

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 607: Theories of Counseling
Spring 2015
Course Syllabus

Instructor:	Dr. Amy M. Williams Long	Class Times:	January 9 – 11, 2015
Office:	N/A		January 23 – 25, 2015
Phone:	(719) 572-6325		Fri 4:00 – 10:00PM
Email:	awilliamsces@gmail.com		Sat 8:00AM – 5:00PM
Office Hours:	By Appointment		Sun 8:00AM – 4:00PM

Prerequisite: None

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(s):

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

Halbur, D. A., & Halbur, K. V. (2011). *Developing your theoretical orientation in counseling and psychotherapy* (2nd ed.). Boston: Pearson Education, Inc.

* Other articles may be distributed by the instructor during the course

Recommended Readings:

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

Knowledge & Skill Outcomes (Objectives): 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 schools of thought handouts, midterm*

jeopardy, final examination, emerging personal theory paper, and participation in class discussions.

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

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 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.

Methods of Instruction:

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include small group discussions, individual projects, lectures, role plays, facilitated reflection, and simulated activities.

Course Requirements/Assignments:

Attendance & Active Participation: 100 Points. 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. If you know that you will miss a class, I need to be notified in advance. You are allowed to miss one three hours of this course during the semester without penalty. Please note that your grade will be reduced by one letter grade for each additional hour of class missed. 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* (65-79) – 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* (64-50) – 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.

Schools of Thought Handouts: 20 Points Each (100 Points Total). Each student will complete a study guide of course material at the end of each unit/school of thought (Psychodynamic, Pragmatic, Behavioral, Humanistic, & Contemporary). These handouts are designed to assist the students' basic understanding of major tenants, views, and techniques of each school of thought (CACREP CMHC.A.5). It is the instructor's hope that students will use these handouts to prepare for the final exam for this course and for the National Counselor Exam (NCE). Students should include information pertaining to research and evidenced based treatment on each handout (CACREP II.G.8.e & CACREP CMHC.I.3).

- *NOTE:* See attached rubric for specific instructions regarding the content of each school of thought handout. Students will be evaluated according to the depth and accuracy of the information on the handout.

Emerging Personal Theory Paper: 100 points. Each student will write an *Emerging Personal Theory Paper* to be turned in at the end of the semester. It is the instructor's hope that students will be able to critically examine counseling theories so they may begin to develop a personal, integrated model of counseling (CACREP II.G.5.d). The goal of this assignment is for the student to begin to evaluate, critique, and integrate counseling theories based on his or her personal lens.

- Students should use the attached outline/rubric to guide the writing of this assignment.
- *EVALUATION:* Although there is no page minimum to this assignment, students will be evaluated on the thoroughness and critical thought applied to the assignment as well as APA style, organization, and clear writing.

Jeopardy Activity: 100 points. Questions and answers for the Jeopardy activity will be developed by students in the course. Each student will be responsible for writing a total of 9 brief answers and detailed questions (in the Jeopardy Q/A format) covering each school of thought covered prior to the midterm activity; therefore, each student will be responsible for providing a minimum of 3 answers and questions for each school of thought (i.e. Psychodynamic School, Behavioral School, & Pragmatic School).

- *NOTE:* Jeopardy answers and questions must be written according to the format provided in the rubric for this assignment.

Final Exam: 100 points. The final exam will be a comprehensive exam comprised of multiple-choice, true-false, and essay questions covering material from assigned course readings and lectures.

Grading:

Attendance and Active Participation	100 points
Schools of Thought Handouts (20 Points Each)	100 points
Emerging Personal Theory Paper	100 points
Midterm Jeopardy Activity	100 points
Final Exam	100 points
TOTAL	500 points

Grading: 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	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

Course Schedule:

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments DUE</u>
1/9/15	Course Introduction Introduction to Schools of Thought Psychoanalytic School of Thought: Psychoanalytic & Analytic	Halbur: Chapters 1-2 & Pages 43-54 Archer: Chapters 1-2
1/10/15	Psychoanalytic School of Thought: Individual Psychology Behavioral School of Thought: Behaviorism, Social Learning, & Conditioning	Halbur: Pages 55-59 Archer: Chapters 3 & 8
1/11/15	Pragmatic School of Thought: Rational Emotive Behavior Therapy, Cognitive Therapy & Reality Therapy/Choice Theory Emerging Personal Theory Activity & Discussion	Halbur: Pages 67-72 Archer: Chapters 7 & 9
1/17/15	<i>NO CLASS</i>	<i>DUE: emailed by 6:00PM MTN.</i> <ul style="list-style-type: none"> <i>Jeopardy Questions</i> <i>Psychoanalytic, Behavioral, and Pragmatic Schools of Thought Handouts</i>

1/23/15	Humanistic School of Thought: Client-Centered, Existential, & Gestalt	Halbur: Pages 60-66 Archer: Chapters 4-6
1/24/15	Contemporary/Constructivist School of Thought: Feminist, Narrative, & Solution Focused	Halbur: Pages 73-80 Archer: Chapters 11-13
1/25/15	Personal Theory Discussion Jeopardy Activity	Halbur: Chapters 3 & 5 Archer: Chapter 15
1/31/15	<i>NO CLASS</i>	<i>DUE: emailed by 6:00PM MTN</i> <ul style="list-style-type: none"> • <i>Humanistic & Contemporary Schools of Thought Handouts</i> • <i>Emerging Personal Theory Paper</i>

NOTE: Assigned reading must be completed *prior* to coming to class. Class lectures, discussions, and activities will build on assigned readings, so completing reading assignments prior to class is essential for successful participation in the course.

Additionally, late assignments will not be accepted

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, texting 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: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Academic Conduct: Cheating on examination, 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.

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

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

Disability Statement: Any student requesting disability accommodation for this class must inform the instructor 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.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

The instructor may make changes to the syllabus as the course proceeds. If this is necessary, these changes will be announced in class. Have a great semester!
