



UNIVERSITY OF NORTHERN COLORADO

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## Extended Campus

APCE 607: Theories of Counseling  
Three Semester Credits  
Spring 2023

- Instructor:** Dr. David Matheson, PhD, LPC
- E-mail:** David.matheson@unco.edu
- Campus Office Location:** Online and On Campus
- Office Hours:** I will be available briefly before and after class and other times can be arranged as needed. Please communicate your meeting needs to me via e-mail or in person and we can schedule a meeting time. I have a typical two-day turn around on e-mail therefore, I will respond to your e-mail request or question within a two-day window of time.
- Class Meeting Times:** In-person: **First Weekend:** Friday February 3<sup>rd</sup> from 4-10pm, Saturday February 4<sup>th</sup> from 9am-5pm, Sunday February 5<sup>th</sup> from 9am-4pm. **Second Weekend:** February 17<sup>th</sup> from 4-10pm, Saturday February 18<sup>th</sup> from 9am-5pm, and Sunday February 19<sup>th</sup> from 9am-4pm.

### 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)**

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

### **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:**

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

#### **Suggested Text:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed). Washington, DC: Author.

### **Course Requirements**

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>
Professionalism, Preparation, & Participation	10 points	Ongoing
Theory Presentations	25 points	February 18-19
Emerging Theory Research & Reflection paper	40 points	February 19
Final Exam	25 points	February 19

### **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. **Due to instructor by email on 2/19 by midnight or considered late.**

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 Sunday 2/19 during the last 2 hours of class.**

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:

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.

### ***Additional Information:***

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

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

**PowerPoint Presentations:** PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC’s Policies:** UNC’s policies and recommendations for academic misconduct will be followed.

**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. Additionally, any audio recording of class without the consent of the instructor and your classmates is an ethical violation. 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. Thank you for your cooperation.

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

### **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, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

### **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 Loftin. 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>

UNC 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).

### **Additional Syllabus Statements**

#### **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.

#### **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. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. 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.

### **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).

**The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.**



**Outline of Course Schedule- LATE ASSIGNMENTS WILL NOT BE ACCEPTED**

<b>Dates</b>	<b>Material</b>	<b>Assignments and</b>
1st Weekend Friday	Corey chapter 2 Corey chapter 4 Corey chapter 5	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
1st Weekend Saturday	Corey chapter 6 Corey chapter 7 Corey chapter 8	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
1st Weekend Sunday	Corey chapter 9 Corey chapter 10 Corey chapter 11	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
2nd Weekend Friday	Corey chapter 12 Corey chapter 14	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
2nd Weekend Saturday	Corey chapter 13 Corey chapter 15	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays <b>Presentations</b>
2nd Weekend Sunday		Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays <b>Presentations</b> <b>Final Examination</b> <b>Emerging Theory Reflection</b> <b>Paper DUE</b>

# 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 (6<sup>th</sup> 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?