Instructor: Dr. Mary Sean O’Halloran, PhD
Email: sean.ohalloran@unco.edu  Office By Appointment
Prerequisite: None

Course Description: The study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process.

Class Dates/Times: September 16-18, 2016 & September 30, October 1 & 2, 2016
Fri 4:00 – 10:00PM; Sat 8:00AM – 5:00PM; Sun 8:00AM – 4:00PM


* The instructor may recommend other articles during the course

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 study guides, quizzes, 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 study guides, quizzes, emerging personal theory paper, 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 study guides, quizzes, emerging personal theory paper, and participation in class discussions.

4. Understand counseling supervision models, practices, and processes (CACREP II.G.1.e). Assessed via quizzes and participation in class discussions.

5. Understand the use of research to inform evidence-based practice (CACREP II.G.8.e). Assessed via study guides, quizzes, 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 study guides, quizzes, 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 study guides, quizzes, and 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, Systemic, Postmodern Theories, & Multicultural applications). The course will also emphasize the application and integration of major theories. In addition, students are encouraged to analyze theories and begin developing 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:**
1) **Burning Questions Mini Paper:** E-mail to Dr. O’Halloran by Wednesday September 7, 2016. Worth up to four points. Tell me a little bit about yourself and what you hope to learn in this class. Please respond to the following questions in one page (no cover page). Write your name is in the upper right hand corner. Be prepared to discuss during the first class. Please label responses using the alphabet below, no need to restate questions.

   a) What are you looking forward to regarding this course?
   b) What are three (3) burning questions that you have related to counseling theory?
   c) What theories are you drawn toward, and, away from? Why?
   d) What are your current career goals in the counseling or education fields?
   e) Describe your background or training within the ‘counseling’ profession (formally or informally). E.g. none, volunteer at Planned Parenthood, Church youth group leader, employment in residential treatment for teens, Milieu therapist….
   f) What is your specific program concentration/track (e.g., School, Community…)?
   g) Mention a fun/interesting fact about yourself that you are willing to share in class.

2) **Class Attendance/Active Participation:** 18 points maximum. Regular class attendance and active participation in all activities (e.g. discussions, role plays) are a required part of this course and critical to your learning and that of your peers. Please be here when class starts and ends (and for all that happens in between). This is particularly important due to the short and intensive format for this class. If you suspect that regular attendance may be a challenge, then consider taking it at another time. I expect that you will participate in a professional manner and your interpersonal interactions are respectful to others. Active participation includes coming prepared by reading the relevant chapters or articles as well as contributing to all course discussions and activities. Lack of participation, tardiness, leaving early, or any unexcused absences will result in a loss of points from 2-3 per class meeting and may result in a course grade reduction of at least one letter grade. Active participation will be evaluated in the following way:
• **Excellent (90-100)** – 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 (80-89)** – 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 (70-79)** – Passive participation: present, awake, alert, attentive, but not actively involved.

• **Unsatisfactory (69 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.

### 3) Schools of Thought Study Guides:

Up to 4 points each, 7 guides (28 points total). Each student will complete a study guide of course material for each of the seven major units (Psychodynamic, Behavioral, Humanistic, Cognitive, Systemic, Brief, and Emerging (or ‘Theories on the Edge’, ch 10)). The instructor hopes that students will use these guides to prepare for the National Counselor Exam (NCE).

These topics below are the minimum needed to cover for the content of each school of thought study guide. Students will be evaluated according to the depth and accuracy of the information on the study guide. You may use a narrative approach, table format, or whatever is most conducive to your learning style. Each study guide should not exceed two pages. The due dates will be discussed in class, but they are typically due the day following the lecture material, with the exception of the last day (when guides are due that day).

The study guide should contain the following headings with content organized so that information is not repeated:

- Key Concepts and Assumptions of the theoretical approach (es)
- Key figures
- Historical context (when/where was theory first developed)
- Role of the Therapist in this approach
- The Role of the Client(s) in this approach
- Relationship Issues
- Appropriate Therapeutic Goals for this approach
- When is therapy ‘done’?
- Key Techniques and Methods
- Current status
- Research on evidence based treatment (CACREP II.G.8.e & CACREP CMHC.I.3).
- Ethical Issues and Considerations
- Application to Multicultural Populations [strengths, concerns about the approach, recommendations]

### 4) Quizzes.

There will be eight short quizzes for a total of 20 points (worth up to 2.5
points each). You will have 10 minutes to complete the multiple-choice quiz based on textbook chapter(s). Quizzes take place daily, at the end of the covered unit(s).

5) **Response Paper.** A short, well written, and thoughtful response paper for the Lambert and Barley article. Worth up to 5% of the grade. Read and reflect on the ideas presented in this article, and after reviewing the theories presented in the textbook. Details given during the first class meeting. **Due October 2,** one-two written pages.

6) **Emerging Personal Theory Paper:** Up to 25% of the grade. Students will write an APA-style paper that articulates their personal theoretical orientation to counseling. **Due Saturday, October 1 @ 9 a.m.** to Safe Assign: See Using the SafeAssign Assignment Tool (pdf)
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 (CACREP II.G.5.d).

**Instructions:** The paper must have and introductory paragraph, a concluding paragraph, and must contain the following headings (italicized, left-justified), with content organized so that information is not repeated:

- Key theoretical influences and figures
- Key Concepts and Assumptions of your theoretical approach (es)
- My Role as a Therapist [in this approach]
- The Role of the Client(s) [in this approach]
- Appropriate Therapeutic Goals [in this approach]
- When is therapy ‘done’?
- Key Techniques and Methods
- Ethical Issues and Considerations
- Application to Multicultural Populations [strengths, concerns about the approach, recommendations]
- Relationship Issues
- Application to Multicultural Populations [strengths, concerns about your approach]

**Overall Guidance**

- Use your own words. Only in this way can I be sure that you understand the material.
- Your writing should be of professional quality with a decided focus, strong paragraph construction, and good grammar and punctuation, etc.
- Must be APA style. See online resources for style rules and sample papers. Must have title page and reference page, page numbers, running head, etc. All references must be properly cited.
- Use at least 5 journal/book references in addition to the text (no more than 2 online sources, do not cite other theory textbooks).

**Format requirements:**

- The paper must be 8-10 double-spaced pages long (one-inch margins, double spacing, 12-point font), excluding the cover page and reference section.
**Timeliness**
- A partial draft of the paper can be submitted by students for quick feedback by the Professor prior to submission of the final draft. Must be submitted NO later than September 19th, Monday, at noon. Consult with the UNC Writing Center before submitting this paper to the professor.
- If papers are late, the grade will be reduced by one grade increment (e.g., a paper that would ordinarily be graded as B will receive a grade of B-).

**EVALUATION:** students will be evaluated on the thoroughness and critical thought applied to the assignment as well as APA style, organization, and clear writing. See below for details:

**Personal Theory Paper Scoring Rubric**

**IDEAL:** The paper includes materials from appropriate resources and the references are current (last 10 years). The paper thoroughly addresses all the areas assigned and provides an integrative theoretical perspective. The paper is highly reflective and thoughtful and clearly articulates the key concepts of the preprofessional counselor’s theoretical orientation. The preprofessional counselor demonstrates thorough knowledge and understanding of the key concepts of the major personality/counseling theories and these are incorporated in their own theoretical orientation. The preprofessional counselor has thoroughly and thoughtfully applied their knowledge of the ethical code of the American Counseling Association in their integrative theoretical orientation. The preprofessional counselor is able to critically analyze the needs and issues of multicultural populations and integrate these into their theoretical orientation. Grammar, punctuation, and spelling are near perfect. The paper is written with effective organization, sentence structure is accurate and paragraphs concise. Comparable to letter grades of A and A-. (17 – 20 points).

**ACCEPTABLE:** The paper includes material from appropriate resources and references are current last ten years. The paper adequately, though not thoroughly, addresses the topic and all areas assigned have been sufficiently addressed. The paper is reflective and thoughtful and adequately articulates the key concepts of the preprofessional counselor’s theoretical orientation. The preprofessional counselor demonstrates sufficient knowledge and understanding of the key concepts of the major personality/counseling theories and these are incorporated into their personal theoretical orientation. The preprofessional counselor has adequately applied their knowledge of the ethical code of the American Counseling Association in their integrative theoretical orientation. The preprofessional counselor can integrate knowledge and understanding of the needs and issues of multicultural populations into their personal theoretical orientation. Grammar, pronunciation and spelling are appropriate for advanced level work. The paper is written with effective organization, paragraphs are concise and sentence structure is accurate. Comparable to letter grades of B+ to B-. (13 – 16)

**UNACCEPTABLE:** The paper includes relevant resources but it is incomplete. The paper does not adequately address the specific topic and areas assigned in a consistent
way. There is limited discussion of the specific issues that must be addressed. The preprofessional counselor demonstrates limited knowledge and understanding of the major personality/counseling theories. There is limited reflection and thoughtfulness. There is limited or no application of the American Counseling Association Code of Ethics integrated into the ethical areas of their personal theoretical orientation demonstrating limited or no knowledge of ethical standards. There is limited or no knowledge of the needs and issues of multicultural populations integrated into the preprofessional counselor’s theoretical orientation. There are numerous grammar, punctuation, and spelling errors. The paper is written with some consideration to organization, although paragraphs do not always flow well and sentence structure is not entirely accurate or adequately varied. Comparable to letter grades of C and below. (12 points and below).
GRADING

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<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
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<tr>
<td>Burning Questions up to 4 points maximum</td>
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<td>Written response to Lambert &amp; Barley article, up to 5 points maximum</td>
<td>5%</td>
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<td>Class attendance and participation--up to 3 points per class meeting (6 total)</td>
<td>18%</td>
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<td>Quizzes--8 quizzes @ 2.5pts maximum each quiz.</td>
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<td>Study guides (7; up to 4 points maximum each)</td>
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<td>Writing Assignment—Personal Theory Paper (25 points maximum).</td>
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**Grading:** Final letter grades will be assigned based on the following distribution:

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<td>D+</td>
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<td>A-</td>
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<td>B</td>
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<td>Psychodynamic approaches</td>
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<td>Behavioral &amp; CBT</td>
<td>5 &amp; 7</td>
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<td>TBA, Humanistic</td>
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<td>September 30</td>
<td>Systemic &amp; Brief Approaches</td>
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<td>Contemporary &amp; Integrative Theories</td>
<td>10 &amp; 11</td>
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<td>Personalizing and customizing therapy</td>
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<td>Therapeutic relationships and psychotherapy outcome research</td>
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<td>Personal Theory discussion</td>
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**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*

Please note: In accordance with the student handbook, the “Professional counseling program faculty members systematically review the progress of each student each semester.” You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

**ACADEMIC CONDUCT:** 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.

**Plagiarism and Using Internet Resources**

Plagiarism can be a complicated topic, but the basics are simple. You need to write your papers *from scratch*. Do not cut and paste text from digital sources and edit it a little (whether or not you cite the original author). When you do that, you are appropriating someone else’s work. A paper should be organized by your thoughts and should bring information and ideas together into a coherent form that you create. A few quotes are fine, but “writing” a paper means constructing your own sentences and paragraphs to articulate your own arguments and conclusions, not lifting them from existing literature.

While websites will be useful to you, *if you use any of them in your written work, you need to reference them as fully as you would a library book*. Copying text from the web without treating it as an exact quotation, or modifying text slightly without crediting its original source, is plagiarism, as it would be for text in a book.

You may be aware that anyone can post just about anything on the web; there is no quality control. Thus you should be careful in assuming that “information” you find there is reliable. Academic journals have “gatekeepers” in the form of reviewers and editors who control what is published, and both these and academic websites (usually those
linked to universities or government research units) tend to reflect currently accepted knowledge. Be careful and critical about what you use from the web.

**PROFESSIONAL CONDUCT/ETHICS:** Students are expected to know and adhere to the appropriate code of ethics for their particular program and professional association (e.g., ACA, APA). Ethical violations may result in failure of the course and possibly dismissal from the program.

Academic Conduct/Integrity: 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

**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. Please provide the instructor with appropriate DSS paperwork relevant to your particular accommodation as soon as possible in order to structure the course and coursework in a manner most conducive to your learning.

**INCLUSIVITY/DIVERSITY STATEMENT:** The College of Education and Behavioral Sciences (CEBS) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, CEBS seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. CEBS prohibits discrimination against any member of the College’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, political affiliation or veteran status.

**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.

**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.

**Tips for Success:**
1. Attend all class meetings.
2. Read all materials assigned BEFORE each class meeting.
3. Develop a study group with members of your class cohort.
4. Actively participate in class discussions and individual and group projects.
5. Ask questions in class.
6. Provide proper feedback and consultation to classmates.
7. Written work is due at the START of the class for which it is assigned. Late assignments are not acceptable.
8. You are responsible for all the reading assigned, even if we do not discuss every bit of it in class.
9. You are responsible for what we discuss in class, even if it is not in the readings.

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!