/her as viewed through the lens of the prescribed theory

In the **last** section, you will use your selected theory as a guide to compile your own list of theoretical consistent treatment plans and intervention strategies that may contribute to counseling outcomes for this client based on your assessment. **Please be as specific and creative as you can!**

Your ability to select and apply appropriate theoretical approaches for case conceptualization will be expected.

*Grading guidelines:*

1. Your writing product should include the required four sections listed above.

2. This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page and a reference page).

For additional resources: <http://owl.english.purdue.edu/owl/resource/560/02/>

3. The pages will range from 6-8 pages (excluding a cover page).

**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.

5. Students with Disabilities Statement Disability 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 alternative 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).

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 b. Contribute to collaborative learning communities
2. Demonstrate a commitment to diversity
3. Model and nurture intellectual vitality

8. 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.

**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.