

Theories of Counseling

COUN-5200

F2 2021 Section BH 3 Credits 10/18/2021 to 12/17/2021 Modified 08/30/2021

Contact Information

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Description

This course will define and evaluate theories, principles, and related techniques of professional counseling to include: seminal sources, contemporary theories, systems theory, and theories of addictions. Theories will be reviewed from the perspective of optimal development and wellness for the life span, a tenet of professional counseling. The relationship of multiculturalism and ethical practice to application of the theories of professional counseling will also be distinguished.

Content Areas: theories, systems, social and cultural diversity, group, helping relationships, human growth and development

Objectives

- Students will understand the basic assumptions and techniques associated with a variety of theories of counseling.
- Students will be able to conceptualize clients and analyze clients' presenting concerns through a variety of theoretical lenses.
- Students will begin to identify which theory or theories of counseling are likely to be the best fit for their own clinical practice.
- Students will be able to synthesize multiple counseling theories to fit the needs of diverse clients in clinical practice.
- Students will be able to analyze the ways that certain counseling theories might be both appropriate and inappropriate for use with clients of diverse backgrounds, including clients belonging to historically oppressed groups.

Outcomes

2016* & 2009** CACREP Standards	Corresponding Assignments
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<p>Understand and incorporate theories and models of counseling into their clinical practice. (Standard 2.F.5.a. CACREP 2016);</p> <p>Understand counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. (Standard II.G.5.d CACREP 2009)</p>	Exams, theory paper, discussions and other class activities
<p>Use a systems approach to conceptualizing clients. (Standard 2.F.5.b. CACREP 2016)</p>	Exams, theory paper, discussions and other class activities
<p>Use a variety of theories, models, and strategies for understanding and practicing consultation. (2.F.5.c. CACREP 2016)</p> <p>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (CMHC.A.5. CACREP 2009)</p>	Exams, theory paper, discussions and other class activities
<p>Begin to develop a personal model of counseling (2.F.5.n. CACREP 2016);</p> <p>Understand counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. (II.G.5.d CACREP 2009)</p>	Exams, theory paper, discussions and other class activities
<p>Draw from a variety of theories and models related to clinical mental health counseling for the purposes of diagnosing and treating mental and emotional disorders. (5.C.1.b. CACREP 2016);</p> <p>Understands and identifies current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (CMHC.E.3 CACREP 2009)</p>	Exams, theory paper, discussions and other class activities

*2016 CACREP standards apply to the Clinical Mental Health Counseling track actively preparing for CACREP accreditation at the following campuses: Columbia, Charleston, Myrtle Beach, and online.

**2009 CACREP standards apply only to the Clinical Mental Health Counseling track at the Webster Groves campus.

While the program at is neither accredited nor currently actively preparing for accreditation at other campuses, students at other campuses and/or enrolled in other tracks are still held to these standards as these represent best practices in the field of counselor education.

Materials

Theory and Practice of Counseling and Psychotherapy

Author: Corey

Publisher: Cengage Learning

Edition: 10th edition

ISBN: ISBN-13: 978-1305263727 ISBN-10: 1305263723

You will also need to purchase or otherwise obtain a copy of *one* of the following books of your choice:

Working with Resistance (Stark)

Adlerian Therapy: Theory and Practice (Carlson, Watts, & Maniaci)

Man's Search for Meaning (Frankl)

Gestalt Therapy Verbatim (Perls)
Client Centered Therapy: Its Current Practice, Implications and Theory (Rogers)
Motivational Interviewing: Helping People Change (Miller & Rollnick)
Cognitive Behavior Therapy: Basics and Beyond (Beck, J.)
Cognitive Behavioral Treatment of Borderline Personality Disorder (Linehan)
Contemporary Behavior Therapy (Spiegler)
Rational Emotive Behavior Therapy (Ellis & Ellis)
Counseling with Choice Theory: The New Reality Therapy (Glasser)
The Healing Connection: How Women Form Relationships in Therapy and in Life (Miller & Stiver)
Keys to Solutions in Brief (deShazer)
Narrative Means to Therapeutic Ends (White & Epston)

Publication Manual of the APA

Author: APA

Edition: 7th Edition

ISBN: 978-1-4338-3217-8

Optional

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

Deliverables

Exam: Midterm Exam

This exam covers chapters 1-8 in our textbook, plus any other assigned readings, lectures, and class activities.

Exam: Final exam

This exam covers chapters 9-15 in our textbook, plus any other assigned readings, lectures, and class activities.

Paper: Theory Engagement Paper

The purpose of this assignment is to study current research on one theory of counseling and its effectiveness on a particular problem/diagnosis. A minimum of three research articles is expected for this assignment. An adequate treatment of the topic should cover about 5 to 8 pages, not counting the title page and references.

The paper will be formatted according to the APA Manual for Publication, 7th edition.

Topics for this assignment will be approved by the instructor.

Paper: Theory paper

The purpose of this assignment is to study a particular counseling theory in depth by reviewing, interpreting, and critiquing a seminal work on that theory. This assignment is designed to help you develop a personal theory of counseling and integrate what you have learned from the course material to the seminal reading. Instructions are as follows:

Select one of the theories we will study this term, and then read the corresponding book from the list below (if you wish to choose a book that is not listed you are required to seek your instructor's approval first):

Theory	Book(s)
Psychodynamic/Object Relations	Working with Resistance (Stark)
Adlerian	Adlerian Therapy: Theory and Practice (Carlson, Watts, & Maniacci)
Existential	Man's Search for Meaning (Frankl)
Gestalt	Gestalt Therapy Verbatim (Perls)
Person-Centered	Client Centered Therapy: Its Current Practice, Implications and Theory (Rogers)
Motivational Interviewing	Motivational Interviewing: Helping People Change (Miller & Rollnick)
CBT	Cognitive Behavior Therapy: Basics and Beyond (Beck, J.)
DBT	Cognitive Behavioral Treatment of Borderline Personality Disorder (Linehan)
Behavior Therapy	Contemporary Behavior Therapy (Spiegler)
REBT	Rational Emotive Behavior Therapy (Ellis & Ellis)
Reality Therapy	Counseling with Choice Theory: The New Reality Therapy (Glasser)
Feminist Therapy	The Healing Connection: How Women Form Relationships in Therapy and in Life (Miller & Stiver)
Solution-Focused	Keys to Solutions in Brief (deShazer)
Narrative Therapy	Narrative Means to Therapeutic Ends (White & Epston)

After reading your book, develop a paper that articulates the theory's orientation/approach to counseling. The paper is to be written in APA Style (7th Ed) and be no less than 8 pages and no more than 10 pages (including cover page and reference page; there will be no abstract page); follow the paragraph guide below. Your paper will address the following (use a subheading that matches each of the 9 items):

- What motivated you to select this theory (1-2 paragraphs)
- Explain how the theory originated according to this book/author (1-2 paragraphs)
- Key concepts/tenets of the approach from the perspective of the author (3-7 paragraphs)
- Goals of the theory according to this book (1-3 paragraphs)
- Central techniques and methods of this theory (3-8 paragraphs)
- What creates behavior change in this theory according to this book (2-3 paragraphs)
- What are 3 new things that you learned about using this theory from this book (that are not listed in our Corey text)? (at least 3 paragraphs)
- Offer critique on how this theory might be helpful or harmful to clients who are demographically different from the theorist who developed the theory (2 paragraphs)
- How has your perspective of this theory changed since reading this book (at least 1-2 paragraphs)

Papers will be graded on: following instructions succinctly, evidence of having read the entire book by the thought provoking content of the paper, use of APA style, and graduate level writing, i.e., grammar, spelling, punctuation, proper sentence and paragraph structure. Use third person narrative except for when you are offering your personal perspective or opinion.

✓ Evaluation

Breakdown

Grade	Range	Notes
A	94-100	
A-	90-93	
B+	88-89	
B	82-87	
B-	80-81	
C	70-79	
F	below 70	

Criteria

Type	Weight	Topic	Notes
Midterm exam	25%		Chapters 1-8
Theory paper	30%		See elsewhere in the syllabus for more details.
Theory Engagement Paper	20%		See elsewhere in the syllabus for more details.
Final exam	25%		Chapters 9-15

📅 Schedule

Instructor will add additional written assignments and classroom activities to this schedule at his or her discretion. Schedule may change without notice.

When	Topic	Notes
Week 1	Introduction to counseling theories and becoming a Professional Counselor	Class overview and introduction <ul style="list-style-type: none"> • Reading for this week: Corey chapters 1-3
Week 2	Psychoanalytic Theories	Psychoanalytic Theories <ul style="list-style-type: none"> • Reading for this week: Corey chapter 4 • Choose a theory for your theory paper this week
Week 3	Psychodynamic and Experiential Therapies	Adlerian Therapy and Existential Theory <ul style="list-style-type: none"> • Reading for this week: Corey chapters 5 & 6

When	Topic	Notes
Week 4	Experiential and Relationship-Oriented Therapies	Person-Centered and Gestalt Theories <ul style="list-style-type: none"> • Reading for this week: Corey chapters 7 & 8 • View "Gloria" videos featuring Rogers and Perls • Theory Engagement Research Paper Due
Week 5	Cognitive Behavioral Approaches	Cognitive Behavioral Therapy, Behavior Therapy, and Rational Emotive Behavioral Therapy <ul style="list-style-type: none"> • Reading for this week: Corey chapters 9 & 10 • View "Gloria" video featuring Ellis • Midterm exam this week covering chapters 1-8
Week 6	Reality therapy and Feminist therapy	Reality therapy and Feminist therapy <ul style="list-style-type: none"> • Readings for this week: Corey chapters 11 & 12 • View video featuring William Glasser
Week 7	Postmodern Approaches to Counseling	Social Constructionist, Solution Focused Brief Therapy, Narrative Therapy, and Family Systems Theory <ul style="list-style-type: none"> • Reading for this week: Corey chapters 13 & 14 • View video featuring Insoo Kim Berg • <i>Theory paper due next week</i>
Week 8	Integrating theories	Integrated Theory <ul style="list-style-type: none"> • Reading for this week: Corey chapter 15 • Due this week: Theory paper • <i>Final exam is next week</i>
Week 9	Putting it all together	Review readings and notes from previous weeks Final exam this week

* Course Policies

Expectations for writing competency

Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

Subjective aspect of grading

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as **evaluated by the instructor**. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of objective and subjective assessment.

Self-awareness, safety of disclosure, appropriate interpersonal skills and ACA Code of Ethics

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2014)

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.

(See C.1., H.1.)

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

[Undergraduate Studies Catalog](#)

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more.** If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate-catalog/>)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>)

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (<mailto:disability@webster.edu>).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (<http://www.webster.edu/arc>) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at <http://www.webster.edu/success/students.html> (<http://www.webster.edu/success/students.html>).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is <http://library.webster.edu> (<http://library.webster.edu/>). For support navigating the library's resources, see <http://libanswers.webster.edu/> (<http://libanswers.webster.edu/>) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a

course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>)

Academic Calendar - <http://www.webster.edu/academics/academic-calendar/>
(<http://www.webster.edu/academics/academic-calendar/>)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html> (<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html>)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

<http://www.webster.edu/student-handbook/> (<http://www.webster.edu/student-handbook/>)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

<http://www.webster.edu/sexual-misconduct/> (<http://www.webster.edu/sexual-misconduct/>)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

<http://www.webster.edu/irb/index.html> (<http://www.webster.edu/irb/index.html>)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their

University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

<http://www.webster.edu/technology/service-desk/> (<http://www.webster.edu/technology/service-desk/>)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

<https://worldclassroom.webster.edu/> (<https://worldclassroom.webster.edu/>)

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

<http://www.webster.edu/technology/services/webster-alerts/> (<http://www.webster.edu/technology/services/webster-alerts/>)

Campus Information

Additional Items

Where this class fits in the program timeline

Early program	Advancement to Candidacy	Clinical field experience begins	Completion
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