

UNIVERSITY OF NORTHERN COLORADO: EXTENDED STUDIES PROGRAM

SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION

APCE 607: Theories of Counseling

Fall 2020 Course Syllabus

Instructor: Danielle M. Kahlo, Ph.D.

Office: Lowry Campus 233, Denver

Office Phone: (970) 351.1021

Class Times: F (4-10pm), S (8-5), S (8-5)

Email: danielle.kahlo@unco.edu

Office Hours: By Appointment

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.

PREREQUISITE: None

NOTE: This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2016 Standards. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes.

KNOWLEDGE AND SKILL OUTCOMES: 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 Standards 2.F.2.d). *Assessed via self-reflection assignments, participation in group discussions, theory presentations and session vignette demonstrations, and emerging theory reflection paper.*
2. Students will demonstrate knowledge about theories and models of counseling, (CACREP Standard: 2.F.5.a). *Assessed via self-reflection assignments, participation in group discussions, theory presentations and session vignette demonstrations, and emerging theory reflection paper.*
3. Students will learn how to use a systems approach for conceptualizing clients (CACREP Standard: 2.F.5.b). *Assessed via emerging theory reflection paper.*

4. Student will evaluate the impact of technology on the counseling process (CACREP Standard: 2.F.5.e). *Assessed via self-reflection assignments, participation in group discussions, and emerging theory reflection paper.*
5. Students will study counselor characteristics and behaviors that influence the counseling process (CACREP Standard: 2.F.5.f). *Assessed via self-reflection assignments, participation in group discussions, theory presentations and vignette demonstrations, and emerging theory reflection paper.*
6. Students will learn essential interviewing, counseling, and case conceptualization skills (CACREP Standard: 2.F.5.g) *Assessed via self-reflection assignments, participation in group discussions, theory presentations and session vignette demonstrations, and emerging theory reflection paper.*
7. Students will learn processes for developing a personal model of counseling (CACREP Standard: 2.F.5.n). *Assessed via self-reflection, group discussion and emerging theory reflection paper.*
8. Students will identify evidenced-based counseling practices (CACREP Standard: 2.F.8.b). *Assessed participation in group discussions, theory presentations and session vignette demonstrations, and emerging theory reflection paper.*
9. Students will learn theories and models related to clinical mental health counseling (CACREP CMHS Standard: 5.C.1.a). *Assessed via participation in group discussions, theory presentations and vignette demonstrations, and emerging theory paper.*
10. Students will learn cultural factors relevant to clinical mental health counseling (CACREP CMHS Standard: 5.C.2.j). *Assessed via self-reflection assignments, participation in group discussions and emerging theory reflection paper.*

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.

Required Text Book:

Theories of Counseling and Psychotherapy Systems, Strategies, and Skills. 5th Edition. Victoria E Kress; Linda W. Seligman; Lourie W. Reichenberg. Pearson Publishers. ISBN: 9780134460864, 0134460863.

Supplemental Materials: *It is the responsibility of the student to obtain these materials, available on the Internet, which relate to his/her/their major area of study.*

- *Colorado Board Rules and Frequently Asked Questions* of student's specialty area, e.g., marriage and family therapists, professional counselors, unlicensed psychotherapists, etc. Found on Internet at <http://www.dora.state.co.us/> On left margin of main web page, click "Division of Registrations." In center of next page find, "SELECT A PROFESSIONION." Select your professional area. Select "Board Rules," or "Frequently Asked Questions." Review both documents for class.
- American Counseling Association 2014 *Code of Ethics*.
- (Available through the ACA webpage.)
- ---and/or ---
- American Association of Marriage and Family Therapy 2013 *Code of Ethics*.
- (Available through the AAMFT webpage.)
- ---and/or---
- American School Counselor Association 2016 *Ethical Standards for School Counselors*. (Available through the ASCA webpage.)

COURSE REQUIREMENTS:

1. **Theory Presentations:** Students will present on various theories. Choices will be offered regarding theories available for presentation, and an outline will be provided for suggested topics to be included. The presentation should be approximately 30 minutes in length. More specific information regarding this assignment will be presented the first day of class.
2. **Mock Therapy Session:** Immediately following the theory presentation, students will demonstrate the theory with a mock therapy session that lasts approximately 30 minutes. In the mock session, students will focus on foundational relationship building skills that are discussed during the first weekend of class, as well as *therapeutic interventions specifically related to the theoretical model* being presented. Students will pair with a partner to demonstrate the theory, the partner role playing a "client" and the student doing the demonstration role-playing a counselor using this theory. More specific information regarding this assignment will be presented the first day of class.
3. **Personal Philosophy / Emerging Theory Reflection Paper:** Each student should choose a 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 8-10 pages long, in APA style, and will be graded according to the depth and coherence of the analysis in accordance with course material. More specific information regarding this assignment will be presented the first day of class.

4. **Case Conceptualization and Treatment Plan:** Students will be given an outline wherein they complete a case conceptualization on themselves, reflecting on questions from a variety of theoretical approaches, in order to better understand their own life experience through various theoretical lenses. They will then choose an approach that most aligns with their own perspective in conjunction with their emerging personal theory, and they will identify a “problem” (real or imagined; problem selection must be benign and approved by the instructor) which they will use to generate a treatment plan for themselves from a particular theoretical approach. More specific information regarding this assignment will be presented the first day of class.
5. **Participation:** 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. 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 web, texting, making irrelevant contributions that inhibit the progress of the discussion.*

COURSE EVALUATION: Your final grade will be based on the following elements:

1. Theory Presentation (20%)
2. Demonstration of a mock session (15%)
3. Personal Philosophy / Emerging Theory Paper (30%)
4. Case Conceptualization and Treatment Plan (20%)
5. Class Participation (15%)

Note: 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.*

Alternately, missing four 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 two 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	94-100	C	73-76
A-	90-93	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

An “A” grade is reserved for students who do *exceptional* work in *all* areas of the course. A “B” grade means that you met all of the requirements, at a level expected of *most* graduate students. A “C” grade means that your work is below the average of your peers. All of these grades are likely to be assigned in this course; grades are not personal and have nothing to do with how much I like anyone as an individual. They reflect the level of performance only; the most frequent grade in this course is a B.

NOTE: If you would like to discuss your final grade with me, you are welcome to do so. However, you should understand that in requesting to review your grade, you are asking me to *carefully scrutinize* my evaluation of your performance in *every aspect* of

this class. Such detailed level of inspection may result in your grade being increased; however, it may also result in my recognition of grading errors that were in your favor, or awareness that I was overly generous in my approach and therefore less than stringent in adherence to my grading rubric. Therefore, in the interest of informed consent, you should recognize that a full review of your grade has just as equal a chance of resulting in your grade remaining the same, or being lowered.

Portable Electronic Devices:

Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Please also remember that any unauthorized audio recordings of class will not be allowed and would be considered unprofessional and unethical. Thank you for your cooperation.

PowerPoint Presentations and Lecture Materials: Any PowerPoint presentations and/or lecture materials used in class are for instructional purposes only and will not be released to the students for personal use.

Academic Conduct: Cheating on assignments or examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

APCE Professional Membership Policy: As a graduate student in a professional training program, the faculty of the Division strongly encourage you to become a member of your professional association, e.g., ACA, APA, AAMFT, ACES, ASCA, NASP.

APCE Professional Counseling Policy: As of March 4, 1996, all incoming Ph.D. in Counselor Education and M.A. students are required to join ACA during their first semester in the program; future registration will be put on hold until membership is acquired. At the beginning of the student's first semester, a copy of the student's ACA membership card is to be given to the APCE Administrative Assistant for entry in the Division data base.

Professional Liability Insurance Policy: All students are required to show proof of having professional liability insurance before being allowed to take an internship.

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

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit: www.unco.edu/sexualmisconduct.

Diversity/Inclusivity 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 and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and world views 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> <<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>).

Outline of Course Schedule
LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Dates	Material	Assignments and Activities
1 st Weekend	Textbook Sections 1 & 6 Supplementary Readings Provided by Instructor in Class	Reading Material as Assigned Self-Reflection Assignments Group Discussions & Activities
2 nd Weekend	Textbook Sections 2 - 5	Reading Material as Assigned Theory Presentations and Demonstrations Self-Case Conceptualization & Treatment Plan Emerging Theory Reflection Paper

Please Note: Class Outline is subject to modifications as the instructor sees appropriate

APCE 607 - Theories of Counseling Assessment Rubric

Counseling Theory – Students will demonstrate knowledge of major counseling theories and effectively apply theories to individual and group counseling contexts.

Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<p>Helping Relationships</p> <p>Student demonstrates knowledge and skills related to the helping process, the application of counseling theories and techniques, as well as an understanding of change process models.</p>	<p>The student demonstrates substantial knowledge and skills related to the helping process. The student is able to efficiently and effectively apply counseling theories and techniques. Further, the student understands the change process and is able to apply relevant models to client change. The student performs well above what would be expected of an entry-level counselor.</p>	<p>The student demonstrates adequate knowledge and skills related to the helping process, as would be expected of an entry-level counselor. The student is able to apply counseling theories and techniques in a satisfactory manner. Further, the student has a basic understanding of the change process and related change models. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>The student demonstrates limited knowledge and skills related to the helping process. The student is unable to adequately apply counseling theories and techniques in a satisfactory manner. Further, the student has a limited understanding of the change process and related change models. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge and skills related to the helping process. The student is unable to adequately apply counseling theories and techniques in a satisfactory manner. Further, the student has a limited to no understanding of the change process and related change models. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Client Characteristics</p> <p>Student demonstrates knowledge and skills in the application of counseling theories while considering</p>	<p>Student demonstrates superior knowledge and skills in the application of counseling theories while considering a holistic view of clients,</p>	<p>Student demonstrates basic, entry-level knowledge and skills in the application of counseling theories while considering a holistic view</p>	<p>Student demonstrates limited knowledge and skills in the application of counseling theories while considering a holistic view of clients,</p>	<p>Student demonstrates lack of knowledge and skills in the application of counseling theories while considering a</p>

<p>a holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs.</p>	<p>including their culture, beliefs, values, characteristics, diagnosis, and other needs. The student performs well above what would be expected of an entry-level counselor.</p>	<p>of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>including their culture, beliefs, values, characteristics, diagnosis, and other needs. The student performs below what would be expected of an entry-level counselor.</p>	<p>holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Integration of Client Characteristics</p> <p>Student demonstrates the capacity to formulate a clear understanding of the client's issues integrating cultural, historical, developmental and eco-systemic elements to design a counseling strategy to work with the client; and articulates the client's issues from a theoretical perspective.</p>	<p>Student demonstrates a superior understanding of the client's issues; is able to effectively integrate and articulate cultural, historical, developmental and eco-systemic elements in order to design a counseling strategy to work with the client; and effectively articulates the client's issues from one or more theoretical perspectives. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic understanding of the client's issues; is able to integrate basic cultural, historical, developmental and eco-systemic elements in the development of a cohesive counseling strategy; and demonstrates the ability to view client's issues from a theoretical perspective. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited understanding of the client's issues; tends to view cultural, historical, developmental and eco-systemic elements in a simplistic manner with a lack of integration of concepts; demonstrates a limited ability to view client's issues from a theoretical perspective. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of the client's issues; tends to view cultural, historical, developmental and eco-systemic elements in a simplistic manner or not at all, with a lack of integration of concepts; fails to view client's issues from a theoretical perspective. The student performs well below what would be expected of an entry-level counselor.</p>

<p>Integration of Theory:</p> <p>Student demonstrates the ability to synthesize knowledge and theory into new and integrated whole, while also making evaluative decisions about the material, integrating and assessing information from a variety of perspectives and contexts.</p>	<p>Student demonstrates a superior ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—consistently taking into account client constructs and characteristics. The student makes effective evaluative decisions about the material, integrating and assessing information from a variety of perspectives and contexts. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—often taking into account client constructs and characteristics. The student makes simplistic evaluative decisions about the material, and engages in some integration and assessment of information from differing perspectives and contexts. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—does not consistently take into account client constructs and characteristics. The student makes overly simplistic evaluative decisions about the material, and lacks the ability to engage in the integration and assessment of information from differing perspectives and contexts. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—does not take into account client constructs and characteristics. The student fails to make evaluative decisions about the material, and lacks the ability to engage in the integration and assessment of information from differing perspectives and contexts. The student performs well below what would be expected of an entry-level counselor.</p>
--	---	--	--	--

<p>Critical Thinking about Theory Application:</p> <p>Student demonstrates critical thinking skills in the evaluation and application of counseling theory through the process of examining and considering a myriad of counseling theories, reflecting on their personal beliefs about various theories, and considering evidence-based applications of theories to specific populations.</p>	<p>Student demonstrates advanced critical thinking skills in the evaluation and application of counseling theory through the process of thoroughly examining and considering a myriad of counseling theories, deeply reflecting on their personal beliefs about various theories, and considering evidence-based applications of theories to specific populations. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates basic, entry-level critical thinking skills in the evaluation and application of counseling theory. The student demonstrates a sufficient examination and consideration of several counseling theories, adequately reflecting on their personal beliefs about various theories, and adequately examining evidence-based applications of theories to specific populations. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates limited critical thinking skills in the evaluation and application of counseling theory. The student demonstrates an insufficient examination and consideration of several counseling theories—only considering 1-2 theories. They demonstrate little reflection on their personal beliefs in the context of theories and barely considers evidence-based applications of theories to specific populations. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of critical thinking skills in the evaluation and application of counseling theory. The student fails to thoroughly examine and consider various counseling theories. They demonstrate little to no reflection on their personal beliefs in the context of theories and fails to consider evidence-based applications of theories to specific populations. The student performs well below what would be expected of an entry-level counselor.</p>
---	--	--	--	---