



Syllabus

SCHOOL OF HEALTH AND SOCIAL SERVICES **COUN 526: Counseling Theory**

5 Credits
Effective: Fall 2020/2021

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course provides a graduate-level introduction to counseling theories and their practical application during the counseling process. Students are introduced to the five major theoretical schools (psychodynamic, humanistic, behavioral, systemic, and constructivist). The course also explores a number of current issues in counseling and psychotherapy. Each student deeply analyzes their beliefs about human behavior, resulting in the development of an initial, critically-informed personal theory of counseling. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

COURSE RESOURCES

Capuzzi, D. & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions* (6th Ed.). Wiley.

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed). American Psychological Association

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

COURSE OUTCOMES (COs)

In this course, learners:

- a) Develop an initial personal model of counseling.
- b) Apply theories and models of counseling to client case scenarios.
- c) Develop self-awareness into beliefs about what impacts personal development, and formulate a personal philosophy of counseling grounded in these beliefs

PROGRAM LEARNING OUTCOMES (PLOs)

1. Professional Counseling Orientation and Ethical Practice

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development

Demonstrates knowledge and working application of career development in counseling practice.

5. Counseling and Helping Relationships

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

6. Group Counseling and Group Work

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment and Testing

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

8. Research and Program Evaluation

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

9. Social Justice

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

10. Addiction Counseling

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

11. Clinical Mental Health Counseling

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

12. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses.

13. Professional School Counseling

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.

- 3.h. A general framework for understanding differing abilities and strategies for differentiated interventions
- 5.a. Theories and models of counseling
- 5.b. A systems approach to conceptualizing clients
- 5.n. Process for aiding students in developing a personal model of counseling
- 8.b. Identification of evidence-based counseling practices

CMHC Specialty

- 1.b. Theories and models to clinical mental health counseling

MCFC Specialty

- None

AC Specialty

- None

PSC Specialty

- None

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Personal Philosophy of Counseling Paper	a); b); c);		3.h, 5.a, 5.b, 5.n, 8.b	1.b			
2. Assign 2 – Case Conceptualization	b);		5.b,8.b	1.b			
3. Required Readings – Capuzzi & Stauffer			3.h, 5.a, 5.n, 8.b	1.b			

Course Schedule

(Subject to change according to the pace of the class)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1	Class overview; Helping relationships; Diversity and social justice issues;	Capuzzi/ Stauffer – Chps. 1 & 2		
Week 2	<u>Psychoanalytic Approach:</u> Psychoanalytic, Jungian Analytical, Adlerian	Capuzzi/ Stauffer – Chps. 3, 4, & 5		
Week 3	<u>Humanistic Approach:</u> Existential; Person-Centered; Gestalt; Trans-personal;	Capuzzi/ Stauffer – Chps. 6, 7, 8, & 15		
Week 4	<u>Humanistic Approach</u> (cont.)			
Week 5	<u>Behavioral Approach:</u> Behavioral; Dialectical Behavior;	Capuzzi/ Stauffer – Chp. 10		
Week 6	<u>Cognitive Approach:</u> Cognitive Behavioral; Rational Emotive Behavior; Reality Therapy /Choice Theory;	Capuzzi/ Stauffer – Chps. 9, 11, & 12		
Week 7	<u>Cognitive Approach</u> (cont.)			
Week 8	<u>Systemic Approach:</u> Family;	Capuzzi/ Stauffer – Chp. 13		
Week 9	<u>Constructionist Approach:</u> Feminist; Solution-Focused; Narrative	Capuzzi/ Stauffer – Chps. 14 & 16		
Week 10	Creative approaches and emerging theories	Capuzzi/ Stauffer – Chp. 17		

Standards met with required course readings, in-class discussions, and class activities:

CO: a); b); c);

PLO: n/a

CACREP Core: 3.h, 5.a, 5.b, 5.n, 8.b

CMHC: 1.b

MCFC: n/a

AC: n/a

PSC: n/a

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Personal Philosophy of Counseling Paper	300
Case Conceptualization	200
(Additional Assignments – TBD)	(500)
TOTAL	1000

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Assignment 1: Personal Philosophy of Counseling Paper (300 points)

CO: a); b); c)

PLO: n/a

CACREP Core: 3.h, 5.a, 5.b, 5.n, 8.b

CMHC: 1.b

MCFC: n/a

AC: n/a

PSC: n/a

In this assignment, students develop, personalize, and critique their own philosophy of counseling. Description of theoretical position about human change is crucial to development as a professional counselor. The purpose of the Personal Philosophy of Counseling paper is for students to develop a richer understanding of both their philosophy of counseling, consider whether any particular theoretical approaches connect with their philosophy, and to integrate these approaches into their professional identity as a counselor.

Students will write a 12- to 15-page paper, using the following headings to organize the paper. Students will address each element described below, and integrate information from theoretical analysis, discussion questions, the text, and personal experience. Students should use at least five sources for the paper, and at least two must be primary sources. A primary source is a source (article, book, etc.) written by the theorist being referenced. For example, writing about the influence of person-centered theory on the philosophy of counseling might include a work by Carl Rogers. All references must be cited; failure to cite sources is plagiarism. See the Publication Manual of the American Psychological Association for the correct style, reference, and citation format.

Students are expected to adhere to the following outline for this assignment:

I. Theoretical Model of Human Nature: 1. Values and philosophy of life; 2. Theory of human nature; 3. Beliefs about the development of normal and pathological personality; 4. Description of the characteristics of healthy versus pathological behavior; 5. The impact of culture, gender, and class, etc. on the development of beliefs.

II. Counseling Process and Treatment Applications: 1. Beliefs about the roles and responsibilities of the counselor and the client; 2. Beliefs about the counseling relationship; 3. Perspectives about how and why people change within the counseling process; 4. Techniques and strategies that are most effective; 5. The impact of multicultural/social justice/advocacy issues on the counseling process.

III. Personal and Professional Growth and Development: 1. Current theoretical approaches at this point in training; 2. The impact of this course on awareness of the role as a counselor; 3. Areas of transference and countertransference; 4. Growth areas as a counselor.

Students will use APA Style. This assignment will be graded on: integration of theoretical concepts from both class activities and personal research; analysis and integration of course concepts along with researched theoretical specifics; evidence and support of personal counseling philosophy and identification of plan for professional growth; evidence of self-reflection and personalized application of concepts; and organization, style, coherence, and mechanics of the writing itself.

<i>Components</i>	<i>% of Grade</i>
Integration of Theoretical Concepts	20%
Analysis and Use of Course Concepts	20%
Evidence and Support of Personal Philosophy/Growth Plan	20%
Self-reflection and Application of Concepts	20%
Organization, Style, Coherence, and Mechanics	20%
TOTAL	100%

Assignment 2: Case Conceptualization (200 points)

CO: b)

PLO: n/a

CACREP Core: 5.b, 8.b

CMHC: 1.b

MCFC: n/a

AC: n/a

PSC: n/a

Students will have an opportunity to demonstrate an understanding and application of two theories to counseling practice. The instructor will provide students with two case scenarios. Students will write an eight to ten page paper selecting one scenario and responding to case-based questions from the perspective of two different theories of their choice. Using evidence-based theoretical research, students are expected to provide information regarding their choice of theories and provide support for the application of those choices based on their research. Client cases/scenarios will be provided by the instructor two weeks before the assignment is due.

Students will use the current edition of APA Style and a minimum of three references, including the course text reference, for each theoretical approach. This assignment will be graded on analysis and use of course concepts, case conceptualization, evidence and support, organization and coherence, and style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Organization and Coherence	20%
Style and Mechanics	20%
Evidence-based Research and Support	20%
Analysis and Use of Course Concepts	20%
Case conceptualization	20%
TOTAL	100%

(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a [CityU](#) librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.