

Department of Educational Psychology

COE VISION STATEMENT

We develop educational leaders who create tomorrow's opportunities.

COE MISSION STATEMENT

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

EPS 601: Counseling Theories

Fall 2019

Instructor Information

Instructor:
Office:
Contact:
Office Hours:

General Course Information

Format: In-person
Day/Time:
Place:
Credit Hours: 3

Course Prerequisites

Acceptance into the NAU Graduate College and to the School or Clinical Mental Health Counseling Master's degree programs.

Course Description

This course is an introduction and overview of the approaches to counseling and psychotherapy. The course intent is to provide the counseling student with an introduction to the major counseling orientations and their theoretical constructs, processes, applications, research and assessment.

Course Structure / Format / Approach

Students will be required to compare and contrast the major counseling theories and critically evaluate the strengths and weaknesses of each. The course objective is to encourage each student to develop a working knowledge of each theory and to be able to identify the best parts of each as the basis to their personal counseling approach. Although this is a theories course, students will be required to experiment with some of each theory's

techniques and methods.

Required Textbook and Materials

- Theories of Counseling "bundle":
 - Corey, G. (10th ed.). *Theory and practice of counseling and psychotherapy*. Belmont, CA: Brooks/Cole.

****Additional readings will be posted on BBLearn and/or distributed during class throughout the duration of the course.*

- Notebook
 - You will receive a large number of handouts for this course and are encouraged to add your own as well. Thus, a course notebook will be required, and must be broken down by dividers based on Corey chapter content.

Student Learning Expectations / Outcome for this Course

This course is an overview of approaches to counseling. It is intended to serve as an introduction to the field of counseling and to illustrate the diversity which exists in the various approaches to human behavior. Students will become knowledgeable in:

1. Theories and models of counseling (2-5a)
 - a. Psychodynamic Theories
 - i. Psychoanalysis
 - ii. Individual Psychology
 - b. Humanistic Theories
 - i. Existential
 - ii. Person-Centered
 - iii. Gestalt
 - c. Cognitive Behavioral Therapy and Reality
 - i. Behavioral Therapy
 - ii. Cognitive-Behavioral Therapy
 - iii. Choice Theory/Reality Therapy
 - d. Post-Modern Theories
 - i. Feminist
 - ii. Solution-Focused
 - iii. Motivational Interviewing
 - iv. "New Wave" Cognitive Behavioral Therapy
 - v. Narrative
2. Specifically, be (a) able to differentiate each theory's similarities and differences related to other theories; (b) cognizant about what is involved in each theory's therapeutic process; (c) skilled in recognizing each theory's basic applications as they apply to the behavior of individuals; (d) able to critically evaluate the strengths and weaknesses of each theory, including the most current research related to each theory's basis in empirical evidence;

and (e) able to critically evaluate how each theory might be differentially applied to clients from a variety of diverse backgrounds, with emphasis on any outcome-based research involving diverse populations

3. Counselor characteristics and behaviors that influence the counseling process (2-5f)
4. Processes for aiding students in developing a personal model of counseling (2-5n)
5. **Key Performance Indicator (KPI- housed in BBLearn):** Theories and models related to clinical mental health counseling (CM-1b)

Assessment of Student Learning Outcomes

Participation and Discussion

Class will include a combination of instructor lectures, class demonstrations and discussions, small group work, role plays, and audio-visual presentations. *Reading the assigned material prior to class is necessary.* This is in part an experiential class in which considerable emphasis is placed upon experimentation with theories and techniques both in-class and for homework. Thus, your attendance and participation are paramount to your learning. Participation also includes discussing reading materials, role-plays, workbook exercises, reflective writing, and videos.

Students are expected to attend **all** class meetings and to actively participate in class discussions. If, for any reason you find that you will need to leave early or miss any portion of class, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Given the experiential demands of the course, it is imperative that you be present for every class. Additionally, it is expected that you will demonstrate professional behavior (e.g., no texting, playing on the computer, or engaging in other disruptive behavior) and actively participate in class discussion. Participation points may be deducted for a lack of professional behavior or non-participation. Please see rubric in BBLearn.

Homework

Homework assignments will be assigned every week (see course outline below). Essentially, the purpose of the assignments will be for you to think critically about the theories and to experientially “try out or try on” aspects of each theory in action. Come to class ready to participate in a small group discussions or a role- plays with your classmates related to the homework. Doing so will help each student to experience the information on a more integrated level. Please note, assignments that do not meet graduate-level writing standards may be turned back to the student and may be graded in accordance with the “late assignment” policy (see course policies).

Student Manual

Each week you will complete the chapter's self-inventory and quiz. You will be graded only on whether or not you took the quiz itself, not on the grade, but be sure to **SCORE** each quiz so I can get a sense of how you comprehend the material. Be sure to take the quiz only after you have completed reading the text carefully. The instructor will briefly check these approximately once

every other week. Additional workbook exercises will be required for homework from the workbook as well.

Personal Theory Paper

This is a 3-5 page reflective paper. This paper offers you an opportunity to integrate aspects of the formal theories with your developing personal theories of how to effectively engage in the art of counseling, as well as to reflect on your own continuing development. You will respond to two central questions in the final paper:

1. (a) What is my current personal theory about how to effectively assist others as a counselor; (b) how is that theory informed by formal counseling theories that have been studied in this course; and (c) how will I continue working toward enhancing my personal theory as I progress through my counseling training program?
2. (a) What is my assessment of my own personal and professional development based on my experiences in this course; and (b) how will I continue working towards more advanced developmental complexity as I gain further experience in my advanced counseling courses and fieldwork?
3. Rubric (see Appendix A)

Mid-Term & Final Exam (KPI)

The mid-term will be at the halfway point of the course and cover chapters 1, 2, and 4-7. The comprehensive final exam will occur at the last class meeting and will cover chapters 4-15. The exams will include multiple choice and short answer questions.

Grading

Grading Components and Point System

Evaluation Activity	Units	Point Value	Total Points
Participation	15 Classes	12	180
Homework	12 Weeks	20	240
Workbook	12 Chapters	15	180
Personal Theory Paper	1 Paper	100	100
Exams	2 Exams	100 (mid); 200 (final)	300
Total			1000

Course Outline / Schedule

Week #	Topic	Readings	Assignments due
1 (8/27)	Intro to Course. Syllabus. Personal Theory. (2-5a, f, n and CM-1b)	N/A	N/A
2 (9/3) No Class	N/A	N/A	Personal Theory reflection (BBLearn)
3 (9/10)	Intro to Counseling Theories. The Counselor: Person and Professional (2-5a, f, n and CM-1b)	Chapters 1-2	Workbook Chapters 1-2
4 (9/17)	Psychoanalysis (Freudian and neo-Freudian) (2-5a, f, n and CM-1b)	Chapter 4	Workbook Ch. 4
5 (9/24)	Individual Psychology (Adler) (2-5a, f, n and CM-1b)	Chapter 5	Workbook Ch. 5 Lifestyle Assessment
6 (10/1)	Existential Therapy (2-5a, f, n and CM-1b)	Chapter 6	Workbook Ch. 6 Exploration Assignment
7 (10/8)	Person-Centered Therapy (2-5a, f, n and CM-1b)	Chapter 7	Workbook Ch. 7 Reflection Assignment
8 (10/15)	Gestalt Therapy (2-5a, f, n and CM-1b)	Chapter 8	Workbook Ch. 8 Gestalt Experiential exercises/reflection Midterm
9 (10/22)	Behavioral Therapy (2-5a, f, n and CM-1b)	Chapter 9	Workbook Ch. 9 pgs. 231-250, 256-268, REBT self-help forms CT Charts
10 (10/29)	Cognitive Behavioral Therapy (2-5a, f, n and CM-1b)	Chapter 10	Workbook Ch. 10 Reality Therapy Exercise
11 (11/5)	Choice Theory/Reality Therapy (2-5a, f, n and CM-1b)	Chapter 11	Workbook Ch. 11 Reflection Assignment
12 (11/12)	Feminist (2-5a, f, n and CM-1b)	Chapter 12	Workbook Ch. 12 Writing Assignment

13 (11/19)	Solution-Focused and Narrative Therapy (2-5a, f, n and CM-1b)	Chapter 13 **Additional readings posted on BBLearn	Workbook & Ch. 13, Additional readings Writing Assignment
14 (11/26)	“New Wave” of Cognitive Behavioral Therapy (2-5a, f, n and CM-1b)	**Additional readings posted on BBLearn	Additional readings
15 (12/3)	Motivational Interviewing; An Integrative Perspective. Pulling it all together. (2-5a, f, n and CM-1b)	Chapter 15	Workbook Ch. 15; pgs. 182- 184 Personal Theory Paper
16 (12/10)	Final Exam (2-5a, f, n and CM-1b)	N/A	Final Exam (KPI)

NOTE: While it is the intention of the syllabus to capture necessary aspects of this course, the instructor reserves the right to amend and/or add necessary information as we progress through the semester.

Course Policies

Late Assignments Policy

- Students must submit all assignments during the time frame indicated on the course outline. Instructor will not accept late assignments for credit after the deadline.
- Instructor will accept late assignments if students have made prior arrangements with the instructor and the instructor agrees to an extension. Students must meet the deadline agreed upon in advance with the instructor. Students who do not meet the agreed upon deadline will receive a grade of zero on the assignment.
- Instructors will accept late work without prior arrangement in the case of extenuating circumstances (i.e., hospitalization, childbirth, major accident, injury or bereavement). Students who experience such a circumstance must notify the instructor as soon as possible and determine a deadline with the instructor for submitting the work. Instructor does have the right to ask for documentation of the extenuating circumstance. Students who do not meet the deadline arranged with the instructor will receive a grade of zero on the assignment.

Absences

If you know ahead of time that you are going to have to miss a class meeting, contact the instructor well in advance. Students who are absent for any reason are responsible for announcements and material covered in class. Missing two or the equivalent of two class meetings will result an automatic drop of one letter grade.

How much time per week?

Students should plan to spend at least **five hours per week** outside of class completing the required readings, homework, studying, and other requirements of this course. The Arizona Board of Regents published the standard that for every one hour in class, students should spend two hours outside of class engaging in the material.

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at

equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised August 1, 2021

Appendix A

Name:

CATEGORY/ CRITERIA	DISTINGUISHED	PROFICIENT	BEGINNING
Summary of your own perspectives related to the nature of people, problems, and the nature of change	Clearly demonstrates insightful, in-depth analysis of relevant personal experiences related to the nature of people, problems and change (30)	Demonstrates thoughtful consideration of personal experiences related to the nature of people, problems and change with some insight (20)	Reflections are one-dimensional and demonstrate limited insight (10)
Rationale connecting experiences/personal position to existing theories	<i>In-depth synthesis</i> of thoughtfully selected aspects of experiences related to existing theories. Makes <i>clear</i> connections between what is learned from outside experiences and existing theories (30)	Goes into <i>some detail</i> explaining some specific ideas or issues from outside experiences related to the topic. Makes <i>general</i> connections between what is learned from outside experiences and the topic (20)	Identify some <i>general ideas</i> or issues from outside experiences related to the topic (10)
Summary addressing continued growth regarding personal counseling theory	Critical reflection regarding personal counseling theory (10)	Clear but general reflection regarding personal counseling theory (8)	Minimal reflection regarding personal counseling theory (5)
Reflection on personal and professional development	Critical reflection regarding personal and professional development in the class (10)	Clear but general reflection regarding personal and professional development in the class (8)	Minimal reflection regarding personal and professional development in the class (5)
Summary of how you will work towards developmental complexity in the art of counseling	Clear and focused summary of aspiration toward developmental complexity in the art of counseling (10)	Clear but general summary of aspiration toward developmental complexity in the art of counseling (8)	Unclear and vague (5)
Writing quality	Reflection is clear and specific, descriptions use concrete and precise language and insights are precise and clear. Organization is apparent and effective. Reflection has been proofread for grammar, punctuation, and spelling errors (10)	Some focus and organization. Language has some precision. Reflection was proofread (8)	Unfocused, unorganized, vague, and frequent grammatical errors (3)