**AUBURN UNIVERSITY**

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

**SYLLABUS**

**FALL 2021**

**Course Number: COUN 7320**

**Course Title: Counseling Theories**

Credit Hours: 3 credit hours

Co/Prerequisties: None

Course Meeting Times: Tuesdays 4-6:50pm CST

Classroom: Haley 2406

Instructor: Ashley Brown, PhD, NCC

Email: [abb0010@auburn.edu](mailto:abb0010@auburn.edu)

Office: Haley Center 2084

Office Hours: By appointment

**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**

|  |  |  |
| --- | --- | --- |
| **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 2021**

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| --- | --- | --- | --- |
| Class **#** | **Date** | **Topic** | **Readings/Assignments Due** |
| 1 | 8/17 | Introduction Course Overview  Syllabus Review  Group Assignments |  |
| 2 | 8/24 | 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 | 8/31 | Psychoanalytic Therapy | Chapter 4  \*Counseling Philosophy Paper Due by 11:59 pm on Canvas |
| 4 | 9/7 | Adlerian Therapy | Chapter 5  Adlerian Therapy Group Presentation |
| 5 | 9/14 | Existential Therapy | Chapter 6  Existential Therapy Group Presentation |
| 6 | 9/21 | Person-Centered Therapy | Chapter 7 |
| 7 | 9/28 | Gestalt Therapy | Chapter 8  Gestalt Therapy Group Presentation  \*Case Conceptualization #1 Due by 11:59 pm on Canvas |
| 8 | 10/5 | **MIDTERM EXAM** | Chapters 2-8 |
| 9 | 10/12 | Behavior Therapy | Chapter 9  Behavior Therapy Group Presentation |
| 10 | 10/19 | Cognitive Behavior Therapy | Chapter 10  Cognitive Behavior Therapy Group Presentation |
| 11 | 10/26 | Reality Therapy | Chapter 11  Reality Therapy Group Presentation |
| 12 | 11/2 | Postmodern Approaches  Family Systems Therapy | Chapter 12  Chapter 14  Family Systems Therapy Group Presentation |
| 13 | 11/9 | Feminist Therapy  Integrative Perspectives  ACA Advocacy Competencies | Chapter 13  Chapter 15  ACA Advocacy Competencies  Feminist Therapy Group Presentation |
| 14 | 11/16 | Review for Final Exam | \*Case Conceptualization #2 Due by 11:59 pm on Canvas |
| 15 | 11/23 | Thanksgiving Break-NO CLASS |  |
| 16 | 11/30 | 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 Cultural Competent Practices Paper 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: Cultural Competent Practices Paper 5 points

Students in this course are required to complete all specified course requirements. *Descriptions of all assignments are attached to this syllabus.*

All assignments are due via Canvas **by 11:59pm CST** on the day assigned.

**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 8/31 (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 9/28) (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 other marginalized populations 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; 10/5 ) 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 9/28 and 11/16 ) (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 11/16) (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. Cultural Competent Practices Paper (5 points extra credit) Due December 10th**

(CACREP Standard addressed: Section II.F.2.b.)

Write a 1-page reflection paper addressing the following questions:

* What is your theoretical orientation?
* What are some multicultural considerations for your theoretical orientation?
* Identify three ways in which you can incorporate cultural competent practices when working with clients while utilizing your theoretical orientation?

# 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 5 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.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you may be excused from classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider.

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.

1. 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.
2. Course Assignments: Course assignments are due on the dates and times specified within the course schedule. If you are concerned about your ability to complete quality work as described in the schedule, make an appointmentas soon as possible so we can discuss how to support your learning in our course. 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, unless otherwise communicated by me as your instructor. Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas. Moreover, all papers must be in APA format, 12- point font, double-spaced, Times New Romans.
3. Course Communication: E-mail is the official communication at Auburn University. Throughout the semester, students will periodically receive e-mails and announcements via Canvas regarding class. Students are responsible for the information contained in those e-mails and announcements, whether or not one checks their university account or Canvas regularly. I will respond to student e-mails within 24 hours from their initial receipt unless otherwise noted. Emails past 7:00pm CST may not be responded to until the next day. Please University e-mail (**NOT** messages through Canvas) to communicate with me in between class sessions.
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. Online Learning Community. In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person as well as a learner. In so, we have a responsibility to contribute to the learning of the collective group, as well as to our own individual experience. In the event that we will have to utilize Zoom for our class meetings, **please do not use personal messaging or texting during live Zoom meetings.** A virtual format can be challenging, however, please work to be as present in mind and body as possible with your peers and instructor during our brief time together.
2. Professional Behavior: The AU Classroom Behavior Policy is strictly followed in the course; please refer to the Student e-Handbook at <http://www.auburn.edu/student_info/student_policies> for details of this policy. 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:
3. Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
4. Demonstrate respect for peers and faculty
5. Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training

COVID-19 considerations

\*Face coverings are mandatory in the classroom setting.

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 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 and/or Canvas message, and all assignment due dates will be updated.

1. Office Hours: I am available by appointment via Zoom. The University email is the preferred method to reach out to me and schedule an appointment. I encourage you to make an appointment if you have any questions or concerns about the course of your performance in it. I am happy to meet with you via Zoom at any time throughout the semester.

# 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.