



COLLEGE OF EDUCATION  
COUNSELOR EDUCATION  
ALABAMA A & M UNIVERSITY

|                         |   |
|-------------------------|---|
| Course Number           | COUN 535  |
| Course Title            | Counseling Theories   |
| Call Number/Section     |   |
| Class Times             |   |
| Class Location          |   |
| Textbook                | <p>Theory and Practice of Counseling and Psychotherapy 10 edition<br/>Gerald Corey</p> <p>Supplemental Text:<br/>ACA Code of Ethics-<br/><a href="https://www.counseling.org/resources/ethics">https://www.counseling.org/resources/ethics</a></p> <p>CRC Code of Professional Practice<br/><a href="https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf">https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf</a></p> |
| Instructor              |   |
| Office and Office Hours |   |
| E-mail address          |   |
| Telephone number        |   |

### COURSE DESCRIPTION

This course provides a survey of major theories of counseling. Areas covered include history of each theory, theory of personality development, theory of counseling application, research, client and counselor roles, and use with diverse groups.

### CACREP (2016) Standards Covered in COUN 525

| Standard   | Evaluation             |
|--|------------------------|
| F.1. Professional Counseling and Ethical Practice                                    |                        |
| 2.F.1.a. history and philosophy of the counseling profession and its specialty areas | Highlights of a theory |

## Counseling Theories Brownrigg Spring

|  |  |
|--|--|
| 2.F.1.d the role and process of the professional counselor advocating on behalf of the profession  | Case study<br>Character critique                                 |
| F.2. Social and Cultural Diversity   |  |
| 2.F.2.c. multicultural counseling competencies   | Highlights of a theory   |
| 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others  | Case studies<br>Character critique                               |
| F.5. Counseling and Helping Relationships  |  |
| 2.F.5.a. theories and models of counseling   | Highlights of a theory<br>Personal counseling theory paper       |
| 2.F.5.b. a systems approach to conceptualizing clients   | Character critique<br>Case studies                               |
| 2.F.5.c. theories, models, and strategies for understanding and practicing consultation  | Case studies<br>Presentation                                     |
| 2.F.5.g. essential interviewing, counseling, and case conceptualization skills   | Case study<br>Character critique                                 |
| 2.F.5.h. developmentally relevant counseling treatment or intervention plans   | Case studies<br>Character critique                               |
| CMHC 5C1b theories and models related to clinical mental health counseling   | Highlights of a theory<br>Personal counseling theory paper       |
| CMHC Section 5C2J cultural factors relevant to clinical mental health counseling<br>CMHC 5c2a-d  | Character critique   |
| <ul style="list-style-type: none"> <li>a. roles and settings of clinical mental health counselors</li> <li>b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</li> <li>c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</li> <li>d. diagnostic process, including differential diagnosis and the use</li> </ul> | Counseling theory presentation; case studies; character critique |

|  |  |
|--|--|
| of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) |  |
|--|--|

### **COURSE GOALS AND OBJECTIVES**

The purpose of the course is to expose you to a variety of contrasting theoretical models underlying both individual and group practice in counseling. Specific objectives are:

1. To provide you with information about the therapeutic process and the practical elements of the counseling interaction.
2. To provide you with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process.
3. To expose you to a variety of ethical and professional issues in counseling and to guide you in developing a position on these issues.
4. To develop an interest in reading in the counseling field.
5. To develop self-evaluation skills, writing skills, and critical thinking skills.
6. To encourage your integration of theoretical and experiential learning in order to form your own personal model of the counseling process.
7. To challenge you to look at your own qualities that support and hinder your attempts at being therapeutic for others.
8. To gain an understanding of ways of applying 11 theories to specific cases.
9. To encourage you to apply all of the theories you are studying to yourself personally.

### **SERVICES FOR PERSONS WITH DISABILITIES**

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

### **COMMITMENT TO DIVERSITY**

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.

### **ETHICS STATEMENT**

**All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University.** Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

### **Grading Turnaround Time**

Assignments within this online course are due on Saturdays by 11:59 p.m CST. Most assignments will be returned within a week. If an assignment, however, is extremely comprehensive such as APA Paper or major project, then Instructors are given longer to return all submitted work.

### **Considerations for Scoring High in Discussion Board:**

- For the purpose of our course, we will be using the discussion board (in large part) to view the various multimedia learning objects that you will be asked to create as part of your unit assignments and the fulfilling of your course objectives. When commenting on learning objects (created by other students) avoid just telling them you liked the object. Rather, discuss in detail why the object could prove to be an effective learning tool specifically and/or how the object could be improved. Hence, it is important to offer an analysis and work to move the conversation forward.
- Try your best to post in the board by Wednesday or Thursday of every week (at the latest) and continue to post throughout the week. Post on the board at least 4 out of 7 days (as a minimum).
- Post on the board at least 5 to 7 times per week. Remember, the discussion board closes at midnight on Sunday of each week. That does not mean we expect students to discuss up until midnight. That is simply when the board officially closes and you can no longer post on the unit's board.
- Each discussion board forum you participate in is graded based on a rubric scoring plan. See the Discussion Board rubric (in the left menu bar) for more information.
- Every student must actively participate in the learning activities such as projects, discussion, collaborative work, and completing all assignments.
- All students are encouraged to make contributions to the class by demonstrating their strengths they brought in and sharing their experiences in class. Students who make learning contributions to the class could earn extra scores.

### **Understanding the Course Structure**

We have 16 units in this course. Each unit flows on a 7-day calendar. You have 24/7 access to this course. Each new unit begins on a Sunday and ends the following Saturday (at 11:59 p.m.). That means that all unit assignments must be submitted and completed by Saturday (11:59 p.m, CST).

### **Be Self-Directed**

## Counseling Theories Brownrigg Spring

As an online student, your instructor will not call you to "walk you through" each assignment and remind you about pending due dates; that is your responsibility. This course is designed and organized in such a fashion that there should be no question as it relates to what assignments you have to complete each week. Thus, it is vital to read all unit information and submit all assignments prior to their due date.

### **Be Visible, Engaged and Present**

Many students enroll in online courses because they think it will be easier. That is a false perception. Online courses actually can be more challenging because they require the student to be visible, engage and present; there is no sitting in the back of the class in an online course. When you are not present or engaged, everyone will notice. Thus, you need to be visible, engaged and present in all activities in the course. Showing up on the last day of each week attempting to get your work done will not work.

### **Be Active Discussion Boards**

You are required to participate in the Discussion Board (when assigned) at least 3 out of 7 days, and you should post on the board at least 5 to 7 times (during that single week). For more information about Discussion Board requirements, click on the Discussion Board Tips menu option

### **Connectivity**

As an online student, you are expected to maintain an active and persistent connection and presence in this class. Saying that your computer is not working is not an acceptable excuse, nor is not submitting an assignment due to computer software related issues. You have to have a back-up plan if you plan on taking an online course. Failure to stay connected and engaged in the class will lead to unsuccessful attempt at passing this class.

In addition, your instructor is your instructor. He or she is not an IT Specialist. Thus, you will need to work with AAMU as much as possible to resolve computer issues or your computer company for more robust computer issues. Again, you have to have a back-up plan in place when taking an online course.

### **Best Ways to Troubleshoot:**

1. Make sure you have downloaded all the software required in this course as outlined under the START HERE button.
2. If you are having trouble with one of the Web 2.0 products in the course (i.e, Screenr), troubleshoot using their site.
3. If you are having trouble with Internet Explorer, try another Web Browser like Firefox or Chrome.
4. Use a different computer.
5. If you do not have a different computer, use AAMU's library computer or a local library computer.
6. Use a friend's computer or family computer

### **Online Participation Requirements**

You are expected to maintain a high level of presence in the class (3 out of 7 days per week, unless there is no scheduled discussion board). Not engaging and only "popping" in at the end of the week will not work. Just keep in mind that while you have flexibility within this course, that

## Counseling Theories Brownrigg Spring

does not mean you do not have responsibilities (as to your presence in the course). Hence, you are expected to check email daily; read all announcements and assignments; participate in discussion boards; ask questions; engage in the Chat Room; and post all assignments by the required due dates. Failure to stay abreast of assignment deadlines and announcements can and often does lead to an unsuccessful course attempt. **NOTE:** Some discussions are limited based on the directions. Be sure to always read the specifics of each discussion board and check for participation requirements.

### **Plan Ahead**

You have full access to all course assignments from the very beginning of the course. So, take some time to view the assignments and plan and work ahead, if you can. Although we do not allow students to post in the discussion board forums early (before the start of the unit), there is nothing to prevent you from working ahead and storing the discussion board responses on your computer (to post at a later date).

In addition, make sure you plan out time for the course. This course will require hours of your time per week, not minutes of your time. You will need ample time to read, respond to discussion questions, participate in the discussion board and complete both written and multimedia presentations. All take time. Stating to your instructor that you just too many obligations to complete the work is not acceptable. If you are enrolled, then you are expected to prioritize the class and complete all work on time.

### **Late Work**

**Assignment Deadlines:** We have 16 Weeks in this class. You have one week to complete each Module. Each online week runs for 7 days. The week begins every Monday and ends on the following Sunday at 11:59 p.m. All work, then, must be submitted no later than each Sunday (night) by 11:59 p.m.

**Late Work:** Late assignments are NOT accepted UNLESS they are accompanied by an official university excuse. **Please do not contact me regarding an extension otherwise.** While I do understand that emergencies arise, it is your responsibility to obtain an official university excuse, when necessary.

**Discussion Board Make-up:** Discussions Board activity **cannot** be made up since it is dependent on interaction with other students and is a core component to taking an online course.

## **Assignments**

**Highlights of a Theory (LOCATED IN THE ASSIGNMENTS TAB)**

**Case Study (LOCATED IN THE ASSIGNMENT TAB)**

Students are given cases in which you are required to write a 2-page summary (each) of your clinical thoughts and a plan of action for the client(s). Feel free to use the *questions for reflection*

that have been provided in conceptualizing your client(s). *As always take into account multicultural factors/influences.*

### **Counseling Theory Presentation**

Identify the population you would be interested in working with, for example at-risk children, individuals with drug and alcohol addiction, etc. Identify what framework is most effective with this population. This should be done through researching the population. You will create a PowerPoint presentation with a voiceover discussing your findings. Make sure you include scholarly references at the end of your presentation. *As always take into account multicultural factors/influences.*

### **Character Critique**

Students will write a two-page summary of your clinical thoughts regarding a fictional client, Annie Nielsen (a supporting character in the 1998 movie “What Dreams May Come”). Your summary should include: (1) your theoretical orientation-why did you choose this theory with this client? What aspects of this theory will be helpful for this client? (2) focus on your session; (3) your feeling about working with this client; and (4) how are you collaborating towards change and infusing the common factors of the theory. *As always take into account multicultural factors/influences.*

### **Personal Counseling Theory Paper**

As beginning counselors, it is important that we think about what counseling theory fit closest with our own beliefs, values, and experiences. The purpose of this paper is to give you an opportunity to explore some of your ideas about counseling theories. Your finished product should be 7-10 pages, double-spaced and adhere to APA format and style. **You must have at least 5 peer-reviewed references and in-text citations.** Your Personal Counseling Theory paper will include the name of the counseling theory you have chosen and will need to address the following six (6) points:

- View of human nature: How does the theory’s view of human nature fit your view of human nature? Does this view fit the needs of your client? Does the theory focus on thoughts, feelings, or actions? Does this focus fit the needs of your population?
- The counseling relationship: What would your relationship with your client look like when working from this theoretical perspective? What is your role? The client’s role? Your responsibilities? The client’s responsibilities?
- The counseling relationship: How would you envision working with a client with this need? How would the counseling process evolve? What stages or marker events would you anticipate?
- Techniques: Based on the theory you choose what specific techniques would you want to use with this client?
- Evaluation of client progress: How will you know when the client is ready to terminate? How will you evaluate whether counseling has been successful?
- Application: What would be particularly appealing to you in working with this approach? What are its strengths? What might be problematic for you and/or your client? How applicable is your theory to working with culturally diverse clients? How applicable is this theory in promoting wellness?

## Counseling Theories Brownrigg Spring

**Grading Scale**

| Assignment  | Points     |
|---|------------|
| Discussion Board Entries x13 (25 pts each)        | <b>325</b> |
| Highlight of the Theory x8(25pts each)            | 200        |
| Character Critique                                | 75         |
| Case Studies x 2 (50 pts each)                    | 100        |
| Personal Counseling Theory Paper and Presentation | 200        |
| <b>Total</b>                                      | 900        |

| Points range | Grade | Percentage |
|--------------|-------|------------|
| 806-900      | A     | 90%-100%   |
| 714-805      | B     | 80% - 89%  |
| 626-715      | C     | 70% - 79%  |
| 536-625      | D     | 60% - 69%  |
| 0- 535       | F     | 0% - 59%   |

| <i>WEEK/DATES</i>      | <i>CHAPTERS BY TITLE</i>  | <i>ASSIGNMENTS</i>  | <i>CACREP STANDARDS</i> |
|------------------------|---|---|-------------------------|
| January 31- February 6 | Introduction and Overview<br>The Counselor: Person and Professional<br>Ethical Issues in<br>Counseling Practice and<br>Psychoanalytic Therapy | Complete the reading<br>Complete Discussion<br>Board<br>Highlights of a theory-<br>Psychoanalytic | 2.F.1.a<br>2.F.5.a      |
| February 7-13          | Adlerian Therapy  | Complete the reading<br>Complete Discussion<br>Board<br>Highlights of a theory-<br>Adlerian       | 2.F.1.a<br>2.F.5.a      |
| February 14-20         | Existential Therapy   | Complete the reading<br>Complete Discussion<br>Board<br>ORIENTATION<br>SURVEY                     | 2.F.1.a<br>2.F.5.a      |



## Counseling Theories Brownrigg Spring

|                     |   |  |                               |
|---------------------|---|--|-------------------------------|
|                     |   | Highlights of a theory-<br>Existential   |                               |
| February 21-27      | Person Centered Therapy                               | Complete the reading<br>Complete Discussion<br>Board<br>Highlights of a theory-<br>Person Centered           | 2.F.1.a<br>2.F.5.a            |
| February 28-March 6 | Gestalt Therapy                                       | Complete the reading<br>Complete Discussion<br>Board<br>Character Critique                                   | 2.F.1.a<br>2.F.5.a            |
| March 7-13          | Behavior Therapy and<br>Cognitive Behavior<br>Therapy | Complete the reading<br>Complete Discussion<br>Board<br>Highlights of a<br>Theory-Cognitive<br>Behavior      | 2.F.1.a<br>2.F.5.a            |
| March 14-20         | Choice Theory/Reality<br>Therapy                      | Complete the reading<br>Complete Discussion<br>Board<br>Highlights of a Theory<br>-Reality Therapy           | 2.F.1.a<br>2.F.5.a            |
| March 21-27         | Feminist Therapy                                      | Complete the reading<br>Complete Discussion<br>Board<br>Highlights of a Theory<br>- Feminist Theory          | 2.F.1.a<br>2.F.5.a            |
| March 28-April 3    | Postmodern Approaches                                 | Complete the reading<br>Complete Discussion<br>Board<br>Highlights of a Theory<br>- Postmodern<br>approaches | 2.F.1.a<br>2.F.5.a            |
| April 4-10          | Family Systems Therapy                                | Complete the reading<br>Complete Discussion<br>Board<br>Complete<br>Case Studies                             | 2.F.1.a<br>2.F.5.a<br>2.F.5.b |

## Counseling Theories Brownrigg Spring

|                |   |  |  |
|----------------|---|--|--|
| April 11-17    | The Case of Stan- Case Analysis                             | <p>Complete the reading<br/>Complete Discussion Board<br/>Personal Counseling Theory Paper and Presentations</p>                 | <p>2.F.1.d<br/>2.F.2.c<br/>2.F.2.d<br/>2.F.5.a<br/>2.F.5.b<br/>2.F.5.c</p> |
| April 18-24    | Continue reviewing Personal Counseling Theory Presentations | <p>Complete the reading<br/>Complete Discussion Board<br/>Personal Counseling Theory Paper and Presentations<br/>(continued)</p> | <p>2.F.1.d<br/>2.F.2.c<br/>2.F.2.d<br/>2.F.5.a<br/>2.F.5.b<br/>2.F.5.c</p> |
| April 25-May 1 | Course Evaluations Due                                      | Complete Discussion Board  |  |