Course Information

Title: Counseling Theories, Philosophies, and Techniques
SAC (Subject Area Code) & Number: CED 6025
Section:
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information

Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin Description

Individual and systemic theories, underlying philosophies, and associated techniques that counselors use to conceptualize and counsel clients. This course also introduces students to research-informed counseling practice.

Course Goal

Students will describe and contrast individual and systemic theories' unique conceptual lenses and techniques while drawing on empirical evidence to inform treatment decisions. This course introduces students to major theorists and associated theories including psychodynamic/psychoanalytic, humanistic, behavioral, cognitive, cognitive behavioral, and multicultural/social justice theories. Students will also be introduced to systemic counseling theories, which are foundational to working with multiple clients simultaneously, including couples, families, and groups. This course prepares students to conceptualize and treat clients using major counseling theories.
Course Learning Outcomes

<table>
<thead>
<tr>
<th>CACREP 2016 STANDARDS</th>
<th>Learning Outcomes</th>
<th>Weeks Covered</th>
<th>Measured With</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.5.a, b</td>
<td>1) Students will practice models of counseling through a systems perspective</td>
<td>Week 7, 15</td>
<td>Attendance and Participation in Role Plays</td>
</tr>
<tr>
<td>5.F.5.j</td>
<td>2) Students will identify evidence based counseling strategies and techniques for prevention and intervention</td>
<td>Week 2, 14</td>
<td>Weekly Quizzes</td>
</tr>
<tr>
<td>2.F.8.b</td>
<td>3) Students will identify and critique evidence based counseling practices</td>
<td>Week 6</td>
<td>Article Critiques</td>
</tr>
<tr>
<td>5.C.1.b</td>
<td>4) Students will be able to demonstrate application of counseling theory to problem conceptualization</td>
<td>Week 13</td>
<td>Theory Paper</td>
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Course Materials

*Required Textbook*

Assessment of Student Performance

1. Attendance & Participation .............20%
2. Weekly Quizzes .............................30%
3. Article Critiques............................10%
4. Final Theories Paper.........................40%

Course Assignments

*Attendance and Participation (20 points)*

This course will involve lecture, discussion, and group activities. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as scheduled. Students will be allowed 1 absence per instructor approval. Please note that Incomplete Grades will only be given under extreme circumstances.
Weekly Quizzes (30 points)

Each student will be responsible for ten weekly quizzes. The purpose of the quizzes is to assure material is read in preparation for class participation.

You are required to take the quizzes weekly.

The quizzes will be available the day after class and will close on Sunday evening at 11:59pm. Students are allowed to use their book to take the quiz, but are encouraged to read the chapter first as they are timed. You will have two quiz attempts, with the highest score being entered. Quizzes will be between 10 and 20 questions depending on the material for that week. I will not re-open quizzes after the due date has passed.

Article Critiques (10 points)

Each student will be responsible for critiques of 2 research articles, which focus on a chosen theory. Students will select an empirical article (one that uses data, is peer reviewed, and has been published within the last ten years) in their theories of choice. The article critique should be approximately 2 - 3 pages in length. Article must be typed in the style presented by the American Psychological Association (APA), 6th edition publication. Outline for the critiques is listed below.

Include in your critique:

a. Introduction (including demographic information)

b. Purpose of the study (should be noted within article)

c. Summary of the study (in your own words, discuss methodology, sample size, results, etc.)

d. Relevance of the study to the problem or research question (how congruent is the article?)

e. Applicability of the researcher's findings to providing interventions with racial, cultural and diverse clients (does the article have a multicultural application?)

f. Implications for counseling, psychology, etc. (how does this article impact the profession?)

g. Does the research make a contribution to the field of counseling? How?

h. Conclusion (what are your thoughts? What might you add/do differently?)

DUE: 6th week
Theory Paper (40 points)

Purpose: To demonstrate the application of counseling theory to problem conceptualization and resolution. Based on the client data provided, you are to develop a case conceptualization which includes the following elements:

Problem Specification
1. Statement of the presenting problem and problem related dynamics.
2. Theory-based and problem-based explanations or problem development and maintaining dynamics.

Intervention/Treatment Plan: Apply 3 theories to the analysis of the case as follows:
1. Client goal(s) identify theoretical base and rationale for selection.
2. Therapeutic process and relevant techniques to be utilized to facilitate goal attainment.
3. Identify theoretical approach(es). Give a specific example of the application of an intervention for each theory.
4. Process or techniques for outcome evaluation and follow-up.

Overall Presentation
All papers must be typed and conform to APA guidelines for references, citations, language, and typing. At least two supporting references (in addition to the text) are required. Papers should follow the guidelines provided. Errors in presentation will adversely affect the total grade.

DUE: 13th week

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74%</td>
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</tbody>
</table>

Class Policies

1. Students are expected to attend and participate in all classes and to have completed readings and weekly assignments as scheduled.
2. All papers must be typed and comply with current APA standards for publications.
3. All papers should reflect graduate content and preparation. Careless preparations and/or inappropriate presentation will adversely affect the grade for the assignment.
Wayne State University Policies

Religious Holidays (from the online Academic Calendar)

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services (edited statement from the SDS web site):

- If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct:

https://doso.wayne.edu/conduct/student

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating**: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b)
allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **College of Education policy on plagiarism:** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

- **Other forms of academic misbehavior include,** but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**Course Drops and Withdrawals**

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/Withdrawing_From_a_Course.php](http://reg.wayne.edu/Withdrawing_From_a_Course.php)

**Student Services**

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
• The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.
• Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at http://library.wayne.edu/consult

Class Recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (coe.wayne.edu/tbf/counseling/index.php). Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do—for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Online Course Policies

As a Hybrid, this course will meet on campus every other week, the alternate weeks will be online. You will need to be able to access Canvas for online assignments.
# Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Week Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course Overview &amp; Administration Counselor as Person</td>
<td>Chapter 1</td>
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<tr>
<td>2</td>
<td></td>
<td>Counseling Model &amp; Ethics</td>
<td>Chapters 2, 3</td>
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<tr>
<td>3</td>
<td></td>
<td>Psychoanalytic &amp; Adlerian</td>
<td>Chapters 4, 5</td>
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<tr>
<td>4</td>
<td></td>
<td>Person Centered &amp; Motivational Interviewing</td>
<td>Chapter 7</td>
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<tr>
<td>5</td>
<td></td>
<td>Existential &amp; Transactional Analysis</td>
<td>Chapter 6</td>
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<tr>
<td>6</td>
<td></td>
<td>Gestalt</td>
<td>Chapter 8 Article Critiques Due</td>
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<tr>
<td>7</td>
<td></td>
<td>Role Play – Demonstrate Theories</td>
<td></td>
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<tr>
<td>8</td>
<td></td>
<td>Behavior Therapy &amp; EMDR</td>
<td>Chapter 9</td>
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<tr>
<td>9</td>
<td></td>
<td>Cognitive Behavior Theory</td>
<td>Chapter 10</td>
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<td>10</td>
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<td>Choice Theory / Reality Theory</td>
<td>Chapter 11</td>
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<td>11</td>
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<td>Feminist Theory</td>
<td>Chapter 12</td>
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<td>12</td>
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<td>Post-Modern Approaches</td>
<td>Chapter 13</td>
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<tr>
<td>13</td>
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<td>Family Systems Theory</td>
<td>Chapter 14 Theory Paper</td>
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<tr>
<td>14</td>
<td></td>
<td>Integration and Application</td>
<td>Chapter 15</td>
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<tr>
<td>15</td>
<td></td>
<td>Role Play – Demonstrate Theories</td>
<td></td>
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*This schedule is subject to change at the instructor’s discretion.*