

**University of Northern Colorado**  
**APCE 607: Theories of Counseling**  
**Spring 2018**  
**Course Syllabus**

**January 5-7 | January 19-21**  
**Friday 4:00 – 10:00 | Saturday 8:00 – 5:00 | Sunday 8:00 – 4:00**

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**Instructor:** Angela Weingartner, Ph.D., NCC, LPCC  
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**Office Hours:** As arranged

**Course Catalog Description**

**APCE 607-701: Theories of Counseling (3 credits).** Designed to increase understanding of major counseling theories, with an emphasis on the integration of theoretical and philosophical assumptions with personal viewpoints. *Prerequisites: None*

This course will provide an understanding of counseling theories through which clients can be conceptualized. Students will explore their personal motivation and interest in the counseling profession as well as integrate professional concepts with personal style. *The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals and the initiative you assume in the class.*

**Learning Objectives**

Upon successful completion of this course, students will be able to:

1. Develop a solid foundational understanding of the major counseling theories, including their strengths and weaknesses, their approach to counseling process, applicability to diverse populations, and ethical considerations.
2. Develop skills in and practice analyzing, conceptualizing, comparing and contrasting the major counseling theories.
3. Develop an understanding of the relationship between counseling process and theoretical approach.
4. Begin to develop a personal integration of counseling theory to inform their counseling work.

**Knowledge and Skill Outcomes (2016 CACREP Standards)**

<b>CACREP Standard</b>	<b>Course Activities</b>
2-F-3-c: Theories of normal and abnormal personality development	Readings, lecture, discussion, demonstration, role-play, theory reports
2-F-5-a: Theories and models of counseling	Readings, lecture, discussion, demonstration, role-play, theory briefs, personal theory paper
5-C-1-c: Theories and models related to clinical mental health counseling	Readings, lecture, discussion, demonstration, role-play, theory briefs, personal theory paper

## Methods of Instruction

Lectures including PowerPoint presentations; individual study and research; individual reports (written and oral) and papers; in-class/online discussion; guest speakers; video review; demonstrations; small group discussions; and case vignettes.

NOTE: This course's discussions, exercises, and activities may elicit unexpected emotions and memories or uncover psychological processes that students may find unsettling. If at any time you feel that you need a break, please feel free to pass from the current activity and/or talk to me about what is going on for you.

## Required & Supplemental Texts

### **Required Text:**

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### **Supplemental Readings:**

American Psychological Association. (2019). *Concise rules of APA style* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Perrin, Robert (2012). *Pocket guide to APA style* (4<sup>th</sup> ed.). Boston, MA: Cengage Learning.

## Course Requirements

### **Overview**

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>
Professionalism, Preparation, & Participation	15 points	Ongoing
Theory Presentations	30 points	In-Class
Emerging Theory Research & Reflection paper	30	January 21
Final Exam	25 points	January 21

### **COURSE REQUIREMENTS:**

**1. Theory Presentations (30 points):** 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. Mock Therapy Session:** Throughout the course, students will demonstrate theories with a mock therapy session that lasts approximately 30 minutes. In the mock session, students will focus on foundational relationship building skills that are discussed during the first weekend of class, as well as *therapeutic interventions specifically related to the theoretical model* being presented. Students will pair with a partner to demonstrate the theory, the partner role playing a "client" and the student doing the demonstration role-playing a counselor using this theory. More specific information regarding this assignment will be presented the first day of class.

**3. Emerging Theory Research & Reflection Paper (30 points) :** 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. Due 1/21 by midnight on Canvas

4. **Final Exam (25 points).** The final exam will consist of questions based on the content of the course. The final exam will contain class topics that were covered in the reading and lectures. The final exam will be on Sunday 1/21 during the last 2 hours of class.

5. **Participation (15 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. Please see me if you feel that this may be a problem. Finding a way to making this class an enriching learning opportunity is our responsibility together. I ask that you come to class prepared by having read and reflected on the reading assignments. If at any time you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time. Active participation is essential and your participation grade will be evaluated in the following way:

- 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*

Points awarded for the course will come from the above assignments. There are 100 total points possible in the class. Your final grade will be on a standard scale from the points you have earned: (90 = A, 80 = B, 70 = C, etc.). Points awarded for the course will come from the above assignments. There are 100 total points possible in the class. Your final grade will be on a standard scale from the points you have earned: (90 = A, 80 = B, 70 = C, etc.).

### **Attendance Policies**

**Note:** *Being tardy for class (more than 10 minutes late) three or more times will be counted as one unexcused absence.*

Alternately, missing six 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 three 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

**Observation of Religious Holy Days.** If you plan to observe a religious holy day that coincides with a class day, please notify me as soon as possible.

### Important Policies

**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 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](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

**Outline of Course Schedule- LATE ASSIGNMENTS WILL NOT BE ACCEPTED**

<b>Dates</b>	<b>Material</b>	<b>Assignments and Exams</b>
1 <sup>st</sup> Weekend Friday	Corey Chapter 2 Corey chapter 4 Corey chapter 5	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
1 <sup>st</sup> Weekend Saturday	Corey chapter 6 Corey chapter 7 Corey chapter 8	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
1 <sup>st</sup> Weekend Sunday	Corey chapter 9 Corey chapter 10 Corey chapter 11	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
2 <sup>nd</sup> Weekend Friday	Corey chapter 12 Corey chapter 14	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
2 <sup>nd</sup> Weekend Saturday	Corey chapter 13 Corey chapter 15	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays <b>Presentations</b>
2 <sup>nd</sup> Weekend Sunday		Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays <b>Presentations</b> <b>Final Examination</b> <b>Emerging Theory Reflection</b> <b>Paper DUE</b>

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# Format for Group Presentations

Students will divide into small groups (size of the group will depend on the size of the class) and will provide a formal presentation on one of the psychotherapy theories highlighted in the syllabus. Your presentation is expected to be about 30-45 minutes in length. You are expected to use at least three references outside of your textbook for your presentation. You are also expected to have an interactive component to your presentation relevant to your theory. You will need to provide a handout for each class member following the outline below. I would also like for you to use the following outline to guide your class presentation.

## Summary of (Specify Theory)

Key Figure(s): Who developed the theory or is/are typically associated with the theory

The Basic Philosophy (basic view of why clients' have problems): What are some key assumptions your theory makes about human nature? How does your theory propose the development of personality? How does your theory suggest that psychopathology occurs?

Key Concepts: List and define some of the key terms and concepts proposed by your theory that you haven't already covered.

Goals of Therapy (what aspects of therapy helps clients improve): How does your theory define improvement?

The Therapeutic Relationship (including the role of the therapist & the role of the client): How does your theory view the therapeutic relationship and what roles do the therapist and client play?

Techniques of Therapy: Be prepared to demonstrate (e.g. role-play) or show a video-tape demonstrating some of the techniques.

Major Contributions of the Theory: What are the key ideas from your theory that continue to influence psychotherapy? What problems &/or populations that your theory best serves? Discuss the research support for your theory and any EBTs that have resulted from it.

Limitations of the Theory: When would it be inappropriate to use your theory (with what problems/populations)? What are the key concepts from your theory that have been disapproved by research or are no longer considered viable to psychotherapy?

References: All references used to inform your presentation

Your grade will reflect your overall class presentation

# Format for Personal Theory Paper

You are to write a 7-10 page double spaced paper (not including title page and references) in which you articulate your personal theoretical model of personality and psychotherapy. You should also incorporate both theoretical and empirical literature in your paper (a minimum of 5 peer reviewed articles or books should be used). Please make sure your paper adheres to APA Style (6<sup>th</sup> ed.), is free of grammatical errors, and follows the outline below:

**A Brief Overview of Your Personal Theory:** What theories you are incorporating into your theory and how do they fit together?

### **Key Concepts**

**Basic View of Human Nature:** What is your view of human nature and some of the key assumptions you are making about human nature?

**Theory of Personality:** How does your theory conceptualize the development of personality? How do people become who they are and what roles do the environment and other sociological factors play?

**Causes of Psychopathology:** How does your theory conceptualize the development of psychopathology? What causes client problems?

### **The Therapeutic Process**

**Therapeutic Goals:** How do clients change and what motivates clients to change?

**The Therapeutic Relationship:** What makes an effective therapeutic relationship? What is the importance of the therapeutic relationship? What is the role/function of the therapist? What is the experience of the client?

**Major Therapeutic Techniques:** Specify at least 3 techniques that are central to your approach and why you should use them?

**Application & Future Directions:** What types of clients/ client problems are most compatible with your theory? How is your theory empirically supported? How do you see your theory changing/ developing as you begin to see clients?