

**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 On - Class**

**Instructor:** Yvonne Garza, Ph.D.  
 Counselor Education Center, Room 116  
 P.O. Box 2119/SHSU  
 Office phone: 936-294-3106  
 Email: yxg002@shsu.edu  
 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.

**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, discussion 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.

**Standards Matrix:**

| <b>Objectives/Learning Outcomes</b>  | <b>Activities (* indicates field-based activity)</b>   | <b>Performance Assessment</b>               | <b>Standards:</b> <ul style="list-style-type: none"> <li>• <b><u>State Standards</u></b></li> <li>• <b><i>Specialty Organization Standards</i></b></li> </ul> |
|--|--|---|---|
| 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><br><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  | 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>   |

|  |   |   |  |
|--|---|---|--|
| processes  |   |   |  |
| 5. Understanding the history of counseling   | Examining the development of the field of counseling  | Exam  | <i>SBEC I(1)</i><br><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><br><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><br><i>SBEC VI (2)</i><br><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 and be prepared to discuss pertinent course content through class discussion and small group activities
- Complete **three** comprehensive exams
- Prepare and present one group presentation on a major concept from a selected theory
- **Short Weekly Presentation**-To better comprehend the theories, small group presentations will take place. The presentation is based on a major concept of the theory. The presentation may be technique driven (example, showing some technique or process, a game, a drama, expressive art(s) or creative way of demonstrating and or explaining a concept from an assigned theory. ) Presentation will be graded on: **(1) clarity of goal; (2) originality of presentation; (3) logical sequence of presentation; (4) supporting handout.** 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)

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

### Course Outline & Assignments

#### Week of:

- 08/20/2007 1) Read Chapter One,  
                   1: Providing Effective Counseling and Psychotherapy: Overview of the book  
 2) **Complete assignment #1-DUE 9-17-07,**  
 3) **Respond to "discussion question" #1 by 9-03-07,**  
 4) Get acquainted with blackboard
- 08/27/2007 1) Read Chapter Two,  
                   2: Contexts of Effective Treatment
- 09/03/2007 1) Read Chapters Three & Four,  
                   3: Overview of Background-Focused Treatment Systems  
                   4: Psychoanalysis  
 2) **Respond to "discussion question" #2 by 9-10-07,**
- 09/10/2007 1) Read Chapter Five,  
                   5: Individual Psychology  
 2) **Respond to "discussion question" #3 by 9-17-07,**
- 09/17/2007 **1) Take Exam I (Chapters 1-5) open until \_\_\_\_\_,**
- 09/24/2007 1) Read Chapters Six & Seven,  
                   6: Jung and Jungian Analytical  
                   7: Object Relations Theory  
 2) **Respond to "discussion question" #4 by 10-01-07,**
- 10/01/2007 1) Read Chapters Nine & Ten,  
                   9: Overview of Emotions Theories  
                   10: Person-Centered
- 10/08/2007 1) Read Chapter Eleven,  
                   11: Existential Therapy  
 2) **Complete assignment #2-DUE 10-22-07,**  
 3) **Respond to "discussion question" #5 by 10-15-07,**
- 10/15/2007 1) Read Chapter Twelve,  
                   12: Gestalt Therapy  
 3) **Respond to "discussion question" #6 by 10-22-07,**

- 10/22/2007 **1) Take Exam II (Chapters 6-7, 9-12)** open until \_\_\_\_\_,
- 1) Read Chapters Fourteen & Fifteen,  
14: Thought-focused treatment  
15: Cognitive Therapy
  - 2) Respond to "discussion question" #7 by [10-29-07](#),
  - 3) Complete assignment #3-Due [11-05-07](#),
- 10/29/2007 1) Read Chapters Sixteen & Seventeen  
16: REBT  
17: Emerging Approaches
- 2) Respond to "discussion question" #8 by [11-12-07](#),
- 11/05/2007 I am out of the office: TCA Conference
- 11/12/2007 1) Read Chapters Eighteen & Nineteen,  
18: Overview of Actions  
19: Behavioral & Cog/Beh.
- 2) Respond to discussion question #9 by [11-19-07](#)
- 11/19/2007 1) Read Chapters Twenty & Twenty-one  
20: Reality Therapy  
21: Solution-Focused Brief Therapy
- 2) Respond to "discussion question" #10 by [10-29-07](#),
- 11/26/2007 1) Read Chapters Twenty-two & Twenty-three  
22: Overview of Eclectic  
23: Integrated Therapies
- 2) Group Presentations are Due
- 12/03/2007 **1) Take Exam III (Chapters 14-23)**

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