



SCHC 7400
Counseling Theory and Practice
3 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COURSE DESCRIPTION

Prerequisite: Admission to graduate program in Department. Introduction to major theoretical approaches to counseling and psychotherapy. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for intervention. Specific case examples will illustrate applications of theory to professional practice.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Corey, G. (2017). *Theories and practice of counseling and psychotherapy* (10th Ed.). Boston: Cengage.

Corey, G. (2009). *Student manual for theory and practice of counseling and psychotherapy* (9th Ed.).

Boston: Cengage. [Optional]

COURSE OBJECTIVES

M.ED. SCHOOL COUNSELING OUTCOMES –Knowledge and Skills

Students will:

1. Understand theories and models of counseling. CACREP II.F.5.a. (knowledge)
2. Describe a systems approach to conceptualizing clients. CACREP II.F.5.b. (knowledge)

3. Apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. CACREP II.F.5.d. (skills)
4. Develop developmentally relevant counseling treatment or intervention plans. CACREP II.F.5.h. (skills)
5. Develop measurable outcomes for clients. CACREP II.F.5.i. (skills)
6. Describe evidence-based counseling strategies and techniques for prevention and intervention. CACREP II.F.5.j. (knowledge)
7. Understand processes for aiding students in developing a personal model of Counseling. CACREP II.F.5.n. (knowledge)

CONTENT AREA

1. Basic issues in counseling practice
 - a. Psychoanalytic/Psychodynamic
 - b. Existential
 - c. Person-Centered
 - d. Experiential
 - e. Interpersonal
 - f. Exposure
 - g. Behavior
 - h. Cognitive
 - i. Third-Wave
 - j. Systemic
 - k. Gender-Sensitive
 - l. Multicultural
 - m. Constructivist
 - n. Integrative
 - o. Transtheoretical Model
2. Contemporary issues in psychotherapy
3. Basic skills related to the counseling process
 - a. Intake interview
 - b. Case conceptualization
4. Introduction to treatment planning (empirically validated/theory related interventions)
5. Legal and ethical issues in counseling and psychotherapy
6. Development of personal theoretical orientation to counseling
7. Develop a cultural sensitivity and appreciation of diversity issues in counseling and psychotherapy

METHODS OF INSTRUCTION

1. Lecture
2. Discussion
3. Videos
4. Group Exercises
5. Case Study
6. Face to Face– 100%
7. Online - 0%

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

For this course, your grade will be comprised of your performance on the following:

1. Four exams
2. Theoretical Orientation paper
3. Four case studies

3. Five brief reflective journal assignments

COURSE POLICIES

Extra Credit

No individual extra credit will be offered during the semester. There are no exceptions to this.

Late and Missed Assignments

Late assignments will not be accepted for any reason. Missed assignments cannot be made up for any reason. Failing to complete an assignment (e.g., exam, activity) by the stated deadline (including for reasons due to computer or Internet issues) will result in a grade of zero for that item. No exceptions.

If you happen to experience illness or a hardship during the course, you must have documentation to support your extenuating circumstances. If you do not have valid documentation, your illness or hardship difficulties will not be honored. The ability to make up work will be granted at the discretion of the instructor. **If you have a documented illness or hardship, you must contact me within 24 hours of missing an assignment, via BlazeView email, to let me know AND to request a meeting so that the documentation can be provided.** It is at my sole discretion whether or not to allow for the make-up of an assignment as well as the acceptability of the documentation. **If I approve the make-up of the assignment, it must be done within one week of the original assignment due date. No exceptions.**

Attendance

Attendance in this course is strongly encouraged but not mandatory. However, I reserve the right to impose a penalty to grades if issues with attendance arise. In such cases, I will provide a warning and upon the next and subsequent occurrences will deduct 3 points from your overall course grade.

COURSE EVALUATION

Exams

There will be 4 non-cumulative exams for this course. Please see the end of the syllabus for the relevant CACREP Standards, exam instructions, and associated content area for the exams. This information will also be on BlazeVIEW.

Theoretical Orientation Paper

You will complete a 10- to 12-page paper that describes your theoretical orientation and/framework that will be used to work with your clients or students. Please see the end of the syllabus for the relevant CACREP Standards, exam instructions, and associated content area for the exams. This information will also be on BlazeVIEW.

Case Study Quizzes

There will be 4 quizzes based on assigned case studies. You will read case studies related to counseling theories we are studying. You will then take a quiz that asks you to apply a specific theory to the case. The case study quizzes are intended to have students demonstrate an understanding of theories of counseling. Please see the end of the syllabus for the relevant CACREP Standards, case study quiz instructions, and associated content area for the quizzes. This information will also be on BlazeVIEW.

Brief Reflective Journal Assignments

A total of five reflective journaling assignments are required throughout the semester. The purpose of the journaling assignment is to allow you to reflect on the meaning of the information presented in the text and how it informs you as a counselor.

GRADING CRITERIA

You can calculate your grade to date in the class at any time by adding all the points you have earned divided by the total possible number of points earned at that time (which will differ throughout the semester, and will depend on how many points are available at any given time). The total amount of points possible for this course is 650. Below is the range of points and the associated grade:

A: 585 – 650

B: 520 - 584

C: 455 - 519

D: 390 - 454

F: 389 or less

ATTENDANCE POLICY

Valdosta State University requires class attendance, as do I. See above for how attendance is calculated in your grade. Note: If you are not in class on the first day, this information will be submitted to the University Registrar via the course Proof Rolls and you will be in danger for being dropped from this course.

PROFESSIONALISM, STUDENT EXPECTATIONS, AND COURSE INFORMATION

There exists a certain etiquette or set of customary rules of courtesy that apply to classroom situations, both in person and online. The purpose of these rules is to make the educational experience more meaningful both for the students and the instructor. The following is a non-inclusive list of expectations and information:

In Class

- All phones must be turned off or placed on silent and put away during class. Using cell phones to take pictures, text message, or to make (or receive) phone calls during class is prohibited.
- You may use a laptop or tablet to type notes, but do not use laptops for activities unrelated to class (e.g., Facebook).
- Come to class on time.
- Do not leave during class unless absolutely necessary (e.g., to use the restroom)
- Do not leave class early
- No sleeping
- Do not pack up prior to the end of class

Online

- It is very important to be proactive and check into BlazeView every day. Information (e.g., updates, changes) will be disseminated via BlazeView. It is your responsibility to check BlazeView (including your email and announcements) frequently to keep up to date for course requirements.
- Your syllabus will be available when you first access BlazeView and will outline the structure and requirements (e.g., Discussion Board, Exams) of your course. Please review it very carefully and keep it for handy reference, as it lists all your course requirements and deadlines.
- Each week, check your syllabus and that week's calendar to ensure that you are aware of what you need to complete, and when, for that week.
- Because this course has an online component, it is necessary that you have reliable access to the Internet. Internet issues of any sort will not be an acceptable reason for any conceivable reason to not complete course work (e.g., turning in assignments). Please be aware of maintenance times for BlazeView.
- If you have technical problems with BlazeVIEW, contact technical support immediately.

- Although I am available to help you with understanding and learning the content for this course, I cannot help you with technical issues. Technical support contact information is available on BlazeVIEW and here:

Center for eLearning (<https://www.valdosta.edu/academics/elearning/welcome.php>) The Center for eLearning is available during VSU's standard operating hours, Monday- Thursday: 8am-5:30 pm and Friday: 8am-3pm (ET). Phone: 229-245-6490 Email: blazeview@valdosta.edu Center for eLearning contact form: <https://www.valdosta.edu/academics/elearning/forms/contact-us.php>

Desire2Learn (D2L) Help Center: <https://d2lhelp.view.usg.edu/> 24/7, 365 technical support for BlazeVIEW D2L is provided by the D2L Help Center. Phone: 1- 855-772-0423 Phone (hearing impaired): 1-800-892-4315 DHC Helpdesk chat: Link on BlazeVIEW

Maintenance Schedule:

http://www.usg.edu/information_technology_services/online_learning_options/georgiaiew/maintenance_schedule/

Communication

- Please send all emails through BlazeVIEW (instead of through “regular” VSU email). In this way, I will better be able to better maintain rapid and accurate communication with you.
- In your emails, please indicate the course you are in, as I teach multiple courses per semester.

Please also note that I receive numerous emails a day. I will respond to you within 48 hours at the latest, excluding weekends. If you do not receive a response within 48 hours, then please inquire again. It is possible your email was inadvertently overlooked.

The correct use of capitalization, grammar, spelling, punctuation, etc. is always expected in this course. Abbreviated Internet jargon/computer shorthand/text messaging shorthand is not acceptable in professional settings and will not be acceptable in this course (e.g., “U,” “lolz,” “SMH,” “tho”). Inappropriate grammar, punctuation, and spelling will be reflected in grading.

Please keep all written communication (email, discussion boards, projects etc.) professional and respectful. Because this is an entirely online course and all communication is written, be mindful of how your messages read, as others do not have access to nonverbal information (e.g., facial expressions, tones of voice) to interpret what you write. Make sure your writing is clear, unambiguous, and courteous (even when disagreeing). This pertains to your communications with your classmates as well as with me. Please ensure your missives to me adhere to standard business/professional communication practices. This includes accurate titles (e.g., not Miss, Mr., Mrs., Mme), salutations, text body, and closings. Below are examples of emails (with identifying information removed) I have received from former students which illustrate appropriate/not appropriate emails.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

The COEHS on plagiarism is as follows:

Below is information directly quoted from the Academic Honesty Policies and Procedures (<http://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php>)

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course

syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

For more information, visit Academic Honesty at VSU at <http://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsuhp>.

The consequences for acts of academic dishonesty in the COEHS are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty. According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

The COEHS policy can also be accessed at the following link:

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Turnitin.com

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see "Turnitin for Students" found at <http://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>. Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor. According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA). Education records may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, Turnitin is governed by this provision of FERPA.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

OUTCOMES

Students will	How Standard is Met
Understand theories and models of Counseling. CACREP 2.F.5.a.	Addressed through lecture, discussion, theoretical orientation paper, case studies, exams, and journals
Describe a systems approach to conceptualizing clients. CACREP 2.F.5.b.	Addressed through Exam 3, discussion, and case study 3
Apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. CACREP 2.F.5.d.	Addressed through lecture, discussion, case studies, exams, and paper
Develop developmentally relevant counseling treatment or intervention plans, CACREP 2.F.5.h.	Addressed through exams and case studies
Develop measurable outcomes for clients, CACREP 2.F.5.i.	Addressed through exams and case studies
Describe evidence-based counseling strategies and techniques for prevention and intervention, CACREP 2.F.5.j.	Addressed through exams, discussion, and case studies
Understand processes for aiding students in developing a personal model of counseling. CACREP 2.F.5.n.	Theoretical orientation paper, lecture, and discussion

Exams

CACREP Standards

CACREP 2.F.5.a. Understand theories and models of Counseling.

CACREP 2.F.5.b. Describe a systems approach to conceptualizing clients.

CACREP 2.F.5.d Apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

CACREP 2.F.5.h. Develop developmentally relevant counseling treatment or intervention plans.

CACREP 2.F.5.i. Develop measurable outcomes for clients.

CACREP 2.F.5.j. Describe evidence-based counseling strategies and techniques for prevention and intervention.

Instructions:

Each exam will be composed of a variety of questions, including multiple choice, short-answer, fill-in-the-blank, and essay. Exams may not be made up if missed unless you have a documented Exams may not be made up if missed unless you have a documented medical or family emergency (e.g., hospital admission paperwork, obituary). There are no exceptions to this. **If you miss an exam and do have a documented medical or family emergency, you must contact me within 24 hours, via BlazeView email, to let me know that you will miss and test AND to request a meeting so that the documentation can be provided.** It is at my sole discretion whether or not to allow for the make-up of an exam as well as the acceptability of the documentation. **If a test is missed and I approve a re-take, the retake must be done within one week of the original test date.** No exceptions. Re-takes will be proctored by me. Each exam is worth 100 points.

Theoretical Orientation Paper

CACREP Standards:

CACREP II.F.5.a. Understanding theories and models of counseling.

CACREP II.F.5.d. Apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

CACREP II.F.5.n Understand processes for aiding students in developing a personal model of counseling.

Due Date and Submission

1. The paper must be turned into the Theoretical Orientation Paper assignment folder on BlazeVIEW.
2. Late assignments will not be accepted.
3. Ensure that you leave yourself adequate time to enter, upload, and submit your assignment in BlazeVIEW.
4. If the Assignment folder closes while you are in it and you are unable to submit your paper, this counts as late and it will not be accepted.

Formatting and Directions

1. Your paper will be written in APA style. Several resources are available on BlazeVIEW to help you with APA style. Another helpful resource for APA style is the website “Citing Your Sources,” also developed by the librarians at Odum library. It can be accessed at: <http://www.valdosta.edu/academics/library/research-guides/citing-your-sources/welcome.php>.
2. The Theoretical Orientation Paper must be uploaded as a Word document.
3. Emailed submissions will not be accepted.

Assignment Content and Plagiarism

The information contained in paper is expected to contain adequate detail, elaboration, and content. In your answers, avoid quoting or closely paraphrasing information obtained from your resources. Explain the concepts and information in your own words, based on your critical analysis of the material.

Information obtained from your textbook or outside sources must be cited both **within the paper** and **in the reference page** using appropriate APA style for both. You are expected to use appropriate grammar, punctuation, and spelling. A professional/academic tone should also be used in your writing.

Your assignment will be processed through the Turnitin tool in the Assignments folder. You can review your Turnitin report after submitting it to the Assignments folder. It is recommended that you allow yourself enough time to submit your work and generate a report to ensure that you have turned in original work. For all assignments, it is extremely important that your work is original and to avoid plagiarism, intentional or unintentional. There are many ways plagiarism can occur including not paraphrasing adequately or citing the work of others (at all or properly). Please review the information about plagiarism in the Course Information section of your BlazeView course. Also, be familiar with the consequences of plagiarism as outlined in your syllabus and student handbook.

Instructions:

Your paper must be a minimum of 10 - 12 pages. Your paper will include a cover page and a reference page, which do not count toward the paper’s page total. You should have a minimum of 5 peer-reviewed publications (e.g., journals). You will also use information and concepts learned via your textbook, class lectures, and discussions to support your work. This paper is worth 100 points.

The purpose of the paper is to articulate your theoretical orientation and/or framework that will guide your applied work with clients or students. You must support your choices and preferences by explaining the reasons you believe what you believe by using information and concepts from the textbook, class lectures, and a minimum of five relevant empirical, peer-reviewed articles.

The following areas should be addressed in the paper:

1. A description of your theory of choice
 - a. A broad overview of the theory
 - b. The historical relevance including key theorist(s)
 - c. What the importance of affect, cognition and behavior hold in this theory
 - d. The types of clients that would benefit from this theory?
 - e. The limitations of the theory
 - f. The ethical considerations that may need to be addressed when implementing this theory
2. What your chosen theory indicates is the core motivation for human existence
 - a. How this core motivation is expressed in healthy ways
3. The characteristics of healthy personality?
 - a. How your theory's definition of health may be inconsistent with a client's cultural values
4. How does the process of development get derailed or stuck according to your theory?
5. The stages of the client's life are considered key in the development process, if any
6. The critical individuals in the client's life according to this theory
 - a. Does the theory restrict the focus to the individual, or extend to the interactions with family, friends, etc?
7. Using your theory, describe how change takes place and what your general goals for your clients using this theory would be?
 - a. What critical elements must be in place for change to take place?
8. What is the importance of the therapeutic relationship?
9. From the perspective of the theory, what is your role as the counselor?
10. What empirical support is there indicating the efficacy of the theory?
11. How does this theory fit your personality and interpersonal style?

Case Study Quizzes

CACREP Standards:

CACREP II.F.5.a. Understanding theories and models of counseling.

CACREP II.F.5.b. Describe a systems approach to conceptualizing clients.

CACREP II.F.5.d. Apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

CACREP II.F.5.h. Develop developmentally relevant counseling treatment or intervention plans.

CACREP II.F.5.i. Develop measurable outcomes for clients.

CACREP II.F.5.j. Describe evidence-based counseling strategies and techniques for prevention and intervention.

Instructions:

For each quiz, you will read the assigned case study which applies to a particular theory of counseling (e.g., behavioral). You will then answer application-based questions on that study. Quizzes will be administered online through BlazeVIEW. Each quiz will be under “Quizzes” via the “Assessments” area of your course. Each quiz can be taken only once. Quizzes are timed. The number of questions and the time available for each quiz are variable but will be approximately 5 - 15 questions. Once a quiz has been started, it must be completed at that time. You cannot exit and return to a quiz once it has begun. Each case study quiz will be available beginning Wednesday at 12:00 a.m. through Friday evening by 8:00 p.m. of the week they are due.

Make sure you schedule adequate time to complete each quiz (it is highly inadvisable to begin a quiz on Friday at 7:00 p.m. for example). Quizzes will consist of a mixture of question types (e.g., short-answer, long-answer). Each quiz is worth 25 points.

Quizzes will cover the following:

Reflective Journals

CACREP Standards

CACREP 2.F.5.a. Understand theories and models of counseling.

Due Date and Submission

1. Each Reflective Journal must be turned into its appropriate assignment folder on BlazeVIEW by 3:00 p.m. on the date it is due.
2. Late assignments will not be accepted.
3. Ensure that you leave yourself adequate time to enter, upload, and submit your assignment in BlazeVIEW.
4. If the Assignment folder closes while you are in it and you are unable to submit your paper, this counts as late and it will not be accepted.

Formatting and Directions

1. Use Times New Roman, 12-point font.
2. Your margins should be 1" on all sides.
3. Do not include a reference page, abstract, or cover page.
4. Each reflective journal must be uploaded as a Word document.
5. Emailed submissions will not be accepted.

Assignment Content and Plagiarism

The information contained in your journals is expected to contain adequate detail, elaboration, and content to fully answer the prompts. In your answers, avoid quoting or closely paraphrasing information obtained from your sources. Explain the concepts and information in your own words, based on your critical analysis of the material. You are expected to use appropriate grammar, punctuation, and spelling. A professional/academic tone should also be used in your writing.

Your assignment will be processed through the Turnitin tool in the Assignments folder. You can review your Turnitin report after submitting it to the Assignments folder. It is recommended that you allow yourself enough time to submit your work and generate a report to ensure that you have turned in original work. For all assignments, it is extremely important that your work is original and to avoid plagiarism, intentional or unintentional. There are many ways plagiarism can occur including not paraphrasing adequately or citing the work of others (at all or properly). Please review the information about plagiarism in the Course Information section of your BlazeView course. Also, be familiar with the consequences of plagiarism as outlined in your syllabus and student handbook.

Instructions:

The purpose of the journaling assignment is to allow you the opportunity to personally reflect on the information presented in the text. For each journal, you will address these questions:

1. What was important about the reading assignment or theory?
2. How might I use the information from this theory in working with clients or students?
3. How does this inform my identity as a professional counselor?

Each journal should be no longer than 1 page in length. Each journaling assignment is worth 10 points for a total of 50 points