University of Northern Colorado  
APCE 607: Theories of Counseling  
Fall 2019  
Course Syllabus

October 11-13 | October 25-27  
Friday 4:00 – 10:00 | Saturday 8:00 – 5:00 | Sunday 8:00 – 4:00

Instructor: Angela Weingartner, Ph.D., LPC, NCC  
Email: angela.weingartner@unco.edu  
Co-Instructor: Jared Becknell  
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Phone: 970-351-1968  
Office Hours: As arranged

Course Catalog Description

APCE 607: 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)

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

Supplemental Readings:

Course Requirements

Overview

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<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Professionalism, Preparation, &amp; Participation</td>
<td>10 points</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Theory Presentations</td>
<td>25 points</td>
<td>In-Class</td>
</tr>
<tr>
<td>Emerging Theory Research &amp; Reflection paper</td>
<td>40 points</td>
<td>October 27</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 points</td>
<td>October 27</td>
</tr>
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COURSE REQUIREMENTS:
1. **Theory Presentations (25 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 45-60 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 15-30 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 (40 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.

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 the last Sunday of class during the last 2 hours.

5. **Participation (10 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 make 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:

- **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 internet

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, iPads, etc. 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.

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 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

Food Insecurity and Basic Needs
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, 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 for more information.
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity
You 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 Office of Community Standards and Conflict Resolution.

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. If you (or someone you know) has experienced or experiences any of these
incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

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

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

**Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, 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, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about
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<tr>
<th>Dates</th>
<th>Material</th>
<th>Assignments and Exams</th>
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<tbody>
<tr>
<td>1st Weekend Friday</td>
<td>Corey Chapter 2</td>
<td>Reading Material as Assigned</td>
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<td></td>
<td>Corey chapter 4</td>
<td>Self-Reflection Assignments, Group Discussions, Videos and</td>
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<td>Corey chapter 5</td>
<td>Role Plays</td>
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<td>1st Weekend Saturday</td>
<td>Corey chapter 6</td>
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<td>Corey chapter 7</td>
<td>Self-Reflection Assignments, Group Discussions, Videos and</td>
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<td>Corey chapter 8</td>
<td>Role Plays</td>
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<td>1st Weekend Sunday</td>
<td>Corey chapter 9</td>
<td>Reading Material as Assigned</td>
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<td>Corey chapter 10</td>
<td>Self-Reflection Assignments, Group Discussions, Videos and</td>
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<td>Corey chapter 11</td>
<td>Role Plays</td>
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<td>Corey chapter 14</td>
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<td>2nd Weekend Saturday</td>
<td>Corey chapter 13</td>
<td>Role Plays</td>
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<td>2nd Weekend Sunday</td>
<td>Corey chapter 15</td>
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Presentations

Final Examination

Emerging Theory Reflection

Paper DUE
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 45-60 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. A role play is not an interactive component. 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). For example, if you are saying your personal theory includes components of both person-centered therapy and cognitive-behavioral therapy you should address how these theories view each of the concepts below. Please make sure your paper adheres to APA Style (6th 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? This should incorporate both your beliefs and the literature behind the theories you are incorporating.

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? Be specific and discuss what the theories that you have included in your personal theory say about 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?