

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

Summer 2008 On – Line Class

INSTRUCTOR:

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Textbook:

Theory and Design in Counseling and Psychotherapy, 2nd Edition (Paperback)
by Susan Day (Author)

- Paperback: 556 pages
- Publisher: Houghton Mifflin; 2 edition (January 22, 2007)

- Language: English
- ISBN-10: 0618801456
- ISBN-13: 978-0618801459

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, 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:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <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)</i> <i>CACREP K-1h; 3e</i>
3. Understanding of nature & needs of individuals at all developmental levels through theories of learning & personality development	Learning how development and change are addressed by each theory	Exam;	<i>CACREP 3.a, b</i>
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 & 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 be prepared to discuss pertinent course content through class discussion.
- Complete **five** exams (exams are based on text and any PowerPoints (if presented).
- 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: 460 total points.

Grade Composition:

A = 413.91 - 460 points

B = 367.91 - 413.90 points

C = 321.91 - 367.90 points

F = Below 321.91 points

Sn	M	Tu	W	Th	F	Sa
					6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1				

<u>Due Date</u>	<u>Latest Time to Start Exam</u>	<u>Assignment</u>	<u>Points</u>
June 9	Monday 11 pm	Outline for Chap 1 due	20
June 14	Sat 11 pm	Exam Chap 5	50
June 19	Thur 11 pm	Exam Chap 6	100
June 22	Sunday 11 pm	Exam Chap 7	100
June 28	Sat 11 pm	Exam Chap 9	100
July 1	Tue 11 pm	Exam Chap 11	100
Discussion Board			<u>10</u>
			Total 460

Tuesday, July 1st at 11:59 pm all assignments are due as grades are due early morning on July 2nd.

The outline can be highlights that are meaningful for you and thorough. It should be double spaced and a minimum of 4 pages and maximum of 8 pages. It can be narrative. You can use bullet statements. You can use paragraphs. You could mix styles. You can use incomplete sentences. The point is to write something helpful for you and thorough. **Submit using messages – do NOT send via email please!**

All exams will be multiple choice and open book. There is a time limit for the exams. Study how you would for a regular exam or you may run out of time trying to “look up answers”.