**AUBURN UNIVERSITY**

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

**SYLLABUS**

**FALL SEMESTER 2018**

**Course Number:** COUN 7320

**Course Title:** Counseling Theories

**Credit Hours:** 3 Semester Hours

**Prerequisties:** None

**Corequisites:** None

**Date Syllabus Prepared:** Revised September 2018

**Instructor:** Morgan Jenkins, PhD, LPC

Email: mft0001@auburn.edu \*Please do not send messages via Canvas

Office Hours: MW 12:00-12:45 & 2:00-3:00 and by appointment

Office address: Thach 107

**Text(s):**

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

**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. 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.)

**CACREP STANDARDS MATRIX**

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| **CACREP Standard-As a result of this course student learn/gain the following:** | **Curriculum Experience** | **Outcome Assessment** |
| CACREP Standard II.F.5.a. Theories and models of counseling | Students will read about various counseling theories and will be exposed to the theories through lecture, discussion, and in-class activities | Midterm, Final, Theories Paper, In-class Activities |
|  | Students will write a paper regarding one of the theoretical paradigms |  |
|  | Students will identify key aspects of counseling theories in-class case studies, roles plays, and discussion |  |
|  | Students will participate in in-class activities that are used as practice utilizing and conceptualizing the theories |  |
| CACREP Standard II.F.5.b. A systems approach to conceptualizing clients | Students will explore their own family systems and the impact of the system on the themselves and those around them | Final, In-class Activities |
|  | Students will read about various systems theories |  |
|  | Students will explore the role of triangulation, triads, power, communication, and boundaries in family |  |
|  | Students will through role play and in-class activities identify ways to intervene in the system to facilitate change |  |
|  | Students will be exposed to the basic counseling skills used within the major theories |  |
| CACREP Standard II.F.5.g. Essential interviewing, counseling, and case conceptualization skills | Students will engage in discussions and in-class activities regarding non-verbal and verbal encouragers | Midterm, Final, Theories Paper, In-class Activities |

**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:  a. Engage in responsible and ethical professional practices b. Contribute to collaborative learning communities c. Demonstrate a commitment to diversity d. 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.

**General Course Requirements:**

Each student will be held responsible for **all** information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.

**Course Assignments:**

-**Participation:** It is expected that each person will come to class prepared and will participate in discussions generated through class readings, class exercises and topic presentations. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work (see Class Policy Statements below).

-**Examinations:** There will be two exams; a mid-term and final.

-**Student Manual - Instructional Tests/Self Inventories:** Each student will be required to complete the surveys and tests contained in the Manual. However, students will evaluate their own tests. Results will not be shared with other students, and will remain confidential with your instructor. The instructor will collect and review student manual materials throughout the semester.

-**Workbook pages to be turned in for grading:**

Chapter 1: 8 (Self-Inventory) -13

Chapter 2: 14-16, 17 (The Role of Values) -27

Chapter 3: 30-31, 34-35, 37-39

Chapter 4: 43-44, 56-58

Chapter 5: 59-60, 65-67, 75-77\*

Chapter 6: 78-79, 83 (Ways of Being “Dead”) – 84, 88-90

Chapter 7: 91-92, 97, 101-103

Chapter 8: 104-105, 116-117

Chapter 9: 118-119, 125-126, 137-139

Chapter 10: 140-141, 148 (#3), 149-151, 156-158\*

Chapter 11: 159-160, 172-174

Chapter 12: 175-176, 188-190

Chapter 14: 212-213, 225-227

Chapter 15: 232-237\*

**-Autobiographical paper:**

The purpose of this assignment will be to assist you in learning some of the basic components of each counseling theory presented by reflecting on events in your life that correspond to each theory. This course does not present itself as therapeutic in nature, however, the content and nature of materials reviewed may cause you to reflect on events and circumstances in your life. Being able to place facts and circumstances surrounding your life into a context of the counseling theories presented in this class should aid your learning and enhance your ability to use the theories when working with clients. Within this paper, answer and respond to the following items:

* The story of your birth – When were you born and where? What stories are told surrounding your birth? To whom was this event significant (other than yourself)? What made it significant?
* Your earliest memory – What is your earliest memory from your childhood? What was significant about this event? Do other family members share this memory? Do they remember components of the story that you do not?
* Birth order – Where are you in the birth order of your family? Are you an only child? What are the ages of your siblings? How would you describe your relationship(s) with your sibling(s)?
* What memories do you have about your maturation and puberty? How did you feel about changing physically and emotionally and “growing up?”
* Did you experience any accidents or sickness that influenced your birth, childhood, adolescence, or adulthood? Describe the circumstances surrounding these events. What impact has this had on your current life?
* Your beliefs – What are your fundamental beliefs about life and people? What is your purpose in life? Do you hold spiritual beliefs about life? What are they? What concept do you feel determines your actions in life – **fate** or **free will**? Why?
* When you think about yourself as a professional rehabilitation counselor, how do you want your clients to view you? How would they describe you as a counselor? What significant counseling traits would you want them to attribute to you?
* Do you believe that people can and will change their behavior? Do you believe that people can and will change their attitudes? In your opinion, what motivates change to occur?
* Describe what it means to you to have “good mental health.” Identify characteristics of good mental health.
* Describe how you view your own emotional health. Where do you fall in the spectrum of “good” to “bad” mental health and your reasoning for placing yourself where you have?

This paper and the information contained within it will remain confidential to the instructor. Your paper will be evaluated on the basis of organization, grammar, spelling, and clarity of expression as well as the content contained therein.

This paper should be approximately 12-15 pages double-spaced pages. You are **not** required to use APA format for this paper, nevertheless, you should provide support for any opinions or strong assertions.

**-Counseling Position paper:**

The purpose of this assignment will be to allow you an opportunity to *reflect and critically evaluate* your reactions to various theoretical models of counseling and experiential activities. This assignment is intended to contribute to a deeper understanding of your counseling goals and interests.

Within this paper *indicate your preferences* regarding future professional goals *describing insights* that you have gained about yourself (based on this course) and how you hope to apply the lessons and insights in your future role as a rehabilitation professional. Please include the following elements:

* Personal Counseling Definition: What is your definition of counseling? Give a clear, concise definition in your own words.
* Counseling Goal(s): What do you consider to be the most important goal(s) of counseling?
* When is Counseling Needed: How do you know someone “needs” counseling? Define counseling terms like “maladjustment” or “dysfunction” according to your theory.
* Achieving Progress: What constitutes “progress” within your system of counseling?
* The Counseling Relationship: What do you consider to be the essential characteristics of an effective relationship between a counselor and a client?
* The Counselor’s Role: Define the counselor’s role as it fits into your counseling theory.
* Working with persons with a disability. Discuss how your theory is applicable to persons with disabilities.
* Multicultural Perspectives: Discuss how your theory addresses cultural differences among clients.
* Application across life-spans: Discuss how your theory addresses cultural differences among clients.
* Limitations of your Theory: Specify and explain the limitations of your theory of counseling.

In the composition of this paper, you should use information learned about yourself in this class from your Workbook and your Autobiography. This information should help to support your reasoning in choosing the theoretical stance or orientation that you do. It should support the responses to the above bulleted points as well – in other words, how does your personal theoretical orientation fit into your world view based on your personal values, beliefs, life experiences, etc.

The paper should be approximately 7-9 typed (TEXT not including cover page, abstract, or reference pages), double spaced pages. You **are required to use APA format** and you should provide support for any opinions or strong assertions made in your paper. **You must provide a reference page at the end of the paper of a minimum of 6 references (articles, books, websites, etc.) that have had a significant influence on your personal beliefs, values, goals, and interests in counseling.** These references should not be entirely from one source – for example, all references should not come solely from textbooks or articles. Use diverse resources!

Your paper will be evaluated on-the-basis of organization, grammar, spelling, and clarity of expression as well as the content contained therein.

**Grading and Evaluation:** Final grades will be based on the following:

Examinations = 40 points (20 mid-term; 20 final)

Paper – Autobiography = 20 points

Paper – Position paper = 25 points

Completion of Student Workbook = 15 points

TOTAL = 100 points

The grade ranges are:

90 - 100 = A, 80 - 89 = B, 70 - 79 = C, 60 - 69 = D, Below 60 =F

**Course Content and Projected Schedule**

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| **CLASS** | **TOPICS** | **READING ASSIGNMENTS** |
| **1**  **Aug. 21** | Welcome and course overview |  |
| **2**  **Aug. 28** | Overview/The Counselor: Person and Professional /Ethical Issues in Counseling | Chapters 1-3 |
| **3**  **Sept. 4** | Psychoanalytic Therapy | Chapter 4  **Autobiographical paper DUE** |
| **4**  **Sept. 11** | Class Check-in and Review |  |
| **5**  **Sept. 18** | Adlerian Therapy | Chapter 5 |
| **6**  **Sept. 25** | Existential Therapy | Chapter 6  **1st part of workbook due** |
| **7**  **Oct. 2** | Person-Centered Therapy | Chapter 7 |
| **8**  **Oct. 9** | Reality Therapy | Chapter 11 |
| **9**  **Oct. 16** | Gestalt Therapy | Chapter 8 |
| **10**  **Oct. 23** | **Midterm** |  |
| **11**  **Oct. 30** | Behavior Therapy | Chapter 9 |
| **12**  **Nov. 6** | Cognitive Behavioral Therapy | Chapter 10  **2nd part of workbook due** |
| **13**  **Nov. 13** | Post Modern & Feminist Therapy | Chapters 12 & 13  **DUE: Counseling Position paper** |
| **14**  **Nov. 20** | **Thanksgiving Break**  **No Class** | ***Happy Turkey Day!*** |
| **15**  **Nov. 27** | Family Systems Therapy  & Integrative Perspective | Chapters 14 & 15  **Final part of workbook due** |
| **16**  **Dec. 4** | **Final Exam** |  |