

CNE 564: Theories of Counseling – On line

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 Office hours: by appointment

Text/Readings:

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

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, discussion forums, assignments, and exams.

Course Description

A critical study and evaluation of the major theories of counseling with attention to systemic ways of viewing the counseling process in the development of a working theory, and an understanding of human behavior.

Course Info

This site will be used as an instructional resource. Study materials are for your benefit. Please print out a copy of the syllabus for due dates and assignments. Also you should become familiar with the Blackboard website. Use the help icon to learn where to find the discussion board, additional reading and how to submit assignments and check for instructor feedback.

IDEA Objectives:

Essential: gaining factual knowledge (terminology, classifications, methods, trends); learning fundamental principles, generalizations, or theories

Important: learning to analyze and critically evaluate ideas, arguments, and points of view

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards</i>
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	Learning how development and change are addressed by each theory	Exam Written Assignment Group Discussion	<i>CACREP 3.a, b</i>

through theories of learning & 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 Written Assignment Group Discussion	<i>CACREP 5.a</i>
5. Understanding the history of counseling	Examining the development of the field of counseling	Exam Written Assignment Group Discussion	<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 & 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	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>

students			
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>

Academic Honesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Periodically, student work may be filtered through the SHSU online Turnitin.com program, which validates whether the work is original or plagiarized. Students are encouraged to carefully cite any work that is not their own.

Assignments

There are three types of assignments that you will perform: (a) weekly assignments, (b) reflection papers, and (c) small group discussions. Students are assigned to groups (see below) so please refer to the syllabus to determine which assignment you are expected to complete in each week. All assignments will be due **NO LATER THAN 5:00 PM FRIDAY THE WEEK THEY ARE ASSIGNED**. All work is asynchronous (you may work at your own pace and there will not be a time when we all meet to chat at the same time in a large group). We will also never meet face to face in this class. Small group discussions, rather than large groups have been set up so that I can monitor the conversations more closely.

Small Groups

Group A	Group B	Group C
Jillian Bontke	Wendy Brien	Amanda Brinkmeyer
Kayla Carr	Nicole Carroll	Mary Chapman
Carin Coselli	Amber Johnson	Elizabeth Lymer
Susana Martinez	Shakaria Maxey	Toni McDonald
Shelli Moore	Tiffany Nargang	Jennifer Niesner
Jill Peterka	Kelly Walsh	Mykle Walthall
Akila Yagoub		

A. **Weekly Assignments:** Assignments and rubric will be posted each week on Blackboard. A few will be:

- Getting to Know You
- Chapter Assessments
- Major Theory Paper

B. Reflection Papers

- Talk about your own reaction to the chapter.

Focus Points:

- Are humans able to change; if so, how does change occur?
- Are we victims of our past, or are we motivated by present decisions?
- Is the individual best understood as an isolated organism, or is the individual best understood as operating in a social field?
- Does emotion or cognition drive us?
- Is behavior the result of causes (reactive) or the result of purpose (proactive)?
- Do we have free will?

- Are we responsible for our behavior?
- Cite at least **two** pieces of literature to support your view, add page numbers where you got the information from the text (i.e, Blackman & Watson, 2004, pg. 20).
- Write a section titled - Summary – “As a counselor, this is the stance I take today”.
- Write this in five pages and submit to me via email
- Due by Friday of each week by 5:00 P.M.
- Evaluation of reflection papers
 - 12 points -
 - integrate your own personal experience in answering the questions
 - address at least three of the Focus Points
 - integrate **two** citations from the literature (you may use our text) in answering the questions
 - summarize your stance by synthesizing your reflection and stating how you would respond to the topic as a counselor
 - write in APA 5 style, no need for references, just citations with page numbers
 - 8 points – Focus points not addressed, literature support not indicated
 - 4 points – failed to complete the assignment

C. **Small Group Discussions:** Use my posts on Blackboard as discussion in your small groups. Only respond to YOUR group during your designated week:

- Go to Blackboard and read my weekly posting
 - Respond to my posting
- To receive full credit you must **REPLY** and **DISCUSS**:
- **REPLY** to my discussion topic - at least three sentences minimum
AND
 - Engage in a **DISCUSSION** with at least one other classmate consisting of three exchanges. For example:
 - 1st exchange - Suzy comments on Jake’s reply to my discussion topic
 - 2nd exchange - Jake replies to Suzy’s comment
 - 3d exchange - Suzy posts a response to Jake
- Rubric for grading “Discussion Board”
 - 12 points = Engage in a reply and three exchanges within your assigned group citing personal experiences and support from our textbook (cite textbook page numbers)
 - 8 points – No support from the textbook, fewer than three exchanges, and little personal experience with problem
 - 4 points – failed to complete the assignment

On line Participation Policy:

Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on the subject.
- b) Focus on one subject per message or use pertinent subject titles.
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interactions. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in counseling, diversity and leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above "Netiquette" guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom.)

FOR YOUR INFORMATION

Become familiar with the use of **Blackboard**, as this will be the media for delivery of instruction. You will also need a personal computer, with Office 2003 XP, and an Internet service provider with a high-speed connection. Please use your e-mail address at SHSU for communicating with me. In the past when I have sent information to other e-mail addresses and experienced problems due to insufficient memory.

If you need help with technology, contact the **Computer Help Desk** at SHSU, 936-294-1950.

Please check Blackboard **daily** for instructions on web-site changes, web-site links, information, etc.

If you are a student with a **disability** that may affect your academic performance, please contact the professor as soon as possible or you may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 294-1720.

Late assignments will be penalized by one letter grade for each 24-hour-period they are not turned in.

The **syllabus** is subject to change – I will let you know when and if this happens. Check Gradebook in Blackboard for your grades.

EVALUATION:

Total Points:

- Assessments - 50 points each
- Major Theory Paper – 50 points
- Other Assignments - 12 points each
- Discussions – 12 points each
- Reflections – 12 points each
- **Total Possible Points

344

Grade Determination:

- A = 344-310
- B = 309-275
- C = 274-241
- F = 240 and Below

**This may change due to scheduling and technology problems. Please keep track of your grades on Blackboard.

CALENDAR FOR DUE DATES AND ASSIGNMENTS				
Week/Due Date	Chapters in Text	Reflection	Assignment	Discussion Board
Week 1, Jan. 14	Ch 1-3		A,B,C "Getting To Know You" – Due 1-25	
Week 2, Jan. 21	Ch 4 Freud and Psychoanalysis	A	B	C
Week 3, Jan 28	Ch 5 Adler	B	C	A
Week 4, Feb. 4	Ch 6 Jung	C	A	B
Week 5, Feb. 11	Ch 7-8	ASSESSMENT Chapters 1 - 8		
Week 6, Feb. 18	Ch. 9-10 Rogers	A	B	C
Week 7, Mar. 25	Ch.11 Existential	B	C	A
Week 8, Mar. 3	Ch 12 Gestalt	C	A	B
Week 9, Mar. 10	SPRING BREAK			
Week 10, Mar. 17	Ch. 13 Emerging Approaches	ASSESSMENT Chapters 9 - 13		
Week 11, Mar. 24	Ch. 14-15 Beck	A	B	C

Week 12, March 31	Ch. 16 Ellis	B	C	A
Week 13, Apr. 7	Ch. 17 Emerging Approaches	C	A	B
Week 14, Apr. 14	Ch. 18-19	ASSESSMENT Chapters 14 - 17		
Week 15, Apr. 21	Ch. 20 Reality Therapy	B	C	A
Week 16, April 28	Ch 21 Solution- Focused	C	A	B
Week 17, May 5	Ch 22-24	Major Theory Paper Due A, B, C		