



COU 602 - Theories of Counseling

Instructor:	Beverlee J. Linder
Office Phone:	(402)- 770-5040 or (402) 479-6383
E-mail	Coulinder@gmail.com

Course Description

This course examines classic and contemporary theories and models of counseling. The theories provide a foundation for conceptualizing client presentation and selecting appropriate interventions. Students develop a personal model of counseling which is consistent with current professional research and practice. Emphasis is placed on understanding the therapeutic factors that contribute to the effectiveness of counseling. The course addresses help-seeking behaviors of clients and ethical and culturally relevant counseling interventions. The course explores the impact of technology on the counseling profession and provides students with the opportunity to actively practice counseling skills.

Texts

Required

Corey, G. (2009). *Theory and practice of counseling and psychotherapy*. (9th ed). Belmont, CA: Thomson/Brooks Cole.
ISBN-10: **0840028547** | ISBN-13: **978-0840028549**

Corey, G. (2009). *Student Manual for Theory and Practice of Counseling and Psychotherapy*. (9th ed). Belmont, CA: Thomson/Brooks Cole.

Required Reference

American Psychological Association. (2010). *Publication manual of the American Psychological Association*, (6th ed). Washington, D.C.: Author.

Course Goals

This course addresses the following CACREP standards:

5. a. theories and models of counseling
5. b. a systems approach to conceptualizing clients
5. d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
5. f. counselor characteristics and behaviors that influence the counseling process

- 5. g. essential interviewing, counseling, and case conceptualization skills
- 5. h. developmentally relevant counseling treatment or intervention plans
- 5. i. development of measurable outcomes for clients
- 5. j. evidence-based counseling strategies and techniques for prevention and intervention
- 5. n. processes for aiding students in developing a personal model of counseling
- 7. b. methods of effectively preparing for and conducting initial assessment meetings
- 8. b. identification of evidence-based counseling practices

Course Learning Objectives

1. Distinguish major schools of counseling and psychotherapy theory and describe their basic premises, processes and techniques.
2. Develop an understanding of ethical and culturally relevant strategies for establishing and maintaining therapeutic relationships.
3. Identify counselor characteristics and behaviors that influence the counseling process.
4. Select an appropriate theory to address client concerns using the evidence base for counseling and psychotherapy theories
5. Demonstrate the ability to use theory to guide the development of case conceptualization.
6. Develop theory-specific techniques to address client concerns.
7. Select appropriate and/or adapt theories for application with diverse populations.
8. Practice and enhance helper skills, including: establishing rapport, active listening, reflection, summarizing, and confronting.
9. Develop a personal model of counseling.

Instructional Philosophy

Learning Centered. A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge. In this approach, learning is the focus of curriculum design; thus, student learning is frequently measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratize the student-teacher relationship. In this course, students will be learning theory using clinically relevant case documentation.

Outcome-Based: Closely related to learning-centered pedagogy, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum. In this course, the learning objectives focus on learning aspects of theory that are relevant to everyday therapy practice. Thus, learning is measured using common clinical case documentation.

Instructional Format

This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions.

Students must successfully complete each section of this course in order to receive a passing grade.

Basis for Student Assessment

Attendance. **Attendance at all class sessions is expected.** There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or withdraw from the course.

Participation. A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- ✓ Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,
- ✓ Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
- ✓ Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.

Case Conceptualization. Students will use theory to interpret client development and behaviors. Case conceptualizations are due one day before the lecture (e.g., the psychodynamic theory case conceptualization is due at the day before the class on psychodynamic theory). The summaries should be 3-5 typed pages.

Role play demonstration of theory. Student(s) will prepare a 45-minute role play of an assigned theory. Theory to be demonstrated will be assigned the night of class. The role play should demonstrate how the assigned theory is applied to a counseling session. Session content and dialogue will be created by the student(s). Students will be given 10 minutes to formulate role play content. Students not participating in the role play will be observers of the role play and identify, in writing, the theory and techniques used in the role play. On week nine all students will view a recorded session and identify specific theory/theories and techniques used. Students will also be graded on the appropriate use of the following interviewing skills:

- ✓ Focusing and following
- ✓ Accurate identification and reflection of client emotion
- ✓ Clear verbal reflecting of the content of interviewee's statements
- ✓ Developing individual style – use of skills appears comfortable and congruent
- ✓ Appropriate communication of feelings and thoughts in the context of the session
- ✓ Noting discrepancies or inconsistencies in client's behavior without value judgment
- ✓ Use of self-disclosure when appropriate
- ✓ Orienting statements, feedback, reframe or other information statement when appropriate
- ✓ Verbally reconstructing the client's narrative to assist in attributing meaning
- ✓ Assist client in examining issues, considering alternative decisions
- ✓ Using verbal/nonverbal skills to decrease client discomfort and to increase cooperation

SOAP Notes. Students will complete a clinical note on the in-class role play(s) each week, using a SOAP-note format. The SOAP note will be submitted via LiveText.

Final Paper/Theoretical Orientation Declaration. A theoretical orientation refers to an organized set of assumptions, which provides a counselor with a theory-based framework for (a) generating hypotheses about a client's experience and behavior, (b) formulating a rationale for specific treatment interventions, and (c) evaluating the ongoing therapeutic process” (Poznanski, 1995, p. 412).

The theoretical orientation is to be written in APA style with a cover page, running head, pagination, and reference page. The paper must be comprehensive and demonstrate a significant understanding of the theory, and should include: 1) A description of the theory; 2) The strengths and limitations of the theory; 3) The predicted benefits and risks; and 4) Techniques utilized.

It is expected that multiple professional references be used including the written work of original theorists.

A Quick Guide to APA Style, 10th edition (March 2014), compiled by Ray M. Zeisset, PhD can be found on the 'Introduction to Counseling' Blackboard site.

Evaluation of Learning

Students will be evaluated on their demonstration of their understanding of the material and the quality of their participation.

The final course grade will be determined by the following:

Grading

Participation	20%
Case Conceptualizations	10%
SOAP Notes	10%

Role Play	30%
Paper – Personal Theoretical Orientation	30%

Final letter grades will be assigned based on the following grade equivalents:

A+	98-100	B+	87-89	C+	77-79
A	93-97	B	83-87	C	73-77
A-	90-92	B-	80-82	C-	70-72

Course Evaluations: Each student is requested to complete course evaluations to assist with ongoing assessment of curriculum, teaching strategies. In addition, a self-evaluation must be submitted via LiveText.

Remediation of Identified Deficits: The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

Rubric Descriptions: Rubrics will be utilized assessing journal submissions, live interviews, critical thinking, and participation that will influence PPE's.

Rubrics specific to this course are also found at the 'Introduction to Counseling' Blackboard site.

LiveText/Blackboard Usage:

LiveText will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText.

Classroom Conduct, Confidentiality and Ethics: Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard.

Cell Phone Use: Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor's permission, and used discretely.

Accommodating Students with Special Learning Needs: Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

Statement about Diversity: The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

Questions, Concerns, Grievances: Students are encouraged to schedule an appointment to talk with the instructor, if you have any issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Director regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Plagiarism and Collaboration: The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept.

Students who, for whatever reason, submit work that is not their own or does not have clear attribution to its sources will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program. Further explanation of issues relating to plagiarism is found in the Student Handbook.