

**SYLLABUS  
COUN 6830: THEORIES AND TECHNIQUES OF  
COUNSELING**



**Semester**

**Professor.**

**Email (Use this; NOT D2L e-mail)**

**Office; Phone**

**Office Hours:**

**Texts:**

Burns, D. (1999 or later edition). *Feeling good: The new mood therapy*. New York

Smith, E. J. (2014). *Theories of counseling and psychotherapy: An integrated approach*. (2<sup>nd</sup> Ed.) Los Angeles: Sage.

**Additional reading:**

Handouts: Available through D2L

**Objectives:**

The primary aim of the course is to provide students with a survey of a variety of established theories of counseling and a sampling of the techniques of these counseling theories, as well as demonstration of their application in an ethical, multicultural context of mental health work. It is also the objective of this course to assist students as they begin to formulate a personal model of counseling, integrating evidence-based practices with their own strengths, values, and understandings from the literature of what brings about positive change and wellness.

You will be expected to read the following chapters of the Smith text: 1-10, 12, 15, 16, 19, 21, & 22.

Because this is a survey course with considerable content, the **introduction** to some theories will be accomplished by the independent study of the students.

It is also the objective of the class, however, to provide students with a **more thorough understanding** of, and **capacity to apply** to client cases, a shorter selection of theories. The focus of lectures, experiential activities, applied assignments, and tests, therefore, will be on these select theories:

- **Adlerian**                      • **Gestalt**                      • **Behavioral**                      • **Solution-Focused Brief Therapy**
  - **Person-Centered**            • **Reality**                      • **Cognitive**                      • **Motivational Interviewing**
- (Emphasis: Ellis & Beck)

2009 CACREP Standards Addressed and Measured			
Standard #	Core Curricular Category	Standard	Learning Activities and Experiences(LAEs) Assignments/Measures
II-G-3-h	Human Growth and Development	Theories for facilitating optimal development and wellness over the life span	Lecture and course readings; Key Concepts Worksheets; Recording of a practice counseling session; Exams
II-G-5-b	Helping Relationships	Counselor characteristics and behaviors that influence helping processes	Lecture and course readings; Key Concepts Worksheets; Exams

<b>II-G-5-d</b>	Helping Relationships	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;	Lecture and course readings; Recording of a practice counseling session; Personal model of counseling paper; Exams
<b>II-G-5-e</b>	Helping Relationships	A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions	Lecture and course readings; Key Concepts Worksheets
<b>II-G-8-e</b>	Research and Program Evaluation	The use of research to inform evidence-based practice	Lecture and course readings; Class presentations; Key Concepts Worksheets
<b>Standard #</b>	<b>School Counseling</b>	<b>Standard</b>	<b>Learning Activities and Experiences(LAEs) Assignments/Measures</b>
<b>SC-C-1</b>	Counseling, Prevention, Intervention - Knowledge	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students	Lecture and course readings; Key Concepts Worksheets; Personal model of counseling paper; Exams

<b>Course Requirements and Activities:</b>	<b>Point Value</b>
<b>Regular class attendance and participation:</b>	<b>26</b>
<b>Short written assignments:</b> <ul style="list-style-type: none"> <li><b>The Theoretical Orientation Scale:</b> Students will complete the scale and will bring the last page with the 3 highest scores highlighted to class on 9/6. Worth 3 points. <a href="https://study.sagepub.com/ionessmith2e/student-resources/theoretical-orientation-scale">https://study.sagepub.com/ionessmith2e/student-resources/theoretical-orientation-scale</a></li> <li>Reality/Choice Therapy chart (Due in class on 10/11.) Worth 2 points each.</li> </ul>	<b>5</b>
<b>5 Key Concept Worksheets</b> (Each worth 4 points) <b>and 3 Quizzes</b> (Each worth 3 points): Students will complete a Key Concepts Worksheet on the following: <ol style="list-style-type: none"> <li>One of the theories in the Multicultural chapter</li> <li>A second of the theories in the Multicultural chapter</li> <li>The Narrative chapter</li> <li>One of the theories in the Family Therapy chapter</li> <li>A second of the theories in the Family Therapy chapter</li> </ol> Students will submit the results of an on-line quiz for each of these 3 chapters.	<b>29</b>
<b>Report on Burns, D. (1999 or later edition). <i>Feeling good: The new mood therapy.</i></b>	<b>30</b>

<b>Demonstration of counseling techniques based on a counseling theory.</b> Students will present a brief (15 minute minimum) demonstration.	<b>30</b>
<b>Presentation of a counseling theory.</b> Students (in groups of two or three) are to present a teaching module (between 30 and 40 minutes) on a theory.	<b>30</b>
<b>Theories paper</b> to begin to formulate and explain a personal model of counseling. Directions will be provided on D2L. Reading Chapters 21 and 22 should be helpful.	<b>50</b>
<b>3 Tests</b>	<b>300</b>
<b>Total Possible Points</b>	<b>500</b>

### **Class Attendance and Participation:**

Regular attendance and full participation in activities and discussions are expected in this and every class in the Professional Counseling Program. Students are expected to come to class ready to discuss the material, having read the assigned chapters. Unexcused absence from more than one class will result in a 20-point deduction per class; arriving late or unprepared will result in a 5 point the first time and 10 point deduction per class thereafter.

### **Exploration of Personal Material:**

A portion of class time will be spent in interactive viewing of counseling sessions and in skill-building activities. While some personal sharing will be encouraged and will be a natural part of the experiential components, the **students will not be expected to divulge information that they choose to hold as private.**

Since it is recommended that all students seek personal counseling at some time during their training, the students in this class are encouraged to be attuned to issues that may arise that could be further explored with a professional counselor.

### **Dispositions:**

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for details.)

### **Disabilities:**

Students with disabilities have the right to self-identify to the instructor and should do so during the first week of class if they are in need of accommodations. Those accommodations must be approved through the Disability and Access Center in KUC 107.

### **Suggestions for Preparing for Class:**

1. Read the assigned chapter.
2. Take tutorial quiz on chapter and review the terminology that can be found at <https://study.sagepub.com/jonessmith2e>
3. Complete assignments due that week.
4. Work on assignments that have later deadline.