

**EGC 530**  
**Individual Counselling Theory and Practice**

Cohort:

**School of Education and Leadership**

3 Credits  
Effective Date (7/1/2023)

Course Dates:

**Faculty Information**

Faculty name:

**Contact Information**

Email:

**Course Description**

Students explore theories of individual counselling applicable to school-based practice, their characteristics, and application. They develop a standard approach to analyze established theories in light of the needs of a diverse K-12 student population and examine which aspects serve children best in a school setting. Ethical approaches are discussed and investigated.

**Course Outcomes**

This course will prepare students to:

- Demonstrate understanding and apply key concepts of counselling theories
- Evaluate and apply theory as a sociocultural construct
- Compare counselling theories with consideration for the role of the counsellor, techniques, and application for use in schools

- Analyze how counselling theories support intercultural work and meet the diverse needs of students.
- Identify and analyze theoretical approaches

### **Core Concepts, Knowledge, and Skills**

- Context and application of major counselling theories
- Diversity and inclusion considerations
- The complexity of human nature
- The counsellor as a therapeutic person
- The process of human change

### **Grading Scale**

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded will be provided by the instructor. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

### **Course Assignments and Grading**

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

<b><i>Overview of Required Assignments</i></b>	<b><i>% of Final Grade</i></b>
Person-centered Theory Paper	25%
Exploration, Summary and Comparison of Counselling Theories	20%
Analysis of theory research paper	40%
Participation and Engagement	15%
<b>TOTAL</b>	<b>100%</b>

## Course Assignment Details

### Person-Centered Theory Paper (25% of Final Grade)

For this assignment, students write a short paper where they identify and reflect on several major concepts in Person-Centred Theory (PCT). Additionally, students apply one concept drawing on decolonizing / diversity considerations to reflect on an aspect of PCT. Students are guided by the following questions:

- How does the PCT concept help you to make sense of an experience or observation you have made in your work with children and youth?
- To what extent does the concept correspond to or differ from your perspective on how people change, or what is helpful to them?
- How will the concept influence your thinking and practice?
- In what way is PCT consistent with (or not) decolonizing or diversity considerations?

*Learning Outcomes:*

- *Demonstrate understanding and apply key concepts of a counselling theory*
- *Evaluate and apply theory as a sociocultural construct*
- *Identify and analyze a theoretical approach*

<b>Grading criteria</b>	<b>% of Grade</b>
Reflection on Concepts	80%
Academic standard	20%
<b>TOTAL</b>	<b>100%</b>

### Exploration, Summary and Comparison of Counselling Theories (20% of Final Grade)

This exercise is designed to be collaborative and to facilitate exploration, understanding, and discussion of key concepts relevant to counselling theories. Learners work in small groups of three or four, partly during class-time, to complete this assignment. This activity is also designed to support the comparison of counselling theories with consideration for therapeutic and change processes, decolonizing and diversity considerations, and relevance to the K-12 school settings.

As a small group, students discuss, complete, and submit their summary and analysis of **two or three** counselling theories that may be considered relevant to the role of school counsellor. ***Use the following headings in a table or paper format.***

Counselling Theory	Key concepts of this approach	Philosophy, and therapeutic and change processes	De-colonizing or diversity considerations	Application in K-12 School Settings

Each groups' work will be shared with the class through a posting on Brightspace or otherwise.

Statements may be presented in point form, but should be full sentences, and mainly rephrased in the students' own words (avoid copy and paste). It is not necessary to reference each statement for this exercise. For this assignment, use a **bibliography** of sources rather than a **reference** list.

*Learning Outcomes:*

- *Identify and analyze theoretical approaches*
- *Compare counselling theories with consideration for the role of the counsellor, techniques, and application for use in schools*
- *Evaluate and apply theory as a sociocultural construct*
- *Analyze how counselling theories support intercultural work and meet the diverse needs of students.*

<b>Grading criteria</b>	<b>% of Grade</b>
Summary	30%
Analysis – Decolonizing and diversity considerations	25%
Analysis – Application in school setting	35%
Academic practices and skills	10%
<b>TOTAL</b>	<b>100%</b>

### **Analysis of Theory Research Paper (40% of Final Grade)**

Learners explore, analyze, and reflect on the application of a counselling theory in the school setting, informed by research in the field. Learners may choose to compare more than one theory as a basis for analysis. Analysis should include the application of one's own perspective, drawing from experience as well as the integration of relevant research or scholarly works.

*Learning Outcomes:*

- *Demonstrate understanding and apply key concepts of counselling theories*
- *Evaluate and apply theory as a sociocultural construct*
- *Compare counselling theories with consideration for the role of the counsellor, techniques, and application for use in schools*
- *Analyze how counselling theories support intercultural work and meet the diverse needs of students.*
- *Identify and analyze theoretical approaches*

<b>Grading criteria</b>	<b>% of Grade</b>
Key concepts and personal perspective	30
Inquiry-informed application to school setting	30
Decolonizing/ diversity considerations	20
Academic practices and skills	20
<b>TOTAL</b>	<b>100%</b>

## **Participation and Engagement (15% of Final Grade)**

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

<b>Grading Components</b>	<b>% of Grade</b>
<b>Participation and Engagement</b> <i>(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)</i>	<b>100%</b>
<b>TOTAL</b>	<b>100%</b>

## **Course Policies**

### **Declaration of Inclusion**

CityU Canada's Master of Education in School Counselling program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that we live and work on the unceded and traditional territory of the Coast Salish Nations of *xʷməθkʷəyəm* (Musqueam), *səlilwətaɣ̓* (Tsleil-Waututh), and *Sḵwxwú7mesh* (Squamish) people & many others whose histories, languages, & cultures continue to influence our vibrant community. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC, and diversely-abled communities.

### **Late Assignments**

Graduate students are expected 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, students should 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.

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. Instructors may vary the late penalties in response to the specific conditions and requirements of each course. Assignments may be re-written only with the express consent of the Instructor.

### **Attendance and Participation**

Students taking courses in any format at the University are expected to be diligent in their studies and attend classes regularly. Regular class attendance/contact is important in achieving learning outcomes in the course and correlates in many cases with participation. As such, it may be a valid consideration in determining the final grade. At the beginning of each course, the instructor will inform students of the relevance of class attendance/contact to the final grade.

If you anticipate missing any classes for any reason, please contact the Academic Program Director Maria Stella at [mariastella@cityu.edu](mailto:mariastella@cityu.edu) in advance.

### **Professional Writing**

Assignments require the writing that is academic in tone, follows logical organization, and follows writing conventions to address topics clearly, completely, and concisely. In your assignments, you are also required to use APA citation style and formatting (7th edition). For resources on academic writing and APA, use CityU library resources <https://library.cityu.edu/howto/apa-writing/use-apa-style/>

### **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](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*. For resources on avoiding plagiarism, use CityU library resources <https://library.cityu.edu/howto/apa-writing/avoid-plagiarism/>

## **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.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **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 the [CityU website](#) 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 [CityU in Canada](#) website.

### **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](mailto:disability@cityu.edu) or 206.239.4752 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.

### **Brainfuse Tutoring**

All students receive free, unlimited tutoring through Brainfuse. To gain access, click on the Help button from within your class in Brightspace and select the Brainfuse link.

## **Master of Education in School Counselling Professional Code**

In addition to City University's general student code of conduct located in the Registrar's City U Calendar, MEd in school counselling students are further expected to conduct themselves in a manner that is consistent with the core values of the profession they are entering. Students will be encouraged to adopt the following behaviours and are accountable to their peers, faculty, and CityU to sincerely undertake the development of these hallmarks of maturity:

1. Respect the dignity of classmates, faculty, and administrators without prejudice in all forms of behaviour and communication in matters of race, religion, skin colour, ethnicity, gender, orientation, physical presentation, age, ancestry or birthplace. This includes, but is not limited to, standing up against and/or reporting behaviours to the academic director such as bullying, scapegoating, gossip, slander etc.
2. Maintain a positive approach to managing course-related, administrative, or relationship challenges in line with the core values of the profession. This includes, but is not limited to, directly approaching specific individuals regarding concerns of note and attempting to collaborate and independently problem-solve prior to involving faculty or administrators in the matter. Students who feel unable to independently resolve the issue should seek the support of cohort representatives, faculty, or staff.
3. Demonstrate exemplary personal conduct consistent with the values of the profession including integrity, accountability, reflexivity, generosity, compassion, inclusiveness, honesty, courage, maturity, thoughtfulness, good judgment, patience, and fairness. Demonstrate a



commitment to modelling the standards and ethics of the counselling profession in all aspects of personal conduct in both the university and community at large.

4. Access City University's campuses or resources ONLY with approval from an authorized representative of the university.
5. Recognize that students with formal academic accommodations are expected to meet the same academic standards as their peers with the help of additional supports and reasonable, penalty free extensions.
6. Recognize that consistent face-to-face and online synchronous class attendance is a basic, non-negotiable requirement of the program and that the program's attendance policies will be enforced without exception.
7. Ensure that all requests for assignment extensions (with and without accommodations) are submitted to faculty a minimum of 48 hours in advance of the assignment due date. Extensions may not be granted after assignment due dates have passed.
8. Respect and behave in accordance with the appropriate professional boundaries inherent in faculty, administrative, and evaluative roles.
9. As an ambassador for the City University program, conduct themselves in a manner that strengthens the reputation of the profession, one's peers, and the program.
10. Actively develop and practice the core counselling skills of attunement, presence, and empathy in all program-related interpersonal interactions.
11. Respond to feedback from faculty and administrators in ways that facilitate personal growth, preserve our collaborative learning environment, and reflect the standards of the counselling profession.
12. Balance enthusiastic contributions to classroom discussion with ensuring there is sufficient space for all voices to be heard. This involves actively staying aware of the dynamics of class discussions and actively encouraging everyone's participation.
13. Commit to active course participation that contributes to one's own and others' learning.
14. Embrace both positive and challenging academic learning opportunities and consider how these experiences can be applied in the service of personal and professional growth.