
DEPARTMENT OF COUNSELOR EDUCATION, SCHOOL PSYCHOLOGY, and
HUMAN SERVICES

COUNSELOR EDUCATION PROGRAM

CED: 715 001: Theories of Counseling and Consultation

3 Credit Hours

Semester, year

INSTRUCTOR

E-mail:

Classroom:

Office:

Office Hours:

Office phone:

I. COURSE DESCRIPTION

Theory based practice for use in the counseling setting, with emphasis on inter and intrapersonal relations between individuals in the community, family or school system.

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 AND LEARNING OUTCOMES

● **CED PROGRAM LEARNING OBJECTIVES:**

Upon graduating from the UNLV Counselor Education program, graduates will:

1. Demonstrate value for human dignity and advocacy for clients/students and the profession while holding strong identities as professional counselors who are theory-informed and ethically-driven.
2. Be competent leaders, advocates, and counselors who implement multicultural and social justice counseling competencies (MSJCC) by working with and on behalf of clients/students within a diverse society at the individual, school/community, and public arena levels.
3. Apply developmental knowledge and the related nature/needs of clients/students in counseling approaches and interventions.
4. Integrate career development knowledge and best practices in a holistic manner to effectively facilitate meaningful life planning of clients/students.

5. Competently apply counseling theories, skills, and conceptual models to guide their professional practice
6. Understand and implement counseling group facilitation skills, theoretical foundations of group counseling/group work, and approaches towards group development, and dynamics for different types of groups.
7. Demonstrate an understanding and application of best practices in assessment, testing, and evaluation in counseling practice.
8. Employ scientifically-driven approaches in understanding, critiquing, and/or conducting program evaluation/research in counseling to guide professional practice.
9. UNLV CMHC students will learn to assess, diagnose, treat, and advocate for clients in a multicultural society while emphasizing wellness, development, and evidenced-based practices.
10. UNLV school counseling students will learn to design and deliver developmentally appropriate and culturally responsive school counseling interventions (including curricula) that are based on analyzing data (in an ongoing process to assess learning, motivational, and developmental needs of students) and delivered within the context of a comprehensive school counseling program.

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:

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.

Content Focus	CACREP Standards	Objectives	Learning Outcomes	Readings	Assignments /Exams
Professional Counseling Orientation and Ethical Practice	CACREP 2.F.1. a, e, i, j, k, m	Become familiar with the profession of counseling including the history of counseling theory and ethical issues	Be able to articulate outline, and describe the profession of counseling to include the history of counseling theory and ethical issues	Corey Ch. 2-15	Exams (CACREP 2.F.1. a, e, i, j, k, m)

Social and Cultural Diversity	CACREP 2.F.2. b, c, d, e, f, g, h	Become familiar with theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Be able to articulate, outline, and describe theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Corey Ch. 1-15	Exams CACREP 2.F.2. b, c, d, e, f, g, h 2nd Personal Values Presentation CACREP 2.F.2. b, c, d, e, f, g, h
Human Growth and Development	CACREP 2.F. 3. a, b, c, e, f, h, i	Become familiar with systemic and environmental factors that affect human development, functioning, and behavior	Be able to articulate outline, and describe systemic and environmental factors that affect human development, functioning, and behavior	Corey Ch. 1, 4-15	1st and 2nd Personal Values Presentation CACREP 2.F. 3. a, b, c, e, f, h, i
Counseling and Helping Relationships	CACREP 2.F. 5. a, b, d, e, f, g, h, i, j, m, n	Become familiar with counseling theories, including Psychoanalytic Therapy, Adlerian Psychotherapy, Existential Therapy, Person-Centered Therapy, Gestalt Therapy, Behavior Therapy, Cognitive Behavior Therapy, Choice Theory/ Reality Therapy, Postmodern Approaches, Feminist Therapy, and Family Systems Therapy	Be able to articulate and identify the key concepts of Psychoanalytic Therapy, Analytical Psychology, Individual Psychology, Existential Therapy, Person-Centered Therapy, Gestalt Therapy, Behavior Therapy, Cognitive Behavior Therapy, Choice Theory/ Reality Therapy, Postmodern Approaches, Feminist Therapy, and Family Systems Therapy	Corey Ch. 1-15	Exams 1 and 2 Theory Outlines 2nd Personal Values Presentation CACREP 2.F. 5. a, b, d, e, f, g, h, i, j, m, n
Research and Program Evaluation	CACREP 2.F. 8 b	Become familiar with the identification of evidence-based counseling practices	Be able to articulate and identify evidence-based counseling practices	Corey Ch 3, 7-11, 13, 15	2nd Personal Values Presentation CACREP 2.F. 8 b
Social and Cultural Diversity	CACREP 2.F.2. b, c, d, e, f, g, h	Become familiar with theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Be able to articulate, outline, and describe theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Corey Ch. 1-15	Exams CACREP 2.F.2. b, c, d, e, f, g, h 2nd Personal Values Presentation CACREP 2.F.2. b, c, d, e, f, g, h

III. TEXT(S)

Required Readings:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy, 10th ed.* Boston, Cengage Learning.

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

IV. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

1. **Theory Outlines:** You will develop a framework for all major theories presented in class. This should prepare you for your exams. *In addition, this portfolio will be a great study guide when you prepare for the comprehensive exam and the NCE Exam at the end of your program.*

Measurement Procedure: For each of the main theories covered in class, you will prepare an outline that addresses the following concepts (an outline example is provided at the end of the syllabus):

- a. Philosophy, Nature of Humans, World View or Life Values of Theorist/s
- b. View of “Pathology”
- c. Major Constructs
- d. Goals
- e. Major techniques / strategies
- f. Major roles of Client and Counselor
- g. Sources written by major theorist(s)
- h. What you like/don’t like, would/wouldn’t use and why
- i. Something interesting about the theorist

Total 50 pts.

2. **Personal Values Presentation Part 1 and 2:** 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 be graded on creativity, presentation, accuracy, congruence of thought, and effort.

Part 1 Measurement Procedure. This 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 school of thought that seems most congruent with your life philosophy. An electronic version of your presentation will be submitted via WebCampus See attached rubric for additional specifics. *Total 25 pts.*

Part 2 Measurement Procedures. 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.

In addition to presenting to a small group of your peers in class, an electronic version of your presentation will be submitted via WebCampus that includes: your life philosophy, basic values and beliefs, view of pathology, any changes from the first presentation and why, ONE theory and theorists that seem to be a best “fit” for you and why, theory constructs, theoretically aligned goals and techniques you would utilize, and theory based counselor/client roles. See attached rubric for additional specifics. *Total: 75 points.*

3. **Exams Measurement Procedure:** Two exams will include material covered in the textbook, on WebCampus and in class. Exam format may include a variety of test questions including true/false, multiple choice, matching, etc....
Each exam is worth 50 points.

Class participation/attendance: It is important that you attend class meetings and complete assigned readings before class. Please plan to contribute to class discussions and activities. If you know you are not going to be able to participate, please plan to take this course another semester.

Final course grades will be assigned based on the following percentage distribution:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
F	0-69

V. UNIVERSITY POLICIES & SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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 [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Public Health Directives

“The health and wellbeing of the university community remain UNLV’s most important considerations as we work to fulfill our educational mission. The Nevada System of Higher Education (NSHE) has adopted the CDC’s guidance with regard to mask wearing and social distancing. Effective June 1, 2021: Anyone who is not fully vaccinated must continue to wear a mask. Masks are optional for those who are fully vaccinated.”

Individuals who have been on a UNLV campus and test positive for COVID-19 should complete the voluntary online reporting form. Training is required for all UNLV employees and recommended for all students and visitors. Student training is available at the Coronavirus Students Page. For more information and links to the above information regarding On-Campus Health Requirements, use the following link address: <https://www.unlv.edu/coronavirus/health-requirements>

TENTATIVE SCHEDULE

Week/Date	Topic	Exam	Assignment
Week 1	Introduction to theory, syllabus, ethics, what do you bring to counseling?		
Week 2	Become familiar with systemic and environmental factors that affect human development, functioning, and behavior		Personal Values Presentation #1
Week 3	Psychoanalytical (Freud)		
Week 4	Analytical Psychology (Jung)		
Week 5	Individual Psychology (Adler)		
Week 6	Behavioral (Skinner) Cognitive Behavioral (Beck, Ellis)		
Week 7		Exam 1 Online - available for one full week	
Week 8	Person Centered (Rogers)		
Week 9	<i>Existential (May, Yalom)</i>		
Week 10	Gestalt (Perls)		
Week 11	Systemic (Family Therapy)		
Week 12	Transpersonal / Post-Modern Approaches		
<i>Week 13</i>	Consultation		Theory Outlines due
Week 14	<i>Review</i>		Personal Values Poster #2 (to be shared in class next week)
Week 15	(Study Week) Review and Termination		
Week 16	Finals Week	Exam 1 Online - available for one full week	

THEORY OUTLINE TEMPLATE EXAMPLE

Student Name: _____

Theory: _____

Major Theorist(s): _____

Philosophy, Nature of Humans, World View or Life Values of Theorist/s

View of “Pathology”

Major Constructs

Goals

Major techniques / strategies

Major roles of Client and Counselor

Sources written by major theorist(s)

What I like/don't like

Something interesting about the theorist(s)

PERSONAL VALUES PRESENTATION PART 1 RUBRIC

Part 1 Measurement Procedure. This 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 school of thought that seems most congruent with your life philosophy. (ex: humanistic). In addition, you will be graded on creativity, presentation, accuracy, congruence of thought, and effort. Total: 25 pts.

Rubric Directions: Please fill out ONE form for each presenter. In the space provided, please document evidence of each category (example: under Creativity you might list use of various mediums such as music, quotes, pictures, technology, etc....)

Life philosophy, beliefs regarding nature of humans, world view 0 1 2 3 4 5	Comments:
Values and beliefs: how these beliefs were shaped 0 1 2 3 4 5	Comments:
Is the presenter's school of thought congruent with their life philosophy 0 1 2 3 4 5	Comments:
Creativity and presentation 0 1 2 3 4 5	Comments:
Effort: 0 1 2 3 4 5	Comments:
Total Score: _____ Out of 25	Comments:

After reviewing the presentation, answer the following items:

Select one theoretical umbrella that is the best fit for the presenter. Select only one.

PSYCHOANALYTIC

HUMANISTIC

BEHAVIORAL

Comments on this choice:

Now, ask the presenter which theoretical umbrella is their "best fit". Select only one.

PSYCHOANALYTIC

HUMANISTIC

BEHAVIORAL

Comments from the presenter:

PERSONAL VALUES PRESENTATION PART 2 RUBRIC

Part 2 Measurement Procedures. 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.

In addition to presenting to a small group of your peers in class, an electronic version of your presentation will be submitted via WebCampus that includes: your life philosophy, basic values and beliefs, view of pathology, any changes from the first presentation and why, ONE theory and theorists that seem to be a best “fit” for you and why, theory constructs, theoretically aligned goals and techniques you would utilize, and theory based counselor/client roles. *Total: 75 points.*

1 = Low content, effort 5 = some content, effort 10 = excellent job!	<u>Content area</u>	<u>Comments:</u> What the presenter covered. Also, What you liked or didn't like. Be specific.
1 2 3 4 5 6 7 8 9 10	Creativity, presentation, accuracy, congruence of thought, effort, and on time.	
1 2 3 4 5 6 7 8 9 10	Your life philosophy, beliefs regarding the nature of humans, worldview, values, and view of pathology.	
1 2 3 4 5 6 7 8 9 10	Highlight any changes from your first poster presentation and the reason for the change AND more conviction for your original worldview, values, or beliefs and what led to this decision.	
1 2 3 4 5 6 7 8 9 10	ONE theory and theorists that currently seem to be a “best fit” for you and why. Note that more than one theory results in a loss of points.	
1 2 3 4 5 6 7 8 9 10	Major constructs of the chosen theory that will be likely prevalent in your work.	
1 2 3 4 5 6 7 8 9 10	Theoretically driven goals AND techniques that will be likely prevalent in your work.	
1 2 3 4 5 6 7 8 9 10	Major roles of the client and counselor based on your chosen theory.	
1 2 3 4 5	Participation during other group member presentations.	