

**CNE 564: THEORIES OF COUNSELING**

*Course Number is a required course for Professional School Counselor, Licensed Professional Counselor, and Licensed Marriage & Family Therapist Certification.*

**College of Education  
Department of Educational Leadership & Counseling  
Spring 2008 On – Line Class**

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**Text/Readings:** Linda Seligman (2006). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. Upper Saddle River, NJ: Merrill /Prentice Hall.

**Prerequisites:** CNE 533 (Introduction to Counseling & Guidance) & CNE 597 (Human Growth & Development Across the Life Span)

**Course Description:** A critical study and evaluation of the major theories of counseling with attention given to systematic ways of viewing the counseling process in the development of a working theory, and an understanding of human behavior. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

**Class Time/Location**

This class is strictly online; you will not be asked to attend any classes for this course on campus. Your work in this course consists of: text readings, supplemental readings, discussions, assignments, and exams. You should adhere to the course syllabus for due dates and an understanding of the grading rubric. Any late work will result in a letter grade drop for that assignment, no exceptions. **To help have a successful academic semester the following is suggested** 1) you should print a copy of the syllabus and keep a calendar of all due dates, 2) become familiar with all the features in blackboard early in the semester, 3) monitor gradebook to ensure your grades have been posted, 4) don't wait until the last minute to do assignments as blackboard is frequently "down", 5) email or call me with questions or concerns.

**Standards Matrix: Outcomes:** Upon successful completion of this course, students will be able to:

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> • <u>State Standards</u> • <u>Specialty Organization Standards</u>
1. Understanding of multicultural and pluralistic trends	Evaluation of the application of each theory of counseling to diverse populations	Exam	<i>CACREP 2.a</i>
2. Understanding legal & ethical standards, practices, & issues	Introduction of necessity for & proper adherence to legal & ethical standards	Exam; Individual Presentation of own Theory	<i>SBEC I(8) CACREP K-1h; 3e</i>
3. Understanding of nature & needs of individuals at all developmental levels through theories of learning &	Learning how development and change are addressed by each theory	Exam;	<i>CACREP 3.a, b</i>

personality development			
4. Understanding of counselor & consultant characteristics & behaviors that influence helping processes	Understanding of counselor & consultant characteristics & behaviors that influence helping processes as a prerequisite for developing a theory of counseling	Exam	<i>CACREP 5.a</i>
5. Understanding the history of counseling	Examining the development of the field of counseling	Exam	<i>SBEC I (1)</i> <i>CACREP K-1a</i>
6. Examining counseling theories that provide student with consistent models to conceptualize client presentation & select appropriate counseling interventions	Examining historical development of counseling theories; exploring affective, behavioral, & cognitive theories; beginning to develop a personal model of counseling	Presentation of own theory of counseling to class	<i>CACREP 5.c;</i> <i>SBEC I (2)</i>
7. Examining theories of consultation & change with school personnel, parents, community groups, agencies, & students	Application of various theories to these groups	Exam; Presentation of own theory of counseling	<i>CACREP: School Counseling Program 3.b</i>
8. Understanding professional knowledge expected in the field & delineated in professional, state, & institutional standards via using current research to inform their practice	Research a selected theory in depth	Exam & Case Studies	<i>NCATE Standard 1— Professional Knowledge &amp; Skills for Other School Personnel;</i> <i>SBEC VI (2)</i> <i>CACREP K-1b, d, e; 8e</i>
9. Demonstrating effective communication through oral, written, & nonverbal expression	Communicate ideas and knowledge effectively	Exams, including essay responses; Individual Presentation of own Theory	<i>SBEC V (1)</i>
10. Monitoring student performance	Show learning & application of theories of counseling	Exam; student participation in class; case study analysis	
11. Sharing assessment data with students on regular basis; obtaining feedback from students	Give feedback of student's performance on a regular basis; receiving student's evaluation of course & instructor	Grades earned on all specified course activities; student evaluations	<i>NCATE Standard 2: Use of Data for Program Improvement</i>

12. Receiving modeling of best professional practices in teaching	Provide for students the best educational experience possible	Student evaluations	<i>NCATE Standard 5: Modeling Best Professional Practices in Teaching</i>
13. Using reflection, self-assessment, & interactions with colleagues to promote personal professional development	In-class discussions & presentation of individual theory provide opportunity for self-assessment & -reflection, as well as feedback from colleagues	Individual Theory Presentation; Portfolio	<i>SBEC VI (1)</i>

Web address for state standards:

Web address for specialty organization standards: <http://www.counseling.org/cacrep/2001standards700.htm>

**Course Objectives:** The Student will:

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

**Disability Statement:**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

**Course Requirements:**

The Student will:

- Complete assigned readings (powerpoints, text chapters and assigned articles) and be prepared to discuss pertinent course content through class discussion and small group activities
- Complete **three** exams (exams are based on text, powerpoints and additional readings)
- Prepare and present one group presentation on a major concept from a selected theory. Information on this assignment will come later in the semester.
- Participate in all discussion boards.

**BLACKBOARD DISCUSSIONS:** Your responses should include 1) your own reflections and ideas, 2) insightful responses to other peer responses, 3) attempts to create a flowing discussion with other students in the class, 4) please be respectful of your peers and be courteous and thoughtful when responding. Abbreviations are not helpful, please spell out all words. **Because discussions are the only way for me to measure weekly attendance, you may NOT opt out of doing a discussion. Each discussion that you do not participate in is considered an absence. Two "0" grade entries under the discussion section counts as 2 absences and equate to a letter grade drop.**

**EVALUATION:** 750 total points.

Participant in Discussion discussions: 5 pts each for 50 total semester points

Exams: 100 pts each for 300 total semester points

Assignments: 3 assignments worth 100 pts each for 300 total semester points

Group Presentation: 100 points

Grade Composition: A= 630-750 points B= 560-629 points C= 489-559 points

### TENTATIVE Course Outline & Assignments

#### Week of:

- 01/14/2008
- 1) Read Chapter One,
    - 1: Providing Effective Counseling and Psychotherapy: Overview of the book
  - 2) **Complete assignment #1 - DUE ON 2-04-08 by 5 pm,**
  - 3) **Respond to "discussion question" #1 by 01-28-08 by 5 pm,**
  - 4) Get acquainted with blackboard
- 01/21
- 1) Read Chapter Two,
    - 2: Contexts of Effective Treatment
- 01/28
- 1) Read Chapters Three & Four,
    - 3: Overview of Background-Focused Treatment Systems
    - 4: Psychoanalysis
  - 2) **Respond to "discussion question" #2 by 02-04-08 by 5 pm**
- 02/04
- 1) Read Chapter Five,
    - 5: Individual Psychology
  - 2) **Respond to "discussion question" #3 by 02-11-08 by 5 pm**
- 02/11
- 1) **Take Exam I (Chapters 1-5) open until February 18<sup>th</sup> 5pm,**
  - 2) **Respond to "discussion question" #4 by 02-25-08 by 5 pm**
- 02/18
- 1) Read Chapters Six & Seven,
    - 6: Jung and Jungian Analytical
    - 7: Object Relations Theory
- 2/25
- 1) Read Chapters Nine & Ten,
    - 9: Overview of Emotions Theories
    - 10: Person-Centered
  - 2) **Complete assignment #2 - DUE ON 03-10-08 by 5 pm**
- 03/03
- 1) Read Chapters Eleven and Twelve,
    - 11: Existential Therapy
    - 12: Gestalt Therapy
  - 3) **Respond to "discussion question" #5 by 03-10-08 by 5 pm**
- 03/10
- SPRING BREAK - OFF
- 03/17
- 1) **Take Exam II (Chapters 6-7, 9-12) open until 03-24-08 by 5 pm**

- 03/24
- 1) Respond to "discussion question" #6 by [03-31-08 by 5 pm](#),
  - 2) Complete assignment #3 - DUE ON [04-07-08 by 5 pm](#)
- 03/31
- 1) Read Chapters Fourteen & Fifteen,  
[14: Thought-focused treatment](#)  
[15: Cognitive Therapy](#)
- 04/07
- 1) Read Chapters Sixteen & Seventeen  
[16: REBT](#)  
[17: Emerging Approaches](#)
  - 2) Respond to "discussion question" #7 by [04-14-08 by 5 pm](#)
- 04/14
- Please Note: I am out of the office for the TAPT conference**
- 1) Read Chapters Eighteen & Nineteen,  
[18: Overview of Actions](#)  
[19: Behavioral & Cog/Beh.](#)
  - 2) Respond to "discussion question" #8 by [04-21-08 by 5 pm](#)
- 04/21
- 1) Read Chapters Twenty & Twenty-one  
[20: Reality Therapy](#)  
[21: Solution-Focused Brief Therapy](#)
  - 2) Respond to discussion question #9 by [04-28-08 by 5pm](#)
- 04/28
- 1) Read Chapters Twenty-two & Twenty-three  
[22: Overview of Eclectic](#)  
[23: Integrated Therapies](#)
  - 2) **Group Presentations are Due**
  - 3) Respond to "discussion question" #10 by [05-05-08 by 5pm](#)
- 05/05
- 1) **Take Exam III (Chapters 14-23)**

Tentative Schedule, the professor reserves the right to change dates and assignments. It is your responsibility to check your SHSU email account regularly for updates.