

**SOUTHEAST MISSOURI STATE UNIVERSITY**  
**DEPARTMENT OF PSYCHOLOGY AND COUNSELING**  
*COURSE SYLLABUS*

Title of Course: **Counseling Theories (3 cr)**

Course No. **CP 612**

Semester: Fall 2019

Instructor: Holly H. Wagner, Ph.D., LPC, NCC

Office: SC 409C

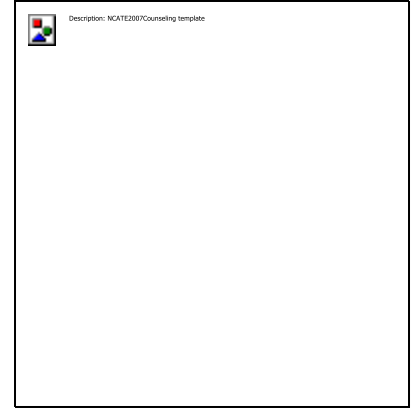
Phone: 573-651-2091

**E-mail: hwagner@semo.edu (Preferred for Communication)**

Office Hours: Mondays and Tuesdays from 4:30-6pm

Class Times: Tuesdays 6-8:50pm Section 70- Room: 322

Wednesdays 6-8:50pm Section 71- Room: 322



**I. Catalog Description and Credit Hours of Course:**

An exploration of a variety of counseling theories to provide a foundation for practice for professional counselors. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements:**

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required	Required Prereq.	

**IV. Course Learning Outcomes: (CACREP Standards are in Italics)**

A. The student will develop an awareness of how one’s personal characteristics and competencies interact to influence the development of a theoretical approach to counseling.

*(Section II.F.5.a; II.F.5.f; II.F.5.n COUNSELING AND HELPING RELATIONSHIPS)*

This outcome will be measured by the Personal Theory of Change Presentation and Online forums.

B. The student will be able to identify the key concepts, contributions, and limitations of specific counseling theories.

*(Section II.F.5.a; II.F.5.b; II.F.5.j COUNSELING AND HELPING RELATIONSHIPS)*

This outcome will be measured by studying each theory of counseling and being evaluated by Counseling Theory Presentations, Online forums, and a Class Reflection Paper.

C. The student will be able to construct a personal theoretical approach to counseling and to identify counseling techniques to use with various clients.

*(Section II.F.5.a; II.F.5.b; II.F.5.i; II.F.5.j; COUNSELING AND HELPING RELATIONSHIPS)*

This outcome will be measured by the student’s writing of a Personal Counseling Theory Integration Paper.

**V. Course as Relates to External Requirements**

<b>CACREP Requirements (2016)</b>	<b>DESE Requirements (2012)</b>	<b>LPC Requirements</b>	<b>NBCC Requirements</b>
5. Counseling and Helping Relationships	MO School Counseling Standard 1: The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development	Counseling Theory	Helping Relationships (Counseling Theories)

**VI. Course as Relates to External Standards**

<b>CACREP Standards (2016)</b>
<p>Section II.F.5. COUNSELING AND HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:</p> <ul style="list-style-type: none"> <li>a. theories and models of counseling</li> <li>b. a systems approach to conceptualizing clients</li> <li>f. counselor characteristics and behaviors that influence the counseling process</li> <li>i. development of measurable outcomes for clients</li> <li>j. evidence-based counseling strategies and techniques for prevention and intervention</li> <li>n. processes for aiding students in developing a personal model of counseling</li> </ul>
<b>DESE Standards (2012)</b>
<p>Standard 1 – Quality Indicator 2: Counseling Theories and Interventions: The school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions</p> <p>Standard 1 – Quality Indicator 3: Helping Relationships: The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the comprehensive school counseling program.</p>

**VII. Purposes or Objectives of the Course:**

A. The student will develop an awareness of how one’s personal characteristics and competencies interact to influence the development of a theoretical approach to counseling.

- B. The student will be able to identify the key concepts, contributions, and limitations of specific counseling theories.
- C. The student will be able to construct a personal theoretical approach to counseling and to identify counseling techniques to use with various clients.
- D. The student will understand legal and ethical issues and concerns confronting practicing counselors.

<b>VIII. Course Content or Outline:</b>	<b>Class Hours</b>
A. The Counselor	6
1. Characteristics of effective counselors	
2. The role of personal values & personal development	
3. Managing stress and Wellness	
B. Legal and Ethical Issues	6
1. Confidentiality	
2. Crisis intervention	
4. Issues surrounding a multicultural perspective	
C. Counseling: Content and Process	6
1. Clients from diverse backgrounds	
2. Individual and family systems approaches	
3. Core elements	
4. Trends in the counseling profession	
5. Concept of Wellness and Pathology and the effect on Counseling	
6. Prevention techniques	
D. Counseling Approaches	24
1. Psychoanalytic	
2. Adlerian	
3. Existential	
4. Person-centered	
5. Gestalt	
6. Reality	
7. Behavioral	
8. Cognitive-behavior	
9. Feminist	
E. Case Study Presentations	3

**IX. Textbook(s):**  
 Corey, G. (10<sup>th</sup> ed.). *Theory and practice of counseling and psychotherapy*. Belmont, CA: Brooks/Cole.

**X. Expectations of Students:**

- A. The student is expected to actively participate in class.
- B. The student will be expected to complete the required readings and assignments.
- C. Satisfactory performance on examination.
- D. The student will be expected to write a personal theoretical approach to counseling

paper.

E. The student will be expected to present the perspective of one of the theories studied.

**XI. Basis for Student Evaluation**

- A. Written examination
- B. Presentations
- C. Graduate quality paper
- D. Attendance and Participation

***Final letter grade:***

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

**XII. Methods of instruction**

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions

**Additional Course Information:**

All course information is included in the Keys to Success Booklet included on the class Moodle site, which includes grading rubrics, weekly assignment formats, and contact information. Policy on late work is based upon individual faculty discretion. Every effort will be made to respond to emails within 48 hours during the work week. Every effort will be made to grade course assignments in 2 weeks, based upon scope of assignment.

**Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.

Cheating includes copying from another person or source of information to meet the requirements of a task.

Contract cheating is paying someone else or a company to do your work.

Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.

Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/faculty/senate/handbook/5d.html>

**Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

**Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

**Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

**Student Success** – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.

### **XIII. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Melissa Odegard- Koester, Chair, Psychology & Counseling.

#### **XIV. Assignments & Course Schedule: (CACREP Standards are in Italics)**

##### **Assignments:**

##### **1. Attendance and Participation (8%)**

Since the course is experiential and cannot be “made up,” attendance is a requirement. If it is necessary for you to be absent for some unavoidable reason, **you will need to let me know beforehand**, and be sure to check with other students in class for any assignments or announcements that you may have missed. Lack of participation and missed class time will result in lowering of grade. Due to the fact that this course is blended (33% online), **if you are late or absent from class more than once, you will lose participation points**. The course is graduate seminar oriented and the focus is on the process of discovery and constructed learning. This teaching approach includes the belief that each student can contribute to the understanding of everyone else. Each student’s experiential background, value systems, perceptions and knowledge are all valuable assets for understanding course content. As a graduate student, each class member is expected to fully participate in the assimilation and integration of knowledge concerning issues essential to functioning as an effective counselor. Each student is expected to come to class fully prepared. Information presented in the discussions will elaborate on and add to the subject as presented in the text and previous week’s online Moodle forum. *\*\*I cannot overstate the importance of coming to class prepared.\*\**

*(Section II.F.5.a; II.F.5.f; II.F.5.n COUNSELING AND HELPING RELATIONSHIPS)*

##### **2. Online Forums for Each Counseling Theory (30%)**

Each Forum post must be comprised of specific theory related content--- please see below. There are a total of 10 Forums, with 3 points allotted per Forum

Each response should be carefully and thoughtfully composed and should reflect:

- 1) What content/ concepts regarding the theory stood out to you?
- 2) What are your personal reactions to this theory?
- 3) What does this theory teach you about people? Yourself?
- 4) What aspects do you appreciate about this theory and might consider using as a counselor?
- 5) What questions do you have that you would like to discuss in class?

Your response should be between **250 and 350 words**. Please review for proper grammar, sentence structure, and spelling.

**DUE DATES- Must be posted to Moodle BY the following dates/times (always the MONDAY before our face-to-face class):**

- 1) Psychoanalytic: September 16<sup>th</sup> by 11pm
- 2) Adlerian: September 16<sup>th</sup> by 11pm
- 3) Existential: September 30<sup>th</sup> by 11pm
- 4) Client Centered: September 30<sup>th</sup> by 11pm
- 5) Gestalt: October 14<sup>th</sup> by 11pm
- 6) Reality: October 14<sup>th</sup> by 11pm
- 7) Behavior: November 4<sup>th</sup> by 11pm
- 8) CBT: November 4<sup>th</sup> by 11pm
- 9) Feminist: November 18<sup>th</sup> by 11pm
- 10) Postmodern: November 18<sup>th</sup> by 11pm

*(Section II.F.5.a; II.F.5.f; II.F.5.n COUNSELING AND HELPING RELATIONSHIPS)*

### **3. Personal Theory of Change Presentation (5%)**

1.) Compose a 1-2 page outline:

- a. Why do you want to be a counselor and how have you helped someone?
- b. How would counseling help someone?
- c. Why would someone seek counseling? Why might they hurt?
- d. How do you measure change? How does someone go from hurt to not hurt?
- e. What does it mean to be mentally well/ healthy?

2.) Present your theory during class (transform your outline into a narrative- **5-10 minutes**)

### **DUE WEEK #3 (Post Outline to Moodle BY September 2<sup>nd</sup> at 11pm)**

*(Section II.F.5.a; II.F.5.f; II.F.5.n COUNSELING AND HELPING RELATIONSHIPS)*

### **4. Counseling Theory Presentation- ONLINE (20%)**

1.) Present the theory (Through Power Point and 20-30 minute YOUTUBE Video):

- a. Who founded/created it? Where was it created?
- b. What need did it fill? (Why was it created/differ/expanded on from other theories?)
- c. When did it come about and what was going on in the world?
- d. What:
  - i. Key concepts / Key words
  - ii. Why people hurt
  - iii. How people change

2.) Interactive activity/ Quiz/ Discussion points/ Reflection questions

3.) Attach a handout or cheat sheet summarizing main points about theory

**DUE DATES- Must be posted to Moodle BY the following dates/times (always the MONDAY before our online class):**

- 1) Psychoanalytic: September 9<sup>th</sup> by 11pm
- 2) Adlerian: September 9<sup>th</sup> by 11pm
- 3) Existential: September 23<sup>rd</sup> by 11pm
- 4) Client Centered: September 23<sup>rd</sup> by 11pm

- 5) Gestalt: October 7<sup>th</sup> by 11pm
- 6) Reality: October 7<sup>th</sup> by 11pm
- 7) Behavior: October 21<sup>st</sup> by 11pm
- 8) CBT: October 28<sup>th</sup> by 11pm
- 9) Feminist: November 11<sup>th</sup> by 11pm
- 10) Postmodern: November 11<sup>th</sup> by 11pm

*(Section II.F.5.a; II.F.5.b; II.F.5.j COUNSELING AND HELPING RELATIONSHIPS)*

**5. Personal Counseling Theory Integration Paper (Key Assessment- 32%)**

You will reflect upon the course content as well as your initial personal theory of change and compile a 5-6 page **APA 6<sup>th</sup> Edition style paper** outlining your personal theoretical orientation. Choose 1-2 theories discussed in class/from the text to integrate. Be sure to illuminate how this theory will enhance your development and practice as a professional counselor. This paper should be comprehensive and address the student’s 1) philosophy of humanity and how individuals and/or systems change, 2) theory (ies) of counseling, 3) goals as a counselor, 4) techniques to facilitate obtaining goals and corresponding theoretical justification, 5) a philosophy for counseling diverse clients, 6) personal and professional qualities that may add to or detract from one’s effectiveness as a counselor, and 7) plans for future growth.

Paper must include 2 outside sources (in addition to textbook).

**DUE WEEK #16 (December 3<sup>rd</sup>/4<sup>th</sup>)**

*(Section II.F.5.a; II.F.5.b; II.F.5.i; II.F.5.j; COUNSELING AND HELPING RELATIONSHIPS)*

**6. Class Reflection Paper (5%)**

*Class Reflection Paper*

Each student is required to write and submit a 2-4 page reflection paper on what you learned from this class and how you plan to integrate class material in your work as a professional counselor (school or mental health setting). This paper can include descriptions of assignments that were particularly meaningful to you, key takeaways, and other points of interest as well as your plans to integrate your learning. This assignment also satisfies a requirement of the Integrated Professional Counseling Portfolio and can be uploaded in Moodle.

**DUE WEEK #17**

*(Section II.F.5.a; II.F.5.b; II.F.5.j COUNSELING AND HELPING RELATIONSHIPS)*

**Course Schedule:**

The schedule is a **tentative outline** of topics, readings and assignments that will be covered in this course. I reserve the right to modify the schedule as needed.

Date	Class Discussions & Readings	Assignments
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<b>Week #1</b> <b>August 20/21</b>	Introduction to Course, Course Syllabus, Counseling Process, Sign up for Counseling Theory Presentations	Read Chapters 1-3
Week #2 August 27/28	Overview of Chapters 1-3, <b>ONLINE FORUM</b> Prepare for Personal Theory of Change Presentations	Read Chapters 1-3
<b>Week #3</b> <b>September 3/4</b>	<b>Personal Theory of Change Presentations</b>	<b>Personal Theory of Change Preparation</b>
Week #4 September 10/11	Read and post on Psychoanalytic & Adlerian Theories, <b>ONLINE FORUMS</b>	Read Chapters 4 & 5
<b>Week #5</b> <b>September 17/18</b>	Chapters 4 & 5 Psychoanalytic & Adlerian Theories	Discuss Chapters 4 & 5
Week #6 September 24/25	Read and post on Existential & Client Centered Theories, <b>ONLINE FORUMS</b>	Read Chapter 6 & 7
<b>Week #7</b> <b>October 1/2</b>	Chapters 6 & 7 Existential & Client Centered Theories	Discuss Chapters 6 & 7
Week #8 October 8/9	Read and post on Gestalt & Reality Theories, <b>ONLINE FORUMS</b>	Read Chapters 8 & 11
<b>Week #9</b> <b>October 15/16</b>	Chapters 8 & 11 Gestalt & Reality Theories	Discuss Chapters 8 & 11
Week #10 October 22/23	Read and post on Behavior Therapy, <b>ONLINE FORUM</b>	Read Chapter 9
Week #11 October 29/30	Read and post on CBT, <b>ONLINE FORUM</b>	Read Chapter 10
<b>Week #12</b> <b>November 5/6</b>	Chapters 9 & 10 Behavior & CBT	Discuss Chapters 9 & 10
Week #13 November 12/13	Read and post on Feminist & Postmodern Approaches <b>ONLINE FORUMS</b>	Read Chapters 12 & 13
<b>Week #14</b> Nov 19/20	<b>Chapters 12 &amp; 13 Feminist Theory &amp; Postmodern Approaches</b>	<b>Discuss Chapters 12 &amp; 13</b>
Week #15 November 26/27	THANKSGIVING BREAK	Enjoy!!
Week #16 December 3/4	Work on Final Papers, Study for Final Integrative Experience	<b>Personal Theory Integration Paper Due (On Moodle)</b>
Week #17 December 10/11	Final Integrative Experience	Study hard! <b>Class Reflection Paper Due (On Moodle)</b>