



Master of Arts in Counseling

Course Syllabus

Course Information

COUN547 - COUNSELING THEORIES
Fall 2019
3 Semester Hours

Location/Date/Time

SB003
Thursday, 8:30 - 11:10

INSTRUCTOR'S INFORMATION:

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

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, visiting guest speakers, videos, participation in discussion 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 explore the nature of the mind and the nature of human emotional suffering. This course will be framed by three key questions: 1) What is the nature of mind/How would you describe human nature? 2) What is/are the primary source or sources of human suffering? 3) What key elements pave the way out of suffering? Recognizing that such questions are also the domain of other fields of inquiry including religion and philosophy, our inquiry will be open to exploring the whole range of human experience and meaning-making.

This course is fundamental to your work in every other course you will take in your training and will prove to be key in your counselor identity development and will play out in the work you do in the field. We will use these theory explorations to better understand ourselves as individuals, who we are to ourselves, to the world and in our work. We will explore the source of our own beliefs, feelings and actions through a theoretical lens.

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: (SEE TECHNOLOGY AGREEMENT)

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, **we will ask that you keep your phone and your computer/iPad in your bag**, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXTS AND OTHER RESOURCES:

Author	Book Title
Judith Beck	<i>“Cognitive Behavior Therapy: Basics and Beyond”</i>
Diana Fosha	<i>“The Transforming Power of Affect: A Model for Accelerated Change”</i>
Victor Frankle	<i>“Man’s Search for Meaning”</i>
Michael Kahn	<i>“Between Therapist and Client: The New Relationship”</i>
Frederick Redekop	<i>“Psychoanalytic Approaches for Counselors”</i>
Carl Rogers	<i>“On Becoming a Person”</i>
Karen Wegela	<i>“Contemplative Psychotherapy Essentials: Enriching Your Practice with Buddhist Psychology”</i>

COURSE PACKET: A course packet has been compiled for you that includes the following:

COURSE PACKET: AVAILABLE ON MOODLE
“Provided” readings

Assignment Guidelines & Rubrics
Assignment Checklist
Theories Sorter Inventory
Case Conceptualization Guidelines
Semester Case Study
Theories Timeline

Additional Readings and/or Materials: Depending upon the classroom experience, questions, 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 course.

COURSE ACTIVITIES AND REQUIREMENTS

Participation in Course Material (5)

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

Your participation contributes not only to your own learning but to other’s learning as well. Your ideas and perspectives are informed by your unique experiences and meaning making, your contribution is unique and can’t be substituted. Please come willing to share your thoughts and ideas as well as to listen meaningfully to the thoughts and ideas that others bring.

Entry Key Quizzes (25)

(2016 CACREP Standards: C.1.a., F.5.a., F.5.f.)

You are asked to **take 5 of 7 posted quizzes**, worth 5 points each. These are described as ‘entry key’ because the quiz associated with that day’s class must be completed before the start of that day’s class. These quizzes assure that we all begin with a shared foundational understanding of the reading for the week from which we can build. They also provide an opportunity to get credit for the required reading.

Counseling Theory Videotapes (20)

(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).

For this assignment, you will choose **4** hours of theory or assessment/treatment videos to watch; **1 hour** of these videos should be related to children or adolescents. You are asked to write a **two page** journal entry on what you saw, paying close attention to the underlying theoretical assumptions of each theory, clinical style, and your assessment of the theory. You are asked to reflect on your own experience of the theory and what it might be like for you to experience this theory as a client and as a clinician.

Final Paper (35 points)

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

Please consult your course packet for complete guidelines and rubric for this and all assignments. Your final paper is a synthesis of your learning over the course of the semester and is designed to serve as a starting place for exploring and articulating your personal theory, which will

undergird your counseling identity. Your paper should focus on the three questions that will frame our course: 1) What is the nature of mind/How would you describe human nature? 2) What is/are the primary source or sources of human suffering? 3) What key elements pave the way out of suffering? Your paper must be 10-12 pages in length, in APA standard format. **This paper also constitutes your competency for this class.**

***All written assignments must be submitted by the time of the class period on which the due date falls. Assignments turned in late will automatically drop the grade for that assignment one letter grade, and necessarily the letter grade for the course overall.** Upon the completion and evaluation of graded material, students are permitted one attempt at revision which may or may not result in a different grade.

Grading

A	A-11	B+	B	B-	C+	C	C-
117-125	112-116	108-111	103-107	100-102	96-99	93-95	87-92

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 (IRB)

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, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4849 or rachel.roth.sawatzky@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		
8/29	Introduction & Course Description Three Key Questions	No Reading
9/05	Freud & Psychoanalysis Stuart Nafzinger, M.A., guest speaker	“Psychoanalytic Approaches for Counselors” Please skim: 1 & 4 Careful reading of chpts: 2, 3, 5 & 6
9/12	Jung: Dreams & Depth Work Mert Brubaker, M.A., guest speaker	Reading provided: Man and his Symbols: Chapter 1 Careful reading Link to Audio of this book is available on Moodle Due: Bring with you a recent or salient dream that you are willing to share and to work with using a Jungian lens
9/19	Case Conceptualization & Theory Integration	No Required reading
9/26	Humanistic & Existential Approaches: Existential Psychotherapy Dr. Horst guest speaker	Man’s Search for Meaning Judiciously Skim: Part 1 & Postscript Careful Reading of Part 2 Link to Audio of this book is available on Moodle

10/3	Pearls, Ellis & Rogers: Theory in Action Discussion of the Gloria Tapes	Reading Provided: Gestalt Therapy from Neukrug Judiciously skim the chapter
10/10	Humanistic & Existential Approaches: Client-Centered Therapy	On Becoming a Person Skim: Part 1 Careful reading of: Parts 2-4 Due: 4 Tape Reviews Journal
10/17	Fall Break no class	
10/24	Cognitive-Behavioral Approaches	Cognitive Behavioral Therapy: Basics and Beyond Careful reading of Chapters 1, 2, 3; skim the remaining chapters
10/31	Modern Integrative Psychodynamic Dr. Cline guest speaker	“Between Therapist and Client: The New Relationship” Judicious skimming of the entire work
11/7	VCA no class Contemporary, Integrative	
11/14	Contemplative Approaches	“Contemplative Psychotherapy Essentials: Enriching Your Practice with Buddhist Psychology” Careful reading of chapters 1-4; Judicious skimming of 8 & 9 Due: Theories Paper First Draft
11/21	Contemporary, Integrative, and Revisionist Approaches Dr. Cz, guest speaker	The Transforming Power of Affect: A Model for Accelerated Change Due: Journal Return Peer-Review
11/28	Thanksgiving Break no class	
12/5/18	Brief Approaches Dr. Lennie Echterling, guest speaker	Reading provided (Moodle) Due: Final Paper
12/12/18	Cless Wrap Up & Celebration Sharing our developing understanding of our personal theory	

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

Core 4: Theories: Final Paper

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Needs work)	2 (Meets minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
1) Content : <i>Paper</i>	Addresses the fundamental questions	Fundamental questions not addressed	Attempted to address fundamental questions	Addressed fundamental questions	Addressed fundamental questions with original thinking	Addressed fundamental questions with insight and original thinking
	Depth of engagement with the material	Lack of clarity	Attempt to achieve clarity of thought	Demonstrating clarity of thought	Demonstrating complex thinking	Demonstrating complex or nuanced thinking
	Utilization of literature beyond merely the required texts	Utilizing the text only	Attempt to cite sources beyond the text	Limited references made to sources beyond the text	Integrating relevant sources beyond the text	Professionally integrating relevant sources beyond the text
	Utilization of class discussion	Lack of reference made to relevant class discussions	Attempt to reference relevant class discussions	Limited reference made to relevant class discussions	Integrating relevant class discussions	Professionally integrating relevant class discussions
2) Synthesis	Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Reflective Depth	Demonstrate s a capacity for connecting aspects of self with the implications of theory	Self-reflection is absent or lacks meaningful depth	Connections are drawn between personal preferences and theory	Insightful connections are made between theory and personal experience	Insightful & reflective connections are made between experience, emotional patterns and theory	Insightful & reflective connections are made between personal experience, thinking and emotional styles and cultural identity and theoretical implications
4) Rhetoric	Written with a coherent, clear structure that supported the review	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	Followed APA v. 6	Does not follow APA for citation management,	Conveys a hint of knowledge regarding APA	Makes a valiant attempt to follow APA for	Cites sources for all quotations and usually cites,	Makes virtually no errors in APA documentation

		paper style, etc. Makes many errors.	format, makes several errors in documentation style	citation management, paper style, etc.	makes minimal errors in APA format and style	
--	--	---	---	--	--	--

STUDENT NAME: _____

Assignment Score: _____/35

Competency score: _____/5