



# DOANE UNIVERSITY

## Theories of Counseling

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| Course Number: | COU 602                              |
| Course Title:  | Theories of Counseling               |
| Course Dates:  | October 17, 2016 – December 16, 2016 |
| Credit Hours:  | 3 Credits                            |
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### Course Description

This course examines classic and contemporary theories and models of counseling. The theories provide a foundation for conceptualizing client presentation and selecting appropriate interventions. Students develop a personal model of counseling which is consistent with current professional research and practice. Emphasis is placed on understanding the therapeutic factors that contribute to the effectiveness of counseling. The course addresses help-seeking behaviors of clients and ethical and culturally relevant counseling interventions. The course explores the impact of technology on the counseling profession and provides students with the opportunity to actively practice counseling skills.

### Texts

#### *Required*

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Corey, G. (2009). *Theory and practice of counseling and psychotherapy*. (9<sup>th</sup> ed). Belmont, CA: Thomson/Brooks Cole.

ISBN-10: **0840028547** | ISBN-13: **978-0840028549**

Corey, G. (2009). *Student Manual for Theory and Practice of Counseling and Psychotherapy*. (9<sup>th</sup> ed). Belmont, CA: Thomson/Brooks Cole.

*Required Reference*

American Psychological Association. (2010). *Publication manual of the American Psychological Association, (6<sup>th</sup> ed)*. Washington, D.C.: Author.

Journal articles as assigned

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This course addresses the following CACREP standards:

**5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- n. processes for aiding students in developing a personal model of counseling

**7. ASSESSMENT AND TESTING**

- b. methods of effectively preparing for and conducting initial assessment meetings

**8. RESEARCH AND PROGRAM EVALUATION**

- b. identification of evidence-based counseling practices

**Course Learning Objectives**

1. Distinguish major schools of counseling and psychotherapy theory and describe their basic premises, processes and techniques.
2. Develop case conceptualization using core concepts from a single theory.
3. Select an appropriate theory to address client concerns using the evidence base for counseling and psychotherapy theories.
4. Develop theory-specific techniques to address client concerns.
5. Practice and enhance helper skills, including. establishing rapport, active listening, reflection, summarizing, confronting.
6. Select appropriate and/or adapt theories for application with diverse populations.
7. Develop a personal model of counseling.

**Instructional Philosophy**

This instructional philosophy used in this course and the primary text, *Theory and Treatment Planning in Counseling and Psychotherapy* (Gehart, 2013), include a learning-centered, outcome-based approach, which is briefly summarized below:

- *Learning Centered.* A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge. In this approach, learning is the focus of curriculum design; thus, student learning is frequently measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratize the student-teacher relationship. In this course, students will be learning theory using clinically relevant case documentation.
- *Outcome-Based:* Closely related to learning-centered pedagogy, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum. In the case of this course, the learning objectives focus on learning aspects of theory that are relevant to everyday therapy practice. Thus, learning is measured using common clinical case documentation.

## Instructional Format

This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions.

## Overview of Learning Activities

*Detailed instructions for each activity follow*

- Weekly submission of case conceptualization and treatment plans related to a specific theory, and based upon in class videos or role plays to be submitted via LiveText
  - SOAP notes submitted weekly based upon videos/role play
- Individual Presentations of Assigned Theory
  - Power point presentations
  - Role Play
- Theory paper with case conceptualization and treatment plan to be submitted via LiveText
- Final exam
- Quizzes

## Instructions for Critical Learning Activities

### **I. Case Conceptualization and Treatment Plans:**

- 1) Each week, each student will submit a Case Conceptualization and Treatment Plan based on the week's assigned theory.
  - This theory-specific case conceptualization needs to be based on examples in *Theory and Treatment Planning in Counseling and Psychotherapy*
  - A treatment plan needs to be developed modeling Chapter 3 of *Theory and Treatment Planning in Counseling and Psychotherapy* (blank templates available on the

Cengage website for the textbook or [www.masteringcompetencies.com](http://www.masteringcompetencies.com)).

- The case conceptualization and treatment plan should address the issues raised in the video for the assigned theory.

### **III. Individual Presentation of Assigned Theory**

- 1) Presentations should be no longer than 20 minutes.
  - Students must have PowerPoint overheads to facilitate class discussion (no more than 5 slides with no more than 4 primary bullets for discussion @ slide). These may be distributed to classmates and the instructor.
  - Students will provide feedback to the presenter
  - The instructor will provide feedback via LiveText
  
- 2) Role Play of Theory. Student(s) will participate in a 45-50 minute role play of an assigned theory. Role play participants will be assigned on the night a specific theory has been assigned. The role play should demonstrate how the assigned theory is applied to a counseling session. Each student will be the therapist once and the client once. Content and dialogue will be created by the student(s). Students will be given 10 minutes to formulate role play content. Students not participating in the role play will be observers of the role play and identify, in writing, the theory and techniques used in the role play.

- ✓ Focusing and following
- ✓ Accurate identification and reflection of client emotion
- ✓ Clear verbal reflecting of the content of interviewee's statements
- ✓ Developing individual style – use of skills appears comfortable and congruent
- ✓ Appropriate communication of feelings and thoughts in the context of the session
- ✓ Noting discrepancies or inconsistencies in client's behavior without value judgment
- ✓ Use of self-disclosure when appropriate
  
- ✓ Orienting statements, feedback, reframe or other information statement when appropriate
- ✓ Verbally reconstructing the client's narrative to assist in attributing meaning
- ✓ Assist client in examining issues, considering alternative decisions
- ✓ Using verbal/nonverbal skills to decrease client discomfort and to increase cooperation

### **IV. SOAP Notes:**

Each student will complete a clinical note using the SOAP formatting on the in-class role play(s) for the week which will be submitted via LiveText.

### **V. Case Study**

1. **Case Conceptualization:** Assess the client in the vignette using the case conceptualization concepts from *Theory and Treatment Planning in Counseling and Psychotherapy*. Students should feel free to go beyond the examples in the book to customize the conceptualization for

their clients.

[Note: The integrative case conceptualization from Chapter 14 can be used for a more standardized assignment; templates for this assignment may be found on the Cengage webpage for this book or [www.masteringcompetencies.com](http://www.masteringcompetencies.com).]

2. **Treatment Plan:** Develop a treatment plan using the form in Chapter 3 of *Theory and Treatment Planning in Counseling and Psychotherapy* (blank template available on the Cengage webpage for this book); the rubric in the textbook will be used to score the assignment.
3. **Personal Theoretical Orientation:** By Week 8 of the term, students will submit a minimum five-page, APA style, paper defining their personal theoretical orientation. This paper needs to be supported by evidence based theory and cite by the text or by use of journal article.
4. **Social and Cultural Diversity Foundations:** Throughout the course there should be focus on illustrating your understanding of the cultural context of relationships, issues, and trends in a multicultural society by integrating these attributes across theories; including all of the following:
  - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
  - b. attitudes, beliefs, understandings, and acculturative experiences, including an understanding of self and culturally diverse clients;
  - c. strengths of specific theories that address multicultural counseling, identity development, and social justice;
  - d. the importance of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

#### *Educational Goals:*

- Develop familiarity with a theory of interest
- Apply concepts studied in class to actual case situations
- Develop assessment skills
- Develop treatment planning skills
- Begin to develop a sense of your personal approach to therapy
- Provide opportunity for personal growth and reflection

Students are encouraged to access the A Quick Guide to APA Style, 10<sup>th</sup> edition (March 2014), compiled by Ray M. Zeisset, PhD., Doane Master of Arts in Counseling faculty is an invaluable resource guide, and is found on the 'Introduction to Counseling' Blackboard site. The Master of Arts in Counseling Writing Rubric is also found on the 'Introduction to Counseling' Blackboard site allowing the student to self-assess their written work.

#### **Evaluation of Learning**

Students will be evaluated on their understanding of the material presented and on the quality of their participation.

The final course grade will be determined by the following:

| Course Activity                                  | Value |
|--|-------|
| I. Case Conceptualization and Treatment Plans    | 10%   |
| II. Individual Role Play of Assigned Theory      | 35%   |
| III. SOAP Notes:                                 | 25%   |
| IV. Case Study and Theoretical Foundations Paper | 30%   |
| Total  | 100%  |

**Grading:** Final letter grades will be assigned based on the following grade equivalents:

|    |        |    |       |    |       |
|----|--------|----|-------|----|-------|
| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 |
| A  | 93-97  | B  | 83-87 | C  | 73-77 |
| A- | 90-92  | B- | 80-82 | C- | 70-72 |

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. To complete the course satisfactorily, a minimum grade of B- is required.

**Attendance:**

There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

**Professional Performance Evaluation (PPE):** This is the professional performance evaluation by the instructor that is an indirect assessment and considered to be a critical measurement of growth, and is utilized in assessing readiness for promotion to a different level.

As a result, a high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

|  |   |
|--|---|
| Interaction in classroom discussions:          | Often articulates fit of readings with the topic at hand and,<br>Always a willing participant; responds frequently to questions; routinely volunteers point of view, and, |
| Interaction in classroom learning activities:  | Always a willing participant; acts appropriately during all   |
| Integrating class readings into participation: | Often cites from readings; uses readings to support points; role plays, etc.; responds frequently to questions; routinely volunteers point of view.                       |

**Course Evaluations:** Each student is requested to complete course evaluations to assist with ongoing assessment of curriculum, teaching strategies, e.g. In addition, a self-evaluation must be submitted via LiveText.

**Remediation of Identified Deficits:** The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

**Rubric Descriptions:** Rubrics will be utilized assessing journal submissions, live interviews, critical thinking, and participation that will influence PPE's.

Rubrics specific to this course are also found at the 'Introduction to Counseling' Blackboard site.

**LiveText/Blackboard Usage:**

LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText.

The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Website Resources:** Will be identified by instructor as needed.

**Classroom Conduct, Confidentiality & Ethics:** Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard.

**Cell Phone Use:** Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor's permission, and used discretely.

**Accommodating Students with Special Learning Needs:** Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Statement about Diversity:** The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

**Questions, Concerns, Grievances:** Students are encouraged to schedule an appointment to talk with the instructor, if you have any issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

**Plagiarism and Collaboration:** The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept.

Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program. Further explanation of issues relating to plagiarism is found in the Student Handbook.

### **Case Conceptualization Considerations**

When writing a case conceptualization, the following needs to be addressed in the narrative (summary of client issues/characteristics) in paragraph format) when identified:

- I. Introduction
  - A. Presenting Concerns
  - B. Background Information
  - C. Client Strengths & Diversity
- II. Attributes of Client Amenable to Treatment Approaches, for example:
  - A. Psycho-dynamic and Adlerian
  - B. Humanistic-Existential
  - C. Solution-Focused
  - D. Narrative, Dominant Discourses, and Diversity

### **Case Study and Theoretical Foundations Paper**

#### **Section I**

##### **Case Study Vignette**

Short paragraph describing client and reason for referral

##### **Case Conceptualization:**

Utilize the Case Conceptualization rubric

##### **Case Study Theory of Choice**

- I. Description of theory
  - a. Strengths
  - b. Limitations
  - c. Predicted benefits and risks
- II. Alternative theory
  - a. Reasons not selected

##### **Treatment Plan**

At least two goals identified along with applicable strategies written in a SMART format.



For example:

Goal #1—I want to be able to participate by asking questions at least two questions or by making two comments in staff meetings without feeling overwhelmed and embarrassed.

Strategy #1: I will practice mindfulness exercises such as becoming centered, using deep breathing exercises, muscle relaxation before the staff meeting, and will journal about my participation after the staff meeting.

Strategy#2: I will share with my best friend as possible my evaluation as to how I was able to meet my goal.