

**James Madison University
PSYC: 660 Counseling Theories
Wednesday's 12:50-3:20 Miller G29**

Instructor:

Office Hours:

Welcome! You as a member of this class are about to embark on an intellectually exciting and experiential journey. We are pleased YOU have chosen to participate in this adventure. We will maintain a classroom atmosphere which is as inclusive, engaging, and informational as possible while upholding the principles of ethical teaching and learning.

Active Teaching and Learning! With your full participation in this experiential class, your personal and professional knowledge about counseling theories, as well as your experience with elements of the various theories, should be greatly enhanced. As a life-long learner, I am committed to the integrity of the material taught, by including current research and practices, as well as the process of experiential engagement with the material for optimal learning.



LET'S HAVE A GREAT CLASS!

I. Course Description: Counseling Theories is a three-credit course that will actively engage graduate students in the exploration of the theoretical perspectives of counseling. The students will learn to understand the principles of a variety of counseling theories and to derive some order of the complex array of psychotherapy approaches. The terms “counseling” and “psychotherapy” are considered to be equivalent terms in this course and the text used. This can be defined as any strategy or technique designed to help people change themselves and/or their circumstances in order to live a better life. Whether you wish to call yourself a helping person, a counselor, a therapist, a social worker, or a change agent, you will be more effective if you are guided by a clearly considered personal theory through which you can function most skillfully to facilitate insight and change. This course will provide students with the opportunity to become involved in the integrative framework that highlights the many similarities of therapy systems while understanding their essential differences. Through group and individual tasks, papers, reading assignments, observations, class exercises, laboratory experiences, demonstrations, and reflection, the graduate student in counseling will have the opportunity to:

1. Become familiar with counseling theory construction and the belief system that underlie each position.
2. Research the literature on various counseling perspectives and be able to identify and to describe the differences, similarities, and history of each.
3. Make explicit their own theoretical position regarding the nature of human existence the causes of psychological dysfunction, and the types of intervention which may be effective with people who are experiencing emotional/cognitive behavioral difficulties
4. Explore and experience the enterprise of linking theory with practice.
5. Become familiar with the challenges facing counselors due to clients' differing backgrounds. (e.g., gender, cultural, etc.)

II. Course Objectives and CACREP Standards Addressed in this Course:

Students who successfully complete this course will demonstrate knowledge in the following CACREP 2016 Standards:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas

2. SOCIAL AND CULTURAL DIVERSITY

- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- f. help-seeking behaviors of diverse clients
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- j. evidence-based counseling strategies and techniques for prevention and intervention
- n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work

7. ASSESSMENT AND TESTING

- d. procedures for identifying trauma and abuse and for reporting abuse

SECTION 5: ENTRY-LEVEL SPECIALTY AREA C: CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling

CLINICAL MENTAL HEALTH COUNSELING 9. JMU Counseling Program Key CMCH Standards: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

SECTION 5: ENTRY-LEVEL SPECIALTY AREA G: SCHOOL COUNSELING

3. PRACTICE

- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

CORE STANDARDS INCLUDED IN COURSE and KPI for CMH and SC

| CACREP CORE STANDARDS INCLUDED IN COURSE ASSIGNMENTS | 1 a | 2 b | 2 d | 2 f | 2 h | 3 a | 3 b | 3 c | 3 f | 3 g | 3 i | 5 a | 5 b | 5 c | 5 j | 5 n | 6 a | 7 d |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 5. Counseling and Helping Relationships, Canvas Cards | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 5. Counseling and Helping Relationships, Client Conceptualization Assignments 2a-2c (SC KPI, Reinforcement) | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | | x |

| CMHC STANDARDS INCLUDED IN COURSE ASSIGNMENTS | Foun a | Foun b | Foun c | Cont Dim j | 9 |
|--|-----------|-----------|-----------|------------------|---|
| CMHC Foundations | X | X | X | | |
| CMHC Contextual Dimensions | | | | X | |
| 9. Counseling Program Key CMHC Standards | | | | | X |
| Canvas Cards | X | X | X | X | |
| Client Conceptualization | | X | X | X | |
| Final Exam | X | X | X | X | X |
| Theory | X | X | | | |

SCHOOL COUNSELING STANDARDS INCLUDED IN KPI

| CACREP CORE STANDARDS INCLUDED IN COURSE ASSIGNMENTS | Practice | 3 h |
|--|----------|--------|
| 5. Counseling and Helping Relationships, Client Conceptualization Assignments 2a-2c (SC KPI, Reinforcement) | | x |

| KPI RUBRIC | Below Standard 1 | Approaching Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
|---|---|--|--|---|
| 5. Helping Relationships: Establishes and maintains effective counseling relationships. | Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach. | Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach | Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach. | Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach. |

III. Required Text:

Prochaska, J.O. & Norcross, J. C., (2014) Systems of psychotherapy: A transtheoretical analysis (Eighth Edition). Pacific Grove, California: Brooks/Cole Publishing Co.

This text uses a lively writing style with case studies, anecdotes and vernacular language. It is not superficial in its treatment of the major approaches and it includes some of the more recent approaches to counseling which are overlooked by many other texts. The format used makes it possible to compare the theories along similar dimensions. The style of writing encourages the integration of various counseling theories.

IV. Recommended Supplemental Text:

Publication Manual of the American Psychological Association (6th edition). Washington, DC: American Psychological Association.

V. Methods of Instruction:

From the start of the course, students will be actively involved in discovery activities as the basis for exploring the body of knowledge in the curriculum. This approach to teaching and learning is markedly different from lecturing and passive note taking.

While the professor will provide didactic presentations as part of the course, she will also serve as a facilitator of the learning experience--rarely “telling” students what they should know, but probing, questioning, hypothesizing, challenging, and modeling, in an effort to help them analyze and understand. Consequently, we will expect more from one another than mere presence in the classroom. The technique focuses on issues and the development of the student’s own theoretical position of counseling, rather than just borrowing concepts and techniques from the most contemporary therapeutic models and assumes that the course of therapy consists of questions as well as answers.

VI. Class Participation:

The course is graduate seminar oriented and the focus is on the process of discovery learning. This teaching approach includes the belief that each student can contribute to the understanding of everyone else. Each student’s experiential background, value systems, perceptions and knowledge are all valuable assets for understanding course content. As a graduate student, each class member is expected to fully participate in the assimilation and integration of knowledge concerning issues essential to functioning as an effective counselor. When discussion of the assigned chapters and reviews of the various counseling perspectives are scheduled, each student is expected to come to class prepared. Information presented in the discussions will elaborate on and add to the subject as presented in the text and supplemental readings. A variety of perspectives and opinions will be strongly encouraged, along with vigorous debate. Students are expected to demonstrate customary respect for each other. Such behavior includes exhibiting acceptance for individual differences and listening respectfully to each other. Be willing to take chances intellectually. Class members are expected to attend regularly and be punctual because sporadic attendance by even a few students can adversely change the dynamics of the entire group. Your grade for the class participation will be based on your respectful and attentive commitment to our class discussions throughout the term.

Class Participation Rubric

| Excellent | Acceptable | Unacceptable |
|--|--|---|
| Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group | Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics. | Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that |

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| dynamics without dominating the process. | | communicate disrespect or contempt for peers and the instructor. |
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VII. Important Policies and Procedures

Adding/Dropping Courses Policy: As mature and conscientious students, you are responsible for registering for classes and for verifying your class schedules on e-campus. You must adhere to the JMU add/drop policy for all class changes. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather Policy: By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to get to class.

Religious Observation Accommodations: Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations: We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX: Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assault

s of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and well being. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

VIII. Key Assignments and Rubrics Supporting Course Objectives

Come to each class session prepared to participate actively in class discussions and experiential activities. **Informed participation requires that you have read and reflected on the assigned materials.**

1. *Canvas Cards: Reading, Class Discussion, and Corresponding Note Cards and Experience Reflections - (3 points for 14 reflections, described below = 42 points):*

CACREP Core Standards Covered in Assignment:

1a, 2b, 2d, 2f, 2h, 3a, 3b, 3c, 3g, 3i, 5a, 5b, 5c, 5j, 5n, 6a, 7d

CACREP CMH Standards Covered in Assignment:

1a, 1b, 1c, 2j

CACREP SC Standards Covered in Assignment:

3h

Due before each class meeting—to be posted on Canvas Post each “notecard” to Canvas (use discussion board) before class each day. For each of the Prochaska and Norcross Chapter assigned, include the following points. Imagine that you are building a file for yourself as a future practitioner to refer back to for each theory. Include for each chapter: 1. Three summary statements about the salient theoretical underpinnings of the theory (i.e. what does the theory say) ; 2. Two to three ideas for practical application of this theory relevant to the mental health needs of clients (i.e. how is the theory applied in practice) and 3. one reflection statement on the cultural relevance of this theory (i.e. how well does this theory account for cultural diversity?)

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| 3. Excellent (3 points total for each chapter) | 2. Acceptable (2 points for each chapter) | 1. Unacceptable (1 point or below for each chapter) |
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|---|--|---|
| <p>From each assigned Prochaska and Norcross chapter, includes from each chapter, at least: 1. Three summary statements about the salient theoretical underpinnings of the theory (i.e. what does the theory say) 2. Two to three ideas for practical application of this theory relevant to the mental health needs of clients (i.e. how is the theory applied in practice) and 3. one reflection statement on the cultural relevance of this theory (i.e. how well does this theory account for cultural diversity?)</p> | <p>From each assigned Prochaska and Norcross chapter, includes from each chapter, at least: 1. two summary statements about the salient theoretical underpinnings of the theory (i.e. what does the theory say); 2. one to two ideas for practical application of this theory relevant to the mental health needs of clients (i.e. how is the theory applied in practice) and 3. one or less reflection statement on the cultural relevance of this theory (i.e. how well does this theory account for cultural diversity?)</p> | <p>From each assigned Prochaska and Norcross chapter, includes from each chapter, at least: 1. One or less summary statements about the salient theoretical underpinnings of the theory (i.e. what does the theory say) 2. One or less ideas for practical application of this theory relevant to the mental health needs of clients (i.e. how is the theory applied in practice) and 3. no reflection statement on the cultural relevance of this theory (i.e. how well does this theory account for cultural diversity?)</p> |
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2. **Client Conceptualization Assignment based on Partner Work - (30 points total: 10 points for biopsychosocial model completion with partner; 10 points for social, familial, emotional, behavior patterns, and academic achievement patterns in youth model completion with partner; 10 points for cultural factors of influence model completion with partner)**

a. biopsychosocial model completion with partner and paper (10 points)

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| <p>CACREP Core Standards Covered in Assignment: 1a, 2b, 2d, 2f, 2h, 3a, 3b, 3c, 3g, 3i, 5a, 5b, 5j, 5n, 7d</p> <p>CACREP CMH Standards Covered in Assignment: 1b, 1c, 2j</p> <p>CACREP SC Standards Covered in Assignment: 3h</p> |
|--|

Complete biopsychosocial influences worksheet for yourself and then discuss with your partner. Write a 2-4 page reflection paper detailing the hypothesized interactions of your personal of biological factors (genetic, biochemical, etc), psychological factors (mood, personality, behavior, etc.), and social factors (cultural, familial, socioeconomic, medical, etc.) on your physical, emotional, and psychological well-being. Note any patterns of trauma or abuse and how they could have were addressed ethically and appropriately

b. social, familial, emotional, behavior patterns model completion with partner and paper (10 points)

Complete social, familial, emotional, behavior patterns model worksheet for yourself and then discuss with your partner. Write a 3-5 page reflection paper detailing the hypothesized interactions of your social, familial, emotional, and behavior patterns and their interactions with your academic achievement throughout your lifetime as a student. Describe the patterns in general, changes over time, and one area of intervention that could have been helpful to you if a counseling professional were able to intervene at an identified stated developmental point in your life.

c. for cultural factors of influence model completion with partner and paper (10 points)

Complete cultural influences (based on multicultural counseling theory) worksheet for yourself and then discuss with your partner. Write a 2-4 page reflection paper detailing the hypothesized interactions of Brofenbrenner’s systems (micro, meso, exo, macro) as well as three specific points of application from a multicultural perspective (i.e. cultural identity development, social justice advocacy, strategies for eliminating barriers, oppression and prejudices) as you explore how cultural influences come into play as you practice conceptualizing via examination of your own life experiences.

Client Conceptualization Assignment Rubric

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| <p>3. Excellent (28-30 points)</p> <p>Biopsychosocial model assignment includes the following in excellent detail: -worksheet -2-4 page paper detailing the hypothesized interactions of your personal of <u>biological factors</u> (genetic, biochemical, etc), <u>psychological factors</u> (mood, personality, behavior, etc.), and <u>social factors</u> (cultural, familial, socioeconomic, medical, etc.) on your physical, emotional, and psychological well-being Addresses methods for handling trauma and abuse. - Always adheres to APA style, proper grammar, correct spelling and punctuation</p> <p>Social, familial, emotional, behavioral, and academic</p> | <p>2. Acceptable (24-27 points)</p> <p>Biopsychosocial model assignment includes the following in basic detail: -worksheet and 2-4 page paper detailing the hypothesized interactions of your personal of <u>biological factors</u> (genetic, biochemical, etc), <u>psychological factors</u> (mood, personality, behavior, etc.), and <u>social factors</u> (cultural, familial, socioeconomic, medical, etc.) on your physical, emotional, and psychological well-being. Addresses methods for handling trauma and abuse. - In major ways adheres to APA style, proper grammar, correct spelling and punctuation</p> <p>Social, familial, emotional, behavioral, and academic</p> | <p>1. Unacceptable (below 23)</p> <p>Biopsychosocial model assignment does not include the following in basic detail: worksheet and 2-4 page paper detailing the hypothesized interactions of your personal of <u>biological factors</u> (genetic, biochemical, etc), <u>psychological factors</u> (mood, personality, behavior, etc.), and <u>social factors</u> (cultural, familial, socioeconomic, medical, etc.) on your physical, emotional, and psychological well-being. Addresses methods for handling trauma and abuse. -Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation</p> <p>Social, familial, emotional, behavioral, and academic</p> |
|--|---|---|

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|---|--|--|
| <p>model assignment includes the following in excellent detail:</p> <ul style="list-style-type: none"> -worksheet - 3-5 page reflection paper detailing the hypothesized interactions of your social, familial, emotional, and behavior patterns and their interactions with your academic achievement throughout your lifetime as a student. Describe the patterns in general, changes over time, and one area of intervention that could have been helpful to you if a counseling professional were able to intervene at an identified stated developmental point in your life. - Always adheres to APA style, proper grammar, correct spelling and punctuation <p>Cultural model assignment includes the following in excellent detail:</p> <ul style="list-style-type: none"> - worksheet -2-4 page reflection paper detailing the hypothesized interactions of Brofenbrenner’s systems (micro, meso, exo, macro) as well as three specific points of application of multicultural counseling theory to your own life. Includes multicultural considerations in detail. - Always adheres to APA style, proper grammar, correct spelling and punctuation | <p>model assignment includes the following in basic detail:</p> <ul style="list-style-type: none"> -worksheet - 3-5 page reflection paper detailing the hypothesized interactions of your social, familial, emotional, and behavior patterns and their interactions with your academic achievement throughout your lifetime as a student. Describe the patterns in general, changes over time, and one area of intervention that could have been helpful to you if a counseling professional were able to intervene at an identified stated developmental point in your life. -In major ways adheres to APA style, proper grammar, correct spelling and punctuation <p>Cultural model assignment includes the following in basic detail:</p> <ul style="list-style-type: none"> - worksheet -2-4 page reflection paper detailing the hypothesized interactions of Brofenbrenner’s systems (micro, meso, exo, macro) as well as three specific points of application of multicultural counseling theory to your own life. Includes multicultural considerations -In major ways adheres to APA style, proper grammar, correct spelling and punctuation | <p>model assignment does not include the following in basic detail:</p> <ul style="list-style-type: none"> -worksheet - 3-5 page reflection paper detailing the hypothesized interactions of your social, familial, emotional, and behavior patterns and their interactions with your academic achievement throughout your lifetime as a student. Describe the patterns in general, changes over time, and one area of intervention that could have been helpful to you if a counseling professional were able to intervene at an identified stated developmental point in your life. -Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation <p>Cultural model assignment does not include the following in basic detail:</p> <ul style="list-style-type: none"> - worksheet -2-4 page reflection paper detailing the hypothesized interactions of Brofenbrenner’s systems (micro, meso, exo, macro) as well as three specific points of application of multicultural counseling theory to your own life. Does not include multicultural considerations -Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation |
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3. Final Exam: Case Study Application of Two Counseling Theories - (18 points total: 9 points for appropriate application of theory)

For two counseling theories from two different schools of thought (see handout

CACREP Core Standards Covered in Assignment:

1a, 2b, 2d, 2f, 2h, 3a, 3b, 3c, 3g, 3i, 5a, 5b, 5c, 5j, 5n, 7d

CACREP CMH Standards Covered in Assignment:

1a, 1b, 1c, 2j, CMHC 9

CACREP SC Standards Covered in Assignment:

3h

provided listing theories): write a 2-4 page paper that includes the following for EACH theory:

- brief description of the main tenants of the specific theory/model of counseling theories and models of counseling, including multicultural considerations such as client help-seeking behaviors and counselor advocacy strategies related to social justice advocacy (3 points)
- brief history of the origins of this theory and its relationship to the development of clinical mental health models/interventions or school counseling approaches (3 points)
- treatment planning summary for the client that describes psychological, social, educational, and emotional interventions, in developmental and cultural context, relevant for the individual as well as the systemic applications for the client. Include an explanation of if/how group counseling might be used and if/how reporting of issues related to trauma and abuse would be implemented. Finally, make note of any consultations included in the proposed treatment plan (3 points)

Case Study Comparing Two Theories Rubric

| 3. Excellent (17-18 points) | 2. Acceptable (14-16 points) | 1. Unacceptable (below 14) |
|--|---|---|
| <p>Case study comparing two theories includes the following in excellent detail for each theory: -2-4 page paper that includes the following -brief description of the main tenants of the specific theory/model of counseling theories and models of counseling (3 points) -brief history of the origins of this theory and its relationship to the development of clinical mental health or school models/interventions (3 points) -treatment planning summary for the client that describes interventions relevant to the individual, as well as the systemic applications for the client, including trauma reporting, group involvement and consultation efforts (3 points)</p> <p>Always adheres to APA style, proper grammar, correct spelling and punctuation</p> | <p>Case study comparing two theories includes the following in basic detail for each theory: -2-4 page paper that includes the following -brief description of the main tenants of the specific theory/model of counseling theories and models of counseling (3 points) 2.5.a -brief history of the origins of this theory and its relationship to the development of clinical mental health or school models/interventions (3 points) -treatment planning summary for the client that describes interventions relevant to the individual, as well as the systemic applications for the client, including trauma reporting, group involvement and consultation efforts (3 points)</p> <p>Always adheres to APA style, proper grammar, correct spelling and punctuation In major ways adheres to APA style, proper grammar, correct spelling/punctuation</p> | <p>Case study comparing two theories does not include the following in basic detail: -2-4 page paper that includes the following -brief description of the main tenants of the specific theory/model of counseling theories and models of counseling (3 points) -brief history of the origins of this theory and its relationship to the development of clinical mental health or school models/interventions (3 points) -treatment planning summary for the client that describes interventions relevant to the individual, as well as the systemic applications for the client, , including trauma reporting, group involvement and consultation efforts (3 points)</p> <p>Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation</p> |

4. Theory Reading and Class Presentation (5 points for reading resource and 5 points for presentation): Choose a theorist (we will do this the first day of class). Find an original article or book chapter written by this individual about their philosophy, approach, application etc. Bring the reading to class, write a 1-3 page summary of the reading, and present your summary in an engaging way to the class (no reading papers please)

CACREP Core Standards Covered in Assignment:

5a, 5n

CACREP CMH Standards Covered in Assignment:

1a, 1b,

IX. Evaluation: Your final grade for the course will be determined by considering all of the following course expectations. Points are as follows:

42 points - grade received for Canvas Reflections on theory chapters

30 points- client conceptualization assignments

18 points – case study/theory comparison

10 points- theory reading and class presentation

100 points possible

Grading scale: 90- 100 = A
 80-89 = B
 70-79 = C
 60-69 = D
 Below 60 = F

X. Required Activities, Experiences, & Responsibilities: In order to develop the skills essential to functioning as an effective counselor at the graduate level, students in Counseling Theories are expected to fully participate in the following planned activities outside of class:

Partner and Group Work: These parallel involvements are designed to complement each other as well as to enhance class discussions and activities. The experiences of working collaboratively with other class members outside of class, reporting individual activities in the laboratory and to the class will benefit you as a student by becoming aware of the perspectives of your peers. Group tasks, group teaching assignments, and brief reports/papers are assigned throughout the semester. These papers serve as stimuli for class discussion and are intended to foster an understanding of the different theoretical perspectives of counseling.

Class Participation: Come to each class session prepared to participate actively in class discussions and experiential activities. **Informed participation requires that you have read and reflected on the assigned materials.**

Fulfilment of Academic Assignments as Outlined and Described Earlier in the Syllabus:

Canvas Cards; Original Reading and Summary; Three-Part Client Conceptualization Assignment; Final Exam: Case Study Comparing Two Theories; Theory Reading and Presentation

Schedule of Classes and Assignments (subject to revision)

Note: The assigned readings should be completed in advance of the specific class date.

| Dates/Reminders | Topic | Reading/Assignments <i><u>(Complete prior to class)</u></i> |
|--|---|---|
| 8/29 | Defining and Comparing Psychotherapies | -Porchaska & Norcross, Ch. 1 |
| 9/5 <i>Canvas Card (3 points)</i> | Psychoanalytic Approaches | -Porchaska & Norcross, Chs. 2 and 3 |
| 9/12 <i>(3 points)</i> | Psychodynamic Approaches | -Porchaska & Norcross, Ch. 3 |
| 9/19 <i>Canvas Card (3 pts)</i> | Person-Centered Approaches - | -Porchaska & Norcross, Ch. 5 |
| 9/26 <i>Canvas Card (6 pts)</i> | Existential and Interpersonal Approaches | -Porchaska & Norcross, Chs. 4 and 7 <i>-Assignment 2b due</i> |
| 10/3 <i>(3 points)</i> | Experiential Approaches | -Porchaska & Norcross, Ch. 6 |
| 10/7 <i>(3 points)</i> | Exposure Approaches | -Porchaska & Norcross, Ch. 8 |
| 10/17 <i>Canvas Card (3 pts)</i> | Behavior Approaches | - Porchaska & Norcross, Ch. 9 |
| 10/24 <i>Canvas Card (3 pts)</i> | Cognitive Approaches | - Porchaska & Norcross, Ch. 10 |
| 10/31 <i>Canvas Card (3 pts)</i> | Third-Wave Approaches | -Porchaska & Norcross, Ch. 11 <i>-Assignment ab due</i> |
| 11/7 <i>Canvas Card (3 pts)</i> | Contemplative Psychotherapies | Readings to be given in class |
| 11/14 <i>(3 points)</i> | Systemic Approaches | Porchaska & Norcross, Ch. 12 |
| 11/28 <i>Canvas Card (3 pts)</i> | Gender-Sensitive and Multicultural Approaches (pick one and help facilitate) | -Porchaska & Norcross, Ch. 12 -Porchaska & Norcross, Chs. 13 <i>- Assignment 2c due</i> |

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| 12/5 <i>Canvas Card</i> <i>(3 pts)</i> | Constructive Approaches | -Porchaska & Norcross, Ch. 15 - Assignment 2c due |
| 12/12 Exam Week | | <i>Assignment 3 due</i> AND <i>Final Exam</i> Due Before noon on 12/12 |