COURSE OUTLINE

COUN 556
Theories and Techniques of Counseling
3 Semester Credits
[Meeting Day, Meeting Time]
[Meeting Room]
Fall [Year]

PROFESSOR:

[Name & Title] Office Hours:
[Office location]
[Phone number]
[E-mail address]

I. COURSE DESCRIPTION:

This course provides a comprehensive survey of the major contemporary theories of counseling, as well as their implications for practice. Core topics such as historical background, key concepts, the counseling process, counseling techniques and procedures, multicultural perspectives, and evaluation are examined for each theory. Students are given the opportunity to conceptualize selected case studies, decide on appropriate counseling interventions, and practice a variety of techniques that are commonly used in counseling practice. Students also begin the process of developing their own personal model of counseling. Each theory is evaluated from the Christian perspective and the relevance of such a perspective when choosing personal models is studied.

II. REQUIRED READING:


III. SUPPLEMENTAL READING:

1. **Selected books and articles:**


2. **Selected Relevant Websites:**


   American Counseling Association: [http://www.counseling.org/](http://www.counseling.org/)


IV. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

*To Serve, To Lead, To Transform*

A. **Mission of the School of Education and Psychology:** Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

B. **Goal of the School of Education and Psychology:** The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.
C. **Core Curricular Experiences and Learning Outcomes:**

1. As a **Caring Person**, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective *counseling, prevention, and intervention*;
   (b) service to clients who represent *diverse populations*; and
   (c) *advocacy* to better the lives of individuals and communities.

2. As an **Informed Facilitator**, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful *assessment* that facilitates a plan of action,
   (b) *diagnosis* leading to appropriate treatment, and
   (c) promoting optimal *academic development* in the school setting.

3. As a **Reflective Decision Maker**, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conduct *research* that contributes to the knowledge base of the profession;
   (b) critically *evaluate* research and apply current information to decision making; and
   (c) conduct meaningful *program evaluations* that inform development and enhance services.

4. As a **Committed Professional**, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
   (a) applying and adhering to *ethical and legal standards* specific to the counseling practice;
   (b) adhering to the *professional orientation* and roles that are relevant to the counseling practice;
   (c) *collaborating and consulting* with other professionals, both within the clinical or school setting and with other community professionals;
   (d) utilizing the *foundation knowledge* specific to the area of counseling practice, and
   (e) *leading* in the development and management of counseling practice in a clinical or school setting.

V. **KNOWLEDGE, SKILL, AND PRACTICE OUTCOMES:**

Upon successful completion of this course, students should:

1. Understand a variety of models and theories related to clinical mental health counseling. [CACREP MH-A5]*
2. Know the principles and models of...case conceptualization leading to diagnosis and appropriate counseling treatment plans. [CACREP MH-G1]
3. Know the theories and processes of effective counseling for individual students and groups of students. [CACREP SC-C1; TNSC 3]
4. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. [CACREP E3]
VI. METHODS OF INSTRUCTION:

The instructor will use a variety of methods of instruction, including class discussions, audiovisual media, analysis of personal experience, in-class activities, readings, simulated counseling experiences, and presentations.

VII. DIVERSITY CONSIDERATIONS:

During this course, students will take a close look at how cultural variables impact the counseling process. They will be challenged to assess how well equipped they are to practice counseling with culturally diverse client populations. They will also participate in class activities and exercises designed to help them develop the cultural self-awareness and skills necessary for this endeavor.

VIII. INCORPORATION OF TECHNOLOGY:

A good portion of this course will be dedicated to studying video cases that effectively showcase how each theory works in real-life counseling sessions.

IX. INCORPORATION OF RESEARCH:

1. Students:

A major research paper is required as a capstone of this course.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.


*Identifiers between brackets refer to the Clinical Mental Health (MH) and School Counseling (SC) domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course expected outcome contributes.*


X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

As stated above, the goal of the SEP professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities. Toward that goal, students will be expected to participate in numerous classroom activities designed to assist their classmates in the development of theory-grounded counseling skills. Students will also examine how congruent or non-congruent each theory of counseling is with their own values and principles, as well as with the Christian worldview. They will then be required to demonstrate how they will integrate their personal values and beliefs with the theory they are planning to use for practice.

XI. CLASS POLICIES:

1. Special Needs Accommodations:

   In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at [www.southern.edu/disabilitysupport](http://www.southern.edu/disabilitysupport).

   Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters
which students should review and discuss with their professors in relation to particular course requirements.

2. **Academic Integrity:**

   Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

   **Instructor Responsibilities:**
   a) The instructor will explain clearly the requirements for assignments, examinations, and projects.
   b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

   **Student Responsibilities:**
   a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.
   b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
   c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.

The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:

1. Privately discuss the incident with the student.
2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.
4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.
5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current Counseling Student Handbook.

3. Attendance and Participation:

Students are expected to be present and punctual. Students’ participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned readings ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions.

4. Make-up or Late Work and Extra-credit:

All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. Late work does not generate credit. It is the student’s responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should submit the project “as-is” for partial credit. Note that there are no extra credit assignments in this course.

5. Course Evaluation:

Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select Course Evaluation from Course Tools. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

XII. COURSE REQUIREMENTS AND ASSESSMENT:

1. Attendance and Participation:

Unexcused absences will lower students final grade (2% for every class missed, for a maximum of 10%). Two late arrivals will constitute one absence.

Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to find out from a colleague what happened in class, to master the concepts and skills covered, and to obtain a copy of any material distributed.
In addition, credit will not be given for attendance on any class session when a student is observed:

- Using laptop computers, cell phones, or iPads to complete requirements for other courses, to chat with friends, to answer e-mails, or to simply find entertainment on the internet while the instructor or any classmate is speaking. Laptop computers will only be allowed for class presentations, to engage the rest of the class in a meaningful learning activity, or to complete in-class assignments directed by the instructor.

- Sustaining private conversations, interrupting others, making negative comments about others and/or displaying any type of behavior that is considered to be disruptive and disrespectful in a class setting.

2. Quizzes:

Quizzes will be given at the beginning of each class. Questions will cover the material from the previous session and will be presented mostly in multiple choice format, but may also include true/false and/or matching items.

3. Case Study Presentations:

Students will be assigned a case study to present in class. Working in small groups, they will be expected to role-play and formulate the case, using a determined theory of counseling. Students will also be required to demonstrate specific techniques consistent with the theory presented. Additional information about this requirement will be provided in class.

4. Theories and Techniques Summary Forms:

At the beginning of each class, students will be required to submit a summary form of the theory or theories covered during the previous class session. These forms are designed to help them organize their material as they prepare to write their final paper. The forms will be provided in class.

5. Personal Theory Final Paper:

This paper will initiate students in the process of conceptualizing a unique counseling approach that integrates the major theoretical perspectives with their own worldview. Specific guidelines for writing this paper will be provided in class.

*Portfolio item:* Candidate is to present this paper in the portfolio, Section II.1.

XIII. COURSE GRADING SYSTEM:

1. Testing Methods:

Evaluation in this course will be conducted through cumulative, multiple-choice quizzes; presentations; research projects; and other experiential activities. For more specific information about testing methods for this course, please refer to the description of course requirements found elsewhere in this syllabus.
2. **Grading Criteria:**

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *V-Knowledge, Skill, and Practice Outcomes*) being assessed by the given requirement.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Number of Points</th>
<th>Percentage</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>40</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>120</td>
<td>30</td>
<td>1, 3</td>
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<tr>
<td>Case Study Presentations</td>
<td>60</td>
<td>15</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Summary Forms</td>
<td>20</td>
<td>5</td>
<td>1, 3</td>
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<tr>
<td>Personal Theory Final Paper</td>
<td>160</td>
<td>40</td>
<td>1, 2, 3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
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</table>

3. **Distribution of scores:**

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>376 – 400</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>360 – 375</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>348 – 359</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>336 – 347</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>320 – 335</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>308 – 319</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>296 – 307</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>280 – 295</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>268 – 279</td>
<td>67 – 69%</td>
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<tr>
<td>D</td>
<td>256 – 267</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>240 – 255</td>
<td>60 – 63%</td>
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<tr>
<td>F</td>
<td>0 – 239</td>
<td>0 – 59%</td>
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</tbody>
</table>
4. Evaluation Feedback:

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

Near the end of this semester, the instructor will assess student development toward the personal and professional goals students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above, and in order to complete it, the instructor will fill out the *Evaluation of Personal and Professional Dispositions* form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student requests it. Results will be submitted to students’ academic advisers and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During students last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty adviser and the student, whether or not there are reasons for concern.

XIV. COURSE CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content Area</th>
<th>CACREP Common Core Curricular Experiences</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M –</td>
<td>•Corey, Ch. 1 Introduction and Overview</td>
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<td></td>
<td>•Corey, Ch. 2 The Counselor: Person and Professional</td>
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<tr>
<td></td>
<td>•Class Handouts The Counselor and Christian Counseling</td>
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</tbody>
</table>
| M – | **Class Handouts**  
The Christian Worldview  
Case Conceptualization Concepts  
Theory Integration Concepts  
• **Corey, Ch. 4**  
Psychoanalytic Therapy | II.G5d  
Counseling theories, models to conceptualize client presentation and help to select interventions |  |
| M – | • **Corey, Ch. 5**  
Adlerian Therapy | II.G5d  
Counseling theories, models to conceptualize client presentation and help to select interventions | Quiz 1 – Ch. 4 :  
Psychoanalytic T.  
**Summary Form 1:**  
Psychoanalytic T. |
| M – | • **Corey, Ch. 6**  
Existential Therapy | II.G5d  
Counseling theories, models to conceptualize client presentation and help to select interventions | Quiz 2 – Ch. 5:  
Adlerian T.  
**Summary Form 2:**  
Adlerian T. |
| M – | • **Corey, Ch. 7**  
Person-Centered Therapy | II.G5d  
Counseling theories, models to conceptualize client presentation and help to select interventions | Quiz 3 – Ch. 6:  
Existential T.  
**Summary Form 3:**  
Existential T. |
| M – | • **Corey, Ch. 8**  
Gestalt Therapy | II.G5d  
Counseling theories, models to conceptualize client presentation and help to select interventions | Quiz 4 – Ch. 7:  
Person-Centered T.  
**Summary Form 4:**  
Person-Centered T. |
| M – | • **Corey, Ch. 9**  
Behavior Therapy | II.G5d  
Counseling theories, models to conceptualize client presentation and help to select interventions | Quiz 5 – Ch. 8:  
Gestalt Therapy  
**Summary Form 5:**  
Gestalt T. |
|  | **MIDTERM BREAK – /** to **/** |  |  |
| M – | • **Corey, Ch. 10**  
Cognitive Behavior Therapy | II.G5d  
Counseling theories, models to conceptualize client presentation and help to select interventions | Quiz 6 – Ch. 9:  
Behavior T.  
**Summary Form 6:**  
Behavior T. |
| M – | • **Corey, Ch. 11**  
Reality Therapy | II.G5d  
Counseling theories, models to conceptualize | Quiz 7 – Ch. 10:  
Cognitive Behavior T. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Summary Form</th>
<th>Quiz</th>
<th>Case Presentation:</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>•Corey, Ch. 12 Feminist Therapy</td>
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<tr>
<td></td>
<td>II.G5d Counseling theories, models to conceptualize client presentation and help to select interventions</td>
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<td>Quiz 8 – Ch. 11: Reality T.</td>
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<td>Summary Form 8: Reality T.</td>
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<td>Case Presentation:</td>
<td>Team 1</td>
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<tr>
<td>M</td>
<td>•Corey, Ch. 13 Postmodern Approaches</td>
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<tr>
<td></td>
<td>II.G5d Counseling theories, models to conceptualize client presentation and help to select interventions</td>
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<td>Quiz 9 – Ch. 12: Feminist T.</td>
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<td>Summary Form 9: Feminist T.</td>
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<tr>
<td>M</td>
<td>•Corey, Ch. 14 Family Systems Therapy</td>
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<td>II.G5e Systems perspective, provides understanding of family and other systems theories</td>
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<td>Quiz 10 – Ch. 13: Postmodern App.</td>
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<td>Summary Form 10: Postmodern App.</td>
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<tr>
<td>M</td>
<td>Case Presentations</td>
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<td>Quiz 11 – Chapter 14: Family Systems</td>
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<td>Summary Form 11: Family Systems</td>
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<td>Case Presentations:</td>
<td>Team 2</td>
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<td>Team 3</td>
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<td>THANKSGIVING BREAK – 11/ to 12/</td>
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<tr>
<td>M</td>
<td>Case Presentations</td>
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<td>Case Presentations:</td>
<td>Team 4</td>
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<td>Team 5</td>
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<tr>
<td>M</td>
<td>End of Course</td>
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<td>Personal Theory Paper</td>
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<td></td>
<td>FINAL EXAMS WEEK – 12/ to 12/</td>
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