1. **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.

2. **Purpose of the course:** This course is designed to enable students to understand and use major counseling theories, develop therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcomes, and successfully terminate counselor-client relationships.

3. **Course Objectives:**
   This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:
   
   **Core Curriculum Knowledge Outcomes:**
   5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

   d. 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;

   e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

   **Clinical Mental Health Counseling Program Area Knowledge Standards**
   **FOUNDATIONS**
   A. Knowledge
   5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

4. **Course Texts:**

**Recommended Reading List:**


**Note:**

a. Additional assigned and supplemental course readings and resources will 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.

5. **Methods of Instruction:**

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.
6. **Course requirements:**
   Reading assignments, Blackboard Assignments, class attendance, and class participation. Select the grade you wish to receive through *satisfactory* completion of one of the following contracts.

**Requirements for an "A"**
1. Attendance: No unexcused absence
2. Satisfactory Reaction Papers (3)
3. Complete all work on Blackboard on time and at a satisfactory level.
4. Average 90% or better on the exams
5. Complete the final exam at the "A" level
6. Rubric Score of “4” on both Critical Performances
7. No score lower than “3-Meets Criteria Consistently” in any area on the Professional Performance Review Form.
8. Submitted and accepted recording of counseling approach in DVD format

**Requirements for a "B"**
1. Attendance: No unexcused absence
2. Satisfactory Reaction Papers (3)
3. Complete all work on Blackboard on time and at a satisfactory level.
4. Average 80% or better on exams
5. Complete the final exam at the "B" level
6. Rubric Score of “3” or higher on both Critical Performances
7. No score lower than “3-Meets Criteria Consistently” in any area on the Professional Performance Review Form.

Elements below these levels will result in the grade of C, D, or F. If you wish to discuss your progress during the course, you may schedule an appointment with the professor.

**NOTE:** Students in CNS 558 will be required to electronically enter two documents (Chapter Reaction Paper and CNS 558 Final Exam – listed as Final Exam) onto the university’s Electronic Portfolio System. Be careful to enter documents onto the appropriate spaces. Final grades will not be recorded until both Critical Performances have been entered.

**Papers:** 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 focuses on one chapter in Corey's book (4-14). **Required:** (3) reaction papers (Reality Therapy, Solution-Focused Brief Therapy and Family Systems Therapy). G.5.e., G.5.d.

**Length:** Two full typed pages (Maximum of 3 pages), double-spaced.

**Due:** Reaction papers are due as listed on the Proposed Schedule.

The format for chapter reaction papers 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, 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 ……”

Recorded Counseling Session in DVD format ("A" grade requirement)
Submit a DVD and transcript which illustrate your beginning competency with a specific theoretical approach (Reality Therapy, Solution-Focused Brief Therapy, or Family Systems Therapy). The DVD is due with no exceptions or extensions of the deadline. Specific requirements will be handed out in time for your work on this assignment. Submission of the DVD does not guarantee an "A" grade.

Exams
There will be two exams; both exams are multiple-choice. Length of each test will be announced before test time (First exam on Reality Therapy – Final Exam, Chapters 4-14).

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

7. Attendance Policy:
Attendance is required at all scheduled class meetings; an absence for any reason is an absence. Students are required to contact the professor to discuss any absence from regularly scheduled class meetings. For Weekend Courses: Attendance is required during all scheduled class meetings. Exceptions will be determined in consultation with the department head. Consequences for unexcused absences include receiving an “F” or “Incomplete” in the course; and will be determined in consultation with the department head.

8. Use of current research:
“Students are expected to use literature reviews to define the most contemporary information on all course research assignments. 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.”

9. Use of technology in course delivery:
This course will use Blackboard for announcements, assignments, and discussions; to distribute reading materials and for submission of papers; email for communication and submission of papers via attachments; and require students to upload Critical Performances to the Electronic Portfolio System, etc. Students will be advised initially of any technological competencies expected to successfully complete the course.

10. Students with Disabilities Who Require Accommodations:
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

11. 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.

12. Academic Performance:

As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at:

Most courses will include in their syllabus a statement on attendance. You should be well aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly.

Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Some courses have a policy about late or missing assignments. You should be well aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for particular assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

13. Flexibility Clause:
The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ 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.

14. **Graduate Student Handbook:**
Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

15. **Course Schedule:**

*Please Note:* CNS 558 will meet from 5:15pm – 8:00pm on Tuesdays as scheduled from August 30, 2011-December 6, 2011. In addition to assignments in class, students are required to complete specific assignments on Blackboard.

Directions for work on Blackboard are in the areas of “Announcements” and “Content” when you logon. These areas should be reviewed throughout the course.

Proposed Schedule

**CNS 558 – Counseling Theories**

August 30, 2011  Introductions, Requirements, and Expectations

   Chapter 1, “Introduction and Overview” CACREP CMHC A.5.; G. 5. d., G.5.e.


   Chapter 3, "Ethical Issues in Counseling Practice" CACREP CMHC A.5.

September 13, 2011  Chapter 4, “Psychoanalytic Therapy” (Freud) G. 5. d.


September 27, 2011  Chapter 11, “Reality Therapy” (Glasser, Wubbolding) G. 5. d.


October 4, 2011  Quality World/Perceived World

   Behavior System – Less Effective Behavior – More Effective Behavior

   The Cycle of Managing, Supervising, Counseling and Coaching

   (Chart) Decisions to be made by a professional in early stages of counseling. CACREP G.5.d.

October 11, 2011  WDEP System Applications – Role Plays – Case Studies

   Exam I (Access through “Content” on Blackboard – deadline for completion will be discussed in class) CACREP G. 5. d.

   (Chapter Reaction Paper on Reality Therapy due today CMHC A.5., G.5.d.)

October 18, 2011  Chapter 6, “Existential Therapy” G. 5. d.

   Chapter 7, “Person-Centered Therapy” G. 5. d.

   Chapter 8, “Gestalt Therapy” G. 5. d.
October 25, 2011  Chapter 9, “Behavior Therapy” G. 5. d.  
Chapter 10, “Cognitive Behavior Therapy” G. 5. d.

November 1, 2011  Chapter 13, “Postmodern Approaches” – Power-point presentation.  

November 8, 2011  Solution-Focused Brief Therapy – Basic Elements, Role Plays, Case Studies G.5.d.  
(Chapter Reaction Paper on Solution-Focused Brief Therapy due today)  
CMHC A.5.,G.5.d.)

November 15, 2011  Chapter 12, “Feminist Therapy” G. 5. e.

November 22, 2011 (Special Project) G.5.d./G.5.e.

(DVD and transcript for “A” Grade due today)

Focus on Role Plays and Discussions

Final Exam – (Will be sent electronically – to be completed and uploaded to the 
Electronic Portfolio System for required course Critical Performance – G.5.d.,  
CMHC A.5.) Scoring Rubric Attached.

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

All work for this course must be turned in by the end of class on December 6, 2011. This syllabus and grading requirements may be changed if unforeseen, extenuating circumstances occur.

PLEASE NOTE:  Both Critical Performances (Reaction Paper and Final Exam) must be entered onto the University’s Electronic Portfolio System before grades are posted (December 13, 2011 Deadline).

(Go to Western’s Homepage – select Site Index – Select “C” for Colleges – select College of Education and Behavioral Sciences – on left side of Dean’s Page, select Electronic Portfolio System – then select Student Entry – follow directions)
Course: CNS 558 – Counseling Theories  
Standard: G.5.e.  
Reaction Paper – Family Systems Therapy Reaction Paper  

**CNS 558 REACTION PAPER SCORING RUBRIC**  
Professor’s Name:  
Student’s Name:  
Semester:  

<table>
<thead>
<tr>
<th>Standard</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student completed a satisfactory reaction paper illustrating a clear understanding of the systems approach.</td>
<td>The reaction paper meets the requirements for this standard.</td>
<td>The reaction paper illustrates inaccurate interpretations of family and other systems theories.</td>
<td>Reaction paper is incomplete with regard to directions on the syllabus.</td>
<td></td>
</tr>
<tr>
<td>G.5.e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; Reaction paper includes basic philosophy, key concepts, goals, techniques, application of approaches, and the student’s reaction to major models of family and related interventions.</td>
<td>The reaction paper includes the basic philosophy, key concepts, goals, techniques, and application of systemic approaches.</td>
<td>The reaction paper is not clear with regard to basic philosophy, key concepts, goals, techniques, and application of approaches.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course: CNS 558 – Counseling Theories

Critical Performance: Final Examination. To illustrate their knowledge and understanding of the basic concepts 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. (G.5.d., CMHC A.S.) The Final Exam will be sent electronically – to be completed and uploaded to the Electronic Portfolio System.

**SCORING RUBRIC**

<table>
<thead>
<tr>
<th>Standard</th>
<th>18-20 correct</th>
<th>15-17</th>
<th>12-14</th>
<th>1-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.G.5.d. Applies counseling theories to conceptualize client presentation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>II.G.5.d. Applies counseling theories to select appropriate counseling interventions</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>II.G.5.d. Demonstrates understanding models of counseling consistent with current professional research and practice in the field</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>II.G.5.d. Articulates an initial personal model of counseling</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CMHC A.S. Demonstrates an understanding of a</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>variety of models and theories related to clinical mental health counseling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMHC A.5. Demonstrates an understanding of the methods, models, and principles of clinical supervision.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>