**AUBURN UNIVERSITY**

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

**SYLLABUS**

**FALL 2019**

**Course Number: COUN 7320**

**Course Title: Counseling Theories**

**Credit Hours: 3 Semester Hours**

**Prerequisties: None**

**Corequisites: None**

**Date Syllabus Prepared:** Revised July 2019

**Instructor:** Heather Delgado, PhD, LPCA, NCC

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Phone: 334-844-7618

Office Hours: By Appointment

Office address: 2054 Haley Center

Graduate Assistant: Brittany Dennis

**Text(s):**

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

Additional Required Readings (on canvas):

Ratts, M. J., & Hutchins, A. M. (2009). ACA Advocacy Competencies: Social Justice Advocacy at the Client/Student 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 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.

**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 conceptualizations * Application of theory |
| 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, role 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 paradigm * 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 conceptualizations * Personal counseling theory reflection * Application of theory * 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 | * Mid-term * Final exam * Case conceptualizations * Application of theory * 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 | * Mid-term * Application of theory * Case conceptualizations |

**Course Content and Tentative Course Schedule: Fall 2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Class **#** | **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| 1 | August 20th | Course Overview  Syllabus Review |  |  |
| 2 | August 27th | The Counselor: Personal 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 | September 3rd | Psychoanalytic Therapy | Chapter 4 | **Personal Counseling Theory Reflection Due** |
| 4 | September 10th | Adlerian Therapy | Chapter 5 | *Theory application group* |
| 5 | September 17th | Existential Therapy | Chapter 6 |  |
| 6 | September 24th | Person-Centered Therapy | Chapter 7 |  |
| 7 | October 1st | Gestalt Therapy | Chapter 8 | **Case Conceptualization 1 Due**  *Theory application group* |
| 8 | October 8th | **Midterm Exam (outside of class)** | Chapters 2-8 |  |
| 9 | October 15th | Behavior Therapy | Chapter 9 | *Theory application group* |
| 10 | October 22nd | Cognitive Behavior Therapy | Chapter 10 | *Theory application group* |
| 11 | October 29th | Reality Therapy | Chapter 11 | *Theory application group* |
| 12 | November 5th | Postmodern Approaches | Chapter 13 | **Case Conceptualization 2 Due**  *Theory application group* |
| 13 | November 12th | Feminist Therapy  Family Systems Therapy  ACA Advocacy Competencies | Chapter 12  Chapter 14  ACA Advocacy Competencies | *Theory application group* |
| 14 | November 19th | Integrative Perspectives / Other theories | Chapter 15 | **Case Conceptualization Reflection** |
| 15 | November 26th | Thanksgiving Break-NO CLASS |  |  |
| 16 | December 3rd | **Final Exam** |  | **Group Theories Chart Due**  Extra Credit Genogram Assignment Due |

**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. Personal Counseling Theory Reflection 20 points

1. Case conceptualization write ups (2) and a reflection 50 points
2. Midterm Exam 50 points
3. Final Exam 50 points
4. Theory Application Activity 20 points

1. Group Theory Chart 20 points
2. Extra Credit: Genogram 2 points

Total: 210 points

**Grading Scale**

A 90-100% 188-210 Points

B 80-89% 167-187 Points

C 70-79% 146-166 Points

D 60-69% 125-145 Points

F Below 60% 124 or Below Points

1. **Personal Counseling Theory Reflection (20 points) (Due September 3rd):**

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

Students will have the opportunity to reflect on their personal ideas of counseling, the counseling relationship, and the counselor role. This assignment will consist of a 4-5 (double-spaced) page paper that addresses the following prompts:

Counseling:

* Definition: What is your definition of counseling? Give a concise definition in your own words.
* Goal(s): What do you consider to be the most important goal(s) of counseling?
* The Counseling Relationship: What do you consider to be the most important characteristics of an effective relationship between a counselor and a client?

Clients:

* 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.

Role of Counselor:

* Think about yourself as a professional 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?
* Discuss what your role as a counselor is when working with persons with a disability and persons with cultural differences.

**2. Case Conceptualizations and Reflection Paper (50 points):**

(CACREP Standards Addressed: Section.II.F.1.e., Section II.F.5.a., Section II.F.5.f., Section II.F.5.g.)

Students will complete two case conceptualization worksheets, each from a different theory, that will be due throughout the semester. Students will be given a case study of a client that they will use to complete the worksheet. The worksheet is to be completed electronically and in full sentences. In addition to the worksheet, the student will provide a one-page transcript of an excerpt from a counseling session demonstrating the theory.

*Case Conceptualization 1 (20 points) Due October 1st*: Complete the case conceptualization worksheet and provide a transcription of three counseling sessions showing the use of the selected theory. These should be one-page (doubled-spaced) each and would be considered session #3, #5, and #7.

*Case Conceptualization 2 (20 points) Due November 5th:* Complete the case conceptualization worksheet and provide a transcription of three counseling sessions showing the use of the selected theory. These should be one-page (doubled-spaced) each and would be considered session #3, #5, and #7.

*Case Conceptualization Reflection Paper (10 points) Due November 19th*: Provide a 1-2-page reflection addressing the following questions:

* What have you learned by completing these case conceptualizations?
* What conclusions can you draw about the theory you consider to represent your theoretical orientation?
* What was this process of completing this assignment like for you (e.g., what feelings emerged, what you realized, any struggles you faced)?

**3. & 4.** **Midterm Exam (50 points; October 8th) and Final Exam (50 points; December 3rd):**

(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 and short answer 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. Application of a Theory (due on the day of your selected presentation) (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 three or four 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. Each group will be assigned a specific counseling theory and then will be asked to pick one intervention from within that theory to demonstrate to the class. In your demonstration:

1. Provide a rationale for why a counselor would use the selected intervention.
2. Provide step-by-step instructions of how to use the intervention.
3. Prepare a short 5-10-minute role play of the intervention OR provide a video (highlighting important parts).
4. Address multicultural considerations/population considerations when using this theory and intervention with diverse groups. You need to address clients of color, counselors/trainees of color, clients from the LGBTQ community, 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.

**6. Group Theory Chart (Due December 3rd) (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.

**7. Genogram (2 points extra credit) (Due December 3rd):**

(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 are expected to attend class and to be on time for class meetings. Students are expected to prepare for class and to participate in class activities and discussions. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one excused absence. **Each additional absence will result in a 10pt. deduction from the student’s overall grade for missed participation and engagement in class exercises that work to meet learning outcomes**.
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. Readings and participation: Students are expected to come prepared to class having read *in advance* the materials required for each class meeting. Class participation is an integral aspect of the course and is expected of all students.
4. 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.
5. Course Assignments: Course assignments are due on the dates specified by the start of class time. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date.
6. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
7. 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. Professional Behavior: As students preparing to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies and professional standards:
2. Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
3. Demonstrate respect for peers and faculty
4. Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training
5. 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.**

**Academic Honesty Policy:**

Academic Honesty Statement: All portions of the Auburn University Student Academic Honesty Code (Title XII) found in the *Student Policy eHandbook* 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.

# 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).

# 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.