CEPD 6131 COUNSELING THEORIES

Semester/Year  Fall 2013
Time/Location  Tuesdays, 5:30 – 8:00pm, room Education Center 227
Instructor  Mark S. Parrish, Ph.D., LPC
Office Location  243 Education Annex
Office Hours  Tuesdays, 1:00 pm – 5:00 pm
Wednesdays, 1:00 pm – 5:00 pm
Thursdays, 1:00 pm – 5:00 pm
Online Hours  No “live online” sessions scheduled. Please see Course Schedule pages 8 & 9.
Telephone  Direct Line: 678-839-6117
Department Line: 678-839-6554
Email  mparrish@westga.edu
Online Support  ITS Service Desk, 678-839-6587 (Help Line)

CourseDen Home Page  https://westga.view.usg.edu/
CourseDen Help & Troubleshooting  http://www.westga.edu/~distance/webct1/help
UWG Distance Learning  http://distance.westga.edu/
UWG On-Line Connection  http://www.westga.edu/~online/
Distance Learning Library Services  http://westga.edu/~library/depts/offcampus/
Ingram Library Services  http://westga.edu/~library/info/library.shtml
University Bookstore  http://www.bookstore.westga.edu/

Note: All course related communication must be through CourseDen email.

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
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 8% online. This requires the online equivalent of 180 minutes of instruction (seat-time) and an additional 360 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>180 minutes</td>
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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; CACREP.II.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; CACREP.II.K.5.c);

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 Guévremont, 2003); (Decision Makers, Knowledgeable, Lifelong Learners, Reflective; CACREP II.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 Guévremont, 2003); (Adaptive, Culturally Sensitive, Decision Makers, Empathetic, Knowledgeable, Lifelong Learners, Reflective; CACREP II.K.5c);

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.5q).

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.5d; 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.
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.
For assistance, email tk20@westga.edu.

Course References:

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

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

• All CourseDen assignments must be submitted in Microsoft Word 2010 format by 5:30 pm on the assigned due date.
• Grading rubrics can be accessed on CourseDen.
1. **Biography analysis (6 assignments @ 5 points each = 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 an intake (see CourseDen resources) and biography of that person, no more than 4 pages long, double spaced. In addition to the biography, complete the appropriate intake form (found on CourseDen). 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 what kinds of counseling approaches/techniques can be used from different theoretical orientations to help the person resolve his or her issues.

- The intake and biography are due the second week of class via the respective Course Den assignment drop box.
- Throughout the course of the semester, each student will individually choose a total of 5 theories through which they will conceptualize their “client” (Case Approach). Students may not complete a “Case Approach” for the theory on which their group is presenting as part of the Theory Presentation. Each “Case Approach” should be no longer than 2 pages typed, double spaced, and submitted in the assignment drop box in CourseDen on the date the respective theory is due on the class outline. A “Case Approach” should include the applied theory’s basic assumption, assessment methods, long-term and short-term goals, and intervention methods/techniques.

**IMPORTANT TK20 ASSESSMENT NOTICE:** EACH STUDENT WILL CHOOSE ONE CASE APPROACH FROM THE 5 THAT HAVE BEEN SUBMITTED TO COURSEDEN AND SUBMIT THE “CASE APPROACH” TO TK20 AS THE “KEY ASSESSMENT” FOR THIS COURSE. FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ENTIRE ASSIGNMENT (-30 POINTS).

2. **Complete 13 quizzes (13 quizzes @ 2.5 points each = 32.5 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 CourseDen 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. No make-up quizzes will be allowed other than those for an approved absence as indicated in “Class Policies,” item #2.

3. **Theory Presentation (15 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 PDF copy of the handout 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.

4. **Final Reflective Paper on your Biographical/Autobiographical analyses (15 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 theoretical approach or a combination of theoretical approaches)...discuss the “kind of counselor” you wish to be.

5. **Instructional mini-lectureettes** will be viewed for each covered chapter. These lectureettes can be found on the DVD that accompanies your primary textbook.

6. **Class Participation (7.5 points)**. Class participation is essential to gaining the most knowledge and professional development out of this course. Accordingly, regular classroom participation is encouraged. Additionally, as part of each student's participation grade, she/he will be required to develop and submit weekly therapeutic interventions that reflect the counseling theory covered each week. So, for instance, on the week during which Adlerian therapy is discussed, each student will develop and submit via CourseDen (on the respective discussion board) a therapeutic intervention that could be used in the treatment of a client from an Adlerian theoretical perspective. Creative interventions are strongly encouraged. Please also bring a hard copy to each class for discussion. At the end of the semester, each student will complete the “Theory-Specific Interventions” assessment on CourseDen, which indicates complete fulfillment of this assignment. If a student completes the assessment, affirming she/he has completed the assignment, but is found to have not fulfilled the requirements, the instructor will deduct points accordingly.

### Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>See</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biography &amp; Case Approaches</td>
<td>6 @ 5 = 30</td>
<td>Rubric</td>
<td>CourseDen Submission</td>
</tr>
<tr>
<td>2. Quizzes (on CourseDen)</td>
<td>13 @ 2.5 = 32.5</td>
<td>Exam</td>
<td>CourseDen Submission weekly by the beginning of class each week.</td>
</tr>
<tr>
<td>3. Theory presentation</td>
<td>1 @ 15 = 15</td>
<td>Rubric</td>
<td>CourseDen Submission</td>
</tr>
<tr>
<td>4. Final reflective paper</td>
<td>1 @ 15 = 15</td>
<td>Rubric</td>
<td>CourseDen Submission</td>
</tr>
<tr>
<td>5. Mini lectureettes</td>
<td>N/A</td>
<td>N/A</td>
<td>Weekly</td>
</tr>
<tr>
<td>6. Class participation</td>
<td>15 @ 0.5 = 7.5</td>
<td>N/A</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
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</tbody>
</table>

**Grading**

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

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

1. **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 Connection and Student Handbook and the Graduate Catalog.

2. ATTENDANCE
Attendance is required. Students are expected to attend each class session, to be on time, and to be present for the full class session. Unexcused absences or repeated tardiness (or leaving class early) may lower a student's grade or require that the student complete additional, assigned make-up material. Should an absence be necessary, the student is responsible for all notes, activities, assignments, etc. missed. This information should be obtained from a class member. Make-up tests, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken in class.

3. DISABILITY POLICY
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.

4. METHODS OF INSTRUCTION
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.

Assignments
Late assignments will be assessed a 10% reduction in the earned grade for each day late unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care.

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 and be administered online with an adequate “open” to allow the student flexibility in preparing and taking the quiz. “Make-up quizzes” for online quizzes will not be approved.

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

5. 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.

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 device 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.

5. 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, however, for the purposes of this course you will be required to communicate with the instructor via CourseDen email.
# CEPD 6131-01 COUNSELING THEORIES
## CLASS OUTLINE (subject to change)

<table>
<thead>
<tr>
<th>Class Session</th>
<th>To Prepare for Class</th>
<th>Class/Activities Topic</th>
<th>Assignments (#1) Due (all assignments due at 5:30pm on the date shown)</th>
<th>Quiz Chapter (Online) (#2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/27</td>
<td>Read: Chapter 1</td>
<td>Welcome; introduction to course; syllabus; explanation of assignments. Chapter 1: Introduction and Overview</td>
<td></td>
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</tr>
<tr>
<td>2 9/3</td>
<td>Read: Chapters 2 &amp; 3</td>
<td>Chapter 2: The Counselor: Person and Professional Chapter 3: Ethical Issues in Counseling</td>
<td>• <strong>Intake &amp; Biography Due</strong> (#1)</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>3 9/10</td>
<td>Read: Chapter 4</td>
<td>Chapter 4: Psychoanalytic Therapy Presentation – Instructor</td>
<td>• <strong>Post Theory Intervention</strong></td>
<td>4</td>
</tr>
<tr>
<td>4 9/17</td>
<td>Read: Chapter 5</td>
<td>Chapter 5: Adlerian Therapy Group Presentation #1–</td>
<td>• *Case Approach-Psychoanalytic (#1) • <strong>Post Theory Intervention</strong></td>
<td>5</td>
</tr>
<tr>
<td>5 9/24</td>
<td>Read: Chapter 6</td>
<td>Chapter 6: Existential Therapy Group Presentation #2 –</td>
<td>• *Case Approach-Adlerian (#1) • <strong>Post Theory Intervention</strong></td>
<td>6</td>
</tr>
<tr>
<td>6 10/1</td>
<td>Read: Chapter 7</td>
<td>Chapter 7: Person-Centered Therapy Group Presentation #3–</td>
<td>• *Case Approach-Existential (#1) • <strong>Post Theory Intervention</strong></td>
<td>7</td>
</tr>
<tr>
<td>7 10/8</td>
<td>Read: Chapter 8</td>
<td>Chapter 8: Gestalt Therapy Group Presentation #4 –</td>
<td>• *Case Approach- Person-Centered (#1) • <strong>Post Theory Intervention</strong></td>
<td>8</td>
</tr>
<tr>
<td>8 10/15</td>
<td>Read: Chapter 9</td>
<td>Chapter 9: Behavior Therapy Group Presentation #5 –</td>
<td>• *Case Approach- Gestalt (#1) • <strong>Post Theory Intervention</strong></td>
<td>9</td>
</tr>
<tr>
<td>9 10/22</td>
<td>Read: Chapter 10</td>
<td>Chapter 10: Cognitive-Behavioral Therapy Group Presentation #6–</td>
<td>• *Case Approach-Behavior (#1) • <strong>Post Theory Intervention</strong></td>
<td>10</td>
</tr>
<tr>
<td>Week</td>
<td>To Prepare for Class</td>
<td>Class/Activities Topic</td>
<td>Assignments Due</td>
<td>Quiz Chapter</td>
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<tr>
<td>10</td>
<td>Read: Chapter 11</td>
<td>Chapter 11: Reality Therapy Group Presentation #7–</td>
<td>• *Case Approach- CBT (#1) • Post Theory Intervention</td>
<td>11</td>
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<td>11/29</td>
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<tr>
<td>11</td>
<td>Read: Chapter 12</td>
<td>Chapter 12: Feminist Therapy Group Presentation #8–</td>
<td>• *Case Approach- Reality (#1) • Post Theory Intervention</td>
<td>12</td>
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<td>11/5</td>
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<tr>
<td>12</td>
<td>Read: Chapter 13</td>
<td>Chapter 13: Postmodern Approaches Group Presentation #9 –</td>
<td>• *Case Approach-Feminist (#1) • Post Theory Intervention</td>
<td>13</td>
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<td>11/12</td>
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<tr>
<td>13</td>
<td>Read: Chapter 14</td>
<td>Chapter 14: Family Systems Therapy Group Presentation #10 –</td>
<td>• *Case Approach-Postmodern Systems (#1) • Post Theory Intervention • Final Reflective Paper Due (#4)</td>
<td>14</td>
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<tr>
<td>11/19</td>
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<tr>
<td>11/26</td>
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<td>Holiday Break</td>
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<tr>
<td>14</td>
<td>Read: Chapter 15</td>
<td>An Integrative Perspective</td>
<td>• *Case Approach-Family (#1) • Post Theory Intervention • SUBMIT YOUR CHOICE OF ONE (1) CASE APPROACH TO TK20. • FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ENTIRE ASSIGNMENT (-30 POINTS).</td>
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<td>12/3</td>
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<tr>
<td>15</td>
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<td>Course Evaluation &amp; Wrap-up</td>
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<td>12/10</td>
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*Students are only required to submit 5 case approach papers each. The due dates for submission of a case approach for each theory are indicated in the course outline.*