Counseling Theories

COUN 5005
Fall Semester
Three Credit Hours

Contact Information

Instructor: Sarah Tucker, PhD, LPC (TX), NCC, RPT, CCPT-S
Email Address: stucker@ulm.edu
Office Hours: Tuesdays 9am-9:50am CST and by appointment*
Virtual Zoom Office: Meeting ID: 994 2986 1163 Passcode: 206327
https://ulm.zoom.us/j/99429861163?pwd=SG50YUhTODBZT0IvR3NZYXdQaG95QT09

**Virtual office hours are drop-in, meaning that students will be seen in the order they arrive. You may find yourself in the waiting room for a time if I am working with another student. I will admit you into the virtual office as soon as I am able. Alternatively, you may request to schedule an individual appointment with me via e-mail.*

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as University Policy must be followed. Emails and voicemail messages 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

Course Objectives

Objectives	CACREP Standards
This course is designed to enable the student to:	
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;	
Students will learn the following CACREP standards:	
	Core 2.F.
theories of normal and abnormal personality development	3.c
theories and models of counseling	5.a
a systems approach to conceptualizing clients	5.b
processes for aiding students in developing a personal model of counseling	5.n
	CMHC 5.C.
theories and models related to clinical mental health counseling	1.b

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 and Activities

Instructional Methods: Online course, readings, discussions, lectures, videos, reflection assignment, group work, PowerPoints, exams

Assignment Summaries

1. **Personal Theory Reflection Paper (10 points)**
   Due Sunday 08/29 @ 11pm CST

   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 7th edition, including a cover page. Full assignment instructions and rubric will be posted in Moodle.

2. **Discussion Prompts (2 points each/30 points total)**
   Due Fridays and Sundays @ 11pm CST weekly

   Each week, there will be 1 discussion prompt posted to Moodle. The prompt will be visible to students by Monday at 8am CST of each week. Students must make 1 original post AND 2 response posts to receive full credit for that week's discussion. Students will have until Friday 11pm CST to post their own original post, and until Sunday at 11pm CST to complete their response posts.

   Students are free to respond to the discussion prompts using written OR video format. Students can use varied formats for responses each week.

   Written posts: In order to foster graduate level discussions, the original written post minimum is set at 250. Responses to discussion posts should be about 50 words. Responses of "Good job!, "I agree", "Thanks!", etc. are welcome but do not count towards the 50 word minimum. Abbreviated posts will not receive full credit.

   Video posts: Alternatively, students may fulfill **both original and response** discussion requirements at once by recording a small group discussion (3-4 total peers) with other peers in their course section. Each student must discuss their own responses as well as engage with one another's responses. To receive credit, each student should post the group discussion video link to their own separate discussion post.

3. **Reading Quizzes (2 points each/20 points total)**
   Due Sundays @ 11pm CST weeks 3-13

   Students will complete 11 multiple-choice quizzes based on textbook readings. Quizzes will open Monday at 8am CST of each week. Students will be given two opportunities to complete the quiz. The final quiz attempt will be the grade recorded. The lowest quiz grade will be dropped.

4. **Theory Conceptualization Group Presentation (25 points)**
   Due Sunday 11/21 @ 11pm CST

   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 Moodle.

Syllabus content and schedule subject to change

5. **Comprehensive Exam (KPI) (15 points)**

Due Sunday 12/05 @ 11pm CST

Students will complete a 65-question comprehensive exam designed to assess their knowledge surrounding counseling theories. The exam will be based on all assigned textbook readings throughout the course. The exam will open Moodle Monday 11/29 @ 8am CST and close Sunday 12/05 @ 11pm CST.

6. **Optional: Extra Credit Theory Summary (.5 each/5.5 extra credit points total)**

Due Sundays @ 11pm CST weeks 3-13

Students may complete a weekly theory summary using the form provided on Moodle. Students must submit each summary on the week the theory is reviewed to receive credit for completion.

Evaluation and Grade Assignment

Grades will be assigned as follows:
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:

- Fall, K. A., Holden, J. M., & Marquis, A. (2017). *Theoretical models of counseling and psychotherapy.* Routledge.

Other Materials:

- Supplemental reading materials will be posted to Moodle

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	Readings	Assignments
1	August 16th – 22nd	Introductions and Course Orientation		○ Discussion Post
2	August 23rd – 29th	Theoretical Intentionality, Common Factors, and Cultural Adaptation	Chapter 1 & Moodle Assigned Readings	○ Discussion Post ○ Personal Theory Reflection Paper
3	August 30th – September 5th	Psychoanalysis	Chapter 2	○ Discussion Post ○ Reading Quiz
4	September 6th – 12th	Adlerian Counseling	Chapter 4	○ Discussion Post ○ Reading Quiz
5	September 13th – 19th	Existential Counseling	Chapter 5	○ Discussion Post ○ Reading Quiz
6	September 20th – 26th	Person-Centered	Chapter 6	○ Discussion Post ○ Reading Quiz
7	September 27th – October 3rd	Gestalt	Chapter 7	○ Discussion Post ○ Reading Quiz
8	October 4th – 10th	Behavioral	Chapter 8	○ Discussion Post ○ Reading Quiz
9	October 11th – 17th	Cognitive	Chapter 9	○ Discussion Post ○ Reading Quiz
10	October 18th – 24th	REBT	Chapter 10	○ Discussion Post ○ Reading Quiz
11	October 25th – 31st	Reality and Choice Theory	Chapter 11	○ Discussion Post ○ Reading Quiz
12	November 1st – 7th	Constructivist Approaches	Chapter 12	○ Discussion Post ○ Reading Quiz
13	November 8th – 14th	Systems Approaches	Chapter 13	○ Discussion Post ○ Reading Quiz
14	November 15th – 21st	Social Justice and Advocacy	Moodle Assigned Readings	○ Discussion Post ○ Theory Conceptualization Group Presentation
15	November 22nd – 28th	*Fall Break, no new content*		
16	November 29th – December 5th	*Finals Week, no new content*		○ Discussion Post ○ Comprehensive Exam

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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/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website 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
Counseling Center www.ulm.edu/counselingcenter/
Special Needs at www.ulm.edu/studentaffairs/

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Library www.ulm.edu/library/reference.html
Computing Center Help Desk 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/

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

How to use Moodle:
Moodle Training Guide (PDF)
Moodle Training Tutorial (video)
Moodle Training Manual (PDF)
Moodle Training Guide (PDF

KPI Assessment (Comprehensive Exam) COUN 5005 Grading Rubric

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

Assignment Specific	**CACREP Standard**	**Performance Level 1-5**
	Core 2.F.	
theories of normal and abnormal personality development	3.c	
theories and models of counseling	5.a	
a systems approach to conceptualizing clients	5.b	
processes for aiding students in developing a personal model of counseling	5.n	
	CMHC 5.C.	
theories and models related to clinical mental health counseling	1.b	

		Performance Level 1-5
Average	(i.e., total scores divided by number of requirements/standards)	
Percentage	(i.e., an average performance level of 3.5 will be 3.5/5 = 70%)	
Total Points	(i.e., syllabus assigns 30 points to assignment – 70% = 21 points)	