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.

COURSE OBJECTIVES
1. Dialectical thinking from a variety of counseling perspectives
2. Translating theory into practice
3. Formulating one’s own approach to counseling
4. Using individual, gender, cultural, and systemic perspectives on counseling.
5. Recognizing transference and countertransference.
6. Recognizing when specific theories apply in certain situations.
7. Conceptualizing clients from a variety of theoretical perspectives
8. Planning treatment programs
9. Applying and integrating basic counseling skills and techniques

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, 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/TEXT**


**RECOMMENDED READING**


**INSTRUCTIONAL METHOD**

Instructional methods include lecture, discussion, interactive learning, audio and video recordings, role-play, written work, reading, experiential learning, examination. DVD and online videos will be used to enhance the students’ knowledge of course material.

**EXPECTATIONS FOR STUDENTS**
All UNC counseling students are required to register for a university e-mail account. Check E-mail regularly throughout the semester.

1. Read the assigned chapters before the scheduled class meeting is extremely important. Think critically about what you read. You are not expected to like every theory; each of you will have biases and preferences for certain theories. You are encouraged to be open to examining different points of view. Research has not found any theory to be superior to another although some are better than others are for dealing with certain situations and issues. Be willing to share your ideas and ask difficult questions. The academic classroom should serve as an environment where diverse, and sometimes controversial, ideas can be discussed and evaluated.

2. Attend class according to scheduled dates and times; arrive on time for class. Any assignments that are due the day of the missed class will not be accepted at a later date unless special condition, please discuss with the instructor beforehand if unavoidable situation.

3. This course is not intended to teach you how to do specific counseling techniques. Instead, you will examine and become familiar with some of the most influential theories of psychotherapy and counseling. Read 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 others covered in other classes? How does the theory open up a different world in counseling practice? What does it mean to dwell in that world?

4. Realize that you have the rest of your career to learn a few of these theories in depth. For this course, 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.

5. Turn off all potentially disruptive electronic devices, such as cell phones, smart phones and pagers. Do not engage in text messaging during class time.

**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.

**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, administrators, and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews 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). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

**Missed Classes & Being Late for Class or Returning From Breaks:**
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.

**ASSIGNMENTS & GRADING**
1. **Participation (15%)**: 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.

   **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. Proactive participation may also include challenging
contributions in small group contexts, for students that may have difficulty participating in large group discussions and activities.

- 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 (48-68) – 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

2. **Self-Analysis and Awareness Paper on Countertransference issues (20%)**

   As research shows that the personal characteristics of the counselor are more important than the theory he or she subscribes to, self-awareness and wisdom are important tools to be utilized in maximizing session time spent with clients. This assignment is an exercise for preparation and enhancement of skills for establishing relationships and modeling social interactions. In this paper address the following issues.

   A. Identify 3 kinds of personalities which you find you are most capable of empathizing and why.
   B. Identify 3 kinds of personalities which you find you are least capable of empathizing. **Do not use sex offenders, criminals, or child abusers.** How would this lack of empathy interfere with effectively counseling these persons?
   C. What counseling techniques from the textbook and lectures could you use on yourself to increase your level of empathy for these three kinds of persons, and how would you apply them to yourself?
   D. Identify 3 “buttons” (that make you irritated, impatient, rigid, and so on) that you have that would interfere with counseling another person. How would these buttons interfere with effective counseling?
   E. What counseling techniques from the textbook and lectures can you use on yourself to reduce or eliminate these buttons, and how would you apply them to yourself?
   F. Identify 3 personal needs you have that would negatively affect your work with clients? How would these needs interfere with effective counseling?
   G. What counseling techniques from the textbook and lectures could you use on yourself to help to manage these needs and how would you apply them to yourself?
TIPS:
✓ Begin working on this paper right away.
✓ Take this assignment seriously—it is extremely relevant to effective counseling.
✓ Any displays of self-righteousness or rationalization will reduce your grade.
✓ Not following the outline above, not detailing techniques, or applying the techniques to clients will reduce your grade.
✓ The grade is not related to your experience but to your level of self-awareness.
✓ Students lose points on this assignment when they apply techniques to clients instead of themselves.
✓ The assignment will be graded according to the clarity, depth, and degree of awareness, personal insight, and honesty displayed. This paper should be at least 5 typed double spaced pages. Use headings as provided above to help with clarity & organization.

3. **Case Conceptualization and Treatment Program (20%)**:
Choose a person from your personal life whose nature and/or behavior was a mystery to you, or who was abusive, obnoxious, or otherwise difficult to get along with. This should be someone who was well known to you. Use various theories, or one theory, of counseling covered in the course to write a descriptive case conceptualization and recommend an effective treatment program for this person. Mention neither the name of the person nor their relationship with you. Refer to the person using a fictitious name. Be as descriptive as possible using what one has learned in the course to really bring out the person’s case state and character. Avoid making any moral or other judgments of the person. Present the person as clearly as possible as though you were writing it for the next counselor who will see the person. After your description, put together what might be an effective treatment program for him or her. The paper will be graded according to the depth and coherence of the analysis in accordance with course material. Write it so that the reader will really get a sense of who that client is and what they are about. This paper can be easily done in 10 double-spaced pages. **Guidelines of this assignment see the end of this syllabus.**

4. **Reading Summaries (25%)**
As mentioned earlier, complete the readings assigned prior to the class is extremely important, you will not able to contribute to meaningful class
discussion and comprehend the theories if you didn’t read before coming to class. To help you actually understand the theory, a short summary of each chapter read is due at the beginning of each class. It is recommended for you to start the readings as early as possible, do not wait until the day before the class. Please remember:

A. 2-3 double-space pages for each chapter.
B. Summary is more than just bullet points, you can outline the important concepts in the chapter adding some narratives to show that you understand these concepts.

5. Theory Presentation (20%)
Preparing a presentation is the best way to motivate yourself to learn a theory in depth. You will be asked to lead a class lecture/presentation with 1 or 2 of your peers with a theory of interest that is included in this course. Powerpoint slides are recommended for the presentation, if you have other ideas and different ways of lecturing, please discuss with the interactor beforehand.

Please remember:

A. Presentation will be 1 hour including at least 5 minutes for Q&A
B. Team work is extremely important, please get to know your partner better during the process of preparation. If time permits, 2-3 hours of the class meeting time will be designated for you and your partner(s) to work on the presentation together
C. This presentation needs to include these sections, but not limited to:
   i. Major contributors of the theory
   ii. Basic view of Human Nature: What are key assumptions about human nature?
   iii. Motivation for change: What motivates people to behave as they do? What motivates them to change?
   iv. Causes of Psychopathology: What is psychopathology and how does psychopathology develop in this theory?
   v. View of Healthy Personality: What is a healthy personality? How does it develop?
   vi. Goals: What are the goals of this counseling theory?
   vii. Techniques: What approaches or techniques are used in assessment and treatment?
   viii. Role of Therapist and Client: What are the expectations of each party? What is their role?
   ix. Research: Find and review at a minimum 3 articles, preferably published within the last 5 years, related to this theory. Describe
how the approach was implemented, the methodology including the target population, the findings and implications. How knowing about these research findings help you become a better therapist?

**GRADING SCALE:**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
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<td>F</td>
<td>Below 60</td>
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**TENTATIVE COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Chapters</th>
<th>Readings/Assignments (Summary of the chapters are due at the beginning of the class)</th>
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</thead>
<tbody>
<tr>
<td>July 10th</td>
<td>- Introductions &amp; Course overview. - Introduction to Theories, Competencies and Treatment Planning</td>
<td>Chapters, 1,2,3</td>
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<tr>
<td>July 11th</td>
<td>- Counseling and Psychotherapy Theories, Analytic Approaches</td>
<td>Chapters 4, 5, 6</td>
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<td></td>
<td>- Humanistic-Existential Approaches Person-Centered</td>
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<tr>
<td>July 17th</td>
<td>- Existential Counseling - Gestalt Counseling</td>
<td>Chapters 7, 8</td>
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<tr>
<td>July 18th</td>
<td>- Cognitive-Behavioral Approaches - Systemic Family Counseling</td>
<td>Chapter 9, 10</td>
</tr>
<tr>
<td>July 24th</td>
<td>Postmodern Approaches Solution-Based Approaches Narrative and Collaborative Approaches</td>
<td>Chapter 11, 12</td>
</tr>
<tr>
<td>July 25th</td>
<td>Feminist and Multicultural Counseling Theoretical Integration Integrative case conceptualization</td>
<td>Chapter 13, 14, 15</td>
</tr>
</tbody>
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This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.
**Guidelines for Case Conceptualization and Treatment Plan:**

**Part I: Case Conceptualization**

A. General background information of client (Gender, age, class, grade, ethnic background, physical characteristics, state of health, etc).

B. Client’s presenting concerns
   1. What problems/issues does the person present as needing change?
   2. What do you see as deeper problems, if any, that the client has not identified or verbalized?
   3. Does this person recognize a necessity for change? To what degree?

C. Behavioral description
   1. LIST the behaviors engaged in by the person that can actually be seen/observed.
   2. What behaviors are specifically in need of change?

D. Affective manifestations
   1. LIST feelings or emotions that the person reports experiencing. Be specific.
   2. What unspoken emotions or feelings is the person not verbalizing or not aware of? Be specific.
   3. What needs does the client have that have not been met?

E. Cognitive patterns
   1. List at least 1 irrational beliefs in regard to each of the following categories: (1) self, (2) people, (3) problems and (4) life. List the beliefs (but NOTE that these are general and not specific statements). It will be necessary to speculate or infer what the beliefs are.
   2. What are this person’s general thought patterns (rigid, scattered, focused, obsessive, compulsive, etc.)?

F. Interpersonal patterns
   1. How does this person interact with and relate to others? Be specific.
   2. What friends or social support systems does this person have in his or her environment?
   3. How does this person cope with problems (avoidance, oppositional, haphazard, effective, cooperative)?
G. Contributing factors
   1. What background or environmental factors have influenced this person both positively & negatively?
   2. What traumatic event(s) has he or she experienced that may be contributing to the problem?
   3. What specific family of origin issues might this person have that contribute to this person’s issues?
   4. What gender issues are involved with and in need of attention with this client?
   5. What cultural issues are involved with and in need of attention with this client?
   6. What specific strengths and deficiencies are important in understanding this person?
   7. How much awareness does this client have of his or her cognition, affect, behavior, and problems.

Part II: Treatment Plan

A. Goals of treatment
   1. List at least 3 specific goals for this client based on the above, that will meet this person’s needs.
   2. What is necessary to accomplish these goals and thus, help this person?

B. Approach to be utilized (Should be at least 3 pages)
   1. Which counseling theories or theory would be best suited to meet the needs of this person?
   2. How would each of these theories or theory be a match for this client’s needs?
   3. Would you recommend individual, group, and/or family therapy for this client? Which and Why?
   4. How would you use encouragement and empowerment to help this client?
   5. What kind of therapeutic relationship would be best for this client and how would it help him/her?
   6. What is necessary for this client to undergo therapeutic change?

C. Specific techniques
   1. Name five specific counseling techniques (can be from individual or family counseling) which will be especially appropriate to help this person accomplish therapeutic goals. NOTE: A Theory is not the same as a technique
   2. Add AT LEAST 3 sentences explaining why and how each technique would help this client.
**NOTE: Do not mention “techniques” such as confrontation, listening, reflecting, empathy, a good relationship etc. as these are too general and part of many approaches.**