

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Fall 2022

**Course Number:** COUN 7320-D01

**Course Title:** Counseling Theories

**Credit Hours:** 3 Semester credit hours/Graded

**Prerequisites:** None

**Corequisites:** None

**Class Meeting:** Asynchronous, Optional 1-hour weekly live Q & A Zoom meeting Thursdays 5:00 p.m. – 6:00 p.m. CST

**Class Location:** Online

**Office Hours:** By Appointment/via Zoom

**Professor:** Brittney Barnett, PhD, LPC, NCC

**Email:** brb0066@auburn.edu

**Text(s):**

Required:

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (10th Ed.).Brooks/Cole Publishing Company.

Halbur, D., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Pearson Education.

Additional Required Readings (on Canvas):

American Counseling Association (2020). ACA advocacy competencies. <https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-may-2020.pdf?sfvrsn=85b242c_6>

Optional Reading:

Dollarhide, C. T. & Lemberger-Truelove, M. E. (Eds.). (2018). *Theories of school counseling for the 21st century*. Oxford University Press.

\*Available to view as an e-book via Auburn Library. Just sign in with your Auburn credentials.

**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.

**CACREP Objectives/Student Learning Outcomes:**

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.)
6. Evidence-based counseling strategies and techniques for prevention and intervention (CACREP II.F.5.j.)
7. Processes for aiding students in developing a personal model of counseling (CACREP II.F.5.n.)

**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. 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. 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.

*This course will be delivered in an asynchronous online format with an optional opportunity for students to join weekly 1-hour live Q& A Zoom meetings should students have questions for the instructor that week. Students will add any questions they may have for the instructor to the discussion board on Canvas. Questions should be posted each Wednesday by 5 p.m. (CST). The instructor will answer posted questions during the 1-hour live Q & A Zoom meeting on Thursdays at 5 p.m. (CST).* The online format will consist of weekly lectures via Zoom recordings, weekly readings, and discussions. Students are responsible for viewing recorded lectures on their own time, completing assignments on time, and staying up-to-date with the course schedule. Lectures will be posted on Canvas on Monday of each week.

**Course Requirements & Student Evaluation:**

Course assignments are due on the dates specified in the course schedule. 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.

Weekly Attendance (Flip or Discussion Board) 5 points

Personal Counseling Theory Reflection 15 points

Case Conceptualization Worksheets (2) and Reflection 50 points

Midterm Exam 50 points

Final Exam 50 points

Application of a Theory 20 points

Theory Fact Chart 10 points

 Total: 200 points

**Grading Scale**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

**Assignment Descriptions**

**1. Attendance (due weekly):** Attendance will be taken each week through Flip or discussion posts.

**2. Personal Counseling Theory Reflection (15 points) (due September 16th):**

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 your role as a counselor when working with persons who are culturally diverse from you.

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

Students will complete two case conceptualization worksheets, each from a different theory and a reflection on their experiences conceptualizing cases from theoretical perspectives. Students will be given a case study of a client that they will use to complete the worksheet.

*Case Conceptualization 1 (20 points) Due September 30th*: Complete the case conceptualization worksheet. Students may choose one of the following counseling theories to conceptualize the client case: adlerian, existential, person-centered, or gestalt theory.

*Case Conceptualization 2 (20 points) Due November 11th:* Complete the case conceptualization worksheet. Students may choose one of the following counseling theories to conceptualize the client case: cognitive behavioral, reality, solution-focused, narrative, or feminist theory.

*Case Conceptualization Reflection Paper (10 points) Due November 18th*:

Provide a 2-3 page, double-spaced reflection addressing the following questions:

* What have you learned by completing the case conceptualizations?
* What theory do you consider to represent your theoretical orientation at the moment? Discuss why this theory and how the theory you selected aligns with your personal view of counseling.
* What was this process of completing this assignment like for you (e.g., what feelings emerged, what you realized, any struggles you faced)?

**4. & 5.** **Midterm Exam (50 points; due October 3rd-5th) and Final Exam (50 points; due December 7th-9th):**

Each exam will consist of multiple-choice questions drawn from lecture content and assigned readings. The Midterm Exam will cover chapters 2-8; the Final Exam will cover chapters 9-15 and ACA Advocacy Competencies. The exam will be administered via Canvas. Exams will be monitored using ProctorU.

**6. Application of a Theory (due the Friday of the week we cover your group’s theory by 11:59 p.m.) (20 points):**

Students will have the opportunity to be active participants in their learning process. Each student will collaborate with a partner to provide leadership to their colleagues in deepening their understanding of the application of a theory being examined. You won’t need to create a PowerPoint. Each group will be assigned a specific counseling theory and then will be asked to demonstrate one intervention from within that theory. Demonstrations will be recorded via Zoom and uploaded into Canvas for peers to view. In your demonstration:

1. Briefly discuss (2-3 minutes) the theory for which your intervention is grounded on (i.e., what the theory believes causes distress and how change happens).
2. Provide a rationale for why a counselor would use the selected intervention (i.e., how will the client benefit or change by engaging in the intervention).
3. Provide step-by-step instructions of how to use the intervention.
4. Demonstrate a short 5-10-minute role play of the intervention.
5. Finally, discuss multicultural and contextual considerations when using this theory and intervention with diverse groups (4-6 minutes). You must address how the intervention may need to be adapted for clients of color, LGBTQ+ clients, clients from various religious groups, persons with disabilities, and/or other groups you deem relevant to the discussion. In addition, provide considerations regarding using this approach in varying settings, such as schools, community agencies, or rehabilitation programs.

**7. Theory Fact Chart (20 points; due December 2nd):**

Students will collaborate with their partner to complete a theory fact chart over the course of the semester which includes pertinent information about each of the theories covered in class. These charts will assist students in comparing and contrasting counseling theories.

# Class Policy Statements

1. Attendance: Students are expected to engage weekly via Flip or discussion boards in Canvas. Attendance will be taken each week through Flip or discussion posts. Should students need to be absent for any reason, please contact the instructor before missing that week’s Flip or discussion post. Students are allotted one excused absence. **Each additional absence will result in a grade deduction from the student’s participation grade.**
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. Please see [University Policies](https://sites.auburn.edu/admin/universitypolicies/default.aspx%20for) for more information on excused absences.
3. Participation in Live Q & A Zoom Meetings/Discussions: Students will have the option to join a 1-hour live Q & A Zoom meeting weekly. Students are expected to review lecture materials and complete assigned reading in advance of each Zoom meeting and post any questions to the discussion board by Wednesday at 5 p.m.
4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, midterm 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. University email will be the primary avenue of communication with the instructor in between class sessions.
7. Course Contingency: If normal class 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.
8. 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:
9. Engage in responsible and ethical professional practices
10. Contribute to collaborative learning communities
11. Demonstrate a commitment to diversity
12. Model and nurture intellectual vitality
13. 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:
14. Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
15. Demonstrate respect for peers and faculty
16. Demonstrate responsible behavior related to attending class, completing assignments, and participating in your educational training
17. 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. Please do not use personal messaging or texting during live Q & A Zoom meetings, and please work to be as present as possible with your peers and instructor during our time together.

**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.

**Graduate Writing Expectations:**

Students are expected to submit graduate level writing in proper format throughout the graduate program. Please reference <https://apastyle.apa.org/> for APA 7th ed. writing format, and visit the Miller Writing Center for support at <http://auburn.edu/academic/provost/university-writing/miller-writing-center/>.

# 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 email. 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 counseling content. 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.

**Course Schedule**

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| **Date** | **Topic** | **Readings Due** | **Assignments Due** | **CACREP Standards** |
| Week 1 August 15th  | Course OverviewSyllabus Review | Corey Ch. 1  | **Flip or Discussion Post** |  |
| Week 2August 22nd   | The Counselor: Personal & ProfessionalDeveloping Theoretical Orientation Ethical Issues in Counseling Practice | Corey Ch. 2-3Halbur & Halbur Ch. 1-2 | **Flip or Discussion Post** | II.F.5.f., II.F.5.n. |
| Week 3August 29th  | Psychoanalytic Therapy | Corey Ch. 4Halbur & Halbur Ch. 3 | **Flip or Discussion Post***Application of a Theory (Psychoanalytic)*  | II.F.5.a., II.F.5.f. II.F.5.n. |
| Week 4 September 5th  | Adlerian Therapy | Corey Ch. 5Optional: D & LT Ch. 5 | **Flip or Discussion Post***Application of a Theory (Adlerian)*  | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 5September 12th  | Existential Therapy | Corey Ch. 6Optional: D & LT Ch. 8 | **Flip or Discussion Post***Application of a Theory (Existential)***Personal Counseling Theory Reflection**  | II.F.5.a., II.F.5.f |
| Week 6September 19th   | Person-Centered Therapy | Corey Ch. 7Optional: D & LT Ch. 4  | **Flip or Discussion Post***Application of a Theory (Person-Centered)*  | II.F.5.a., II.F.5.f |
| Week 7 September 26th  | Gestalt Therapy | Corey Ch. 8 | **Flip or Discussion Post***Application of a Theory (Gestalt)***Case Conceptualization 1** | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 8October 3rd | **Midterm Exam Due on Canvas Anytime October 3rd-5th**(Chapters 2-8)**\*NO LECTURE, LIVE ZOOM Q & A MEETING, OR FLIP OR DISCUSSION POST** | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 9October 10th  | Behavior Therapy | Corey Ch. 9 | **Weekly Flip or Discussion Post***Application of a Theory (Behavior)* | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 10October 17th  | Cognitive Behavioral Therapy | Corey Ch. 10Optional: D & LT Ch. 6 | **Weekly Flip or Discussion Post***Application of a Theory (Cognitive Behavioral)* | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 11October 24th  | Reality Therapy | Corey Ch. 11Optional: D & LT Ch. 7 | **Weekly Flip or Discussion Post***Application of a Theory (Reality)*  | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 12October 31st   | Postmodern Approaches, Narrative, & Solution-Focused | Corey Ch. 13Optional: D & LT Ch. 9 | **Weekly Flip or Discussion Post***Application of a Theory (Postmodern)* | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 13November 7th  | Feminist Therapy ACA Advocacy Competencies  | Corey Ch. 12ACA Advocacy CompetenciesOptional: D & LT Ch. 12 | **Weekly Flip or Discussion Post***Application of a Theory (Feminist)***Case Conceptualization 2** | II.F.1.e.,II.F.5.a., II.F.5.f |
| Week 14November 14th  | Family Systems TherapyIntegrative Perspectives  | Corey Ch. 14 & 15Optional: D & LT Ch. 10-11 | **Weekly Flip or Discussion Post***Application of a Theory (Family Systems)* **Case Conceptualization Reflection Paper** | II.F.1.e., II.F.5.a., II.F.5.b., II.F.5.f., II.F.5.g |
| Week 15November 21st   | **Thanksgiving Break** **\*NO LECTURE, LIVE ZOOM Q & A MEETING, OR FLIP OR DISCUSSION POST** |  |
| Week 16November 28th  | ReviewDeveloping Theoretical Orientation | Halbur & Halbur Ch. 3-5 | **Weekly Flip or Discussion Post****Theory Fact Chart**  | II.F.5.a., II.F.5.f., II.F.5.n.  |
| **Final Exam Due on Canvas Anytime December 5th-7th**(Chapters 9-15 & ACA Advocacy Competencies)**\*NO LECTURE, LIVE ZOOM Q & A MEETING, OR FLIP OR DISCUSSION POST** | II.F.1.e., II.F.5.a., II.F.5.b., II.F.5.f., II.F.5.g |

Please note: This schedule is subject to change. Students will be notified of any changes with proper notice via email and/or Canvas.