



Master of Arts in Counseling

Course Syllabus

Course Information

COUN547 - COUNSELING THEORIES
Fall 2016
3 Semester Hours

Location/Date/Time

Room: SB003
Thursday, 12:30 - 3:10

INSTRUCTOR'S INFORMATION:

Nate Koser, PhD, LPC

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Office Phone: 540.432.4324

Office Hours: by appointment

COURSE DESCRIPTION:

This course is designed to provide students with an overview of central theories of counseling and psychotherapy. Key counseling theory concepts are introduced through readings, lecture, videos, and small group exercises. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises.

COURSE GOALS AND OBJECTIVES: (2016 CACREP Standards & Clinical Mental Health Standards)

1. Students will examine the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2016 CACREP Standards F.2.d.)
2. Students will demonstrate knowledge about theories and models of counseling, (2016 CACREP Standards: F.5.a.).
3. Students will learn how to use a systems approach for conceptualizing clients (2016 CACREP Standards: F.5.b.).
4. Student will evaluate the impact of technology on the counseling process (2016 CACREP Standards: F.5.e.).
5. Students will study counselor characteristics and behaviors that influence the counseling process (2016 CACREP Standards: F.5.f.).
6. Students will learn essential interviewing, counseling, and case conceptualization skills (2016 CACREP Standards: F.5.g.)
7. Students will learn processes for developing a personal model of counseling (2016 CACREP Standards: F.5.n.).
8. Students will identify evidenced-based counseling practices (2016 CACREP Standards: F.8.b.).
9. Students will learn theories and models related to clinical mental health counseling (CMHS Standards: C.1.a.).
10. Students will learn cultural factors relevant to clinical mental health counseling (CMHS Standards: C.2.j.).

Course Format:

This course will emphasize the process of collaborative elaboration. To create such elaboration, students will engage in three important activities. First, students will be actively involved in the didactic experience of the classroom. This will revolve around the text, as well as its application to clinical work. Second, each student will participate in what will be termed a workgroup. These workgroups will be focused on a certain, and decided upon topic related to the material of the course and the students' own interest. The workgroup will function as a space for students to engage on this specific topic, and in the end, produce their own individual work in the form of a substantive paper. At the end of the course, each workgroup will give a collaborative presentation on the topic of their group, as well as reflections from each member on their individual research. The professor will serve the workgroups as a moderator, offering additional

perspectives and guidance around their topics. The papers, and the presentations will stand as the third activity of the course. By approaching the course as an open question, without any assumption that all has been learned about our topic, we will attempt to generate fresh perspectives. Each student, along with the professor, will engage one another during class sessions and workgroup meetings in the development, and the active engagement with the material being explored. **Everyone involved in the class is expected to fully engage in this process.**

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

Technology:

- **Please turn them off and please do not text during class as it is disruptive and takes away from the focus of the class.** Inadvertently, we all forget to turn them off and that's okay. If for some reason you need to have your cell phone on, please let me know prior to class.
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:** There will be no textbook for this course. The course reading will be original texts from the authors who were responsible for the creation of the foundations upon which the central theories of counseling and psychotherapy rest. Each of the readings will be provided to the students in a digital format that has been retrieved as an open-access resource from the internet. (This approach to the reading will satisfy 2016 CACREP Standards: F.2.d., F.5.a., F.5.f., F.5.g.; CMHS Standards: C.1.a)
- **Recommended Readings and/or Materials:** Depending upon the classroom experience, questions, which may arise, or the discretion of the professor, students may be assigned supplemental readings and/or materials. In the event that such a requirement is made, adequate time will be allotted for the students to access such materials in order to use them for the development of the course.

GRADING CRITERIA AND OTHER POLICIES:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. An A and B track is offered in most classes allowing students to complete assignments and reading commensurate with that grade. Students who complete work for a designated grade are not assured that grade as their work is assessed for competence and completeness by the grading professor. Students should be aware that graduate university policy allows two C grades before being dismissed from the program and insufficient completion of the B track requirements may increase their chances of receiving a lower grade.

***All written assignments must be submitted digitally through email by the time of the class period on which the due date falls. There will be no extensions. Assignments turned in late will automatically drop the grade for that assignment one letter grade, and necessarily the letter grade for the course overall.**

*** Procedures for Revisions:** Upon the completion and evaluation of graded material, students are permitted one attempt at revision. If necessary edits are completed, students will receive the grade they are attempting to achieve.

Workgroup Membership & Individual Research

(2016 CACREP Standards: F.2.d., F.5.a., F.5.n, F.8.b.; CMHS Standards: C.1.a):

Throughout the course, each student will participate in a workgroup focusing on a specific topic. Workgroup meetings will occur outside of class time, and must occur at a frequency of at least one meeting every-other week for no less than 90 minutes. The topic for the workgroup should be directly related to the material being addressed in class, in the text, and the students' own clinical interests. Through the workgroup, students will engage with one another on this topic, but will be concurrently working on their own individual research. The workgroup should serve as a catalyst, a vehicle for each student. At three times during the semester, the professor will meet with each workgroup during class time to monitor the progress of the group, as well as each individual student. At each of these meetings, students must provide some representation of the individual research they have been completing (i.e., drafts of the final paper, research notes/research journals, etc.), and substantive minutes of the workgroup meetings themselves. It should be noted that the evaluations of this work will be based upon the quality of the material turned-in at these meetings. This portion of the course **will not be evaluated according to the A and B track**, because it is required for each student to be involved in this work. If, upon evaluation of the work turned in, the professor deems it necessary that a student provide further representation of their work, this will be discussed with the student directly, and suggestions will be made for how to accomplish what is required.

Counseling Theory Videotapes

(2016 CACREP Standards: F.5.a., F.5.b, F.5.e., F.5.f., F.5.g, F.8.b.; CMHS Standards: C.1.a).

Students will choose a number of theory or assessment/ treatment videos to watch throughout the semester. Subsequent to the viewing of the videos, students will be asked to draft a paper on what they viewed. Special attention should be given to the underlying theoretical presumptions of each theory, clinical style, and the student's assessment of the theory. Students should also indicate the tapes they viewed.

For the grade of an A: Students will view eight hours of video. Students will then submit **one, two-page paper** with bullet-points highlighting various aspects that interested them about the videos they chose to view. This is one paper for all eight hours of video.

For the grade of a B: Students will view four hours of video. Students will then submit **a one-page paper** with bullet-points highlighting various aspects that interested them about the videos they chose to view. This is one paper for all four hours of video.

Participation in Course Material & Essay Exam

(2016 CACREP Standards: F.2.d., F.5.a., F.5.f., F.5.g, F.8.b.; CMHS Standards: C.1.a):

As was mentioned in the description of the course, each student will be expected to actively engage in the development of this course through participation. This includes participation during class meetings. It is **required** that students make every effort to be as participatory as possible. Students should expect to be called upon to share their thoughts, questions, and perspectives on the material of the course. Students' participation in the material of the course will be evaluated based on classroom participation, and the completion of a take-home, essay exam. The students and the professor will create the questions for the exam together during class time prior to the due date for the exam. Evaluations of the essay exam will be based upon the following components: the depth of engagement with the material, utilization of literature beyond merely the required text(s), and the utilization of class discussion.

For the grade of an A: Students will answer **three essay questions** in as much depth as is possible. The total amount of material included in each answer is up to the discretion of the student.

For the grade of a B: Students will answer **two essay questions** in as much depth as is possible. The total amount of material included in each answer is up to the discretion of the student.

Final Paper and Workgroup Presentation

(2016 CACREP Standards: F.2.d., F.5.a., F.5.n; CMHS Standards: C.1.a):

As was mentioned in the section on the course format, through the workgroups and the students' individual research, a substantive paper will be created. This paper should be related to the topic of the workgroup in which each student has elected to participate. The paper should also directly address the questions to which each student has dedicated their individual research efforts. Through the workgroup, as well as the monitoring of the professor, each student will have developed such questions. During the final class session, each workgroup will give a presentation to the rest of the class on what they have discovered through the work of the group, and each individual student of the workgroup will present on what they have found in their own individual research. Evaluations of the final paper will be based on the following: the formation of the research questions, the depth of engagement with the material, utilization of literature beyond merely the required text(s), the utilization of class discussion, and the utilization of the collaboration from the workgroup. This paper will serve as a competency assignment.

For the grade of an A: Students will draft a paper of a length between **8-10 pages** in APA format. Students must also fully participate in the workgroup presentation.

For the grade of a B: Students will draft a paper of a length between **5-7 pages** in APA format. Students must also fully participate in the workgroup presentation.

Professional Behavior

Attendance

This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences will lower the overall course grade. A note about technology: Please limit cell phone use to emergencies. It is expected that in-class use of computers be for note taking only. Do not text or use the internet during class.

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP):

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Turnitin:

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

Moodle:

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center:

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

Graduate Writing Center:

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>

<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at [540-432-4148](tel:540-432-4148) or marcy.engele@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

SCHEDULE AND TOPICS: Course Schedule

Date	Subject	Reading/Assignments Due
9/1/16	Introduction & Course Description: <i>- On the Role of Theory & the Limitation of the Class -- Ideology, Ethics, and Clinical Action -- What is Theory?</i>	
9/8/16	Psychoanalytic/dynamic Approaches: <i>Sigmund Freud: Freudian Psychoanalysis</i>	Freud, <i>An Autobiographical Study</i>
9/15/16	<i>Freudian Psychoanalysis (Continued)</i>	
9/22/16	<i>Carl Jung: Analytical Psychology</i>	Jung, <i>Man and his Symbols</i> : Chapter 1
9/29/16	<i>Jung & Analytical Psychology (Continued)</i>	
10/6/16	<i>D. W. Winnicott: Object-Relations Theory</i>	Winnicott, <i>Thinking about Children</i> : Parts 1, 2, & 3 Workgroup Meeting with Professor Workgroup minutes and individual research materials due
10/13/16	<i>John Bowlby: Attachment Theory</i>	Bowlby, <i>Secure base</i> : Chapters 7 & 8
10/20/16	Cognitive, Behavioral Approaches: <i>Judith Beck: Cognitive-Behavioral Therapy</i> Guest Lecturer: Dr. Teresa Haase, LPC	Beck, <i>Cognitive Behavioral Therapy: Basics and Beyond</i> : Chapters 1, 2, 3
10/27/16	<i>Judith Beck: CBT (Continued)</i>	Formation of the Essay Questions
11/3/16	Humanistic & Existential Approaches: <i>Carl Rogers: Client-Centered Therapy</i>	Rogers, <i>On Becoming a Person</i> : Part 2 & 3 Workgroup Meeting with Professor Workgroup minutes and individual research materials due
11/10/16	No Class: VCA Conference	
11/17/16	<i>Rollo May: Existential Psychotherapy</i>	May, <i>Contributions of Existential Psychotherapy</i> Counseling Theory Video Tapes Papers Due Take Home Essay Exam Due

11/24/16	No Class: Thanksgiving Break	
12/1/16	Transpersonal & Contemplative Approaches: <i>William James: On The Varieties of Experience</i>	James, <i>The Varieties of Religious Experience</i> , Chapter 16 & 17 (<i>Mysticism</i>) Workgroup Meeting with Professor Workgroup minutes and individual research materials due Final Paper Due
12/8/16	<i>Karen Wegala: Contemplative Psychotherapy</i>	Wegala, <i>Contemplative Psychotherapy: A Path of Uncovering Brilliant Sanity</i>
12/15/16	Workgroup Presentations	

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Writing Standards – Graduate Level (revised Spring 2012)

Criteria	A excellent	B good	C minimal expectations	Comments
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade