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Office Hours: TBD
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In Person Meeting Dates: September 18th & 20th; October 2nd & 4th.
Online Meeting Dates: September 19th & October 3rd
Class Meeting Location: Lowry Campus

PLEASE READ AND PRINT A COPY OF THIS SYLLABUS AND BRING IT TO CLASS ON THE FIRST DAY.

STUDENTS ARE STRONGLY ENCOURAGED TO RETAIN COPIES OF ALL SYLLABI FOR THEIR PERSONAL RECORDS AS WELL AS SUBMISSION TO STATE LICENSURE BOARDS.

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. This is a hybrid course, meaning that a portion of the lectures, content, activities, and class discussions will occur online through blackboard. You are expected to attend all class sessions (both in person and online).

PREREQUISITE:
Admission to the APCE Counseling program.
Knowledge & 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 (e.g., Psychodynamic, Adlerian, Existential, Gestalt, Person-Centered, Behavioral, Cognitive, Postmodern Constructivist Theories, 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.

Required Reading/Texts:

Recommended Readings:

See list of seminal articles at the end of this syllabus.
INSTRUCTIONAL METHODS:

Course material will be delivered through a hybrid online and in face-to-face format that will include direct and indirect instruction, experiential activities, and Internet based instruction and activities.

EXPECTATIONS FOR STUDENTS:

1. You are required to actively check your university e-mail and blackboard accounts, as they will be used by faculty, teaching assistants, and university administrators to communicate, sometimes urgently, with students. This is a hybrid course requiring engagement online.

2. Read the assigned chapters and watch the online assigned videos/lectures before the scheduled class meeting and think critically about the new knowledge you have obtained. You are not expected to like every theory, everyone has biases and preferences for certain theories. I encourage you to be open to examining different points of view. Research has not found any theory to be superior to any other although some are likely better than others for dealing with certain situations and issues. Be willing to share your ideas and ask difficult questions. Academic and online classrooms should serve as environment where diverse, and sometimes controversial, ideas can be discussed and evaluated. Students are responsible for all assigned reading as well as online content, even if it is not discussed in class.

3. Attend each scheduled class (in person and online) and arrive on time for class. Late assignments will not be accepted.

4. This course is not intended to teach specific counseling techniques. Instead, you will examine and become familiar with some of the most influential theories of psychotherapy and counseling. Read and learn with a questioning attitude rather than for absorption of facts: What is particularly challenging? What is hard for me to understand? How do these ideas relate to ideas covered in other courses?

5. Realize that you have the rest of your career to learn a few of these theories in depth. For this semester, focus on learning the conceptual bases upon which the counseling theories are explicitly, and implicitly, based so that you will have a working background in which to apply one or two theories with reasonable effectiveness.

6. Turn off all potentially disruptive electronic devices, such as cell phones and smartphones. Do not engage in text messaging during class time. Electronic devices can be used to access online course content (e.g., videos, discussion boards, articles, etc.) that are intended to enhance activities and discussions in the classroom.
EXPECTATIONS FOR INSTRUCTORS:

1. Instructor and teaching assistants will reply to student emails within 48 hours.

2. Provide expectations and structure to foster online and in-person learning environments and communities to assist students in exploring and engaging with course materials. Instructors will help CITs to negotiate ground rules regarding self-disclosure, giving respectful feedback, and offering alternative points of view. Instructors will work to facilitate classroom discussion that creates openness and respect for multiple perspectives and ideas (Brandon & All, 2010).

3. Be on time to class and engaged with students.

4. Be available to support student learning through email and other means during the online portions of the class.

5. Challenge students to expand their world-views through critical thinking and experiential activities.

6. In counselor education it is common to ask counselors in training (CITs) to align with a single theoretical counseling orientation prior to working with clients. This approach to counselor training leads to a counselor driven model of helping that does not sufficiently meet the needs of all clients. When counselors enter with a predetermined theoretical orientation and idea of how they intend to work with clients they risk doing things that are inconsistent with the clients’ worldview. This approach may also disregard important social factors that contribute to client problems (Ratts & Pedersen, 2014). Therefore, instructors will take a contextual based approach that involves presenting CITs with a diverse range of theoretical orientations while encouraging CITs to assess the strengths and limitations of a given approach within specific contexts based on client factors (e.g., developmental, relational, systemic factors).

7. Instructors will encourage CITs to develop an approach to counseling that is proactive in scope, preventive in design, and that addresses contextual, relational, and sociopolitical forces that impede human development (House, Martin, & Ward, 2002).

8. Instructors will work to reduce student anxiety by normalizing the typical developmental process that most CITs go through when learning an assortment of counseling theories and approaches (Granello, 2002). When being presented with a variety of theoretical approaches that are congruent at some levels and somewhat contradictory at other levels, it is common for CITs to feel frustrated and overwhelmed. Most CITs begin theories classes with a belief that there is a ‘truth’ regarding the process of counseling that simply has not been uncovered yet. By the end of your theories course we hope that this frustration will be reduced as you have the chance to collaboratively apply theoretical approaches within specific contextual situations while considering specific client factors. CITs need classroom experiences to be explicitly tied to practice as this helps CITs to bridge the practice-theory gap (Granello & Hagg, 2000). Once CITs have had the
opportunity to apply theory in a praxis based experiential way, they often realize that theoretical selection is not so much a search for the ‘right answer. Instead it becomes a search for an approach that fits with a given clients’ worldview and that can be supported with conceptual data.

9. Instructors will encourage CITs to practice self-reflexivity by considering their personal beliefs and reactions to different theoretical approaches and orientations (Ridley & Lingle, 1996; Sodowsky et al., 1997). Theoretical orientations come with a set of assumptions, values, and beliefs about the world and clients’ struggles. When examining these differing values and beliefs it is not uncommon for CITs to experience strong emotions (e.g., anger, guilt, frustration, shame, defensiveness, sadness, etc.) Instructors will debrief and help CITs to process emotional reactions after experiential activities in an effort to encourage CITs to feel supported in the transfer of their personal discoveries into professional implications for counseling clients (Bemak, Chung, Talleyrand, Jones & Daquin, 2011).

SPECIAL NOTES:

ACADEMIC MISCONDUCT: Cheating on examinations, submitting work of others as your own, or plagiarism in any form will result in penalties ranging from an “F” grade on an assignment to expulsion from the university.

PROFESSIONAL MISCONDUCT: Students are expected to adhere to the appropriate code of ethics for their respective programs. Any behavior that is deemed unethical will be grounds for dismissal from the program.

DISABILITY ACCESS CENTER: Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

ABSENCES & TARDINESS
Missing class without getting prior approval will result in an unexcused absence. Each unexcused absence will result in a one letter grade deduction from your final grade. Being tardy for class (more than 10 minutes late to class or when returning from a break) three or more times will be counted as one unexcused absence.

All students are expected to be present on blackboard during scheduled meeting times, including online learning days (online learning days will take place from 8:00 am through 5:00 pm September 19th & October 3rd).

Any student who misses more than four hours of scheduled class time, including online learning days, will be asked to contact the dean of students’ office, withdraw, or accept a failing grade in the course.
ASSIGNMENTS

PROFESSIONALISM (15 POINTS):

- Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This encompasses confidentiality and respect in your presentations and management of clinical material; respect for colleagues, clients, faculty and others in your conversation and behavior (both online and in person); timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and to challenge your existing biases, beliefs, values, and world view; responsibility for your own personal wellness; and other appropriate behavior.

- Because portions of this course will occur online and because many of your communications as a professional counselor will occur electronically (e.g., via blackboard, emails to supervisors, etc.) it is important to demonstrate professionalism through appropriate use of ‘netiquette’. For example, students are expected to communicate online in a tone that demonstrates respect for multiple viewpoints, they are also expected to include respectful salutations and signatures in their posts and emails, and are also expected to accurately represent their status as students as well as their educational and professional credentials.

PARTICIPATION (ONLINE & IN PERSON) (20 POINTS):

- Graduate students are expected to have 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. By providing portions of lectures and content online, we hope to maximize efficiency as well as active and applied learning time in the classroom. To be able to effectively participate in class, you must complete online requirements (not to exceed eight hours before the first scheduled meeting day of the course, September 18th) prior to the classroom meetings. Failure to complete online portions of the course will impede your ability to participate in class activities and discussions and will result in a significant loss of participation points. Please be aware that you must be logged into blackboard and must be actively engaging with online content during online meeting days (8:00 am through 5:00 pm September 19th and October 3rd). In other words, plan on spending the same time that you would be spending in the classroom at a computer. Online attendance will be noted and factored into participation grades as blackboard records the times at which users are active.
• Active participation is essential and will be evaluated in the following ways:
  • 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. Includes timely, active, novel, and well thought out engagement with online content as well as problem solving and creativity.
  • 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. Online participation does not include creating new discussion topics or evidence of well thought out participation.
  • Minimally Acceptable (68-48) – Passive participation: present, awake, alert, attentive, but not actively involved. Logged into blackboard during online learning days, yet not completing activities or responding to others.
  • 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. Online participation includes inflammatory or slanderous comments and/or little to no evidence of engagement with or use of blackboard.

THEORIES PRE & POST-TESTS (10 POINTS):
• Students will complete two online assessments that provides information about their preferred frame of reference and preferred theoretical orientations. The theories pre-test consists of a brief entry questionnaire and will be posted on blackboard before the first day of class and must be completed by 11:59 pm Wednesday September 16th. The theories post-test includes a brief exit questionnaire and will be available on blackboard following the last day of the course and is due by 11:59 pm October 7th. The tests must be completed in order to write the final theories reaction paper.

CASE STUDY & TREATMENT PLAN (35 POINTS):
• The instructor will provide case studies and each student will choose one theory within the five emphases that are represented in the textbook and presented in the course (i.e., history/background, emotions, thoughts, actions, or context) and will respond based on the list of items below. The case study and treatment plan assignment will be due by 11:59 pm on October 11th. There is a maximum page limit of five pages for each paper, not including title or reference pages. Grading will be based on thoroughness of content and APA style, organization, and clear writing. All assignments will be submitted electronically through blackboard in word format.
  • For this case study respond to the following:
    • What is the overall contextual case conceptualization for this person?
    • What is the role of the counselor & client in this particular counseling approach?
    • Describe the nature of the counseling relationship in this particular approach.
    • State the therapeutic goals using language from the approach.
• How could you use this theory to conceptualize & promote healthy function for this person?
• Describe how counselor behaviors and major techniques from this theory might be used.

Final Theories Reaction Paper (20 points)
• Each student will complete a final reaction paper that is based on student learning as well as the theory pre and post-test assignment. There is a maximum page limit of five pages for each paper, not including title or reference pages. Grading will be based on thoroughness of content and APA style, organization, and clear writing. This assignment will be due by 11:59 pm October 11th. All assignments will be turned in electronically through blackboard in word format.
• Students will use organized headings to address the following:
  o Reflect on your theories pre and post-test results.
    ▪ Describe any changes between the pre and post-test.
    ▪ What factors do you think prompted these changes? If your pre and post-test results were relatively similar describe aspects of the course that solidified or reinforced your preferences.
  o Which theory do you personally think is the closest match with your own personality and worldview (this may be based on the theories test)?
    ▪ What makes this theory a natural fit with yourself and the way that you see the world?
    ▪ What client demographics do you think your preferred theory might work well with (hint: consider multiple “intersections”, for example, how theory interacts with gender and age or with career goals and ethnicity)?
    ▪ At what times or with what client demographics might your preferred theory be insensitive or potentially ineffective?
  o Which theory is most at odds with your own personality or worldview?
    ▪ What makes this theory at odds with your personality or worldview?
    ▪ What client demographics do you think your least preferred theory might work well with (hint: consider multiple intersections)?
    ▪ At what times or with what client demographics might your least preferred theory be insensitive or potentially ineffective?
**GRADING**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Professionalism</td>
<td>15</td>
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<td>Attendance and Active Participation</td>
<td>20</td>
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<td>Theories pre &amp; post-tests</td>
<td>10</td>
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<tr>
<td>Case Study &amp; Treatment Plan</td>
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<td>Reaction Paper</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**GRADING SCALE:**
Final letter grades will be assigned based on the following distribution:

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66
- D-: 60-62
- F: Below 60
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Details</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Wednesday September 16th</td>
<td>See blackboard for information on completing the pre-test assignment, which is</td>
<td>Pre-test assignment due by 11:59 pm</td>
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<td>expected to take approximately half an hour.</td>
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<tr>
<td>Friday September 18th</td>
<td>Introduction &amp; course overview, icebreaker activities, multi-cultural counseling,</td>
<td>Have textbook chapters 1, 2, 12, &amp; 15 read before class</td>
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<td>prepare for upcoming online content.</td>
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<tr>
<td>Saturday September 19th</td>
<td>Complete the following online learning modules:</td>
<td>Participate via blackboard &amp; the Internet during the scheduled class meeting time</td>
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<tr>
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<td>1. Psychoanalytic</td>
<td>(8:00 am to 5:00 pm)</td>
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<td></td>
<td>2. Adlerian</td>
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<td>3. Interpersonal Process Therapy</td>
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<td>4. Behaviorism</td>
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<td>5. Cognitivism</td>
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<td>6. Cognitive Behavioral Therapy</td>
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<td>Engagement with &amp; completion of online content accounts for a portion of</td>
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<td>participation and professionalism grades.</td>
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<td>Sunday September 20th</td>
<td>Experiential activities, clarification of online content, group discussions,</td>
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<td>role-plays, case-studies and group work.</td>
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<td>Sunday September 27th</td>
<td>This assessment can be found on blackboard and is considered a part of the</td>
<td>Complete learning assessment before 11:59 pm</td>
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<td>course participation grade. The purpose of the assignment is to help the</td>
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<td>instructors build targeted mini-lectures to address gaps in understanding</td>
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<td>regarding the content presented during the first weekend.</td>
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<tr>
<td>Friday October 2nd</td>
<td>Process remaining content/questions from the first weekend, experiential</td>
<td>Have textbook chapters 7, 19, &amp; 20 read before class</td>
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<td>activities, group discussions, preparation for upcoming online content.</td>
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<td>Skim (don’t have to read in-depth) chapters 8, 9, 10, 11, &amp; 18</td>
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<tr>
<td>Date</td>
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<td>Saturday October 3rd</td>
<td>Complete the following online learning modules:</td>
<td>Participate via blackboard &amp; the Internet during the scheduled class meeting time (8:00 am to 5:00 pm)</td>
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<tr>
<td></td>
<td>1. Person-Centered</td>
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<td>2. Existential</td>
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<td>3. Gestalt</td>
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<td>4. Post-Modernism &amp; Constructivism</td>
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<td>5. Integrative</td>
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<td>6. Family Systems</td>
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<td>Engagement with &amp; completion of online content accounts for a portion of participation and professionalism grades.</td>
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<td>Sunday October 4th</td>
<td>Experiential activities, clarification of online content, group discussions, role-plays, case-studies and group work.</td>
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<tr>
<td>Wednesday October 7th</td>
<td>See blackboard for information on completing the post-test assignment.</td>
<td>Post-test assignment due by 11:59 pm</td>
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<tr>
<td>Sunday October 11th</td>
<td>Turn in assignments through the “assignments” section of blackboard.</td>
<td>Theories reaction paper due by 11:59 pm</td>
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<td>Case conceptualization &amp; treatment plan due by 11:59 pm</td>
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**RECOMMENDED READINGS: SEMINAL WORKS**

**ADLERIAN**

**ANALYTIC**

**BEHAVIORAL**

**COGNITIVE**

**EMOTIONALLY FOCUSED:**


**EXISTENTIAL:**


**FEMINIST:**


**GESTALT:**


**NARRATIVE:**

Cardona APCE 607 Fall 2015

**PERSON-CENTERED:**

**PSYCHOANALYTIC:**

**REALITY**

**REBT**

**Sexual Misconduct/Title IX Statement**
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member,
they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.