

Troy University College of Education
Master Syllabus – CACREP 2009 Standards

Course Number CP 6649

Course Title Theories of Counseling

Semester Hours 3

Pre-requisites CP 6600 and CP 6610 or adviser's approval

Approved Delivery Models

Methods of delivery may include traditional classroom, week-end, web-enhanced, online format.

Method of delivery will vary by campus term and instructor.

Catalog Course Description - A study of the major theoretical approaches in counseling including the affective, behavioral, and cognitive theories. Application of the theories to basic types of problems in the counseling relationship is included. Includes case studies, class demonstrations and role playing.

Goals and Objectives -

Studies that provide an understanding of the counseling process in a multicultural society, including all of the following (CACREP Section II, G. 5)

1. an orientation to wellness and prevention as desired counseling goals (CACREP Section II, G. 5 a);
2. 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(CACREP Section II, G. 5 d);
3. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Section II, G. 5 e)

Approved Texts:

Corey, G. (latest edition). *Theory and practice of counseling and psychotherapy*
Belmont, CA: Brooks/Cole

Corsini, R.& Wedding, D. (Eds.) (latest edition). *Current psychotherapies*. Itasca, IL: F.E. Peacock.

James, R.R. & Gilliland, B.E. (latest edition). *Theories and Strategies in Counseling and Psychotherapy*. Pearson Education.

Jones-Smith, E. (latest edition). *Theories of Counseling and Psychotherapy: An Integrative Approach*. Thousand Oaks, CA: Sage Publications, Inc.

Sharf, R.J. (latest edition). *Theories of Psychotherapy and Counseling: Concepts and Cases*. Belmont, CA: Wadsworth.

Other Materials: Students must purchase LiveText for this course

Content

Methods of Instruction

Laboratory Experiences

Course Requirements – other than LiveText

Common Assignments/Assessments – LIVETEXT REQUIREMENTS

LIVETEXT/BLACKBOARD Common Assignments: All students taking course must complete the following assignment:

LIVETEXT ASSIGNMENT 1
PERSONAL COUNSELING THEORY PAPER
Student Assignment

Student Directions – Prepare a personal counseling theory paper following the guidelines provided below. The paper should be a WORD document and submitted to the instructor via LiveText.

Common Assignment/Assessment 1: Personal Counseling Theory Paper: The student will develop their theoretical orientation to the counseling process and identify how this approach compares to at least one of the theoretical models of counseling. The student will explore their own belief about the nature of people, problems, and change and the counseling theory that best fits with their beliefs. The paper will be in APA style. Reference must be from peer reviewed journals or foundational books (written by the theorist). The student will consider:

The Nature of People - Describe your view of the nature of people, and describe which theory seems closest to this view. A description of mental health or effective functioning should be included in this discussion. Which theory is closest to your view?

The Individual in Families and Other Systems – Describe your understanding of how family systems affect individuals, how the family system interacts, and how systems affect the individual in other areas. Describe what family or systemic theory is closest to your view.

Multicultural Considerations – Summarize how cultural differences factor into your view of people, problems, and the process of change.

Wellness and Prevention - Describe your theory of how people maintain wellness, including the core constructs. Describe counseling strategies to prevent mental health issues, i.e. substance abuse, physical abuse, relationship problems.

The Nature of Problems - Describe your view of how people develop problems, challenges, or ineffective functioning. Also describe which theory seems closest to your view.

The Process of Change – Describe your view of how people change in the counseling process. Include your view of the role the counselor should take and what the therapeutic relationship should be like to facilitate change. Indicate which theory seems most congruent with your views.

My Theory in Practice – Describe techniques, strategies, and tools that you believe would assist in the process of change and with which theory they seem most consistent.

After completion of the paper, submit the Personal Counseling Paper in LiveText to the instructor.

**PERSONAL COUNSELING PAPER LIVETEXT RUBRIC
INSTRUCTOR GRADES ASSIGNMENT 1 PERSONAL COUNSELING PAPER
AFTER STUDENT SUBMITS PAPER**

Standard Assignment/ Assessment	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Professional Paper – grammar – APA – synthesis of counseling theories, models and interventions	Does not demonstrate grammar, APA style, synthesis of counseling theories, models and interventions	Demonstrates below average grammar, APA style, synthesis of counseling theories, models and interventions	Demonstrates average grammar, APA style, synthesis of counseling theories, models and interventions	Demonstrates mastery of grammar, APA style, synthesis of counseling theories, models and interventions	Demonstrates exceptional grammar, APA style, synthesis of counseling theories, models and interventions
Nature of People CACREP Section II.G.5.d	Does not present a model that conceptualizes client presentations consistent with current professional research and practice	Below average presentation of a model that conceptualizes client presentations consistent with current professional research and practice	Average presentation of a model that conceptualizes client presentations consistent with current professional research and practice	Demonstrates mastery of developing a model that conceptualizes client presentations consistent with current professional research and practice	Presents an advanced model that conceptualizes client presentations consistent with current professional research and practice

				practice	
Multicultural CACREP Section II.G.5	Demonstrates no understanding of the counseling process in a multicultural society	Demonstrates below average understanding of the counseling process in a multicultural society	Demonstrates average understanding of the counseling process in a multicultural society	Demonstrates mastery understanding of the counseling process in a multicultural society	Demonstrates exceptional understanding of the counseling process in a multicultural society
Wellness and Prevention CACREP Section II, G.5.a	Demonstrates no orientation to wellness and prevention as desired counseling goals	Demonstrates below average orientation to wellness and prevention as desired counseling goals	Demonstrates an average orientation to wellness and prevention as desired counseling goals	Demonstrates a mastery orientation to wellness and prevention as desired counseling goals	Demonstrates an exceptional orientation to wellness and prevention as desired counseling goals
Nature of Problems and Models of Counseling CACREP Section II, G.5.d	Demonstrates no understanding of the models of counseling including the nature of problems presented by the various models.	Demonstrates a below average understanding of the models of counseling including the nature of problems presented by the various models	Demonstrates an average understanding of the models of counseling including the nature of problems presented by the various models	Demonstrates a mastery understanding of the models of counseling including the nature of problems presented by the various models	Demonstrates an exceptional understanding of the models of counseling including the nature of problems presented by the various models
Family and Systems Theories/models CACREP Section II, G.5.e	Demonstrates no understanding of a systems perspective including family and other systems theories, including major models of family and related interventions.	Demonstrates a below average understanding of a systems perspective including family and other systems theories, including major models of family and related interventions	Demonstrates an average understanding of a systems perspective including family and other systems theories, including major models of family and related interventions	Demonstrates mastery understanding of a systems perspective including family and other systems theories, including major models of family and related interventions	Demonstrates an exceptional understanding of a systems perspective including family and other systems theories, including major models of family and related interventions
Process of Change	Demonstrates no understanding	Demonstrates below average understanding	Demonstrates an average understanding	Demonstrates mastery understanding	Demonstrates exceptional understanding

CACREP Section II, G.5.d	of appropriate counseling interventions that promote change.	of appropriate counseling interventions that promote change.	of appropriate counseling interventions that promote change.	of appropriate counseling interventions that promote change.	of appropriate counseling interventions that promote change.
Overall Evaluation CACREP Section II, G.5.d	Demonstrates no understanding of the current professional research and practice in the field in the development of personal model of counseling	Demonstrates below average understanding of the current professional research and practice in the field in the development of personal model of counseling	Demonstrates an average understanding of the current professional research and practice in the field in the development of personal model of counseling	Demonstrates a mastery understanding of the current professional research and practice in the field in the development of personal model of counseling	Demonstrates an exceptional understanding of the current professional research and practice in the field in the development of personal model of counseling

LIVETEXT Common Assignment/Assessment 2
Essay – Student Assignment
CACREP 2009 Standards Section II G 5 a, d & e

Assignment 2: Application–Wellness-Intervention–Models–Systems–Theories

Student Directions: Write a three part essay:

Part 1: Describe and discuss how to use wellness and intervention to achieve a desired counseling goal.

Part 2: Describe and discuss how to apply models, systems and theories of counseling. In other words, based on presentation of client, how does a counselor decide on models, systems, theories, etc. Provide examples.

Part 3: Describe and discuss three different systemic viewpoints – highlighting how these theories address family and related interventions.

Instructor will provide evaluation for essay on the Instructor’s Summary Form

CP 6649 (Instructor)
LIVETEXT Instructor's STANDARDS SUMMARY FORM
CACREP 2009 Standards – Section II G 5 a, d & e

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

Student Directions: The student will submit the assignment named CP 6649 Theories of Counseling Instructor's Summary Student Document to the instructor in LiveText.

Topic Standard Assignment / Assessment	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
<u>Assignment 1</u> <u>Personal Counseling Theory</u> CACREP Section II, G.5.a; Section II, G.5.d; Section II, G. 5. e	No understanding of the counseling process	Below average understanding of the counseling process	Average understanding of the counseling process	Demonstrates mastery understanding of the counseling process.	Demonstrates exceptional understanding of the counseling process
<u>Assignment 2</u> <u>Essay</u> CACREP Section II, G.5; a Section II, G.5.d; Section II, G. 5.e	No understanding of counseling theories, models, systems, interventions, wellness/prevention	Below average understanding of counseling theories, models, systems, interventions, wellness/prevention	Average understanding of counseling theories, models, systems, interventions, wellness/Prevention	Mastery understanding of counseling theories, models, systems, interventions, wellness/prevention	Exceptional understanding of counseling theories, models, systems, interventions, wellness/Prevention

Remediation:

Students who do not meet the required level of mastery on a common assignment will be remediated prior to the end of the semester by the course instructor.

Evaluation:

To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

Additional Services

ADA

Absence Policy

Academic Conduct

Plagiarism Policy:

Faculty teaching courses in the College of Education must include the definition of plagiarism below and the paragraph that follows in each syllabus. Following this information, instructors should **clearly** state the consequences for plagiarism. The consequences outlined in the syllabus must meet the guideline outlined in the current edition of the *Oracle*.

Information placed in each course syllabus:

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

**Consequences for plagiarism in (course number) are as follows: *{*NOTE TO FACULTY*:
This is where faculty will outline consequences for plagiarism in any
assignment/assessment/activity in (course prefix and course number) as follows:
Penalty/Failure can only be applied to the assignment. Only in situations where the
assignment is critical to successful completion of the course may the faculty fail the student
for the course.}***

Other

Date Revised – Spring 2010

Second Revision – July 2011 (Modify Assignment 2)