**AUBURN UNIVERSITY**

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

**SYLLABUS**

**FALL 2020**

**Course Number: COUN 7326**

**Course Title: Counseling Theories**

**Credit Hours: 3 Semester Hours**

**Date Syllabus Prepared:** Revised August 2020

**Instructor:** Lindsay Portela, PhD, LPC, NCC

Email: lkp0004@auburn.edu \*Please do not send messages via Canvas\*

Office Hours: By Appointment via Zoom

Graduate Assistant: Leah Kartovicky lkk0002@auburn.edu

**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** (provided 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.

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

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

**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**

This course is delivered via distance learning. The format of the course will consist of using both synchronous (Zoom) and asynchronous online formats (Canvas). The practical application/experiential activities component is designed to help students bridge the gap between theory and practice through journals, 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 Content and Tentative Course Schedule Fall 2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| Week 1(8/17 – 8/23)Zoom meeting 8/18 @ 3:30pm | Course OverviewSyllabus Review |  |  |
| Week 2(8/24 – 8/30)  | The Counselor: Personal and Professional Ethical Issues in Counseling Practice | Chapter 1-32014 ACA Code of Ethics\*Go to [www.counseling.org](http://www.counseling.org) |  |
| Week 3(8/31 – 9/6)  | Psychoanalytic Therapy | Chapter 4 | **Personal Counseling Theory Reflection Due Sunday 9/6 by 11:59 PM** |
| Week 4(9/7 – 9/13) | Adlerian Therapy | Chapter 5 |  |
| Week 5(9/14 – 9/20) | Existential Therapy | Chapter 6 |  |
| Week 6(9/21 – 9/27)  | Person-Centered Therapy | Chapter 7 |  |
| Week 7(9/28 – 10/4)  | Gestalt Therapy | Chapter 8 | **Case Conceptualization 1 Due by Sunday 10/4 by 11:59 PM**  |
| Week 8(10/5 – 10/11) | **Midterm Exam** \* Exam will open 10/5 and close 10/11 at 11:59 PM)  | Chapters 1-8 | **Midterm exam due by Sunday 10/11 by 11:59 PM**  |
| Week 9(10/12 – 10/18) | Behavior Therapy | Chapter 9 |  |
| Week 10(10/19 – 10/25)  | Cognitive Behavior Therapy | Chapter 10 |  |
| Week 11(10/26 – 11/1) | Reality Therapy | Chapter 11 |  |
| Week 12(11/2 – 11/8)  | Postmodern Approaches | Chapter 13 | **Case Conceptualization 2 Due Sunday 11/8 by 11:59 PM**  |
| Week 13(11/9 – 11/15) | Feminist Therapy Family Systems TherapyACA Advocacy Competencies  | Chapter 12Chapter 14ACA Advocacy Competencies |  |
| Week 14(11/16 – 11/22) | Integrative Perspectives / Other theories | Chapter 15 | **Case Conceptualization Reflection Paper due Sunday 11/22 by 11:59 PM** **Extra Credit Genogram Assignment Due 11/22 by 11:59 PM** |
| Week 15(11/23 – 11/29) | Thanksgiving Break-NO CLASS |  |  |
| Week 16(11/30 – 12/4)  | **Final Exam** \* Exam will open 11/20 and close 12/4 at 11:59 PM – you only have 3 hours to take the Exam) |  | **The following assignments are due Friday 12/4 by 11:59 PM:** * **Final Exam**
* **Application of Theory Paper Due**
* **Theories Chart Due**
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**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
2. Case conceptualizations (2) & Reflection 50 points

1. Midterm Exam 50 points
2. Final Exam 50 points
3. Theory Application Paper 20 points

1. Theory Chart 20 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 6th):**

(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; CC 1 due October 4th, CC 2 due November 8th, Reflection Due November 22nd):**

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

*Case Conceptualizations (20 points each):*

Students will complete two case conceptualization worksheets (the worksheet can be found in the “files” tab on Canvas), using a different theory for each conceptualization. Students will be provided sample case studies to choose from to complete the worksheet. The worksheet is to be completed electronically and in full sentences using clinical terms and professional writing.

*Case Conceptualization Reflection Paper (10 points)*: 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 did you realized, did you face any struggles)?

**3. & 4.** **Midterm Exam (50 points; October 11th by 11:59 PM) and Final Exam (50 points; December 4th by 11:59 PM):**

(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 hours only for each exam. **Examinations will we administered electronically via canvas using HonorLock for all students.** HonorLock requires the use of Google Chrome. All examinations must be submitted by 11:59 PM on the day that it is due.

**5. Application of a Theory (Due Friday December 4th by 11:59 PM) (20 points):**

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

Students will identify a counseling theory from those discussed in the course that they feel aligns with their approach to counseling. Students will have the opportunity to be active participants in their learning process and write a paper deepening their understanding of the application of a theory being examined. This paper will be **no more than 8 pages in length** (excluding the title page, abstract, and reference pages) while there is no minimum please be sure that you have covered all the required components of the paper listed below. The paper must adhere to APA Style guidelines (12-point font, Times New Roman, 1 inch margins, etc.) using additional scholarly sources (e.g books, scholarly articles, etc.). Please use the headings provided to structure your paper and address the following questions.

1. *Title Page* (Separate page)
2. *Introduction*
* Provide a short (1-2 paragraph) overview of what your paper will cover
1. *Overview of Theory*
* Provide a brief history of the theory (when was it developed, who is credited with the theory, how did it come to be, etc.)
* Summarize the core concepts of your theory including: Health and Well-being, Dysfunction, Client-Counselor relationship, Role of Counselor, and Role of Client (you may use subheadings in this section if it helps you organize the content of the paper).
1. *The Therapy Process*
* Explain the change process: what is the process of change?
* Describe therapeutic goals: what goals are created when using this theory?
* Explain the therapeutic techniques used.
1. *Evaluation*
* 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)
* Address any limitations this theory has.
1. *Personal Reflection*
* Discuss your connection to the theory you selected (you will not need citations here, this section is reflective) what do you like about it most, what parts don’t align with your counseling identity.
* Describe how you see yourself using this theory to guide your counseling practice in the future (what setting do you see yourself in, how will this theory be beneficial to you).

**6. Theory Chart (Due December 4th) (20 points):**

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

Throughout the semester students will 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 4th):**

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

Students have the opportunity to add 2 extra credit points to either the Midterm or Final exam by completing this assignment. Students must notify the instructor when submitting the assignment which exam they would like the points applied to.

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

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

# Class Policy Statements

1. Attendance: This is an online course so there are no in person class meetings, however it is very important that you keep up with the work throughout the semester. Lectures for the week will be posted to the Canvas site Monday mornings.
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 have completed the assigned reading prior to watching the lecture.
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 on the syllabus. 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

**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.

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# 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.

**COVID-19**

**Assignments/Schedule Subject to Change due to Pandemic:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**If I am unable to teach the course:** If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Attendance:** Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**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
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| 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
 |