



# 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>	March 13 – May 13, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Catherine Steinhauer
<i>Office Phone:</i>	
<i>Office Email:</i>	cathy.steinhauer@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Classroom:</i>	TBA
<i>Meeting Times:</i>	Thursdays, 6 pm – 10 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 have knowledge of the history and philosophy of the counseling profession and its specialty areas.
2. Students will have knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
3. Students will have knowledge of strategies for personal and professional self-evaluation and implications for practice.
4. Students will have knowledge of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally and multicultural counseling competencies.
5. Students will have 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.
6. Students will have knowledge of theories of individual and family development, normal and abnormal personality development.
7. Students will have knowledge of systemic and environmental factors that affect human development, functioning, and behavior.
8. Students will have knowledge of a general framework for understanding differing abilities and strategies for differentiated interventions.
9. Students will have knowledge of theories and models of counseling and develop a personal model of counseling.
10. Students will demonstrate knowledge of counselor characteristics and behaviors that influence the counseling process.
11. Students will demonstrate knowledge of essential interviewing, counseling, and case conceptualization skills.
12. Students will demonstrate knowledge of evidence-based counseling strategies and techniques for prevention and intervention.
13. Students will demonstrate knowledge of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
14. Students will demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
15. Students will demonstrate knowledge of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.
16. Students will demonstrate knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
17. Students will demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues.

**REQUIRED TEXT:** Corey, G. (2017). Theory and practice of counseling and psychotherapy (10 ed.). Cengage: Boston, MA  
ISBN: 978-1-305-263372-7

Student Manual for Theory and practice of counseling and psychotherapy.  
Cengage: Boston, MA  
ISBN: 978-1-305-66447-0

**SUPPLEMENTAL TEXT: DSM-5**

CACREP Standards Addressed in this Course
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Standard Identifier	Standard	Assessment
2.F.1.a	history and philosophy of the counseling profession and its specialty areas	Reading application and reflection questions.
2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Reading application and reflection questions.
2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	Reading application and reflection questions.
2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Reading application and reflection questions.
2.F.2.c	multicultural counseling	Reading application and reflection

	competencies	questions.
2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Reading application and reflection questions.
2.F.2.f	help-seeking behaviors of diverse clients	Reading application and reflection questions.
2.F.2.g	the impact of spiritual beliefs on clients' and counselors' worldviews	Reading application and reflection questions.
2.F.3.a	theories of individual and family development across the lifespan	Reading application and reflection questions.
2.F.3.c	theories of normal and abnormal personality development	Reading application and reflection questions.
2.F.3.f	systemic and environmental factors that affect human development, functioning, and behavior	Reading application and reflection questions.
2.F.3.h	a general framework for understanding differing abilities and strategies for differentiated interventions	Reading application and reflection questions.
2.F.5.a	theories and models of counseling	Reading application and reflection questions.
2.F.5.f	counselor characteristics and behaviors that influence	Reading application and reflection questions.

	the counseling process	
2.F.5.g	essential interviewing, counseling, and case conceptualization skills	Role play Case conceptualization
2.F.5.j	evidence-based counseling strategies and techniques for prevention and intervention	Role play Case conceptualization Research article critique
2.F.5.n	processes for aiding students in developing a personal model of counseling	Reading application and reflection questions. Role play Case conceptualization Final paper
2.F.8.a	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Research article critique Final paper
2.F.8.b	identification of evidence-based counseling practices	Research article critique Final paper
5.C.1.b	theories and models related to clinical mental health counseling	Research article critique Final paper
5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Case conceptualization SOAP note
5.C.2.b	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Reading application and reflection questions. Role play

5.C.2.d	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Case conceptualization SOAP note
5.C.3.b	techniques and interventions for prevention and treatment of a broad range of mental health issues	Role play Research article critique

#### Measurement of Outcomes

Assignments (Direct): Role play, final paper, case conceptualization, reading application and reflection questions.

Instructor Evaluations (Indirect): Participation

#### Instructional Methods

This class will include direct lecture; class discussion; videos for case conceptualization; in class activities; reading assignments; 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
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1. *Weekly reading application and reflection responses*  
Students will respond to questions related to the reading assignment each week (typically two chapters each week). Students are expected to provide thoughtful responses that are at least two pages double-spaced in length. Students are encouraged to critically think about and apply the reading materials to counseling practice. Students' responses should be uploaded to Blackboard by midnight the night before the class meeting.
2. *Role play demonstration of theory.*  
Student(s) will prepare a 45-minute role play of an assigned theory. Theory to be demonstrated will be assigned the night of class. The role play should demonstrate how the assigned theory is applied to a counseling session. Session content and dialogue will be created by the student(s). Students will be given 10 minutes to formulate role play content. Students not participating in the role play will be observers of the role play and identify, in writing, the theory and techniques used in the role play. On week nine all students will view a recorded session and identify specific theory/theories and techniques used. Students will also be graded on the appropriate use of the following interviewing skills:

- Focusing and following
  - Accurate identification and reflection of client emotion
  - Clear verbal reflecting of the content of interviewee's statements
  - Developing individual style – use of skills appears comfortable and congruent
  - Appropriate communication of feelings and thoughts in the context of the session
  - Noting discrepancies or inconsistencies in client's behavior without value judgment
  - Use of self-disclosure when appropriate
  - Orienting statements, feedback, reframe or other information statement when appropriate
  - Verbally reconstructing the client's narrative to assist in attributing meaning
  - Assist client in examining issues, considering alternative decisions
  - Using verbal/nonverbal skills to decrease client discomfort and to increase cooperation
3. *SOAP Notes*. Students will complete a clinical note on the in-class role play(s) each week, using a SOAP-note format. The SOAP note will be submitted via LiveText. The SOAP note should include the following:
- a. Subjective information - Complete and concise summary of pertinent information provided. Includes client's perspective and/or information provided by others.
  - b. Objective information - Complete and concise summary of student's observations of client and other factual information.
  - c. Assessment - Complete problem list generated and rationally prioritized; no extraneous information or issues listed.  
An optimal and thorough assessment is present for each problem.
  - d. Plan - Specific client interventions, monitoring parameters, follow-up plan and (where applicable) referral plan for each identified problem. Appropriate and relevant therapeutic goals for each identified problem. Specific, appropriate and justified recommendations for each identified problem.
4. *Final Paper/Theoretical Orientation Declaration*. A theoretical orientation refers to an organized set of assumptions, which provides a counselor with a theory-based framework for (a) generating hypotheses about a client's experience and behavior, (b) formulating a rationale for specific treatment interventions, and (c) evaluating the ongoing therapeutic process” (Poznanski, 1995, p. 412).  
The theoretical orientation is to be written in APA style with a cover page, running head, pagination, and reference page. The paper must be comprehensive and demonstrate a significant understanding of the theory,



and should include: 1) A description of the theory; 2) The strengths and limitations of the theory; 3) The predicted benefits and risks; 4) Techniques utilized; and 5) two peer-reviewed research articles.

Evaluation Criteria
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### Final Grade

The final grade will be based on the following criteria:

1.	Participation	20%
2.	Weekly reading application and reflection responses	15%
3.	Role play demonstration of theory.	25%
4.	SOAP Notes.	15%
5.	Final Paper/Theoretical Orientation Declaration	25%

### 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		

Expectations
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1. **Attendance and Participation:** 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.

Should you miss **TWO OR MORE CLASSES** you will not receive a passing grade for this class.

2. **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.
3. **Late Assignments:** Students will receive a **5 point deduction** 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.

4. **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.
5. **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.

6. **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).

Tentative Schedule
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Date	Topic	Reading Assignment	Assignment Due
Week 1	Overview	Chapters 1 - 3	
Week 2	Psychoanalytic	Chapter 4	
Week 3	Adlerian	Chapter 5	
Week 4	Existential	Chapter 6	
Week 5	Person-Centered	Chapter 7	
Week 6	Gestalt & Behaviorism	Chapter 8 & 9	
Week 7	Cognitive Behavioral	Chapter 10	
Week 8	Reality	Chapter 11	
Week 9	Postmodern	Chapter 13	

Course Declarations
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**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.