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.

Required Text(s):

Recommended Readings:
1. Developing Your Theoretical Orientation in Counseling and Psychotherapy (3rd Edition) (Merrill Counseling (Paperback))

Knowledge & Skill Outcomes (Objectives): 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.). *To be assessed through class discussions and presentations, experiential learning, and personal theories paper.*
2. Students will demonstrate knowledge about theories and models of counseling, (CACREP Standard: 2.F.5.a.). *To be assessed through examinations, class discussions and presentations, and personal theories paper.*
3. Students will learn how to use a systems approach for conceptualizing clients (CACREP Standard: 2.F.5.b.). *To be assessed through class discussions and presentations, experiential learning, and personal theories paper.*
4. Students will evaluate the impact of technology on the counseling process (CACREP Standard: 2.F.5.e.). *To be assessed through examinations, and class discussions and presentations.*
5. Students will study counselor characteristics and behaviors that influence the counseling process (CACREP Standard: 2.F.5.f.). *To be assessed through class discussions and presentations, and experiential learning.*
6. Students will learn essential interviewing, counseling, and case conceptualization skills (CACREP Standard: 2.F.5.g.). *To be assessed through class discussions and presentations, and experiential learning.*
7. Students will learn processes for developing a personal model of counseling (CACREP Standard: 2.F.5.n.). *To be assessed through class discussions and presentations, and personal theories paper.*
8. Students will identify evidenced-based counseling practices (CACREP Standard: 2.F.8.b.). *To be assessed through examinations, and class discussions and presentations.*
9. Students will learn theories and models related to clinical mental health counseling (CACREP CMHC Standard: 5.C.1.a.). *To be assessed through examinations, class discussions and presentations, and personal theories paper.*
10. Students will learn cultural factors relevant to clinical mental health counseling (CACREP CMHC Standard: 5.C.2.j.). *To be assessed through class discussions and quizzes, final exam, experiential learning, and personal theories paper.*
Course Content: This course is designed to give students a comprehensive overview of major families/schools of counseling theories: Psychoanalytic/Psychodynamic (Freud, Adler, Jung, TA); Existential Humanistic (Rogers, Frankl, Yalom, May, Perls...Fritz and Laura, Bugental); Pragmatic (Ellis, Beck, Meichenbaum, Glasser); Behavioral (Skinner, Kazdin, Wolpe, Shapiro, Lazarus) and Contemporary (Feminist, Post Modern, Multicultural, Family Systems). The course will also emphasize the application and integration of major theories. In addition, students will critically analyze theories and develop a draft of their personal theory of counseling.

Methods of Instruction: This course is taught in an accelerated format which means students are expected to complete the readings in advance of class, and where indicated, complete assignments in Canvas, the learning management system (LMS). For example, materials presented in Canvas modules are to be view and reviewed by students prior to class as class time will be used for processing or small group activities. Additionally, in class time will utilize readings (case studies), lectures, class activities and role-plays, classroom and small group discussions, videos, writing assignments, and experiential learning activities.

Course Requirements/Assignments:

Attendance and Active Participation (100 points): Graduate students are expected to attend each class and to arrive on time. Given the accelerated format of this class, students cannot miss more than 3 consecutive hours without a significant impact on their grade. Please note missing class and or frequent tardiness will result in a reduction of a full letter grade. As noted in the Methods of Instruction section above, students are expected to complete assigned readings prior to class and actively participate in classroom discussions, activities, role-plays, and experiential exercises, no exceptions. All assignments are due as noted in the Canvas shell for this course. Not reading the material and/or late assignments will significantly impact your learning and will lower your grade.

Active and meaningful participation in class will be evaluated as follows:
• 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 (69-79) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. 
• Minimally Acceptable (68-48) – Passive participation: present, awake, alert, attentive, but not actively involved.
• Unsatisfactory (47 or less) – Uninvolved: absent, present but not attentive, sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion.

10 Quizzes (100 points): Students will complete 10 quizzes. Each quiz is 10 questions and students have 30 minutes to complete. Some quizzes will be given in class, some will be administered through Canvas. For quizzes in Canvas, once you begin a quiz you must finish it within 30 minutes as you will not be able to save it and return. The assignment will close, online, after 30 minutes.

Personal Theory Paper (100 points): Each student will write a 10-page paper (excluding title page and references). Use this assignment to critically examine and critique currently established theories and begin to develop an integrated 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) and the results from the Selective Theory Sorter, class discussions and notes. Papers are to be typed, references and title page in APA Style (6th ed.). The following outline is recommended but not required:

• Set the Context or Description and Rationale for Theory(ies) Selected—describe the theories or theories that you have selected as your emerging theory. There is no need to select just one. Essentially this section focuses on the theories the student is presenting and why and how these theories fit them. This
• Overview of Personal Theory: How are you incorporating into your theory and how do they fit together? Use the information provided in class regarding the qualities of a good theory and four types of theory integration.
• 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?

• **Causes of Psychopathology:** How does your theory conceptualize the development of client concerns or psychopathology? What causes client concerns? What maintains the concerns?

• **Roles of the therapist and role of the client:** Describe the roles, responsibilities and tasks of therapist and client in your theoretical approach.

• **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? 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 and what evidence-based counseling practices have you included? How do you see your theory changing/ developing as you begin to see clients?

**Midterm and Final Exam (200 points):** There will be 2 exams consisting of multiple-choice and short answer essay questions covering the assigned course readings, lectures, and in class discussions/activities.

- Midterm Exam (100 points) will cover the first weekend of class.
- Final Exam (100 points) is not cumulative and will cover the information presented in the second weekend.

**Grading:**
- Attendance and Active Participation=100 points
- 10 quizzes=100 points
- Personal Theory Paper=100 points
- Midterm Exam=100 points
- Final Exam=100 points
- Total points: **500 points**

Final letter grades will be assigned for each assignment based on the following distribution:

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

**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 **prior to the start of class** so that accommodations are available to you from the beginning of class. 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 aids students facing food insecurity through an on-campus food pantry. The Bear Pantry is 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, plagiarism, or cheating are subject to grading consequences about this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution. Consequences range from a failing grade on an assignment, the course and may result in a referral to Review and Retention within APCE.

**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/counseling

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 identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

**Professional Conduct/Ethics:** All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program. **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.
**Course Schedule:**
Below is the schedule of readings and assignments in this class. Because we are using a flipped classroom approach, there are also online assignments.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Canvas</th>
<th>Course Content</th>
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</thead>
<tbody>
<tr>
<td>Prior to class</td>
<td><strong>W</strong>-pgs. 3-125</td>
<td></td>
<td>Complete and print out-Selective Theory Sorter online prior to class- bring to class 3/6 Answer questions in Canvas Module-History and Context of Counseling Theories.</td>
<td><strong>Historical and role of theory</strong></td>
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<td>March 6</td>
<td><strong>N</strong>-pgs.1-155</td>
<td>Quiz #1</td>
<td>Personal Characteristics of Effective Counselors Orientation to Theoretical Understanding; Psychoanalytic/Psychodynamic (Freud, Adler, Jung, TA);</td>
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<td>March 7</td>
<td><strong>N</strong>-pgs.1-155</td>
<td>Quiz #2 and #3</td>
<td>Psychoanalytic/Psychodynamic continued (Freud, Adler, Jung, TA);</td>
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<td>March 8</td>
<td><strong>N</strong>-pgs.-157-271</td>
<td>Midterm Exam</td>
<td>Existential Humanistic (Rogers, Frankl, Yalom, May, Perls…Fritz and Laura, Bugental);</td>
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<td>Quiz #4 and #5</td>
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<tr>
<td>March 20</td>
<td><strong>N</strong>-pgs. 275-433</td>
<td>Quiz #6 and #7</td>
<td>Pragmatic (Ellis, Beck, Meichenbaum, Glasser);</td>
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<tr>
<td>March 21</td>
<td><strong>N</strong>-pgs.157-271</td>
<td>Quiz #8 and 9</td>
<td>Behavioral (Skinner, Kazdin, Wolpe, Shapiro, Lazarus) and</td>
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<tr>
<td>March 22</td>
<td><strong>N</strong>-pgs.157-271</td>
<td>Final Exam</td>
<td>Contemporary (Feminist, Post Modern, Multicultural, Family Systems).</td>
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<td>Theory Paper</td>
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<td>Quiz #10</td>
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### Final Assessment:

At the end of the course students are assessed using the rubric below. Noteworthy abbreviations: S=Students; ELC=entry level counselor

**APCE 607 - Theories of Counseling Assessment Rubric**

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

<table>
<thead>
<tr>
<th>Knowledge Learning Outcome Assessed</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Beginning</th>
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<tbody>
<tr>
<td><strong>Helping Relationships</strong></td>
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<tr>
<td>S demonstrate knowledge and skills related to the helping process, the application of counseling theories and techniques, as well an understanding of change process models.</td>
<td>S demonstrate substantial knowledge and skills related to the helping process, can efficiently and effectively apply counseling theories and techniques. Further, the S understand the change process, can apply relevant models to client change. S perform well above the what is expected of an ELC.</td>
<td>S demonstrate adequate knowledge and skills related to the helping process, as is expected of an ELC. S can apply counseling theories and techniques in a satisfactory manner. Further, S demonstrate a basic understanding of change processes and related change models. S perform equivalent to what is expected of an ELC.</td>
<td>S demonstrate limited knowledge and skills related to the helping process. S are unable to adequately apply counselling theories and techniques in a satisfactory manner. Further, S have a limited understanding of the change process and related change models. S perform below what is expected of an ELC.</td>
<td>S demonstrate a lack of knowledge and skills related to the helping process. S are unable to adequately apply counseling theories and techniques in a satisfactory manner. Further, S have limited to no understanding of the helping process. S perform well below what is expected of an ELC.</td>
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<tr>
<td><strong>Client Characteristics</strong></td>
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<td>S demonstrate knowledge and skills in the application of counseling theories while considering a holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs.</td>
<td>S demonstrate superior knowledge and skills in the application of counseling theories while considering a holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs. S perform well above what is expected of an ELC.</td>
<td>S demonstrate basic, entry level knowledge and skills in the application of counseling theories while considering a holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs. S perform equivalent to what is expected of an ELC.</td>
<td>S demonstrate limited knowledge and skills in the application of counseling theories while considering a holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs. The student performs below what is expected of an ELC.</td>
<td>S demonstrate lack of knowledge and skills in the application of counseling theories while considering a holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs. S perform well below what is expected of an ELC.</td>
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<td><strong>Integration of Client Characteristics</strong></td>
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<td>S demonstrate the capacity to formulate a clear understanding of the client’s issues; can effectively integrate and articulate</td>
<td>S demonstrate a superior understanding of the client’s issues; can effectively integrate and articulate</td>
<td>S demonstrate the ability to view client’s issues from a theoretical perspective. S perform equivalent to what</td>
<td>S demonstrate a limited understanding of the client’s issues; tends to view cultural, historical, developmental and</td>
<td>S demonstrate a lack of understanding of the client’s issues; tends to view cultural, historical, developmental and</td>
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<td><strong>Integration of Theory</strong></td>
<td><strong>Critical Thinking about Theory Application</strong></td>
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<td>S demonstrate 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.</td>
<td>S demonstrate 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 beliefs in order to engage in an integrated whole—does not consider client constructs and characteristics. S demonstrates a limited ability to view client’s issues from a theoretical perspective. S perform well below what is expected of an ELC.</td>
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<td>S demonstrate a superior ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—consistently considering 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 is expected of an ELC</td>
<td>S demonstrate basic, entry-level critical thinking skills in the evaluation and application of counseling theory. S demonstrate insufficient examination and consideration of several counseling theories—only considering 1-2 theories. S perform well below what is expected of an ELC.</td>
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<td>S demonstrate a basic ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—often considering client constructs and characteristics. S makes simplistic evaluative decisions about the material and engages in some integration and assessment of information from differing perspectives and contexts. S perform equivalent to what would be expected of an ELC.</td>
<td>S demonstrate limited critical thinking skills in the evaluation and application of counseling theory. S demonstrate insufficient examination and consideration of several counseling theories—only considering 1-2 theories. S perform well below what is expected of an ELC.</td>
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<td>S demonstrate a limited ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—does not consider client constructs and characteristics. S fail 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 below what is expected of an ELC.</td>
<td>S demonstrate a lack of ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—does not consider client constructs and characteristics. S fail 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 below what is expected of an ELC.</td>
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The student demonstrates critical thinking skills in the evaluation and application of counseling theory through the process of examining and considering a myriad of perspectives and contexts. 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 is expected of an ELC. The student demonstrates a basic ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—often considering 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 ELC. The student demonstrates a limited ability to synthesize counseling theories and theoretical constructs into a new and integrated whole—does not consider 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 is expected of an ELC.

The student demonstrates limited critical thinking skills in the evaluation and application of counseling theory. The student demonstrates insufficient examination and consideration of several counseling theories—only considering 1-2 theories. The 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. The student demonstrates little to no reflection on their personal beliefs in the
| Counseling theories, reflecting on their personal beliefs about various theories, and considering evidence-based applications of theories to specific populations. | Their personal beliefs about various theories, and adequately reflecting on their personal beliefs about various theories, and considering evidence-based applications of theories to specific populations. S perform well above what is expected of an ELC. | Demonstrate limited reflection on their personal beliefs in the context of theories and barely considers evidence-based applications of theories to specific populations. S perform below what is expected of an ELC. | Context of theories and fails to consider evidence-based applications of theories to specific populations. S perform well below what is expected of an ELC. |