



# DOANE UNIVERSITY

## SYLLABUS

### COU 602: Theories of Counseling

#### Course Content

<i>Course Number:</i>	COU 602
<i>Course Title:</i>	Theories of Counseling
<i>Course Dates:</i>	October 16 – December 16, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Courtney R. East, PhD, NCC
<i>Office Phone:</i>	402-467-9025
<i>Office Email:</i>	Courtney.east@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Classroom:</i>	TBA
<i>Meeting Times:</i>	Thursdays, 6:00 pm – 10:30 pm

#### 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. **Prerequisite: COU 601.**

**Course Objectives:**

1. Students will learn and demonstrate knowledge of strategies for personal and professional self-evaluation and implications for practice.
2. Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, including spiritual, and acculturative experiences on an individual’s views of others and knowledge of the impact of spiritual beliefs on clients’ and counselors’ worldviews.
3. Students will demonstrate knowledge of cultural factors relevant to clinical mental health counseling.
4. Students will learn and demonstrate knowledge of theories of individual and family development, normal and abnormal personality development.
5. Students will learn and demonstrate knowledge of theories of normal and abnormal personality development.
6. Students will learn and demonstrate knowledge of a general framework for understanding differing abilities and strategies for differentiated interventions.
7. Students will learn theories and models of counseling and develop a personal model of counseling.
8. Students will learn and demonstrate knowledge of theories and models related to clinical mental health counseling
9. Students will learn and demonstrate knowledge of counselor characteristics and behaviors that influence the counseling process.
10. Students will demonstrate knowledge of essential interviewing, counseling, and case conceptualization skills.
11. Students will learn and demonstrate knowledge of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.
12. Students will learn and demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues.
13. Students will learn and demonstrate knowledge of developmentally relevant counseling treatment or intervention plans.

**REQUIRED TEXT:**

Corey, G. (2012) Case Approach to Counseling and Psychotherapy (8<sup>th</sup> ed.). Brooks & Cole.  
ISBN: 978-1-111-84176-8

Corey, G. (2010). Theory and practice of counseling and psychotherapy (10th ed.). Pacific Grove, CA: Brooks/Cole. ISBN:978-1-305-26372-7

**Recommended Resource:**

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

<b>CACREP Standards Addressed in this Course</b>
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Standard	Standard	Assessment
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<b>Identifier</b>		
2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	<ul style="list-style-type: none"> <li>• PPE</li> </ul>
2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	<ul style="list-style-type: none"> <li>• Online Weekly Quiz</li> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
2.F.3.h	a general framework for understanding differing abilities and strategies for differentiated interventions	<ul style="list-style-type: none"> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
2.F.5.a	theories and models of counseling	<ul style="list-style-type: none"> <li>• Online Weekly Quiz</li> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
2.F.5.f	counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> <li>• Online Weekly Quiz</li> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
2.F.5.g	essential interviewing, counseling, and case conceptualization skills	<ul style="list-style-type: none"> <li>• Pop-Culture Theory Demonstration</li> </ul>
2.F.5.h	developmentally relevant counseling treatment or intervention plans	<ul style="list-style-type: none"> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
2.F.5.n	processes for aiding students in developing a personal model of counseling	<ul style="list-style-type: none"> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
5.C.1.b	theories and models related to clinical mental health counseling	<ul style="list-style-type: none"> <li>• Online Weekly Quiz</li> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
5.C.2.b	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	<ul style="list-style-type: none"> <li>• Online Weekly Quiz</li> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
5.C.3.b	techniques and interventions for prevention and treatment of a broad range of mental health issues	<ul style="list-style-type: none"> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> </ul>
5.C.2.j	cultural factors relevant to clinical mental health counseling	<ul style="list-style-type: none"> <li>• Pop-Culture Theory Demonstration</li> <li>• Final Theory Paper</li> <li>• PPE</li> </ul>

### Measurement of Outcomes

**Assignments (Direct):** Student Presentation of Theory; Final Theory Paper; Reading Application/Reflection Questions; Weekly Quizzes

**Instructor Evaluations (Indirect):** In-class participation of topic discussions and various activities

### Instructional Methods

This class will include direct lecture, class discussion, multimedia use (e.g. videos), in-class learning activities, reading/reflection assignments, and experiential activities.

### Suggestions for Getting the Most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading quizzes for each assigned reading that will be reflected in your final grade.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.
5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now, not when you have your first family sitting across from you!

### Course Requirements

#### 1. **Attendance and Participation (10% of overall grade)**

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:

- Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand; and
- Interaction in classroom discussions: 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 role plays, etc.; responds frequently to questions; routinely volunteers point of view.

#### 2. **Online Weekly Quizzes (30% of overall grade)**

(CACREP 2F.5.a\*; CACREP 5.C.1.b\*; CACREP 2.F.3.h\*\*; CACREP 2.F.5.h\*\*; CACREP 5.C.3.b\*\*)

Students will be assessed on knowledge of content material from the text and any supplemental readings prior to class each week. Each quiz will consist of multiple choice questions, short-answer reflections, and/or short-answer skill/application questions. Quizzes will open on *Blackboard* each Friday at 8am and are due by 5:30pm of the following Thursday.

*Note: \*Assessed for weekly; \*\*Assessed for periodically*

### **3. Pop-Culture Demonstration of Theory (30% of overall grade)**

*(CACREP 2.F.3.h; CACREP 2.F.5.a; CACREP 2.F.5.f; CACREP 2.F.5.g; CACREP 2.F.5.h; CACREP 2.F.5.n; CACREP 5.C.1.b; CACREP 5.C.2.b; CACREP 5.C.2.j; CACREP 5.C.3.b)*

For each theory that is discussed in class, one student will provide a supplemental presentation on that theory. Students will be assigned a theory on the first night of class. Students will also decide on a pop-culture figure to serve as a client. Each student must base their presentation on this individual. The presentation should not cover what is in the text, but rather supplement with new and/or additional information. This is your time to bring the theory to life and be creative! Presentations should be 30-45 minutes long. More information and rubrics will be discussed in class. *Rubric provided on Blackboard.*

Each demonstration should include:

- *Current research articles and/or counseling literature regarding this theory.* Students may bring in online articles, books, magazines, etc. I encourage you to think both critically and skeptically about your theory. This current research/literature must be based in the counseling field; however, it may be supportive, questioning, or a combination of both.
- *Any additional information to supplement the text reading.* Is there any information that you read that you found helpful in better understanding and/or applying this theory?
- *Application of this theory to a specific case.* Students may choose to use the case provided in the text or create their own. In this application, students are asked to pay specific attention to how one might conceptualize a client's presenting issues/concerns and create a treatment plan. Also pay attention to etiology, language, and overall assumptions/belief systems that this theory posits.
- *15-20 minute demonstration of the theory.* This is the time to bring the theory to life and show the class how one might actually use this theory. Students may choose to do a role-play for which theory-specific interventions are demonstrated, or students may choose to demonstrate an activity or concrete intervention with the class as a whole.

*Please submit all parts of your Demonstration to Blackboard before the start of class on the date you have been assigned to present.*

### **4. Personal Theory Paper: Understanding Myself as a Counselor (Singh, 2010) (30 % of overall grade)**

Due to Blackboard by 11:55 pm December 14, 2017.

The purpose of this paper is to reflect on the reasons you have decided to undertake the challenge of becoming a counselor, in addition to applying theoretical constructs to your understanding of yourself. All of us, whether or not we are aware or choose to acknowledge this, wrestle with emotions, behaviors, beliefs/cognitions, and/or relationships that pose challenges for us. As counselors, we need to have a good understanding of how these challenges manifest. In this paper, you should spend some time developing your reasons for wanting to become a counselor with the aim of better understanding your driving theoretical philosophy. *Rubric available on Blackboard.*

The paper should be conceptualized into three sections:

**I. *Your Motivation*** (CACREP 2.F.5.f)

The first section, which should be approximately two (2) pages, should provide some depth about your motivations for entering the field. Here you should demonstrate significant understanding and reflection, and explore the reasons that undergird your decision to embark in a counseling training program. As opposed to merely listing reasons why you want to become a therapist, you should explore the reasons with insight and forethought (e.g., stating that you want to help people, while commendable, is not the aim of this section. Exploring what helping means to you, how you have been impacted by help in your life, explaining what you mean by “helping behavior,” what you need to recognize as a helper, etc., is more fitting with this section of the paper).

**II. *Your Struggles*** (CACREP 2.F.3.h; CACREP 2.F.5.a; CACREP 2.F.5.g; CACREP 2.F.5.h; CACREP 5.C.1.b; CACREP 5.C.2.b; CACREP 5.C.2.j; CACREP 5.C.3.b)

In the next section, which should also be about two-three (2-3) pages, you should choose one or more issues with which you struggle and provide evidence that you understand this/these theoretically from a minimum of two (2) theories. In order for your paper to be the best it can be, you should choose something that is especially pertinent and meaningful for you. For example, suppose you have tried for years to quit smoking cigarettes. You should explain how this issue has been a challenge in your life (e.g., concerns from friends and family, health risks, cost factors), and then explore it from several theories (e.g., psychodynamic, behavioral, feminist,). What would each theory state about the origin of this problem and how might each understand its development and maintenance? Lastly, how would each theory recommend you combat this problem? You may use any theories covered in the text. (See me if you want to include theories not covered in the text).

**III. *Your Insight*** (CACREP 2.F.5.n)

Your last section should be a concluding section and should be about one-two (1-2) pages in length. Address what you have learned by writing your paper, what conclusions you draw about which theory seems to best explain your issue and why, and what the process of writing the paper was like for you (e.g., what feelings emerged, what you realized, any struggles you faced).

Your paper should not exceed 10 pages, excluding the cover page and references. *Your paper should conform to the standards of the Publications Manual of the American Psychological Association (6th ed.).*

<b>Evaluation Criteria</b>
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**Grading**

The final grade will be based on the following criteria out of **100 %**:

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| 1. Attendance and Participation        | 10 % |
| 2. Online Weekly Quizzes               | 30 % |
| 3. Pop-Culture Demonstration of Theory | 30 % |
| 4. Personal Theory Paper               | 30 % |

**Grading Scale:**

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

<b>Expectations</b>
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- Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.
- Late Assignments:** Students will receive a **5% deduction per day** for all late assignments. This includes all reading questions, which should be completed prior to class meeting time. The instructor will not be available to help with technological issues the day of class, you are encouraged to complete reading assignments and questions any day prior to class day, however you are open to complete them before class if you choose.

Any in class assignment (e.g., role-plays) must be completed on the day that you have chosen. Due to the time frame given for each class, moving role-plays would become overly difficult and affect the learning of other students. Therefore, in class role-plays must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

- Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.

4. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work and do not give ownership of others work will at minimum be given a zero for that assignment.
5. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).

<b>Tentative Schedule</b>
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Week	Date	Topic	Reading Assignment	Assignment Due
1	10/19/17	Overview of Theories	T&P*: Ch. 1 - 3 CA**: Ch. 1	<ul style="list-style-type: none"> <li>• <b>Online Quiz</b> (CACREP 2.F.5.a; 2.F.5.f; 5.C.1.b)</li> </ul>
2	10/26/17	Psychoanalytic	T&P: Ch. 4 CA: Ch. 2	<ul style="list-style-type: none"> <li>• <b>Online Quiz</b> (CACREP 2.F.5.a; 5.C.1.b; 5.C.3.b)</li> <li>• <b>Pop-Culture Theory Demonstration</b> (CACREP 2.F.3.h; 2.F.5.a; 2.F.5.f; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.b; 5.C.2.b; 5.C.2.j; 5.C.3.b)</li> </ul>
3	11/02/17	Adlerian	T&P: Ch. 5 CA: Ch. 3	<ul style="list-style-type: none"> <li>• <b>Online Quiz</b> (CACREP 2.F.5.a; 2.F.5.h; 5.C.1.b)</li> <li>• <b>Pop-Culture Theory Demonstration</b> (CACREP 2.F.3.h; 2.F.5.a; 2.F.5.f; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.b; 5.C.2.b; 5.C.2.j; 5.C.3.b)</li> </ul>
4	11/09/17	Existential	T&P: Ch. 6 CA: Ch.4	<ul style="list-style-type: none"> <li>• <b>Online Quiz</b> (CACREP 2.F.5.a; 5.C.1.b)</li> <li>• <b>Pop-Culture Theory Demonstration</b> (CACREP 2.F.3.h; 2.F.5.a; 2.F.5.f; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.b; 5.C.2.b; 5.C.2.j; 5.C.3.b)</li> </ul>
5	11/16/17	Person-Centered & Gestalt	T&P: Ch. 7 & 8 CA: Ch. 5 & 6	<ul style="list-style-type: none"> <li>• <b>Online Quiz</b> (CACREP 2.F.5.a; 5.C.1.b)</li> <li>• <b>Pop-Culture Theory Demonstration</b> (CACREP 2.F.3.h; 2.F.5.a; 2.F.5.f; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.b; 5.C.2.b; 5.C.2.j; 5.C.3.b)</li> </ul>
6	11/23/17	Thanksgiving	NO CLASS	<b>NONE</b>
7	11/30/17	Behavior & CBT	T&P: Ch. 9 & 10 CA: Ch. 7 & 8	<ul style="list-style-type: none"> <li>• <b>Online Quiz</b> (CACREP 2.F.5.a; 2.F.3.h; 5.C.1.b)</li> <li>• <b>Pop-Culture Theory Demonstration</b> (CACREP 2.F.3.h; 2.F.5.a; 2.F.5.f; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.b; 5.C.2.b; 5.C.2.j;</li> </ul>



				5.C.3.b)
8	12/0717	Choice Theory/Reality	T&P: Ch. 11 CA: Ch. 9	<ul style="list-style-type: none"> <li>• <b>Online Quiz</b> (CACREP 2.F.5.a; 5.C.2.j; 5.C.1.b)</li> <li>• <b>Pop-Culture Theory Demonstration</b> (CACREP 2.F.3.h; 2.F.5.a; 2.F.5.f; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.b; 5.C.2.b; 5.C.2.j; 5.C.3.b)</li> </ul>
9	12/14/17	Feminist & Postmodern Approaches	T&P: Ch. 12 & 13 CA: Ch. 10 & 11	<ul style="list-style-type: none"> <li>• <b>Online Quiz</b> CACREP (2.F.5.a; 5.C.1.b)</li> <li>• <b>Pop-Culture Theory Demonstration</b> (CACREP 2.F.3.h; 2.F.5.a; 2.F.5.f; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.b; 5.C.2.b; 5.C.2.j; 5.C.3.b)</li> <li>• <b>Final Theory Paper</b> (CACREP 2.F.3.h; 2.F.5.a; 2.F.5.f; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.b; 5.C.2.b; 5.C.2.j; 5.C.3.b)</li> </ul>

\*T & P: *Theory & Practice of Counseling and Psychotherapy* (Corey)

\*\*CA: *Case Approach to Counseling and Psychotherapy* (Corey)

### Course Declarations

**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.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up 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.

**Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

**Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the ***Director of the Office for Civil Rights***, Department of Health, Education, and Welfare, Washington, D.C., 20202.

### **Academic Integrity**

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

**Changes in Syllabus:** Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.