

**DEPARTMENT OF EDUCATIONAL AND CLINICAL STUDIES
COUNSELOR EDUCATION PROGRAM**

CED 715 001: *Theories of Counseling and Consultation*

INSTRUCTOR

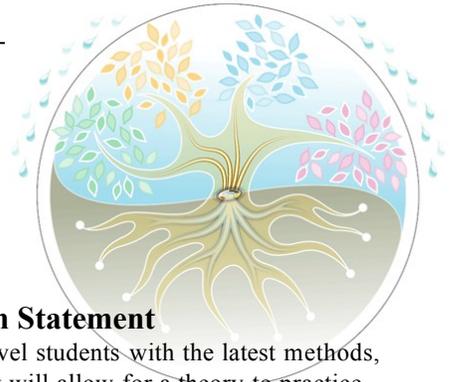
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UNLV Counselor Education Program Mission Statement

The mission of the program in Counselor Education is to provide all master's level students with the latest methods, theories, and techniques of the discipline and to provide a field experience that will allow for a theory-to-practice developmental training approach. Indeed, we seek to enhance the requisite clinical skills needed to function as a professional counselor. In addition, and more broadly, we seek to train students to be critical thinkers, scientifically minded, culturally sensitive, promoters of social justice, and above all to be highly ethical and competent in their particular area of specialization. The Counselor Education mission statement embodies the personal and professional commitment that is required for those individuals who are intent on making a difference for people in our society.

I. COURSE DESCRIPTION (What You Will Get Out of This Course)

The counseling theories course provides students a foundation of understanding the major counseling theories and interaction of person and context from an ecological perspective.

Students will also learn conceptualization of problems, selection of appropriate counseling interventions, development of systematic use of intervention strategies to help clients achieve wellness, and counselor characteristics and behaviors that influence the helping process with individuals and families. Counseling Theories is designed to assist students in becoming informed and competent counselors. Classes will be emphasized discussion-based learning and reflection as they relate to the course material in a safe, respectful, and welcoming environment. Students are expected to share reactions to assigned readings, videos, and experiential activities. Instructional methods include small group work, lecture, discussion, case analysis, videos, and presentations by class members.

Prerequisites:

1. Fully admitted student in either Clinical Mental Health Counseling or School Counseling Graduate Studies.
2. Currently enrolled in CED701 and CED727 or already successfully passed CED701 and CED727 with a grade of B or better.

II. COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Standards addressed in this course include:

CACREP II. G. 1. a. f.	II. G. 1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning: a. History and philosophy of the counseling profession; f. Professional organizations, including membership benefits, activities, services to members, and current issues;
CACREP II. G. 2. b. d.	II. G. 2. SOCIAL AND CULTURAL DIVERSITY – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following: b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; d. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
CACREP II. G. 3. a. b. f. h.	II. G. 3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following: a. Theories of individual and family development and transitions across the life-span; b. Theories of learning and personality development, including current understandings about neurobiological behavior; f. Human behavior including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; h. Theories for facilitating optimal development and wellness over the life span.

CACREP II. G. 5. d. e. f.	<p>II. G. 5. HELPING RELATIONSHIPS - studies that provide an understanding of the process in a multicultural society, including all of the following:</p> <p>d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Student 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;</p> <p>e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;</p> <p>f. A general framework for understanding and practicing consultation.</p>
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Knowledge

By the end of this course, students will have enhanced ability to:

- understand basic theories of counseling
- have a better understanding of their own views of counseling
- understand the process of building collaborative relationships within the counseling experience.

Skills

By the end of this course, students will be better able to:

- incorporate methods of theory based interventions in the counseling setting,
- incorporate the core skills of attending and responding in the counseling experience,
- better understand their own personal philosophy of counseling.

Dispositions

By the end of this course, students are expected to:

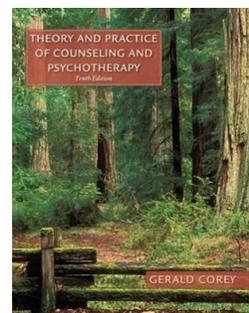
- be aware of the characteristics of various counseling theories including major techniques and strategies.

Student Learning Outcome:	Where Assessed:
<input type="checkbox"/> Participation in small group and large class discussions designed to facilitate critical thinking about and evaluation of class lectures, readings, and activities.	<input type="checkbox"/> Class Participation <input type="checkbox"/> Personal Values Presentation

<input type="checkbox"/> Demonstrate an understanding and use of theory in counseling practice.	<input type="checkbox"/> Quizzes <input type="checkbox"/> Personal Values Presentation <input type="checkbox"/> Theoretical Orientation Paper
<input type="checkbox"/> Demonstrate theoretically based skills through role-play activities.	<input type="checkbox"/> Group Activity <input type="checkbox"/> Class Participation
<input type="checkbox"/> Be able to compare/contrast major theories through written form.	<input type="checkbox"/> Online Discussion Post <input type="checkbox"/> Theoretical Orientation Paper

III. COURSE REQUIRED TEXT

Corey, G. (2016). *Theory and practice of counseling and psychotherapy 10th ed.* Boston, MA: Cengage Learning. (ISBN-10: 1-305-26372-3)



Supplemental materials may be given out during the course of the semester on WebCampus.

IV. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

Course Assignments

Assignments	Maximum Point Value
Class Participation	10
Quizzes	40
Personal Values Presentation	20
Theoretical Orientation Paper	30
TOTAL POINTS	100

1) Class Participation (10 points):

Students are expected to participate actively in the class. Effective participation entails completion of assigned readings prior to class, respectful and non-dominating involvement in class discussions, equal participation in group work, and sharing of thoughts, beliefs, experiences, feelings, and values with other students. Additionally,

you should demonstrate an ongoing interest in growth and discovery related to yourself and to your fellow group members. Please note the attendance policy and how unexcused absences will affect your participation grade.

2) Quizzes (40 points total):

The purpose of quizzes is to assist you to examine your comprehension of reading materials. Students will be required to complete 4 quizzes. The quizzes are multiple-choice tests. The content of the quizzes will be on recent class instruction material and/or recent reading assignments. The quizzes are administered through *WebCampus* with one opportunity for completion.

3) Personal Values Presentation (20 points total):

During the semester, you will present your “self” twice. This is an opportunity for you to reflect and share about who you are and what contributes to your beliefs, values, and worldview. You will present to a small group of your peers. Your presentation will be graded on creativity, presentation, accuracy, congruence of thought, and effort by your peers.

(a) Part I. This mid-term presentation will describe your life philosophy, beliefs regarding the nature of humans, worldview, values and beliefs. Include how these beliefs were shaped for you. Outline a counseling theory that seems most congruent with your life philosophy (10 points).

(b) Part II. Note that during the semester, your opinion about your “self” may change. That is okay! At the end of the semester, you have the opportunity to share these changes. You will also have the opportunity to reflect on and add ONE theory covered in class that is a “best fit” for you (10 points).

4) Theoretical Orientation Paper (30 points; 6 pages, double-spaced; 12/6 11:59pm DUE):

Throughout the semester, we will explore a wide range of counseling theories, some with which you will resonate. This paper is designed to help you identify what theoretical orientation feels like a match with your counseling philosophies, personality, etc. Areas to address include: your views of human nature, your integrative approach to counseling, how theories apply to you personally, challenges you may face and how you would address them. You will be evaluated according to your ability to integrate class materials with your own understanding of the counseling process. Please consider this assignment as a starting point (not an end point) for your individual theoretical counseling approach and incorporate your personal values presentations into this

paper. Please see the accompanying rubric posted on *WebCampus*, which includes required details for the assignment. The rubric will also be used to evaluate your paper. (Upload assignment to *WebCampus*)

Grading policy

1. No late assignments are accepted other than a documented illnesses/family crises. If you do not send or post your assignment by the due date and time, you will not receive credit.
2. All assignments for grading will be submitted on the *WebCampus* course site on the dates indicated on this syllabus. Your instructor will not accept assignments via e-mail.
3. Please remember to put your name on every assignment that you complete.
4. It is instructor’s responsibility to provide feedback in a reasonable amount of time. Any exceptions will be communicated to the class prior to this deadline.

Letter Grade Assignment by Points		
Grade	% Range	Points Range
A	94-100	94-100
A-	90-93	90-93
B+	87-89	87-89
B	84-86	84-86
B-	80-83	80-83
C+	77-79	77-79
C	74-76	74-76
C-	70-73	70-73
F	0-69	0-69

Attendance Policy

Attendance is a requirement for successful completion of this course. Students are expected to attend all regularly scheduled class meetings and a lack of attendance will result in adverse effect on student grades. Therefore, participation and arriving on time for class are essential to your learning experience (in-class as well as on-line). In addition, please keep in mind that professional (respectful) communication is expected with your instructor and your peers.

Missing one class will result in a 5-point deduction from your participation score per unexcused class absence. Students should resolve any conflicts of schedules prior to registering for the class. This must be planned ahead of time and pre-approved by the instructor. Should extraordinary events occur that warrant an extended absence, you must notify the instructor as early as possible to determine your alternatives.

Respect confidentiality! Confidentiality is a necessity. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of

the learning experience and the student's right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a *demonstration* of either an individual session in this course will have his or her confidentiality respected. Please **do not record** any lectures, discussions, or demonstrations. Recording parts of class sessions could well pose problems with respect to confidentiality and privacy.

Please make sure to **turn all cell phone and electronic devices off** before entering the classroom.

V. ACADEMIC INTEGRITY & COPYRIGHT

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain

the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students

at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

VI. COURSE CONTRACT

Upon officially registering for the course, the student assumes responsibility for understanding and complying with the entire contents of the course syllabus. It is the student's responsibility to raise questions or concerns directly with the instructor. The course instructor reserves the right to change, modify, add, or delete any class assignment, reading, or activity at any time. Such changes will be made at the earliest possible time.

Tentative Course Schedule

Class	Date	Topic	Reading Assignments	Class Activity
1	8/30	Course Introduction	Chapter 1	<input type="checkbox"/> Introductions, syllabus, housekeeping <input type="checkbox"/> Group Experience
2	9/6	Counseling profession and ethical issues	Chapter 2 & 3	<input type="checkbox"/> Group Discussion <input type="checkbox"/> Case studies
3	9/13	Psychoanalytic and Psychodynamic Theories	Chapter 4	<input type="checkbox"/> Mini Lecture <input type="checkbox"/> Group Activity
4	9/20	Adlerian Psychotherapy	Chapter 5	<input type="checkbox"/> Mini Lecture <input type="checkbox"/> Group Discussion Quiz 1 Due 9/19 11:59pm
5	9/27	Existential Therapy	Chapter 6	<input type="checkbox"/> Mini Lecture <input type="checkbox"/> Group Discussion
6	10/4	Person-Centered Therapy	Chapter 7	<input type="checkbox"/> Mini Lecture <input type="checkbox"/> Group Activity
7	10/11	Gestalt Therapy	Chapter 8	<input type="checkbox"/> Mid-term Feedback <input type="checkbox"/> In-Class: Personal Values Presentation Part I
8	10/18	Mid Term Week-No class		Quiz 2 Due 10/18 11:59pm
9	10/25	Behavior Therapy	Chapter 9	<input type="checkbox"/> Mini Lecture <input type="checkbox"/> Group Discussion
10	11/1	Cognitive Behavior Therapy	Chapter 10	<input type="checkbox"/> Mini Lecture <input type="checkbox"/> Group Discussion <input type="checkbox"/> Case studies Quiz 3 Due 10/31 11:59pm
11	11/8	Reality Therapy	Chapter 11	<input type="checkbox"/> Mini Lecture <input type="checkbox"/> Group Discussion <input type="checkbox"/> Case studies
12	11/15	Feminist Therapy Postmodern Approaches (Online Class)	Chapter 12 & 13	<input type="checkbox"/> Discussion Board
13	11/22	Family Systems Therapy	Chapter 14	<input type="checkbox"/> Mini Lecture

		Multicultural Psychotherapy Theories (Online Class)	& Required readings will post online	<input type="checkbox"/> Group Discussion <input type="checkbox"/> Case studies Quiz 4 Due 11/21 11:59pm
14	11/29	An Integrative Perspective	Chapter 15	<input type="checkbox"/> In-Class: Personal Values Presentation Part II <input type="checkbox"/> Summary <input type="checkbox"/> Self-Evaluation of Participation <input type="checkbox"/> End-of-semester Feedback
15	12/6	Final Exam Week- No Class		Theoretical Orientation Paper Due 12/6 11:59pm

Updated: 08/30/2016