**AUBURN UNIVERSITY**

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

**SYLLABUS**

**FALL 2018**

**Course Number: COUN 7320**

**Course Title: Counseling Theories**

**Credit Hours: 3 Semester Hours**

**Prerequisties: None**

**Corequisites: None**

**Classroom: Haley 2326**

**Date Syllabus Prepared:** Revised July 2019

**Instructor:** Julie C. Hill, Ph.D, NCC

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Phone: 334-844-7695

Office Hours: Tuesdays from 1:30pm-3:30pm and by appointment

Office: 2008 Haley Center

\*My goal is to respond to emails within 24 hours, when they are sent Monday-Friday. Weekend email responses are never guaranteed, so please plan accordingly.

\*Preferred method of communication is via email.

**Text(s):**

Required:

Corey, G. (20). *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:

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/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**

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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.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 Theory Application (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 * Case Conceptualization * Group Theory Application (see rubric) * Group Theory Chart * Counseling Theory Paper |
| 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 * Case Conceptualization * Group Theory Application (see rubric) * Group Theory Chart (see rubric) * Counseling Short Paper * Counseling Theory Paper |
| 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 * Case Conceptualization * Counseling Short Paper |

**Course Content and Tentative Course Schedule: Fall 2016**

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| --- | --- | --- | --- |
| Class **#** | **Date** | **Topic** | **Readings/Assignments Due** |
| 1 | August 20th | Introduction Course Overview  Syllabus Review  Group Assignments |  |
| 2 | August 27th | The Counselor: Person and Professional Ethical Issues in Counseling Practice  APA Overview (if needed) | Chapter 1-3  2014 ACA Code of Ethics  \*Go to [www.counseling.org](http://www.counseling.org) |
| 3 | September 3rd | Psychoanalytic Therapy | Chapter 4  \*Counseling Philosophy Paper Due by 11:59 pm on Canvas |
| 4 | September 10th | Adlerian Therapy | Chapter 5  Adlerian Therapy Group Presentation |
| 5 | September 17th | Existential Therapy | Chapter 6  Existential Therapy Group Presentation |
| 6 | September 24th | Person-Centered Therapy | Chapter 7 |
| 7 | October 1st | Gestalt Therapy | Chapter 8  Gestalt Therapy Group Presentation  \*Case Conceptualization #1 Due by 11:59 pm on Canvas |
| 8 | October 8th | **MIDTERM EXAM** | Chapters 2-8 |
| 9 | October 15th | Behavior Therapy | Chapter 9  Behavior Therapy Group Presentation |
| 10 | October 22nd | Cognitive Behavior Therapy | Chapter 10  Cognitive Behavior Therapy Group Presentation |
| 11 | October 29th | Reality Therapy | Chapter 11  Reality Therapy Group Presentation |
| 12 | November 5th | Postmodern Approaches  Family Systems Therapy | Chapter 12  Chapter 14  Family Systems Therapy Group Presentation |
| 13 | November 12th | Feminist Therapy  Integrative Perspectives  ACA Advocacy Competencies | Chapter 13  Chapter 15  ACA Advocacy Competencies  Feminist Therapy Group Presentation |
| 14 | November 19th | To Be Determined  Review for Final Exam | \*Case Conceptualization #2 Due by 11:59 pm on Canvas |
| 15 | November 26th | Thanksgiving Break-NO CLASS |  |
| 16 | December 3rd | Course Wrap Up  Counseling Theory Paper Discussion | Chapters 9-15  ACA Advocacy Competencies  \*Counseling Theory Paper Due by 11:59 pm on Canvas  \*Group Theories Chart Due by 11:59pm on Canvas  \*Final Exam will be available on Canas from 12/4-12/10 |
| 17 | December 10th | **NO CLASS** | 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. Counseling Philosophy Paper/Discussion 10 points
2. Group Theory Chart 20 points
3. Group Theory Application 20 points
4. Midterm Exam 50 points
5. Final Exam 50 points
6. Case Conceptualizations 40 points
7. Counseling Theory Paper/Discussion 10 points

200 points

1. Extra Credit: Genogram 5 points

**Grading Scale**

A 90-100% 180-200 Points

B 80-89% 160-179 Points

C 70-79% 140-159 Points

D 60-69% 120-139 Points

F Below 60% 119 or Below Points

**1. Counseling Philosophy Paper (Due September 3rd) (10 points):**

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

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

* 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?
* The Counseling Relationship: What do you consider to be the essential characteristics of an effective relationship between a counselor and a client?
* When you 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?
* 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?
* Discuss what your role as a counselor is when working with persons with a disability, LGBTQIA clients, and persons with cultural differences.

This paper will be in modified APA format (this means appropriate referencing of sources within the text and in the reference list, page numbers and quotation marks for direct quotes, use of headings if appropriate, numbered pages, and a title page. You can use first person, I, and you do not need to include an abstract). You will need to reference the class materials (textbooks, articles) and include at least 2 references to related literature beyond the course texts and materials.

**2. Group Theory Chart (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.

**3. Group Theory Application (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. 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 and what this would do for the client.
2. Provide a step-by-step instruction of how to do the intervention
3. Prepare a short 5-10-minute role play of how to do the intervention OR provide a video of the role play (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, LGBTQIA 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.

**4. & 5.** **Midterm Exam (50 points; October 8th) and Final Exam (50 points; December 4th-10th):**

(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 .

**6. Case Conceptualizations (Due October 1st and November 19th ) (20 points each; 40 points total)**

(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.

**7. Counseling Theory Paper/Discussion (Due December 3rd) (10 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 a 2-3 page paper addressing the following questions:

* What have you learned about the process of counseling throughout the semester?
* What theory do you consider your theoretical orientation?
* Why is this theory the one you are drawn to or connect with?
* Briefly explain the theory and the concepts behind this theory, as well as the counselor’s role within this theory.

**8. Genogram (2 points extra credit) Due December 10th**

(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 10 pt. 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. 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. 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.**

# 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.