



UNIVERSITY OF  
**NORTHERN  
 COLORADO**

**APCE 607: Theories of Counseling**  
**3 Credit Hours**  
**Spring 2022**

**Instructor:** Matt Tis, PhD, LPC, NCC; [matthew.tis@unco.edu](mailto:matthew.tis@unco.edu)

<b>Days/Times:</b> 2/4-2/6	F: 5-10pm	<b>Office Phone:</b> (970) 351-3922
2/18-2/20	Sat: 8am-5pm	<b>Cell Phone:</b> (303) 819-1311
	Sun: 8am-4pm	<b>Office Hours:</b> <a href="#">By appointment</a>

**Co-Instructor:** Lauren Ireland, MA, LPC, NCC; [lauren.ireland@unco.edu](mailto:lauren.ireland@unco.edu)

**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.

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

**Method of Instruction:** Lecture, small group discussions/activities, role-play activities, and group presentations.

**Text Book:**

Required:

Wedding, D. & Corsini, R.J. (2019). *Current Psychotherapies (11<sup>th</sup> ed)*. Cengage Learning: Boston, MA  
 ISBN: 978-1-305-86575-4

*\*Additional readings will be posted in Canvas.*

Recommended:

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

**KNOWLEDGE AND SKILL OUTCOMES (CACREP Standard):** Upon successful completion of this course students will:

1. Students will examine the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP Standard 2.F.2.d)
2. Students will demonstrate knowledge about theories and models of counseling, (Standard: 2.F.5.a).
3. Students will learn how to use a systems approach for conceptualizing clients (Standard: 2.F.5.b).
4. Student will evaluate the impact of technology on the counseling process (Standard: 2.F.5.e).
5. Students will study counselor characteristics and behaviors that influence the counseling process (Standard: 2.F.5.f).
6. Students will learn essential interviewing, counseling, and case conceptualization skills (Standard: 2.F.5.g)
7. Students will learn processes for developing a personal model of counseling (Standard: 2.F.5.n).
8. Students will identify evidenced-based counseling practices (Standard: 2.F.8.b).
9. Students will learn theories and models related to clinical mental health counseling (CMHS Standard: 5.C.1.a).
10. Students will learn cultural factors relevant to clinical mental health counseling (CMHS Standard: 5.C.2.j).

### **Assignments**

**Attendance and Participation (100 pts):** Readings and classroom discussion are critical. Because of the interactive format and condensed format, you are expected to attend ALL class sessions. An absence will result in a one letter grade deduction from your final grade in the course. That said, we know that life happens; absences and coming late to class will be handled on a case-by-case basis. An "Incomplete" is given only in cases of illness, death in family, or other extreme circumstances. You are expected to participate in class discussions, small group discussions, and engage in class activities.

**Mock Therapy Session Transcript (100 pts):** You will conduct a mock therapy session with a volunteer that lasts at least 30 minutes. You will focus on fundamental relationship building skills (discussed during the first part of class). Following your mock session, type a transcript that represents about 10-15 minutes of your session. In your transcript, you will identify specific types of therapeutic interventions. More specific information regarding this assignment is presented later in the syllabus.

**Midterm/Final Exams (100 pts):** Exams will address information covered in online materials, lectures, textbook, readings, and class presentations. The midterm will emphasize information from the first half of the class and the final will emphasize information from the second half. The exams will consist of multiple-choice, short-answer and essay type questions. Exams are open book/open note. Each exam is worth 50 points for a combined total of 100 points.

**Presentations (100 pts):** You will form small groups (size of groups will depend upon size of the class) and present on various counseling theories not covered in class by the instructors. In your presentation, you will be given an individual grade and a group grade. More specific information regarding this assignment will be presented the first day of class and later in this syllabus.

**Personal Theory Paper (100 pts):** In this paper you will write about your emerging personal theory of counseling. You will discuss what theory or theories you are most drawn to, and why. The paper

should be typed and referenced (APA style). More information about the paper is presented later in this syllabus.

\*Please note: you may NOT use the same theory for your group presentation and your personal theory paper. We want you to explore and learn about different theories in these assignments.

Assignments	Points Possible
Attendance and Participation	100
Mock Therapy Session & Transcript	100
Class Presentation	100
Midterm Examination	50
Final Examination	50
Personal Theory Paper	100

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

**Please Note: APCE 607 is considered a foundational course for all Professional Counseling Programs. Obtaining a grade of C- or below will result in your needing to repeat the course.**

### Special Notes & Policies:

#### **COVID-19**

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. As of the writing of this syllabus, current UNC policies include the requirement that we all wear masks (regardless of vaccination status) in any indoor public space. One exception to this is "Individuals who are fully vaccinated and engaged in indoor instructional activity or laboratory work **and** can maintain at least 6 feet from the nearest person." More info can be found at <https://www.unco.edu/coronavirus/>. I encourage you to check that page often.

Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

### ***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 students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

### ***Title IX***

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

University of Northern Colorado Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>  
 UNC Psychological Services: 970-351-1645 or [http://www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu)

### ***Academic Integrity***

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

### ***Attendance***

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

### ***Equity and Inclusion***

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

### ***Food Insecurity and Basic Needs***

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at [dos@unco.edu](mailto:dos@unco.edu) or via phone at 970-351-2001.

### ***Land Acknowledgment***

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally,

the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

### ***Name in Use/Pronoun in Use/Name Change***

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

### ***Writing Center***

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center)

## Tentative Class Schedule:

Day	Topics	Wedding & Corsini (2019) Chapters
February 4	Introduction to the course Contemporary approaches to counseling and psychotherapy Characteristics of counselors and clients Evidence-Based Practice in Psychology Common factors of counseling & ingredients of a helping relationship Practice foundational skills	1
February 5	Psychodynamic Psychotherapies (Freud) Object Relations Interpersonal Process in Therapy	2
February 6	Adlerian Therapy Client-Centered Therapy Existential Psychotherapy	3, 4, 8
	<b>Midterm Examination: Opens Wednesday, February 9 @ 7am Closes Sunday, February 13 @ 11:59pm (You will have 2 hours to complete it)</b>	
	<b>Mock Therapy Paper due Friday, February 18 by 4pm</b>	
February 18	Behavior Therapy & DBT Cognitive-Therapy Group Presentations	6, 7
February 19	Interpersonal Psychotherapy Rational Behavioral Therapy (REBT) Group Presentations	5, 10
February 20	Integrative Psychotherapies Multicultural Theories of Psychotherapy Group Presentations	14, 15
	<b>Final Examination: Opens Wednesday, February 23 @ 7am Closes Sunday, February 27 @ 11:59pm (You will have 2 hours to complete it)</b>	
	<b>Personal Theory Paper is due Friday, March 6 @ 11:59pm</b>	

**Please Note:** Changes to the syllabus may be made as the course proceeds. Other topics and supplemental readings will be introduced throughout the course.

## Mock Therapy Session Transcript

**Objective:** The purpose of the transcript is to give you an opportunity to critically evaluate your counseling style.

**Assignment:** Conduct a mock counseling session with an individual (not a class member) about an past or contrived “relationship problem”. If it is actual problem, be sure they discuss a past situation. You will need to audio-tape this session. The content of your transcript should include the following Also see Therapy Transcript Grading Criteria.

Counseling Skill	Required Number
Open Question	2
Verbal Encourager	3
Affective Reflection/Reflection of Feeling	4
Paraphrasing	4
Interpretation	1
Summarization	1

**Format for Transcription:** Below is the format that we would like you to use.

Client	Therapist	Comment
1.	Hello Susan, what brings you in today?	Open Question
2. Well, I am having a hard time dealing with my father again.		
3.	Your father is making you feel down again.	Reflection of feeling. (I may have been a little impulsive to say this so soon in the session).
4. Yea, he is really getting on my nerves and that makes me feel kind of guilty. (Her eyes begin to tear up).		



5.	He is doing things that are upsetting. What are those tears telling us?	Paraphrase Open Question (and Immediacy)
6. Ya, it is like nothing I can do is right...client goes on talking about situation where father put her down in front of family members and it brought back a lot of memories about when she was younger.		
7.	There you were...being treated like a child again.	Paraphrase. I really did not say anything new.
8. Ya. (still quietly crying)	You feel guilty because he is old and ill.	Paraphrase.
9.	Here you are a 40 year-old woman, who is accomplished in her career and you have a father who still needs to put you in your place. You know he isn't going to change and that leaves you feeling helpless.	Paraphrase  Reflection of feeling.

**Comment Section:** At the end of the transcript, devote 1-2 pages to critique your transcript. In this section, address the following topics:

**Things I did well.**

**Things I need to work on.**

**Something new I learned about myself.**

**How the way I was feeling influenced my effectiveness as a counselor.**

Name: \_\_\_\_\_

**Mock Therapy Session Transcript Grading Criteria**

(The Transcript will be graded according to how well you included the required type and number of interventions, accuracy in labeling interventions and the quality of your comment section. The points will be assigned according to the following criteria:)

<b><u>Required Skill:</u></b>	<b><u>Points</u></b>
Open Question (2)	____ / 8
Verbal Encourager (3)	____ / 12
Affective Reflection/Reflection of Feeling (4)	____ / 16
Paraphrasing (4)	____ / 16
Interpretation (1)	____ / 4
Summarization (1)	____ / 4
<b><u>Critique:</u></b>	
Things I did well	____ / 8
Things I need to work on	____ / 8
Something new learned about myself	____ / 8
How my feelings influenced my effectiveness	____ / 8
<b><u>Writing Quality:</u></b>	
Spelling, grammar and quality written work	____ / 8
<b>Total:</b>	<b>____ / 100</b>

**Comments:**

## Class Group Presentations

**Class Presentation:** Groups of 3 to 5 class members will make formal presentations on selected psychotherapy theories. Your presentation should be around 45 minutes. There should be some type of demonstration of your theory's technique(s). For your presentations, use the following outline:

1. **Basic View of Human Nature:** What are some key assumptions your theory makes about human nature.
2. **Key Terms/Concepts:** List and Define some of the key terms and concepts proposed by your theory.
3. **Structure of Personality:** To what degree does your theory suggest that conscious vs-unconscious factors that affect personality. Does it propose stages of personality development?
4. **Causes of Psychopathology/Healthy Personality:** How does your theory suggest that psychopathology is caused? What separates a "healthy" personality from an "unhealthy" personality?
5. **Model of Change:** According to your theory, how does change happen? What about the counseling process helps moves a client from pathology to health? What is the role of the therapist in that process? Etc.
6. **Therapeutic Techniques:** Be prepared to demonstrate (e.g., role-play) or show a video-tape demonstrating some of the techniques.
7. **Major Contributions:** Spend some time Comparing and Contrasting your theory with the three major theories we discussed in class (Psychodynamic/OR, Humanistic, Cognitive-Behavioral).
8. **What is the Empirical Support for your theory/model/approach?** Discuss the evidence for your approach's efficacy. How would you know if you were being effective using this approach?
9. **Multicultural/Ethical Considerations:** Discuss how applicable your theory is to diverse groups and how it may need to be modified when working with diverse groups. What are some ethical considerations/concerns when using this theoretical approach? Are there any groups/problems that this approach may not be appropriate to use?
10. **Treatment of Client:** Spend some time discussing how your theory would conceptualize the Client's difficulties and go about treatment. (Use the case study on the next page).

You will need to provide a PowerPoint outlining the above areas. You will want to have a clearly defined "division of labor" so we can assess both your individual contributions and overall group contribution.

### Theories to be discussed may include (other theories with instructor approval):

Acceptance and Commitment Therapy (ACT: Hayes)	
Family Therapy	Chapter 11
Feminist Therapy	
Play Therapy	
Gestalt Therapy (Perls)	Chapter 9
Jungian Therapy	
Mindfulness and Other Contemplative Therapies	Chapter 12
Narrative Therapy (White)	
Positive Psychotherapy	Chapter 13
Groups can also include specific application of a theory (e.g., Trauma Focused CBT; Family Therapy for Eating Disorders)	

NAME OF THEORY: \_\_\_\_\_

**Class Group Presentation  
Grading Criteria**

Names	Relative % Contribution
1. _____ (Your Name)	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

\*The sum of the Relative Contribution column should equal 100.

\*If everyone in your group contributed equally, everyone should have the same number in the relative contribution column.

**Group Presentation Feedback:**

Individual Grade \_\_\_\_\_ / 50

Group Grade \_\_\_\_\_ / 50

**Total** \_\_\_\_\_ / **100**

## Personal Theory Paper

Your (emerging) Personal Theory of Psychotherapy: It has been written that the theories used by therapists often reflect important values and personality characteristics of the therapist. You are to write a paper in which you begin to articulate your personal theory of personality and psychotherapy. Your paper should incorporate the following outline:

1. A brief description of your personal theory.
2. Factors for your own personality, experiences, development, etc that have attracted you to this theory.
3. What components of your personal theory have you adopted from other major theories? What types of theories is your personal theory most consistent with? Most discrepant from?
4. Analysis of your theory: (In this section, you will want to be sure to “anchor” your responses as your theory compares to the major theories discussed in class (i.e., psychodynamic, object relations, person-centered, cognitive/behavioral & Adlerian).
  - a) **Basic view of Human Nature:** What are some key assumptions you are making about human nature?
  - b) **Structure of Consciousness:** How does your theory conceptualize conscious/ awareness?
  - c) **View of Motivation:** According to your theory, what motivates people to behave as they do? What motivates them to change in therapy?
  - d) **Causes of Psychopathology:** How does your theory conceptualize the development of psychopathology?
  - e) **View of Healthy Personality:** How does your theory conceptualize the development of a healthy personality? What conditions need to be present in order for someone to have a healthy personality? How does your theory facilitate optimal functioning over the life-span?
  - f) **Model of Change:** According to your theory, how does change happen? What about the counseling process helps moves a client from pathology to health? What is the role of the therapist in that process? Etc.
  - g) **Major Therapeutic Techniques:** What are some of the therapeutic techniques your theory says you should use in the counseling relationship? Why should you use them? How will you know when it is time to terminate treatment?
  - h) **Empirical Support:** What empirical support is there for your theory? How would one know if they were being effective using your theory?

(See next page for Personal Theory Paper grading criteria)

### Grading Criteria for Personal Theory Paper

Sections & (Approx. Lengths)	Expected Content	Points
1. Brief Description (1-2 para)	Describe/define your personal theory	___/10
2. Personal Experiences (1-2 pages)	What are your personal preferences in dealing with problems? How has your past experiences, development and personality drawn you to this personal theory?	___/10
3. Components from other theories (3-4 paragraphs)	What theory(ies) you have drawn from to develop your personal theory? What theories is it most consistent with/ discrepant from?	___/10
4. Analysis of your theory (each part 1-6 paragraphs)	4a. Basic view of human nature	___/10
	4b. Structure of consciousness	___/5
	4c. View of Motivation	___/10
	4d. Causes of Psychopathology	___/10
	4e. View of Healthy Personality	___/5
	4f. Model of Change	___/10
	4g. Major Techniques	___/10
	4h. Empirical Support	___/5
5. Writing Quality.	Quality of written product with few spelling/grammar errors.	___/5
<b>TOTAL</b>		<b>___/100</b>

## Bibliography for Counseling Theories (APCE 607)

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