



Course Syllabus

Counseling Theories and Applications I

COUN F623

TBD 4:10-7:10 PM – TBD

Instructor:

E-mail address:

Telephone:

Office:

Office hours: TBD

Audio Call In: TBD

Course Description: The Counseling Theories and Applications I course is designed to provide students with sufficient knowledge of the major theoretical systems of counseling and psychotherapy. Specific application of theoretical principles is discussed and analyzed especially their appropriateness for working with culturally diverse groups. Application of theories provides skills-based practice in basic counseling skills throughout the course.

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. Strategies for personal and professional self-evaluation and implications for practice (*f.1.k*)
2. Theories and models of counseling (*f.5.a*)
3. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (*f.5.d*)
4. Counselor characteristics and behavior that influence the counseling process (*f.5.f*)
5. Essential interviewing, counseling, and case conceptualization skills (*f.5.g*)
6. Processes for aiding students in developing a personal model of counseling (*f.5.n*)
7. Methods of effectively preparing for and conducting initial assessment meetings (*f.7.b*)
8. Theories and models related to clinical mental health counseling (CMHC *c.1.b*)
9. Cultural factors relevant to clinical mental health counseling (CMHC *c.2.j*)

Please note: *All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.*

Required Texts:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Corey, G. (2012). *Case approach to counseling and psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Recommended Text:

Neukrug, E. (2010). *Counseling theory and practice*. Belmont, CA: Brooks/Cole, Cengage Learning.

Required Readings:

Peer reviewed articles and presentation assigned readings will be assigned per the dates on the syllabus.

- Beck, A. T. (2005). The current state of cognitive therapy: A 40-year retrospective. *Archives of General Psychiatry*, 62, 953-959.
- Bornstein, R. F. (2005). Reconnecting psychoanalysis to mainstream psychology: Challenges and opportunities. *Psychoanalytic Psychology*, 22, 323-340.
- Brown, L. S. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. *Psychology of Women Quarterly*, 30, 15-24.
- Combs, G. & Freedman, J. (2012). Narrative, post-structuralism, and social justice: Current practices in narrative therapy. *The Counseling Psychologist*, 40.
- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling and Development*, 85, 401-409.
- Heppner, P. H., Rogers, M. E., & Lee, L. A. (1990). Carl Rogers: Reflections on his life. In P. P. Heppner (Ed.), *Pioneers in counseling & development: Personal and professional perspectives* (pp. 54-59). Alexandria, VA: American Association for Counseling and Development.
- McDowell, T. & Hernandez, P. (2010). Decolonizing academia: Intersectionality, participation, accountability in family therapy and counseling. *Journal of Feminist Family Therapy*, 22, 93-111.
- Neukrug, E., Bayne, H., Dean-Nganga, L., & Pusateri, C. (2013). Creative and novel approaches to empathy: A neo-Rogerian perspective. *Journal of Mental Health Counseling*, 35, 29-42.
- Shadish, W. R., & Baldwin, S. A. (2003). Meta-analysis of MFT intervention. *Journal of Marital and Family Therapy*, 29, 547-570.
- Spillers, C. (2007). An existential framework for understanding the counseling needs of clients. *American Journal of Speech-Language Pathology*, 16, 191-197.
- Westen, D. (1998). The scientific legacy of Sigmund Freud: Toward a psychodynamically informed psychological science. *Psychological Bulletin*, 124, 333-371.
- Wilson, K. G. (1997). Science and treatment development: Lessons from the history of behavior therapy. *Behavior Therapy*, 28, 547-558.

(All required readings are in the dated file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.)

Course Instructional Methods:

The following methods will be used throughout the course: didactic instruction, guided instruction, video, live demonstration, role playing, small group projects, student presentations, and structured group exercises. Most classes will follow this format/schedule:

- I. Review prior class material/Check-in re: questions
- II. Didactic Instruction followed by structured exercise/small group discussion
- III. Break
- IV. Activity/Student Presentation

or

V. Counseling Sessions

Course Evaluation: Students will be evaluated based on following criteria:

1. **Class Attendance and Participation:** Students are expected to come to class prepared, with assignments turned in prior to arrival. Be ready to begin promptly at 4:10 PM. Five points are lost every time a student does not attend class and does not make it up and 2.5 points for every time a student is late and I am not notified ahead of time. If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student's responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. Excessive absences may result in the student receiving a grade of "Incomplete" for the course.

Reading assignments and participating in class discussions expected. Your attendance and the quality of your involvement in class are worth a maximum of 100 points toward your final grade. A rubric located at the end of the syllabus further delineates how you will be evaluated. *Speak out and share your perspectives; it enriches the class experience for all of us!*

- **Blackboard Discussion Introduction:** Post a one paragraph introduction of yourself on the introduction blackboard discussion board ***no later than _____ at 11:59pm Alaska time***. This introduction should share your counseling track, what interests you about this course, a fact about you, and a picture of yourself.
2. **Reflection papers:** Reflections on readings assigned each week will be due no later than ***Sunday evening each week on blackboard by 11:59PM Alaska time***. The ten (10) reflection papers will need to be three (3) pages double-spaced and written in APA format. The three-page length does not include the required cover page and reference page for each reflection. Reflections will need to be thoughtful and reference all specific material that was covered in the reading. Critical reflection and thought on material and in class discussions is required. Papers must be written in first person and points will be lost for content, page length, grammar/punctuation, and APA style errors.
 3. **Case Study Conceptualization Paper:** This paper is designed to allow students to explore and synthesize the initial assessment and walkthrough of a case conceptualization using one of available theoretical case studies of "Ruth" in the *Case approach to counseling and psychotherapy* text. Students will write an APA style 5-7 page paper, written in third person. Points will be lost for content, page length, grammar/punctuation, and APA style errors.
 4. **Counseling Theory Group Presentation:** Presentations will be a discussion and presentation of a particular theoretical approach. The presentation and discussion will be based on the following: (a) information on the theory, and (b) the group members selected readings of the particular theorist and/or approach that will be provided to the instructor ***at least one week before the presentation***.

Each presentation will correspond with the assigned theory of the week and be no more than 30 minutes in length and will include a handout for students in the class. The handout should be a synopsis of the essential information on the chosen theory and include detailed suggestions for using this specific theoretical orientation. Each presentation must utilize Microsoft Powerpoint or similar program such as Prezi (you

may utilize additional technology and/or audiovisual aids during the presentation).

Handouts must be submitted to blackboard no later than 11:59PM Alaska time the day before the presentation. Students will sign-up for presentation groups on the first day of class to present and groups will consist of 2 or 3 students.

5. **Final Paper Outline:** An outline for the final paper (including references to be used in your paper), which needs to include enough information to show you have gathered information for each section.
6. **Final Theoretical Orientation Paper:** This paper is designed to allow students to explore and synthesize what has been learned over the length of this course by formulating your own theoretical working model of counseling. You are to demonstrate the applicability of the theory through self-analysis of a life stage (i.e., childhood, adolescence, adulthood) of your choice. You are also to include how your theory conceptualizes the individual, how therapeutic change occurs, and what constitutes psychopathology, using supplemental resources as necessary. At least fifteen (15) outside resources must be used and cited appropriately. Writing should conform to APA style (6th ed.) and include citations and references. This paper is to be written in third person.

You are encouraged to use the Writing Center for assistance in any stage of this assignment. You may want to talk with someone there while you are in the planning stages for your paper. **The paper should be 15-18 pages in length (not including title page and references), Due date: ____ no later than 11:59pm Alaska time.**

7. **Counseling Sessions:** Students will conduct a role-play session with a fellow student throughout the semester with the goal of building client rapport, practicing basic counseling skills, theoretical application, and client paperwork and evaluation. Time will be allotted during each class (beginning the second week of class) to complete each session. Sessions will be completed either in-person (if enrolled locally) in the counseling clinic (in assigned pairs), or through distance learning software (for those enrolled as DL students). Each session will be recorded, and the paperwork will need to be completed for each session (to be distributed and explained in-class).

Grades:

Your course grade will be determined by the following point system:

Class Attendance/Participation	100 points
Reflection Papers (13 at 5 points)	65 points
Counseling Theory Presentation	60 points
Case Study Conceptualization	60 points
Final Paper Outline	15 points
Final Theoretical Orientation Paper	100 points
Counseling Sessions/Paperwork	100 points
Total	500 points

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

Disability Services: *Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.*

Support Services: *Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.*

Plagiarism. *Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.*

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Week/ Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Introductions Counseling Theories Introduction	Corey (2013) Ch. 1, Ch. 2 Corey (2012) Ch. 1	<i>Sign up for Presentation; Counseling sessions Introductions on Blackboard due no later than ____ at 11:59 Alaska Time</i>	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
2	Counseling Ethics Building Client Rapport	Corey (2013) Ch. 3 Corey (2012) Ch. 1 <i>Westen (1998)</i> <i>Day-Vines et al. (2007)</i>	Reflection #1 Due Sunday, ____ at 11:59 Alaska Time	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
3	Person-Centered Therapy	Corey (2013) Ch. 7 Corey (2012) Ch. 5 <i>Neukrug, Bayne, Dean- Nganga, & Pusateri (2013)</i> <i>Heppner, Rogers... (1990)</i>	Reflection #2 Due Sunday, ____ at 11:59 Alaska Time	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
4	Psychoanalytic Therapy	Corey (2013) Ch. 4 Corey (2012) Ch. 2 <i>Bornstein (2005)</i>	<i>Presentation: _____</i> Reflection #3 Due Sunday, ____ at 11:59 Alaska Time	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
5	Existential Therapy	Corey (2013) Ch.6 Corey (2012) Ch. 4 <i>Spillers (2007)</i> Presentation Assigned Readings (see blackboard)	1st Counseling Session <i>Presentation: _____</i> Reflection #4 Due Sunday, ____ at 11:59 Alaska Time	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
6	Adlerian Therapy	Corey (2013) Ch. 5 Corey (2012) Ch. 3 Presentation Assigned Readings (see blackboard)	2nd Counseling Session <i>Presentation: _____</i> Reflection #5 Due Sunday, ____ at 11:59 Alaska Time Intake from Counseling Session #1 due ____ at 11:59 Alaska Time	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
7	Gestalt Therapy	Corey (2013) Ch. 8 Corey (2012) Ch. 6 Presentation Assigned Readings (see blackboard)	3rd Counseling Session <i>Presentation: _____</i> Reflection #6 Due Sunday, ____ at 11:59 Alaska Time	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
8	Post-Modern Approaches (Including Narrative Therapy)	Corey (2013) Ch.13 Corey (2012) Ch. 11 <i>Combs & Freedman (2012)</i> Presentation Assigned Readings (see blackboard)	4th Counseling Session <i>Presentation: _____</i> Reflection #7 Due Sunday, ____ at 11:59 Alaska Time Case Study Conceptualization Paper Due Sunday, _____ at 11:59	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>

			<i>Alaska Time</i>	
9	Cognitive-Behavioral Therapy	Corey (2013) Ch. 10 Corey (2012) Ch. 8 <i>Beck (2005)</i> Presentation Assigned Readings (see blackboard)	5th Counseling Session <i>Presentation: _____</i> Reflection #8 Due Sunday, <i>_____ at 11:59 Alaska Time</i> Counseling Sessions 1-4 Paperwork Due	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
10	Behavior Therapy	Corey (2013) Ch. 9 Corey (2012) Ch. 7 <i>Wilson (1997)</i> Presentation Assigned Readings (see blackboard)	6th Counseling Session <i>Presentation: _____</i> Reflection #9 Due Sunday, <i>_____ at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
11	Feminist Therapy	Corey (2013) Ch. 12 Corey (2012) Ch. 10 <i>Brown (2006)</i> <i>McDowell & Hernandez (2010)</i>	7th (Final) Counseling Session Reflection #10 Due Sunday, <i>_____ at 11:59 Alaska Time</i> Final Paper Outline Due <i>_____ at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
12	Reality Therapy	Corey (2013) Ch.11 Corey (2012) Ch. 9	Counseling Sessions 5-8 Paperwork due Reflection #11 Due Sunday, <i>_____ at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
13	Family Systems Therapy	Corey (2012) Ch. 12 Corey (2013) Ch. 14 <i>Shadish & Baldwin (2003)</i>	Reflection #12 Due Sunday, <i>_____ at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; CHMC.c.1.b; CHMC.c.2.j</i>
14	Integration of Counseling Theories	Corey (2013) Ch.15 & 16	Reflection #13 Due Sunday, <i>_____ at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; CHMC.c.1.b; CHMC.c.2.j</i>
15			Final Paper Due via blackboard _____ at 11:59pm Alaska Time	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.n; CHMC.c.1.b; CHMC.c.2.j</i>

Evaluation Component	CACREP 2016 Standard Assessed
Reflection Papers	<i>f.1.k; f.5.a; CHMC.c.1.b; CHMC.c.2.j</i>
Counseling Theory Presentation	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
Case Study Conceptualization	<i>f.5.a; f.5.f; f.5.g; f.7.b CHMC.c.1.b; CHMC.c.2.j</i>
Counseling Sessions/Paperwork	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.j</i>
Final Theoretical Orientation Paper	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.n; CHMC.c.1.b; CMHC.c.2.j</i>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.