

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 607-700: Theories of Counseling
Fall 2009
Course Syllabus

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CLASS DATES: October 9th, 10th, & 11th and October 23rd, 24th, & 25th
Friday: 4:05pm to 10:00pm,
Saturday: 8:00am to 5:00pm,
Sunday: 8:00am to 4:00pm

PREREQUISITE:

None, APCE Majors Only.

COURSE DESCRIPTION:

This course is dedicated to the study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process.

Required Text:

Archer, J. A., & McCarthy, C. J., (2007). *Theories of counseling and psychotherapy: Contemporary applications*. Upper Saddle River, NJ: Prentice Hall.
ISBN: 978-0131138032

Recommended Readings:

Lambert, M. J., & Barley, D. E. (2001). Research summary on the therapeutic relationship and psychotherapy outcome. *Psychotherapy*, 38, 357-361.

Crethar, H. C., Torres Rivera, E., & Nash, S. (2008). In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms. *Journal of Counseling & Development*, 86, 269-278.

KNOWLEDGE AND SKILL OUTCOMES:

Upon successful completion of this course students will:

1. Understand counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP II.G.5.d).
2. Know theories for facilitating optimal development and wellness over the lifespan (CACREP II.G.3.h).
3. Understand an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a).
4. Understand counseling supervision models, practices, and processes (CACREP II.G.1.e).
5. Understand the use of research to inform evidence-based practice (CACREP II.G.8.e).
6. Know evidenced-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC.I.3).
7. Understand a variety of models and theories related to clinical mental health counseling, including the methods, models and principles of clinical supervision (CACREP CMHC.A.5).

COURSE CONTENT:

This course is designed to give students a comprehensive overview of major counseling theories (i.e. Psychoanalysis, Adlerian, Jungian, Existential, Gestalt, Person-Centered, Behavioral, Cognitive, Postmodern, Constructivist, & Multicultural Theories). The course will also emphasize the application and integration of major theories. In addition, students are encouraged to critically analyze theories and begin to develop a personal theory of counseling.

ATTENDANCE EXPECTATIONS:

Readings and classroom discussion are critical. Because of the interactive format students are expected to attend all class sessions. You are expected to notify your instructor, via email, of any need to be absent from class. Any student who misses more than four hours will automatically receive a full letter grade reduction in the final grade and or may receive an incomplete for this course for this semester. Incompletes are to be completed in the next academic term.

METHODS OF INSTRUCTION:

1. Lecture
2. Discussion
3. Small & Large Group Activities
4. Video Clips

LEARNING ACTIVITIES:

- 1. Five “Essential Elements” Guides. 100 points total, each guide is worth 20 points.** Each student will complete a study guide of course material at the end of each unit (Psychodynamic, Pragmatic, Behavioral, Humanistic, & Contemporary). These essential elements guides are designed to assist the students’ basic understanding of major methods, models, and principles of counseling theories. (CACREP CMHC.A.5). It is the instructors hope that students will use these essential element guides both for studying for this class and for NCE (National Counselor Exam) test prep.

Each Essential Element Guide should include the following information:

- Key figures and their contribution(s)
 - Philosophy & basic assumptions of the school
 - Key concepts (Common Terms)
 - The goals of therapy
 - Common techniques
 - The nature of the therapeutic relationship
 - The roles and expectations of the counselor & client
 - Contraindications (for whom would or for what issues would this approach be ineffective?)
 - Strengths of this school of thought
 - Weaknesses of this school of thought
- 2. Two Case Study Papers. 50 points each.** Each student will complete two papers reacting to case studies, using the five units’ content as a framework (Psychodynamic, Pragmatic, Behavioral, Humanistic, & Contemporary). Each student should choose one theory within two of the schools to specifically answer or react to the list of items below. There is a maximum page limit of 10 pages for each paper (CACREP II.G.5.d, CACREP II.G.3.h, & CACREP II.G.5.a). Grading will be based on thoroughness of content and APA style, organization, and clear writing.

For this Case Study:

- What is the overall case conceptualization for this person? (How does this theoretical lens “see” the client in the case study?)
- What is the role of the counselor & client in counseling?
- Describe the nature of the counseling relationship.
- What are the therapeutic goals?
- How does this theory conceptualize & promote healthy function for this person?
- Describe how the major techniques from this theory might be used.
- For you personally, what aspects of this case example do you agree with or not agree with? Why?

3. **Midterm & Final Exam. 100 points each.** The midterm will cover all material (lecture and readings) from the first weekend. The final is not cumulative and will cover all course material from the second weekend (lecture and readings.) The midterm will be given on Sunday afternoon October 11th. The final will be given on the last Sunday afternoon of the class, October 25th. Both exams will be made up of multiple choice, short answer, & essay questions.
4. **Participation.** Graduate students are expected to be responsible for regular and punctual class attendance. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in practice sessions of techniques derived from selected theories. All students will be involved in classroom role-plays and experiential exercises and should be prepared to participate in class discussions and activities. Please note that attendance is mandatory. Please see me if you feel that this may be a problem. Active participation is essential and will be evaluated in the following way:
- **Excellent (80-100)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
 - **Satisfactory (69-79)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
 - **Minimally Acceptable (68-48)** – Passive participation: present, awake, alert, attentive, but not actively involved.
 - **Unsatisfactory (47 or less)** – Uninvolved: absent, present but not attentive, sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion.

GRADING:

<u>Learning Activity:</u>	<u>Points Possible:</u>
Essential Elements Page (5 at 20 points each)	100 points
Case Study Papers (2 at 50 points each)	100 points
Midterm Exam	100 points
Final Exam	100 points
Participation	<u>100 points</u>
Total Points	500 points

Final letter grades will be assigned based on the following distribution:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69

B 83-86
B- 80-82
C+ 77-79

D 63-66
D- 60-62
F Below 60

PORTABLE ELECTRONIC DEVICES:

Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Please also remember that any unauthorized audio recordings of class will not be allowed and would be considered unprofessional and unethical. Thank you for your cooperation.

POWERPOINT PRESENTATIONS & LECTURE MATERIALS

PowerPoint presentations & lecture materials used in class are for instructional purposes only and will not be released to the students for personal use.

ACADEMIC CONDUCT:

Cheating on examinations, submitting the work of another student as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to immediate expulsion from the University. Plagiarism is defined as taking the printed or broadcasted work of another, without citation or reference and using it as your own. This includes but is not limited to copying from websites, books, articles, pamphlets, etc. The student is encouraged to review the UNC Referral Guide and Student Rights and Responsibilities and or the UNC Graduate Bulletin 2001-2002. Both are available from the Office of Student Affairs 970-351-2303 or the Dean of Students 970-351-2796.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

PROFESSIONAL CONDUCT:

The student is expected to adhere to the appropriate code of ethics for their particular program. As a student you represent your self, your profession, and UNC. Any behavior that is deemed unethical will be grounds for dismissal from the program.

DISABILITY STATEMENT:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. When a student requires any modification to the learning format I am happy to appropriately accommodate his or her needs. As per APCE and UNC guidelines, I need a copy of the letter provided to the student by the Disability Support Services (DSS) on campus PRIOR to class so that I have time to may make the accommodations. Failure to provide

this letter in a timely fashion impedes my ability to meet the student's educational needs. The DSS letter outlines the particular needs of the student and appropriate accommodations to meet those needs.

CLASS SCHEDULE:

Prior to the 1st weekend of class:

- ✓ Complete the Selective Theory Sorter and bring it to class.
- ✓ Read the following in the Archer & McCarthy text:
 - Chapter One: Introduction
 - Chapter Two: Psychoanalytic & Psychodynamic
 - Chapter Three: Adler
 - Chapter Seven: Reality Therapy
 - Chapter Eight: Behavioral
 - Chapter Nine: Cognitive

First Weekend:

October 9th, 10th, & 11th

- Introduction: Theories Overview
- Psychodynamic School
- Pragmatic School
- Behavioral School
- Midterm Exam

Prior to the 2nd weekend of class:

- ✓ Read the following in the Archer & McCarthy text:
 - Chapter Four: Person Centered
 - Chapter Five: Existential
 - Chapter Six: Gestalt
 - Chapter Eleven: Feminist
 - Chapter Twelve: Solution Focused
 - Chapter Thirteen: Narrative
 - Chapter Fifteen: Review & Current Trends

Second Weekend:

October 23rd, 24th, & 25th

- **Essential Elements Guides and Case Studies Due at the beginning of class, Friday the 23rd of October**
- Humanistic School
- Contemporary School
- Final Exam