**AUBURN UNIVERSITY**

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

**SYLLABUS**

**FALL 2023**

**Course Number: COUN 7326**

**Course Title: Counseling Theories**

**Credit Hours: 3 Semester Hours**

**Date Syllabus Prepared:** August 2024

**Instructor:** Morgan Jenkins, PhD, LPC, ACS

Email: [Mft0001@auburn.edu](mailto:Mft0001@auburn.edu) \*Please do not send messages via Canvas\*

Office Hours: By Appointment via Zoom

**Class Meeting Times and Location:**

Tuesdays 2:00-4:50 on Zoom

**Text(s)**

**Required:**

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy (10th Ed.)* Pacific

Grove, CA: Brooks/Cole Publishing Company.

**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.The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (CACREP 3.A.4.)

2. Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (CACREP 3.E.1.)

3. Case conceptualization skills using a variety of models and approaches (CACREP 3.E.3.)

4. Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (CACREP 3.E.8.)

5. Interviewing, attending, and listening skills in the counseling process (CACREP 3.E.9.)

**Course Format**

This course is delivered synchronously on Zoom and via distance learning. The format of the course will consist of using synchronous lectures/meetings and asynchronous online activities (Canvas). **The scheduled Zoom meetings will be bolded on the schedule below.**

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 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| **Week 1**  **(8/19 – 8/25)** | Course Overview  Syllabus Review |  |  |
| **Week 2**  **(8/26 – 9/1)** | The Counselor: Personal and Professional  Ethical Issues in Counseling Practice | Chapter 1-3  2014 ACA Code of Ethics  \*Go to [www.counseling.org](http://www.counseling.org) |  |
| **Week 3**  **(9/2 – 9/8)** | Psychoanalytic Therapy | Chapter 4 | Class Activity #1 |
| **Week 4**  **(9/9 – 9/15)** | Adlerian Therapy | Chapter 5 | Class Activity #2 |
| **Week 5**  **(9/16 – 9/22)** | Person-Centered Therapy | Chapter 7 |  |
| **Week 6**  **(9/23 – 9/29)** | Existential Therapy | Chapter 6 | Class Activity #3 |
| **Week 7**  **(9/30 – 10/6)** | Gestalt Therapy | Chapter 8 |  |
| Week 8  (10/7 – 10/13) | **Midterm Exam**  \*Exam will open 10/7 and close 10/13 at 11:59 PM | Chapters 1-8 | **Midterm exam due by Sunday 10/13 by 11:59 PM** |
| **Week 9**  **(10/14 – 10/20)** | Behavior Therapy | Chapter 9 |  |
| **Week 10**  **(10/21 – 10/27)** | Cognitive Behavior Therapy | Chapter 10 | Class Activity #4 |
| **Week 11**  **(10/28 – 11/3)** | Reality Therapy | Chapter 11 | Class Activity #5 |
| **Week 12**  **(11/4 – 11/10)** | Postmodern Approaches | Chapter 13 |  |
| **Week 13**  **(11/11-11/17)** | Feminist Therapy  Family Systems Therapy  ACA Advocacy Competencies | Chapter 12  Chapter 14  ACA Advocacy Competencies |  |
| **Week 14**  **(11/18-11/24)** | Integrative Perspectives / Other theories | Chapter 15 | Class Activity #6 |
| Week 15  (11/25-11/12/1) | Thanksgiving Break-NO CLASS |  |  |
| Week 16  (12/2 – 12/8) | **Final Exam**  \*Exam will open 12/2 and close 12/8 at 11:59 PM – you only have 3 hours to take the Exam |  | **The following assignments are due Sunday 12/8 by 11:59 PM:**   * **Final Exam** * **Application of Theory Paper Due** * **Theories Chart 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. Midterm Exam 12.5 points
2. Final Exam 12.5 points
3. Class Activities 25 points
4. Theory Application Paper 30 points
5. Theory Chart 20 points

Total: 100 points

**Grading Scale**

A 90-100

B 80-89

C 70-79

D 60-69

F Below 60

**1. & 2.** **Midterm Exam (12.5 points; October 13th by 11:59 PM) and Final Exam (12.5 points; December 8th by 11:59 PM):**

(CACREP Standards addressed in Midterm: Sections 3.A.4., 3.E.1., 3.E.8., and 3.E.9.)

(CACREP Standards addressed in Final Exam: Sections 3.A.4., 3.E.1., 3.E.3., 3.E.8., and 3.E.9)

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.

**3. Class Activities (25 total points):**

During class time, we will have time to apply these theories in various ways as well as dive deeper into the constructs. You will be graded on your participation in these activities. These are 5 points each – you will have 6 opportunities, but only 5 will count toward your final grade. This means your lowest may be dropped or skipped with no grade penalty. More info about these will be given during class time.

**4. Application of a Theory (Due Sunday December 3rd by 11:59 PM) (30 points):**

(CACREP Standards addressed in final paper: Sections 3.A.4., 3.E.1., 3.E.3., and 3.E.8.)

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).

**5. Theory Chart (Due December 3rd) (20 points):**

(CACREP Standards Addressed: Sections 3.E.1. and 3.E.8.)

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. A rubric and more info about this assignment will be posted to Canvas.

# Class Policy Statements

1. Attendance: You are required to attend all synchronous lectures (via Zoom). However, you are allowed one unexcused absence that will not affect your grade. The second unexcused absence and any following will affect your grade by a deduction of 10 points per absence. It is your responsibility to obtain lecture materials and discussion points after an unexcused absence.
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 attending or 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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**Accommodations Statement:**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

# 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.

**Policy Related to the Use of AI for Classroom Assignments:**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings:**

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
* If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
* Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
* Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
* Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
* If you have questions during class, you can raise your hand (in real time or via Zoom).
* Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our Zoom meetings are professional interactions.
* You should dress and behave as you would in a normal F2F classroom.
* Please minimize distractions in the background as much as possible.
* Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
* Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
* Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
* Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
* You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
* As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
* If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

**Diversity Statement:**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

# 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** |
| The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (CACREP 3.A.4.) | * 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 * Application of theory |
| Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (CACREP 3.E.1.) | * 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 * Discussion posts * Application of theory * Group theory chart |
| Case conceptualization skills using a variety of models and approaches (CACREP 3.E.3.) | * 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 |
| Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (CACREP 3.E.8.) | * 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 * Discussion posts * Application of theory * Group theory chart |
| Interviewing, attending, and listening skills in the counseling process (CACREP 3.E.9.) | * 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 * Discussions posts |