



Department of Counseling and Student Affairs

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Professor

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Office Hours: Tuesday 12:30pm-4:30pm; Wednesday 8:30am-12:30pm

COURSE

CNS 558 Counseling Theories. Philosophical bases of the helping processes; major contemporary counseling theories and their application in individual and group counseling and in family systems counseling.

PURPOSE OF THE COURSE

This course is designed to enable students to understand and use major counseling theories so that they may develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients

CLINICAL MENTAL HEALTH COUNSELING

C.1. FOUNDATIONS

- C.1.b. theories and models related to clinical mental health counseling*

KY EPSB

2.6. COUNSELING AND HELPING RELATIONSHIPS

2.6.a. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of the affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling or their theoretical orientation.

2.6.b. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed

to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

REQUIRED AND RECOMMENDED COURSE READINGS

Required Texts

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Monterey, CA: Brooks/Cole.

Recommended Resources

Becvar, D. S., & Becvar, R. J. (2009). *Family therapy: A systemic integration* (7th ed.). Boston, MA: Allyn & Bacon (Pearson).

Guterman, J. T. (2006). *Mastering the art of solution-focused counseling*. Alexandria, VA: American Counseling Association.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York: Norton.

Wubbolding, R. E. (2002). *Reality therapy for the 21st century*. Philadelphia, PA: Taylor & Francis.

Note:

- a. Additional assigned and supplemental course readings and resources may be available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.
- b. Students are expected to complete reading assignments for all scheduled class meetings and be prepared to participate appropriately in class learning activities.

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. This course will use a combination of lecture, Blackboard assignments, class discussion, experiential activities, class presentations, power-point presentations, recorded counseling sessions, skills practice in groups of three or more, exams, and communication between the student and professor through written work prepared outside of class.

COURSE REQUIREMENTS

Reaction Paper

The chapter reaction paper is a method of communication between the student and the professor. The length of your paper is not as important as thoughtful comments (although it DOES have a minimum length). The Reaction Paper should focus on one counseling theory noted in the required textbook.

Length: Three to five typed pages, double-spaced.

The format for the chapter reaction paper is as follows:

- (a) Your Name,
- (b) Chapter number and title,

- (c) Specifics about the theory and your reactions to the ideas presented (include Basic Philosophy, Key Concepts, Goals of Therapy, Techniques, Application of Approaches, and the Therapist's function and role),
- (d) Ways you could use some of the ideas and skills in your method of counseling, and
- (e) Finish this sentence, "I learned"

Mid-Term and Final Exam (*CACREP Key Assessment CMHC C.1.b.; KY EPSB Standard CORE 2.6.a., 2.6.b.*)

The Mid-Term Exam will be a combination of multiple-choice and true/false statements. There will be 20 items from "Basic Issues in Counseling Practice" (Chapters 1-3). The exam is on Blackboard- Access through "Tests and Quizzes."

The Final Exam will be a combination of multiple-choice and true/false statements. The exam has 20 items and covers Chapters 1-14 in the text. The exam is on Blackboard – Access through "Tests and Quizzes."

Note: You are taking a major course in your degree program. It is important for you to stay current with your reading and writing assignments.

STUDENT EVALUATION CRITERIA AND PROCEDURES

Attendance and Class Participation	50 pts.
Reaction Paper	50 pts.
Blackboard Assignments	100 pts.
Mid-Term Exam	100 pts.
Final Exam	100 pts.
Total	400 pts. Possible (Divide by 4 for course grade.)

Grades will be assigned according to total points as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX

Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

COURSE SCHEDULE

CNS 558 is a weekend WEB-ENHANCED course. In addition to assignments in class, students are required to complete all assignments on Blackboard. Directions for work on Blackboard are in the areas of "Announcements", "Content", and "Discussions." These areas should be reviewed throughout the course.

Proposed Schedule CNS 558 – Counseling Theories

CNS 558 Counseling Theories officially begins on January 22, 2019.

Face-to-face Class Meeting 02/01/2019 - Introductions, Requirements, and Expectations

Chapter 1, "Introduction and Overview" CACREP F.5.a.

Chapter 2, "The Counselor: Person and Professional" F.5.a.

Chapter 3, "Ethical Issues in Counseling Practice" CACREP 1.b

Chapter 4, "Psychoanalytic Therapy" (Freud). 1.b

Chapter 5, "Adlerian Therapy" (Alfred Adler) 1.b

(Reading Assignment for Forum I (Chapters 1-5) Completion on Blackboard – deadline, Friday, February 15, 2019).

Face-to-face Class Meeting 03/15/2019 - Chapter 11, "Reality Therapy" (Glasser, Wubbolding) F.5.a. Power-point presentation, discussion. Basic Concepts of Choice Theory/Needs/

Quality World activity – discussion.

Quality World/Perceived World

Behavior System – Less Effective Behavior – More Effective Behavior

WDEP System Applications – Role Plays – Case Studies

Chapter 6, "Existential Therapy" F.5.a.

Chapter 7, "Person-Centered Therapy" F.5.a.

Chapter 8, "Gestalt Therapy" F.5.a

Chapter 9, "Behavior Therapy" F. 5. a.

Chapter 10, "Cognitive Behavior Therapy" F. 5. a.

(Reading Assignment and Second Forum Completion on Blackboard – Chapters 6-10 deadline, Friday, March 22, 2019.

Face-to-face Class Meeting, April 19, 2019.

Chapter 13, "Postmodern Approaches" – Power-point presentation.

DVD recording – discussion. Role Plays – Case Studies.

Solution-Focused Brief Therapy – Basic Elements, Role Plays, Case Studies(1.b., F.5.a., F.5.b.)

(Reading Assignments and Third Forum Completion on Blackboard – Chapters 12-15

Chapter 12, "Feminist Therapy" F. 5.a.

Chapter 13, "Postmodern Approaches" F. 5. b.

Chapter 14, "Family Systems Therapy" F.5.b.

Chapter 15, "An Integrative Perspective" F.5.a., F.5.b., 1.b.

(Forum Three deadline for completion on Discussion Board – April 19, 2019.)

Family Systems Reaction Paper – required course Critical Performance (F.5.b.) must be uploaded to the Electronic Portfolio System. Scoring Rubric Attached.

Final Exam – Will be on Blackboard – complete and upload a message to the Electronic Portfolio System stating that you have completed your Final Exam on Blackboard.

Critical Performance – F.5.a., F.5.b., 1.b. CMHC. Scoring Rubric Attached. Both Critical Performance deadlines for uploading - Friday, April 26, 2019.

All work for this course must be completed by the end of the day on Friday, May 3, 2019. This syllabus and grading requirements may be changed if unforeseen, extenuating circumstances occur.

DEPARTMENT OF COUNSELING AND STUDENT AFFAIRS

Key Assessment: Final Examination. To illustrate their knowledge and understanding of the theoretical approaches presented in this course, their ability to select appropriate counseling interventions, and their ability to apply the theoretical material to case studies; students will achieve an “80” or above grade on the Counseling Theories Final Examination. (*CACREP Standard CMHC 1.b.*)

SCORING RUBRIC

Standard	90% or higher	80%-89%	70-79%	69% or below
CMHC 1.b. Demonstrates an understanding of a variety of models and theories related to clinical mental health counseling.	4	3	2	1