

UNIVERSITY OF NORTHERN COLORADO: EXTENDED STUDIES PROGRAM
SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION
APCE 607: Theories of Counseling
Fall 2015 Course Syllabus

Instructor: Daniel A. DeCino, Ph.D.

Office: Colorado Springs Campus

Office Phone: N/A

Class Times: F (4-10pm), S (8-5), S (8-5)

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Office Hours: By Appointment

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. Multicultural awareness, sensitivity and competence is also emphasized.

PREREQUISITE:

None

Course Content: This course is designed for graduate students as an introduction to counseling & learning theories. Major theories of counseling, learning, psychotherapy, and human development are covered with an emphasis on understanding the relationship between theory and counseling techniques. 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 Theories, Multicultural Theories, and Marital and Family Theories [i.e., communications, structural, strategic, transgenerational, experiential, object relations, contextual and systemic]). 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.

Methods of Instruction: Lecture, video, class and group discussions and activities, and independent study.

CACREP Objectives: This course meets the following CACREP objectives: Section II – K – 1 a-h; 2 a-c, f; 3 a-e; 5 a-c, g; 8 a, e; CACREP Community standards A 1, 2, 4; B1; C 1, 2, 4, 7; School standard 2 a). This course is included as one of the three classes leading to completion of Area 2 Standards on the Educational Equivalency Sheet for Marriage and Family Therapy licensure application.

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). *Assessed via midterm and final examinations, self-reflection assignments, participation in group discussions, theory presentations and session vignette demonstrations, and emerging theory reflection paper.*

2. Know theories for facilitating optimal development and wellness over the lifespan (CACREP II.G.3.h). *Assessed via midterm and final examinations, participation in group discussions, and emerging theory reflection paper.*
3. Understand an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a). *Assessed via midterm and final examinations, self-reflection assignments, participation in group discussions, theory presentations and session demonstrations, and emerging theory reflection paper.*
4. Understand counseling supervision models, practices, and processes (CACREP II.G.1.e). *Assessed via midterm and final examinations, self-reflection assignments, and participation in group discussions.*
5. Understand the use of research to inform evidence-based practice (CACREP II.G.8.e). *Assessed via participation in group discussions, self-reflection assignments, theory presentations and emerging theory reflection paper.*
6. Know evidenced-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC.I.3). *Assessed via midterm and final examinations, participation in group discussions, theory presentations and emerging theory reflection paper and session demonstrations.*
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). *Assessed via midterm and final examinations, participation in group discussions, and emerging theory reflection paper and session demonstrations.*

Required Text Book:

Gladding, S.T. (2005). *Counseling Theories: Essential Concepts and Applications*. Pearson Education, Upper Saddle River, NJ. ISBN: 0131138456

Cowan, W. E. (2005). *Ariadne's Thread: Case Studies in the Therapeutic Relationship*. Boston MA, Lahaska Press.

Recommended Readings:

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

Hays, D.G. & Erford, B.T, (2009). *Developing Multicultural Counseling Competence*. Pearson Education, Upper Saddle River, NJ.

Remley, T. P., Jr., & Herlihy, B. (2007). *Ethical, legal, and professional issues in counseling*. (2nd ed. Updated). Upper Saddle River, NJ: Prentice Hall.

Supplemental Materials: *It is the responsibility of the student to obtain these materials, available on the Internet, which relate to his/her major area of study.*

American Counseling Association 2005 *Code of Ethics*.
(Available through the ACA webpage.)

---and/or---

American Association of Marriage and Family Therapy *2001 Code of Ethics*.

(Available through the AAMFT webpage.)

---and/or---

American School Counselor Association *2004 Ethical Standards for School Counselors*. (Available through the ASCA webpage.)

COURSE REQUIREMENTS:

1. **Theory Presentations:** Students will present (individually or in groups, depending on class size) on various theories not discussed by the instructor. Choices will be offered regarding theories available for presentation, and an outline will be provided for suggested topics to be included. The presentation should be approximately 30 minutes in length. More specific information regarding this assignment will be presented the first day of class.
2. **Case Study and Theory Presentation:** Each student will choose one chapter from Ariadne's Thread and apply one theory covered in class. Students will present (individually or in groups, depending on class size) in class their findings. An outline will be provided regarding specific areas to address. The presentation should be approximately 15 minutes in length. More specific information regarding this assignment will be presented the first day of class.
3. **Emerging Theory Research & Reflection Paper:** Each student should choose a single theory or a school of thought with which they identify and could potentially see adopting as an emerging personal theory. Students will reflect on this theory, and the impact it has on who they are as future counselors. An outline will be provided of questions that students should be able to answer regarding their developing theory. Students will appropriately cite the literature on their theory, for support in answering those questions from relevant sources (i.e., citing the textbook is insufficient for this paper). The paper should be 7-10 pages long, in APA style, and will be graded according to the depth and coherence of the analysis in accordance with course material (CACREP II.G.5.d, CACREP II.G.3.h, & CACREP II.G.5.a). More specific information regarding this assignment will be presented the first day of class.
4. **Midterm and Final Examinations:** A midterm examination will be given on the Sunday of the first weekend of class. A final examination will be given on the Sunday of the second weekend. Both examinations will be in multiple-choice and short answer format. Each exam will be based on material in the textbook as well as in-class learning activities and presentations.
5. **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 activities. Please note that attendance is mandatory. Please see me if you feel that this may be a problem. Active participation is essential and your participation grade 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 (70-79%)** – 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 (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.
- **Unsatisfactory (49% 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.*

COURSE EVALUATION: Your final grade will be based on the following elements:

1. Theory Presentation (5%)
2. Ariadne’s Thread Chapter with Alternative Theory Presentation (20%)
3. Emerging Theory Paper (20%)
4. Midterm and Final Examinations (25% *Each*)
5. Class Participation (5%)
6. Total amount of points to be earned: 200

Note: 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) three or more times will be counted as one unexcused absence.*

Alternately, missing four hours or more of class will result failure of the class and a need to retake it. Missing significant portions of time less than four hours will result in corresponding deductions from your grade. For example, missing two hours of class will result in the loss of a letter grade. Attendance is paramount to the experiential learning of this material; therefore, it should be considered a priority in successful completion of the course. A final letter grade is based on total points accumulated from each of the above elements, (weighted proportionally as noted) as a percentage of the total class points available:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

An “A” grade is reserved for students who do *exceptional* work in *all* areas of the course. A “B” grade means that you met all of the requirements, at a level expected of *most* graduate students. A “C” grade means that your work is below the average of your peers.

NOTE: If you would like to discuss your final grade with me, you are welcome to do so. However, you should understand that in requesting to review your grade, you are asking me to *carefully scrutinize* my evaluation of your performance in *every aspect* of this class. Such detailed level of inspection may result in your grade being increased; however, it may also result in my recognition of grading errors that were in your favor, or awareness that I was overly generous in my approach and therefore less than stringent in adherence to my grading rubric. Therefore, in the interest of informed consent, you should recognize that a full review of your grade has just as equal a chance of resulting in your grade remaining the same, or being lowered.

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 stored in a safe location 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 and 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: Academic Honesty –University of Northern Colorado Student Handbook (<http://www.unco.edu/dos/handbook/stuhndbk.htm#acadexpect>) **states:**

“In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not condone any form of academic misconduct. ***Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication.*** Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.” *Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.*

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Diversity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See <http://www.unco.edu/hr/AAEO TitleIX.htm> <<http://www.unco.edu/hr/AAEO TitleIX.htm>>).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

Outline of Course Schedule

Dates	Material	Assignments and Exams
1 st Weekend Friday	Chapters: 1, 17	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
1 st Weekend Saturday	Chapters: 2-5	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
1 st Weekend Sunday	Chapters: 6, 7	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays Mid-term Examination
2 nd Weekend Friday	Chapters: 8-9	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
2 nd Weekend Saturday	Chapters: 10-13	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays Presentations
2 nd Weekend Sunday	Chapters: 14-16	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays Ariadne's Thread Presentations Theory Presentations Final Examination

Please Note: This Class Outline is subject to modifications as the instructor sees appropriate

