Counseling Theories, CEPD 6131-02

Semester/Year      Spring 2013
Time/Location      Wednesdays 5:30pm – 8:00 pm/Ed Center, #225
Instructor         Tena Burnett, Ph.D., LPC, NCC
Office Location    Education Annex, Room # 242
Office Hours       Mondays: 3:00pm - 5:00pm
                   Wednesdays: 1:00pm - 500pm
                   Thursdays: 1:00pm - 5:00pm
                   *Please schedule appointments when possible*
Telephone          Direct Line: 678-839-6185
                   Department Line: 678-839-6554
Email              tburnett@westga.edu
Online Support     Desire to Learn (D2L) Home Page
                   https://westga.view.usg.edu/  
                   Desire to Learn Help & Troubleshooting
                   http://www.westga.edu/~distance/webct1/help
                   Ingram Library Services
                   http://westga.edu/~library/info/library.shtml
                   University Bookstore
                   http://www.bookstore.westga.edu/

COURSE DESCRIPTION
An introduction to selected, prominent counseling theories with emphasis placed upon short-term therapies. Focus is on relating theory to practice and on comparing and contrasting the key concepts, techniques, counselor and client roles, counselor-client relationships, methods of assessment and the contributions and limitations of each theory.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National, state and CACREP standards are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately 10% online. This requires the online equivalent of 225 minutes of instruction (seat-time) and an additional 450 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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<tbody>
<tr>
<td>Online quizzes</td>
<td>225 minutes</td>
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</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Additionally, it is anticipated that students will need to work independently for three times the number of minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

1. Understand counselor characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills. (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003); *(Culturally Sensitive, Empathetic, Knowledgeable, Reflective; CACREPII.K.5.a)*;

2. demonstrate an understanding of affective, behavioral and cognitive counseling theories that are consistent with current professional research and practice in the field. (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003; Murdock, 2004; Spiegler and Guevremont, 2003); *(Decision Makers, Knowledgeable, Lifelong Learners, Reflective; CACREPII.K.5c)*;

3. apply knowledge of counseling theories to theoretical case studies by accurately conceptualizing client problems and selecting appropriate counseling interventions. (Corey, 2013a; Corey, 2013b; Corsini and Wedding, 2000; James and Gilliland, 2003; Spiegler and Guevremont, 2003); *(Decision Makers, Knowledgeable, Lifelong Learners, Reflective; CACREPII.K.5c)*;

4. integrate knowledge of counseling theories and begin developing a personal model of counseling. (Corey, 2005a; Corey, 2013b; Corsini and Wedding, 2000; James and Gilliland, 2003; Spiegler and Guevremont, 2003);
5. understand ethical and legal considerations in providing counseling services. (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003);
(Adaptive, Culturally Sensitive, Knowledgeable, Proactive, Reflective; CACREP II.K.5.g).

6. understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions, including a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. (Corey, 2013a).
(Knowledgeable, Proactive, Empathetic; CACREP II.K.5.d; CACREP CC-C.7).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s):**

**Suggested Texts:**


**Required Instructional Resource:** Tk20 Subscription
These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php).
For assistance, email tk20@westga.edu.

**Course References:**
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING (APA FORMAT)

Assignments
The expectation is held that students will demonstrate mastery of all course objectives through:

- All Desire to Learn assignments must be submitted in Microsoft Word 2010 format by 5:30 pm on the assigned due date.
- Grading rubrics can be accessed on D2L.

1. **Biography analysis/Case Approach (30 points total):** Identify a person (either real or fictional) from a movie, television show, or novel who has dealt with or is dealing with a minor/major life problem. Prepare a biography of that person, no more than 4 pages long, double spaced. In addition to the biography, complete the appropriate intake form (found on D2L). The case information will be used to help you learn how to conceptualize the “client” from various theoretical orientations that you will learn over the semester. It will be also used to teach you the kinds of counseling approaches/techniques that can be used from different theoretical orientations to help the person resolve his or her issues.

- You will choose one theory and conceptualize your “client” (Case Conceptualization). Students may **not** complete a case conceptualization for the theory on which their group is presenting as part of the Theory Presentation. The case conceptualization should be between four and five pages typed, double-spaced. Case approaches should be submitted in class in hard copy format AND electronically by 5:30 pm on the date the respective theory is discussed in class. A case approach should include the applied theory’s basic assumption, assessment methods, long-term and short-term goals, and intervention methods/techniques for that client. This assignment is about **application** of the theory rather than repeating the theory on paper. The rubric for this assignment is found on Course Den/D2L. *Course Objectives 1, 2, 3, 4, 5, 6*

2. **Complete 13 quizzes (13 quizzes @ 10 points each= 130 points total).** Quizzes will reflect material from each week’s reading assignment from the primary/required textbook for this class. Quizzes will be administered via D2L prior to the beginning of each class each week (they will open at least three days prior to class and close at 5:30 pm on the respective class day). The quizzes will be made up of multiple-choice questions. Successful completion of the quizzes will require a thorough reading and review of the assigned chapter and any other resources related to the chapter theory. **Students will have a window of three (3) days to complete each quiz. No make-up quizzes will be allowed under any circumstances. A total of 14 quizzes will be given and students may drop the lowest quiz score.** *Course Objectives 1, 2, 3, 4, 5, 6*

3. **Theory Presentation (30 points).** Working as part of a group, students will choose a theory (from the theories presented in the course contents of the syllabus) for presentation. The individual/group will prepare a class presentation based upon the **related chapter in the text and at least three other resources (texts or current research articles)** related to the theory. The presentation should include information regarding the theory’s key concepts (views of human nature, basic assumptions underlying the approach, fundamental ideas, primary characteristics, major areas of focus and emphasis); the therapeutic process (therapy goals, functions and roles of the counselor, client’s role in the process, nature of the relationship between client and counselor); applications of the theory (techniques and methods, appropriate settings/clients, cultural considerations); and current research/issues in the field regarding the use of this theory. One
person from each group will email the course instructor with a presentation file and copies of the handouts and reference list so that it can be posted in the respective course module. Each group presentation will occur on the week indicated on the syllabus and should be a minimum of 60 minutes total (30-40 minutes worth of presentation and 20 to 30 minutes allocated for class discussion). Groups may use other media in addition to PowerPoint. Course Objectives 1, 2, 3, 4, 5, 6.

4. **Final Reflective Paper on your Biographical/Autobiographical analyses (100 points)**
This paper is reflective in nature and includes the insight gained through your weekly processing of the counseling theories which you applied in your biographical/autobiographical analyses. In your reflection you should consider the following:
- Strengths and weaknesses of each of the counseling theories as they relate to meeting the needs of your client;
- The theories and interventions you believe to be most appropriate for your client, and rationale for that conclusion;
- The theories and interventions that are most congruent with your style and why;
- The theories and interventions that are least congruent with your style and why
- Reflect upon a theoretical orientation which seems to best fit your personal concept of counseling (may be a single theoretic approach or a combination of theoretical approaches)...discuss the “kind of counselor” you wish to be.
- This paper should be **no more than 10 pages long**. Paper should be consistent with format outlined in the *Publication Manual of the American Psychological Association* (6th Ed.) including title page, running head, abstract, reference page and citations. (Recommended APA format sites: [http://www.apastyle.org/faqs.html](http://www.apastyle.org/faqs.html), [http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796](http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796)). Course Objectives 1, 2, 3, 4, 5, 6.

5. **Class Participation** is greatly encouraged and required for you to maximize your learning in this course. Instead of using a grading system for participation, I will use various methods of random selection (to choose students for discussion of various points) during the class to encourage participation from each student. There will also be a mixture of class activities throughout the semester. Therefore, it is essential that you read the material before class, complete the required quizzes and come to class prepared to discuss each theory. Remember, this is your personal investment in this course, you receive what you put into it, and the content of this course is a foundation as it relates to effective counseling practice and your professional identity. Note: I reserve the right to implement a grading policy for class participation, as necessary.

**Evaluation Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biography &amp; Case Approach</td>
<td>30</td>
<td>Rubric</td>
<td>Due throughout semester</td>
</tr>
<tr>
<td>2. Quizzes (on D2L)</td>
<td>13@10=130</td>
<td>Exam</td>
<td>Weekly by the beginning of class each week</td>
</tr>
<tr>
<td>3. Theory presentation</td>
<td>30</td>
<td>Rubric</td>
<td>TBA</td>
</tr>
<tr>
<td>4. Final reflective paper</td>
<td>100</td>
<td>Rubric</td>
<td>4/10/13</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>290</strong></td>
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</table>
Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each subsequent event. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence. No email submissions will be accepted unless otherwise approved by the instructor. Late submissions will be allowed only for valid university business and/or essential medical/dental care.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Test information: Acceptable performance on quizzes will require a thorough reading of your textbook, student manual, handouts, additional readings, etc., prior to attending class. Students will be evaluated on all assigned material, including material not discussed in class. Quizzes will be multiple-choice. Make-up quizzes are highly discouraged and will only be granted for approved college business and/or essential medical/dental care. Make-up quizzes, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members. If possible, students should advise the instructor in advance of the absence for the need to schedule a make-up quiz.

Class organization: This course will be interactive and use a variety of instructional strategies including lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.
Student participation: When called upon students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students’ class preparation; their level of understanding of course concepts; enhances group work; develops students’ critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on Course, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. Any non-class-related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic devise for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late assignments will be deducted AUTOMATICALLY 10% per day late. No late assignments will be accepted after one week.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.
### CLASS OUTLINE (subject to change) (updated 1/23/13)

<table>
<thead>
<tr>
<th>Class Session</th>
<th>To Prepare for Class</th>
<th>Class/Activities Topic</th>
<th>Assignments (#1) Due</th>
<th>Quiz Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/9</td>
<td>Read: Chapters 1 &amp; 2</td>
<td>Welcome; introduction to course; syllabus; explanation of assignments. Chapter 1: Contexts of Effective Treatment Chapter 2: Overview of Background-Focused Treatment Systems</td>
<td>Syllabus and chapter 1&amp;2 quizzes DUE no later than 5:30pm 1/10/13 Thursday on Desire to Learn</td>
<td>Syllabus Chs. 1 &amp; 2</td>
</tr>
<tr>
<td>2 1/16</td>
<td>Locate and read: <em>Locate and Read: ACA Code of Ethics and a Code of Ethics in your area of counseling interest or college student affairs.</em> Also read article Snyder &amp; Swann (1978)</td>
<td>Class discussion of theory development and Snyder &amp; Swann article Discussion of ethical issues in counseling</td>
<td>Remember: weekly quizzes will be due no later than 5:30 each class day on Courseden/D2L</td>
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<tr>
<td>3 1/23</td>
<td>Read: Chapter 3</td>
<td>Chapter 4: Sigmund Freud and Classic Psychoanalysis Presentation - Instructor</td>
<td>4</td>
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<tr>
<td>4 1/30</td>
<td>Read: Chapter 5</td>
<td>Chapter 5: Alfred Adler and Individual Psychology Group Presentation #1–</td>
<td>Case Approach-Psychoanalytic</td>
<td>5</td>
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<tr>
<td>5 2/6</td>
<td>Read: Chapter 9</td>
<td>Chapter 9: Existential Therapy Group Presentation #2 –</td>
<td>Case Approach-Adlerian</td>
<td>9</td>
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<tr>
<td>6 2/13</td>
<td>Read: Chapter 8</td>
<td>Chapter 8: Carl Rogers and Person-Centered Counseling Group Presentation #3–</td>
<td>Case Approach-Existential</td>
<td>8</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading</td>
<td>Case Approach</td>
<td>Notes</td>
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<td>2/20</td>
<td>Chapter 10</td>
<td>Read: Chapter 10</td>
<td>Person-Centered</td>
<td>Case Approach- Person-Centered</td>
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<td>2/27</td>
<td>Chapter 13</td>
<td>Read: Chapter 13</td>
<td>Gestalt Therapy</td>
<td>Case Approach-Gestalt</td>
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<tr>
<td>3/6</td>
<td>Chapter 14</td>
<td>Read: Chapter 14</td>
<td>REBT</td>
<td>Case Approach-REBT</td>
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<tr>
<td>3/13</td>
<td>Chapter 17</td>
<td>Read: Chapter 17</td>
<td>CBT</td>
<td>Case Approach- CBT</td>
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<tr>
<td>3/27</td>
<td>Chapter 18</td>
<td>Read: Chapter 18</td>
<td>Reality Therapy</td>
<td>Case Approach- Reality</td>
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<tr>
<td>4/3</td>
<td>Article posted on D2L</td>
<td>Read Handout on</td>
<td>Solution-Focused</td>
<td>Case Approach-Solution-</td>
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<td>Wellness: Wellness</td>
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<td>Focused</td>
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<tr>
<td>4/10</td>
<td>Chapter 20</td>
<td>Read: Chapter 20</td>
<td>CBT</td>
<td>Case Approach-Family</td>
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<td>Systems</td>
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<td>4/17</td>
<td>Chapters 21 and 22</td>
<td>Read: Chapters 21</td>
<td>Integrative Perspective</td>
<td>Case Approach-</td>
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<td>Family Systems</td>
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<tr>
<td>4/24</td>
<td>Course Evaluation &amp; Wrap-up</td>
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*Students are only required to submit 1 biography/case approach paper each. The due dates for submission of a case approach for each theory are indicated in the course outline.*