



**Counseling Theories**  
**COUN 5005**  
**Fall Semester 2023**  
**Three Credit Hours**

**Contact Information**

**Instructor:** Morgan Wallbrown

**Email Address:** Wallbrown@ulm.edu

**Phone:**

**Office Hours:** By appointment (please use CT time zone when scheduling)

**Virtual Zoom Office:** By appointment

**Please Note:** All students are asked to use university-provided e-mail accounts when emailing their professor. Students' personal e-mail accounts should not be used in this case, as [University Policy](#) must be followed. Emails will receive a response within 48 hours (during university operating hours).

**Course Description**

Identifying a guiding theory of counseling brings coherence to clinical practice and ensures that the decisions counselors make in their work with clients/students are connected to a clear rationale. In fact, professional counselors are charged with the ethical imperative of utilizing counseling approaches that are grounded in theory and/or science (ACA Code of Ethics, 2014, C.7.a). This course provides an overview of foundational theoretical models of counseling. Students will develop an understanding of core counseling theories and their origins, philosophical tenets, and applications. Students will also examine their own theoretical beliefs to support their process of identifying a guiding theory to inform their approach to counseling.

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

**Prerequisites**

None

## **Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## Course Content, Objective, CACREP Standards, and KPI

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### Content Areas

#### This course is designed to enable the student to:

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- Develop a comprehensive understanding of foundational theories of counseling
  - Explore personal theoretical beliefs that influence professional identity development
  - Develop a case conceptualization utilizing an evidenced-based counseling theory
  - Develop an understanding of multicultural counseling and advocating for diverse populations by utilizing strategies and techniques within evidenced-based counseling theories;
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### Objectives

#### Program Objective related to CACREP Core 3.E. Counseling Practice and Relationships

Students will learn counseling theoretical approaches related to their concentration that will be measured at two points in time with a success rate at or above 70%.

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### CACREP Standards

From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.E.

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	Standards Core
theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1
critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2
processes for developing a personal model of counseling grounded in theory and research	3.E.21

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### Course Topics

This course will focus on the following primary theoretical categories:

1. Psychoanalytic or Neo-Freudian Theories;
2. Humanistic-Existential / Phenomenological Theories;
3. Behavioral and Cognitive Theories;
4. Constructivist Theories;
5. Systems Theories;
6. Cultural Adaptations and Social Justice Advocacy Integration

### Instructional Methods

Syllabus content and schedule subject to change

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, demonstrations, and assigned readings. Students are required to engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups using Flipgrid and provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

## **Student Performance Evaluation: Criteria and Procedures**

### **1. Personal Theory Reflection Paper (50 points)**

Due on Sunday the week it is posted by 1159pm CT

Students will write a **4–6 page** reflection paper exploring their personal beliefs related to human nature, the environment, mental health, and the counseling process. This assignment is designed to support students in taking the first step towards identifying a guiding theory of counseling. While the content is expected to be reflective in nature (first-person, no citations), the formatting will adhere to APA 7<sup>th</sup> edition, including a cover page. Full assignment instructions and rubric will be posted in Moodle.

### **2. Video Discussion Board (50 points)**

Due Thursdays and Sundays @ 11:59pm CT weekly

Each week students will discuss the readings and lectures in the Coffee Shop Discussion Board. Pull out some things from the weekly readings, lectures, or activities each week you want to talk more about, have questions about, or want to contest. At a minimum, post about:

- How the theories you are learning about connect to you on a philosophical level, and how you might use them as a clinician someday
- How these things will make you a better clinical mental health, addiction, or marriage/couple/family counselor
- Critique the theories, look for their limitations
- How each theory you learn about might overlap with other theories, and how they might integrate with other theories

Students will have the option to either (a) attend a weekly one-hour Live Coffee Shop Discussion Board on a scheduled day and time provided (see Canvas) or (b) submit a video post through Flipgrid. There is a link on the Canvas Homepage for Flipgrid.

Students who choose to post a video in Flipgrid may do so as a monologue or dialogue with others. Students who choose to submit a monologue must provide a 3-4 minute post reviewing, reflecting upon, and critiquing the material from the week and respond to at

least two others' video posts for that week. These responses should push the conversation forward by asking challenging questions and/or bringing new ideas to the conversation. These responses will occur in Flipgrid and can be video or written responses.

Students who want to post a dialogue (2-4 students) must record their discussion in Flipgrid. Students who choose this option do not have to respond to others' posts for that week. Please put the names of all the students in the dialogue in the subject line.

Students are free to change their formats week to week.

### **3. Theory Conceptualization Group Presentation (50 points)**

Due on Sunday the week it is posted by 1159pmCT

Students will be assigned to small groups to complete conceptual theory presentations. Groups will select a movie character to conceptualize through the lens of their assigned theory. Groups may select from a pre-approved list of movies or submit their own proposed movie for instructor approval. Students will video record their presentations using zoom and will submit their presentation recordings and materials (PowerPoint) for review. Full assignment instructions and rubric will be posted in Canvas.

### **4. Comprehensive Exam (KPI) (50 points)**

Due on Sunday the week it is posted by 1159pmCT

Students will complete a 50-question comprehensive exam to assess their counseling theories knowledge. The exam will be based on all assigned textbook readings throughout the course. The exam will open in Canvas on the week it is posted (Monday) and will close the following Sunday. This exam will serve as the Key Performance Indicator #1 for the CACREP Standards Core 3.E. Counseling Practice and Relationships. KPI evaluations are submitted and stored in Tevera; a sample of the rubric in Tevera is provided at the end of the syllabus.

### **5. Extra Credit Opportunity**

Are you interested in earning some extra points for class and engaging more in professional counseling associations? You have the option to earn 20 extra points for class if you attend a webinar directly from the ACA or branch/divisions of counseling associations that are recognized by the ACA. This webinar must be related to a counseling theory or therapy in which you are interested. Once you attend the webinar, send me a screenshot of your registration and provide a 3-4 minute video summary of the webinar in the Discussion Board during the week you attend. The summary must review the content of the webinar and relate it to the content of the class.

## **Evaluation and Grade Assignment**

Grades will be assigned as follows:

Syllabus content and schedule subject to change

- A = 100-90 points
- B = 89 – 80 points
- C = 79 –70 points
- D = 69 – 60 points
- F = 59-0 points

## Class Policies and Procedures

### Required Textbooks:

- Sommers-Flanagan, J., & Sommers Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice*. 3rd edition, John Wiley & Sons  
\*Both hard copy and electronic copy are acceptable

### Other Materials:

- Supplemental reading materials and media will be posted on Moodle

### Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students bare responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

### Professionalism

Students are expected to demonstrate counseling dispositions and behaviors consistent with those of professional counselors-in-training as outlined by the Counselor Competencies Scale— Revised (CCS-R) and engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*.

## Course Schedule

Week	Dates	Topic	CACREP	Readings	Assignments
1	August 21st – 27th	Introductions and Course Orientation	3.E.2; 3.E.21		○ Discussion Post

Syllabus content and schedule subject to change

2	August 28th – September 3rd	Theoretical Intentionality, Common Factors, and Cultural Adaptation	3.E.2; 3.E.21	Chapter 1 & Moodle Assigned Readings	○ Discussion Post
3	September 4th- 10th	Psychoanalysis- optional live theory discussion	3.E.1	Chapter 2	○ Discussion Post ○ Reading Quiz Personal Theory Reflection Paper (Due 9/15)
4	September 11th – 17th	Adlerian Counseling	3.E.1	Chapter 3	○ Discussion Post ○ Reading Quiz
5	September 18 <sup>th</sup> - 24th	Existential Counseling	3.E.1	Chapter 4	○ Discussion Post ○ Reading Quiz
6	September 25 <sup>th</sup> - October 1 <sup>st</sup>	Person-centered- optional live theory discussion	3.E.1	Chapter 5	○ Discussion Post ○ Reading Quiz
7	October 2 <sup>nd</sup> - 8th	Gestalt	3.E.1	Chapter 6	○ Discussion Post ○ Reading Quiz
8	October 9 <sup>th</sup> -15th	Behavioral	3.E.1	Chapter 7	○ Discussion Post ○ Reading Quiz
9	October 16 <sup>th</sup> -22nd	Cognitive- optional live theory discussion	3.E.1	Chapter 8	○ Discussion Post ○ Reading Quiz
10	October 23 <sup>rd</sup> -29th	Feminist Theory- optional live theory discussion	3.E.1	Chapter 10	○ Discussion Post ○ Reading Quiz
11	October 30 <sup>th</sup> - November 5th	Reality and Choice Theory	3.E.1	Chapter 9	○ Discussion Post ○ Reading Quiz
12	November 6 <sup>th</sup> -12th	Constructivist Approaches	3.E.1	Chapter 11	○ Discussion Post ○ Reading Quiz
13	November 13 <sup>th</sup> -19th	Systems Approaches- optional live theory discussion	3.E.1	Chapter 12	○ Discussion Post ○ Reading Quiz
14	November 20th – 26th	Fall Break- no new content this week			○

15	November 27 <sup>th</sup> - December 4 <sup>th</sup>	Social Justice and Advocacy	3.E.1; 3.E.21	Chapter 13	○ Discussion Post Theory Conceptualization Group Presentation
16	December 5 <sup>th</sup> -10 <sup>th</sup>	<i>Finals Week, no new content</i>	3.E.2; 3.E.21		○ Discussion Post ○ Comprehensive Exam

## Other Policies and Procedures

**Attendance Policy:** This is an asynchronous course, meaning that synchronous class attendance is not required; however, Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

**Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

**Academic Integrity:** Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

**Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

**Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentuccess/](http://www.ulm.edu/studentuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).

**Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

**Grading and emailing:** Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have

passed with no respond, respectfully email instructor again.

**Late Policy:** No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

**Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

Current college's policies on serving students with disabilities can be obtained on the ULM website : [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

*If you have disability accommodations that I need to be made aware of, please contact me within the first two days of class.*

### **Mental Wellness on the ULM Campus:**

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

### **Sexual Harassment or Gender-Based Discrimination:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an

educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)

**KPI Assessment (Comprehensive Exam) COUN 5005 Grading Rubric**

Syllabus content and schedule subject to change

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

### **Assignment Specific Requirements and Professional Identity CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP Standard</b>	<b>Performance Level 1-5</b>
	<b>Core</b>	
	<b>2.F.</b>	
theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1	
critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2	
processes for developing a personal model of counseling grounded in theory and research	3.E.21	

**This evaluation will be recorded in Tevera.**