

## 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**  
Fall 2007 Online Course

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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.

### 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, journal 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.

### Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <i>Specialty Organization Standards</i></li> </ul>
1. Understanding of multicultural and pluralistic trends	Evaluation of the application of each theory of counseling to diverse populations	Exams	CACREP 2.a
2. Understanding legal & ethical standards, practices, & issues	Introduction of necessity for & proper adherence to legal & ethical standards	Exams; Presentations of Theory	SBEC I(8) CACREP K-1h; 3e
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; Journal Entries; Discussion Board	CACREP 3.a, b
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	Exams; Journal Entries	CACREP 5.a

5. Understanding the history of counseling	Examining the development of the field of counseling	Exams	<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	Presentations of theory of counseling via Wiki tool; Discussion Board; Journal Entries	<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	Exams; Presentations of theory of counseling (Wiki)	<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	Wiki presentations	<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, Journal Entries; Discussion Board; Presentations	<i>SBEC V(1)</i>
10. Monitoring student performance	Show learning & application of theories of counseling	Exams; Discussion Board; Journal Entries	
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	Theory Presentations; Discussion Board	<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 and be prepared to discuss pertinent course content through discussion board, journal assignments, and small group activities.
- Complete **three** comprehensive exams.
- Prepare and present one group Wiki on a major theory.
- **Short Weekly Discussions** - To better comprehend the theories, students will participate in weekly discussions via the Discussion Board. Students will be required to respond to one discussion question per week.
- **Journal Writing** - Students will respond in a personal journal to individual exercises contained in the text, and to supplemental readings. These individual exercises will be assigned each week to further develop introspection and self-awareness, and to facilitate understanding of the theories. As stated in the text, "Because they require considerable self-disclosure, I recommend that participants have the right to maintain the privacy of their responses to these exercises" (Seligman, 2006, p. 6). Therefore, the journal exercises will be read by the professor only. Up to 10 points will be awarded for each entry based on the level of insight of the response. Entries should be approximately 1-2 pages (double spaced).
- **Theory Presentations** - Small group presentations will take place at the end of the course in the form of a Wiki. The presentation will be based on a major theory and will be graded on: (1) relevant content, (2) originality of presentation, (3) logical sequence of presentation, and (4) supporting information. Points will be recorded according to participation with the group. (Group 1-Freud; Group 2-Adler; Group 3-Existential; Group 4-Person Centered; Group 5-Gestalt; Group 6-Cognitive-Behavioral). Groups will be assigned the fourth week of class, along with further instructions for grading criteria and electronic submission.

DISCUSSIONS: Your responses should include 1) your own reflections and ideas, 2) insightful responses to other peer responses, and 3) attempts to create a flowing discussion with other students in the class. Please be respectful of your peers and thoughtful when responding in order to ensure these discussions are beneficial to the class as a whole. 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 in which you do not participate is considered an absence. Two "0" grade entries under the discussion section counts as 2 absences and results in a letter grade drop.**

EVALUATION: 570 total points.

Participation in Discussion Board: 5 pts each for 50 total semester points

Exams: 100 pts each for 300 total semester points

Journal Assignments: 12 assignments worth 10 pts each for 120 total semester points

Group Wiki: 100 points

Grade Composition: A= 510-570 points; B= 450-509 points; C= 389-449 points

### Course Outline & Assignments

#### Week of:

- 08/20/2007
- 1) Read Chapter One
    - 1: Providing Effective Counseling and Psychotherapy: Overview of the book
  - 2) Read Chapter Two
    - 2: Contexts of Effective Treatment
  - 3) Complete Journal Entry #1 by 08-27-07
  - 4) Respond to Discussion Question #1 by 09-06-07
  - 5) Get acquainted with blackboard
- 08/27/2007
- 1) Read Chapters Three & Four
    - 3: Overview of Background-Focused Treatment Systems
    - 4: Psychoanalysis
  - 2) Complete Journal Entry #2 by 09-03-07
  - 3) Respond to Discussion Question #2 by 09-13-07
- 09/03/2007
- 1) Read Chapter Five
    - 5: Individual Psychology
  - 2) Complete Journal Entry #3 by 09-10-07
  - 3) Respond to Discussion Question #3 by 09-20-07
- 09/10/2007
- 1) Read Chapters Six & Seven
    - 6: Jung and Jungian Analytical
    - 7: Object Relations Theory
  - 2) Complete Journal Entry #4 by 09-17-07
- 09/17/2007
- 1) Review Chapters 1-7
  - 2) Complete Journal Entry #5 by 09-24-07
- 09/24/2007
- 1) **Take Exam I (Chapters 1-7)** open until \_\_\_\_\_,
- 10/01/2007
- 1) Read Chapters Nine & Ten,
    - 9: Overview of Emotions Theories
    - 10: Person-Centered
  - 2) Complete Journal Entry #6 by 10-08-07
  - 3) Respond to Discussion Question #4 by 10-11-07

- 10/08/2007 1) Read Chapter Eleven,  
11: Existential Therapy  
 2) Complete Journal Entry #7 by 10-15-07  
 3) Respond to Discussion Question #5 by 10-18-07
- 10/15/2007 1) Read Chapter Twelve,  
12: Gestalt Therapy  
 2) Complete Journal Entry #8 by 10-22-07  
 3) Respond to Discussion Question #6 by 10-25-07
- 10/22/2007 1) Read Chapters Fourteen & Fifteen,  
14: Thought-focused treatment  
15: Cognitive Therapy  
 2) Complete Journal Entry #9 by 10-29-07  
 3) Respond to Discussion Question #7 by 11-01-07
- 10/29/2007 1) Read Chapters Sixteen & Seventeen  
16: REBT  
17: Emerging Approaches  
 2) Complete Journal Entry #10 by 11-05-07  
 3) Respond to Discussion Question #8 by 11-08-07
- 11/05/2007 **1) Take Exam II (Chapters 9-12 & 14-17) open until \_\_\_\_\_**
- 11/12/2007 1) Read Chapters Eighteen & Nineteen,  
18: Overview of Actions  
19: Behavioral & Cog/Beh.  
 2) Complete Journal Entry #11 by 11-19-07  
 3) Respond to Discussion Question #9 by 11-21-07
- 11/19/2007 1) Read Chapters Twenty & Twenty-one  
20: Reality Therapy  
21: Solution-Focused Brief Therapy  
 2) Complete Journal Entry #12 by 11-26-07  
 3) Respond to Discussion Question #10 by 11-29-07
- 11/26/2007 1) Read Chapters Twenty-two & Twenty-three  
22: Overview of Eclectic  
23: Integrated Therapies  
 2) **Group Wiki's are Due by 11-30-07**
- 12/03/2007 **1) Take Exam III (Chapters 18-23)**

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