



**COUN 5364 Theories of Counseling
(Fall Semester, 2016)**

This is a required course for M.Ed., M.A and School Counseling Certification.

**College of Education
Department of Counselor Education**

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Course Format: This didactic class includes lecture and PowerPoint presentations, video presentations, extensive class discussions, and independent literature view. Evaluation consists of professor assessments, including class participation, exams, and a research paper.

Class day and time: Monday, 6.00 – 9.00 pm

Class location: Garret Teacher Education Center, Room 111 E

Course Description: A critical study and evaluation of the major theories of counseling with attention given to systematic ways of viewing the counseling process in the development of a working theory and an understanding of human behavior.

Your work in this course consists of text readings, supplemental readings, class discussion, assignments, and exams. You should adhere to the course syllabus for due dates. Any late work will result in a letter grade drop per week for that assignment beginning with the first day it is late.

Textbooks & Required Reading:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston, MA: Cengage Learning.

ISBN: 978-1-305-26372-7 (hardcopy) or ISBN: 978-1-305-85746-9 (looseleaf)

Corey, G. (2017). *Student manual for Theory and practice of counseling and psychotherapy* (10th ed.). Boston, MA: Cengage Learning.

ISBN: 978-1-305-66447-0

Prerequisites/or/taken concurrently: COUN 5111 (Counseling Program Orientation)

Course Objectives:

- Become familiar with the major counseling theories
- Identify the basic assumptions of normal and abnormal development held by each theory
- Recognize the impact of theory on the selection of technique
- Understand the therapeutic process of each theory
- Become minimally competent with the application of the major counseling theories
- Compare and contrast these theories in terms of their contributions, limitations, and effectiveness in counseling diverse populations
- Become familiar with the major ethical issues within the counseling profession
- Select a guiding theory of counseling

A matrix that aligns course objectives, activities, assessments, and standards is provided on the next two pages:

The counselor, in the context of this training program, is a skilled professional who is able to:	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CACREP SBEC DDP-dispositions/diversity proficiencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator
1. Understand multicultural and pluralistic trends	Evaluation of the application of each theory of counseling to diverse populations	Exams; In-Class Discussion; Final Paper	<i>CF, 3 and 5</i> <i>DDP 1</i>
2. Understand legal & ethical standards, practices, & issues	Introduction of necessity for & proper adherence to legal & ethical standards	Exams; Individual Presentation of own Theory/Final Paper; Class Discussion; Skills Practice/Demonstration	<i>SBEC I (8)</i> <i>CF 1</i> <i>DDP 4</i>
3. Understand nature & needs of individuals at all developmental levels through theories of learning & personality development	Learning how development and change are addressed by each theory	Exams; Class Discussion; Stan Case Study; Final Paper	CACREP II G5.d and f CF1 DDP 2
4. Understand counselor & consultant characteristics & behaviors that influence helping processes	Understanding of counselor & consultant characteristics & behaviors that influence helping processes as a prerequisite for developing a theory of counseling	Stan Case Study; Exams; Class Discussion;; Final Paper	CACREP II G1.b CF1 DDP 2
5. Examine counseling theories that provide student with consistent models to conceptualize client presentation & select appropriate counseling interventions	Examining historical development of counseling theories; exploring affective, behavioral, & cognitive theories; beginning to develop a personal model of counseling	Discuss selecting a personal theory of counseling; Discussion of various theories of counseling and practice of skills/techniques related to the theories; Selection of personal guiding theory of counseling.	CACREP IIG 5.a and d; CMHC D5 SC C1 <i>SBEC I (2)</i> <i>CF1, CF3</i> <i>DDP 2</i>
6. Understand professional knowledge expected in the field & delineated in professional, state, & institutional standards via using current research to inform their practice	Research a selected theory in depth	Exam; Stan Case Study; Final Paper	<i>NCATE Standard I—</i> <i>Professional Knowledge & Skills for Other School Personnel;</i> <i>SBEC VI (2)</i> <i>CF1</i> <i>DDP 6 & 7</i>

7. Demonstrate effective application of major counseling theories and their associated procedures and techniques	Explain how specific procedures facilitate client change	Exams; Class Discussion; Case Discussion of Stan, Discussion and Practice of Skills/Techniques	CACREP IIIG 5d SBEC V (1) CF3
10. Share assessment data with students on regular basis; obtaining feedback from students	Give feedback of student's performance on a regular basis; receiving student's evaluation of course & instructor	Grades earned on all specified course activities; student evaluations	<i>NCATE Standard 2: Use of Data for Program Improvement</i>
11. Receive modeling of best professional practices in teaching	Provide for students the best educational experience possible	Lecture, Student evaluations	<i>NCATE Standard 5: Modeling Best Professional Practices in Teaching</i>
12. Use reflection, self-assessment, & interactions with colleagues to promote personal professional development	In-class discussions & presentation of individual theory provide opportunity for self-assessment & -reflection, as well as feedback from colleagues	Class Discussion, Practice of skills and techniques	SBEC VI (1) CF1, CF3

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning fundamental principles, generalizations, or theories.

Important: Gaining factual knowledge
Learning to apply course materials

Course Evaluation is based on performance in the following areas:

- Class Participation – **Expected**
- Three Exams @ 100 Points per – 300
- Term Paper – 100

Total = 400

Final Grade is composed of total points:

- A = 360-400 Points
- B = 330-359 Points
- C = 280-329 Points
- F = Below 280 Points

Expectations:

The curricula for this course will (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences. It is your responsibility to become familiar with the items in this syllabus as well as changes made by the instructor.

There is an abundance of information to cover within a short time frame; consequently, I encourage you to create a study plan for staying ahead of the material and assignments. While I will bring in supportive information and/or expand on certain portions of the course material to supplement your learning; you should expect, as with most graduate-level coursework, that the extent of your learning will involve self-directed study.

Course Requirements. The Student will . . .

- ♦ Complete assigned readings and be prepared to discuss pertinent course content through class discussion and small group activities.
- ♦ Complete **three exams**
- ♦ Complete a term paper (15 pages, excluding cover and reference pages), **using correct APA Publication Style (6th ed.)**, that includes two parts:
 - Part 1: Two theoretically-based case conceptualizations and treatment plans for Stan using two different theories (one should be the theory selected in Part 2). The case conceptualization/treatment plan format will be provided and discussed.
 - Part 2: Select a personal guiding theory and, interfacing your personal beliefs and values with the theory selected (using the language of the theory), provide a **clear and thorough discussion/explanation for why you selected this theory as your personal guiding theory. [Length: No less than 10 pages, no more than 15]**

APA STYLE LINK: <http://owl.english.purdue.edu/owl/resource/560/01/>

I strongly encourage each student to maintain a Journal addressing the “Key Elements” for each theory to help you with your term paper and for future coursework, end of program comprehensive exam preparation, and preparation for certification and licensure exams.

Tentative Outline of Course Meetings and Activities

(Please note that the title of this section includes the word "tentative." As the title implies, the instructor may modify this schedule, by providing students with adequate notice of changes.)

Week	Topic	Required Reading/Assignments
Aug. 28	Get Oriented – Course Overview Developing a Personal Theory of Counseling Stages of Change Model	
Sept. 4	***LABOR DAY***	<u>Class does not meet</u>
Sept. 11	Professional Identity, Counseling Ethics, Discussion of Case Study Psychoanalytic Theory	<u>Reading/Viewing:</u> Corey Textbook (pp. 13-16): Case of Stan [Corey DVD: Case of Stan 1 – Intake] Corey Textbook Chps. 2 & 3 Corey Workbook Chps. 1-3 <u>Reading/Viewing:</u> Corey Textbook Chp. 4 Corey Workbook Chp. 4 [Corey DVD: Case of Stan 2 – Psychoanalysis]
Sept. 18	Adlerian Theory Exam One Review	<u>Reading/Viewing:</u> Corey Textbook Chp. 5 Corey Workbook Chp. 5 [Corey DVD: Case of Stan 3 – Adlerian]
Sept. 25	EXAM ONE	
Oct. 2	Person-Centered	<u>Reading/Viewing:</u> Corey Textbook Chp. 7 Corey Workbook Chp. 7 [Corey DVD: Case of Stan 5 – Person-centered]
Oct. 09	Existential & Gestalt Theory	<u>Reading/Viewing:</u> Corey Textbook Chps. 6, 8 Corey Workbook Chps. 6, 8 [Corey DVD: Case of Stan 4 – Existential] [Corey DVD: Case of Stan 6 – Gestalt]
Oct. 16	Behavioral Theory	<u>Reading/Viewing:</u> Corey Textbook Chps. 9 Corey Workbook Chps. 9 [Corey DVD: Case of Stan 7 – Behavioral]
Oct. 24	Cognitive Behavioral Theories	<u>Reading/Viewing:</u> Corey Textbook Chps. 10 Corey Workbook Chps. 10 [Corey DVD: Case of Stan 8 – Cognitive Behavioral]
Oct. 31	Cognitive Behavioral Theories Exam Two Review	<u>Reading/Viewing:</u> Corey Textbook Chps. 10 Corey Workbook Chps. 10 [Corey DVD: Case of Stan 8 – Cognitive Behavioral]
Nov.7	EXAM TWO	

Nov. 14	Reality	Reading/Viewing: Corey Textbook Chp. 11 Corey Workbook Chp. 11 [Corey DVD: Case of Stan 9 – Reality]
Nov. 21	Feminist Theory and Postmodern Approaches: Narrative Theory & SFBT	Reading/Viewing: Corey Textbook Chps. 12-13 Corey Workbook Chps. 12-13 [Corey DVD: Case of Stan 10 – Feminist] [Corey DVD: Case of Stan 11 – Postmodern]
Nov. 28	Family Systems Final Exam Review TERM PAPER DUE	Reading/Viewing: Corey Textbook Chp. 14 Corey Workbook Chp. 14 [Corey DVD: Case of Stan 12 – Family Systems]
Dec. 5	FINAL EXAM	

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Students may use their laptops for note-taking in class. Laptops should not be used for any other purpose except during break time. **Except in the case of an emergency**, phones should not be used in class except during break time.
 - Technology during exams: No technology will be used during exams.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

ATTENDANCE POLICY:

Regular attendance and involvement in the course is important and expected. If you must be absent, you are responsible for securing class notes from a classmate. The Department absence policy is as follows: You are allowed one absence without consequence. A second absence results in a course grade reduction.

You may write a letter providing a rationale for **both absences** and the letter will be reviewed by the faculty and a decision made.

PROFESSIONALISM POLICY:

Students are expected to be involved all class content and are accountable for assignments and all materials covered. Students are also expected to participate in all class activities, discussions, and demonstrations. I reserve the right to discuss your situation with the program coordinator.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Appendix

Sam Houston State Graduate Counseling Program Counseling Skills and Techniques Competency Scale

Student Name _____ Supervisor Name _____
 Pre-Assessment Review Date: _____ Midterm Review Date _____ Final Review Date _____

This scale is for (check one) ___ Skills // ___ Practicum // ___ Internship

The following are basic counseling/therapy skills, grouped around basic criteria: I. Counseling Process, II. Empathy skills, III. Behavioral Elements, IV. Counselor Dynamics, V. Advanced Skills, and VI. Professionalism. To pass this course (Practicum or Internship), each of the major criteria relevant to the course must be scored at 3 or higher.

- 1 = POORLY DEVELOPED SKILLS** **2 = SKILLS NEED ADDITIONAL WORK**
3 = FAIRLY DEVELOPED SKILLS; NEEDS SOME ADDITIONAL WORK
4 = AVERAGE USE OF SKILLS: PASSING **5 = VERY GOOD COUNSELING SKILLS**
6 = HIGHLY DEVELOPED COUNSELING SKILLS

I. COUNSELING PROCESS: These are the skills that move the counseling process toward the goals of counseling/therapy. These organizing skills must be each demonstrated at level 4 or above.

- A. _____ Identifies the central issue(s): names the important concern(s) of the client
- B. _____ Identifies the core affect: names the central feelings(s) experienced by the client
- C. _____ Explores and Tracks: the counselor stays with the client cognitively and affectively

II. BASIC COUNSELING SKILLS

- _____ 1. Encouragers: counselor uses “mmmh, oh, yes” to communicate to the client that the counselor is listening— without interrupting the client’s train of thought or discourse.
- _____ 2. Key words: counselor identifies key words that the client uses and emphasizes them by including them in counselor response.
- _____ 3. Restatement: the counselor conveys to the client that he/she has heard the content of client’s previous statements by restating in exact or near exact words, what the client has just verbalized.
- _____ 4. Paraphrasing/Reflection: from statements and non-verbal cues, the counselor accurately describes the client’s issues, affect, and behavior: a) Content b) Feelings c) Process d) Non-verbals
- _____ 5. Summarizing: the counselor combines two or more of the client’s cognitions, feelings, and/or behaviors into a general statement.
- _____ 6. Immediacy: the counselor addresses the client’s behavior in the “here and now.”
- _____ 7. Accurate Empathy: the counselor demonstrates they are able to understand the client’s frame of reference; counselor responses are roughly interchangeable with those of the client.
- _____ 8. Verbosity: the counselor speaks when it is necessary and does not inappropriately interrupt the client or verbally dominate the counseling session.
- _____ 9. Recognizes client's strengths.

- _____ 10. Advanced Empathy: the counselor's responses add to the expression of the client in such a way as to express feelings at a level deeper than the client is able to express for himself/herself.

III. BEHAVIORAL ELEMENTS

- _____ 1. Physical Presence: the counselor's body posture, facial expressions, and gestures are natural and congruent with those of the client's.
- _____ 2. Activity Level: the counselor maintains a level of activity appropriate to the client's activity level. Non-Verbals: a) the counselor's physical movements are appropriate to the client's activity level during the counseling session, b) Voice: the counselor's tone of voice and rate of speech are appropriate to the client's present state and/or counseling session.

IV. COUNSELOR DYNAMICS

- _____ 1. Non-Defensive: the counselor gives and receives feedback interactively with clients, peers, and supervisors in an appropriate, professional manner.
- _____ 2. Objectivity: the counselor has sufficient control over his/her own feelings and values so that the counselor's personal issues do not control the counseling session.
- _____ 3. Supportive/Unconditional Positive Regard: the counselor makes statements that accept the client's cognitions, accepts the client's behavior, and/or shares with the client that his/her feelings are not unusual.
- _____ 4. Genuineness: the counselor's responses are sincere.
- _____ 5. Respect for Cultural Needs: shows appreciation for cultural &/or spiritual concerns.
- _____ 6. Probes/Questions: the counselor's statements result in the client providing additional information about his/her cognitions, behaviors, and/or feelings: a.) Clarification b.) Open Ended Question c.) Close Ended Question
- _____ 7. Challenges include noticing discrepancies and confronting clients as appropriate

V. PROFESSIONALISM (for both Practicum and Internship Students)

- _____ 1. Arrives on time to supervision. Notifies supervisor in a timely manner about any challenges with attendance. Keeps supervisor updated with regard to circumstances that affect supervision attendance.
- _____ 2. Actively participates in individual or group supervision. Is prepared with recordings of sessions and analysis of sessions other than those required.
- _____ 3. Dresses professionally with clients.
- _____ 4. Is open to feedback and demonstrates willingness to implement in counseling sessions.
- _____ 5. Maintains relevant client case notes. Demonstrates understanding of documenting counseling sessions relevant to site requirements.

GOALS FOR CONTINUOUS IMPROVEMENT:

Select 1-3 skills that you will focus on through the next evaluation period. For each write your plan for improving the skill, using the back of this form if you need more space.