

Spring 2021

## CE 660 Syllabus: Counseling Theory and Practice Winona

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<b>Winona State University</b> Counselor Education Department CE 660-W.000356: Counseling Theory and Practice Semester Hours: 3		
Course Location	Class sessions are held on Tuesday evenings from 5 – 8:00 pm on the following dates: 1/12, 1/26, 2/9, 3/2, 3/23, 4/6, 4/20[TBD] via Zoom: <a href="https://minnstate.zoom.us/j/4076192192">https://minnstate.zoom.us/j/4076192192</a>	
Instructor	Anquetta V. Calhoun, Ph.D.	
Instructor Contact	eMail: <a href="mailto:anquetta.calhoun@winona.edu">anquetta.calhoun@winona.edu</a> ; Phone: 352-474-9343; Zoom: <a href="https://minnstate.zoom.us/j/4076192192">https://minnstate.zoom.us/j/4076192192</a>	
Program Website	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
Instructor Office Location	349 Helble Hall, Winona Campus, Winona, MN	
Instructor Office Hours	Mondays & Tuesdays 12 - 5:00 pm, Wednesdays by appointment	

## I. COURSE DESCRIPTION

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues

## II. COURSE PREREQUISITES

Prerequisites: [CE 601 - Foundations of Counseling](#) , completion of or concurrent registration in [CE 658 - Microskills](#) and CE 660 permission of instructor. In general, students are not eligible for enrollment in 660 until they have successfully completed approximately 12 semester credits in the CE department and have satisfied all relevant course prerequisites. Students should consult with their faculty adviser and refer to the detailed enrollment procedures in the CE Program Handbook. Grade only.

## III. COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations
2. Demonstrate counseling competence with Humanistic, Psychodynamic, Behavioral, Constructivist, Systems, and Postmodern counseling theories (skills)

3. Understand the pros and cons of theory as it relates to multicultural perspectives (knowledge)
4. Recognize and practice interventions for issues related to a variety of populations (skills)
5. Formulate a personal counseling philosophy which may be solely focused or integrate several theories and produce a written theory paper (knowledge)
6. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge)
7. Understand the ethical knowledge as it applies to specific cases (skills, knowledge)
8. Understand the basics of systems counseling (knowledge)
9. Demonstrate the ability to establish (and integrate) theoretical perspectives in a counseling session (skills)

**IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY**

Sharf, R. S. (2016). *Theories of psychotherapy and counseling* (6<sup>th</sup> Ed). Brooks/Cole Publishing Co. ISBN: 9781305087323

Halbur, D.A., & Halbur K.V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4<sup>th</sup> ed.). Pearson. ISBN: 9780134805726.

- Additional reading assignments including current literature will be assigned throughout the semester.
- Additional materials and resources may be posted on the D2L page.

**V. COURSE CONTENT AREAS**

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the Clinical Mental Health Counseling, and/or School Counseling content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 660 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	lecture & activities	theory tapes	midterm	theory paper
<b>2. SOCIAL AND CULTURAL DIVERSITY</b>				
2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	X			X

2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	X			X
2f. Help-seeking behaviors of diverse clients.	X			X
2g. The impact of spiritual beliefs on clients' and counselors' worldviews.	X			X
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	X	X		X
<b>3. HUMAN GROWTH AND DEVELOPMENT</b>				
3c. Theories of normal and abnormal personality development.	X	X	X	X
3d. Theories and etiology of addictions and addictive behaviors.	X			
<b>5. COUNSELING AND HELPING RELATIONSHIPS</b>				
5a. Theories and models of counseling.	X	X	X	X
5f. Counselor characteristics and behaviors that influence the counseling process.	X	X		
5g. Essential interviewing, counseling, and case conceptualization skills.	X	X		
5i. Development of measurable outcomes for clients.	X	X		X
5l. Suicide prevention models and strategies.	X			
5n. Processes for aiding students in developing a personal model of counseling.	X	X	X	X

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	lecture & activities	theory tapes	midterm	theory paper
<b>1. FOUNDATIONS</b>				
1b. Theories and models related to clinical mental health counseling.	X	X	X	X
1e. Psychological tests and assessments specific to clinical mental health counseling.	X			
<b>2. CONTEXTUAL DIMENSIONS</b>				
2e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	X			
2j. cultural factors relevant to clinical mental health counseling.	X			X
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	lecture & activities	theory tapes	midterm	theory paper
<b>3. PRACTICE</b>				
3f. Techniques of personal/social counseling in school settings.	X	X	X	X

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning, including: lecture, role-play, small and large group discussion and experiential activities.

## VII. COURSE EVALUATION METHODS

- Taped sessions will be assessed for demonstration of theory, therapeutic presence and structure of session. Tape assignments may be redone to achieve a better grade.
- The Theoretical Orientation Paper will be evaluated in terms of the development of a discussion of important and distinctive elements about chosen theories which have a meaning for the student and potential clients, how chosen theories complement and provide multiculturally competent counseling services, and how the student will utilize the chosen theoretical makeup as part of an overall practice that includes the student's counseling philosophy and professional viewpoint.
- All assignments are to be completed for a passing grade.

COURSE OBJ.	ASSIGNMENT	DUE DATE	POINTS
1-9	Case Study Questions (10)	dates vary	15
1-4, 6, 7-9	Theory Session Videos (5)	2/02, 2/16, 3/09, 3/30, 4/13	30
1, 5	MIDTERM	March 5, 2021	15
1, 3, 7, 8	Halbur & Halbur Activities	dates vary	15
1-3	Theoretical Orientation Paper	April 30, 2021	25
			<b>100</b>

### A. Grading Scale

<b>A</b>	100 - 90
<b>B</b>	89 - 80
<b>C</b>	79 - 70
<b>D</b>	69 - 60
<b>F</b>	59 - 0

## B. Description of Assignments

**ATTENDANCE:** Attendance and Participation: students are required to attend all class sessions, but one absence for an emergency is allowed with permission from instructor. It is expected that the student will contact the instructor before the missed class, and student is responsible for fulfilling all work for missed class. If it is necessary to miss more than one class for any reason, including emergencies, the student should consider withdrawing from the course.

**VIDEO SESSIONS:** Five videos will be made for the following theories:

1. Person-Centered/Rogerian (Humanistic)—15 minutes
2. Adlerian (Psychodynamic)—25 minutes
3. Behavioral, Cognitive or CBT (Behavioral/Pragmatic)—25 minutes
4. Multicultural, Feminist, Narrative or Solution-Focused (Postmodern)—25 minutes
5. Your Chosen Theoretical Orientation—30 minutes

A maximum of two (2) videotaped sessions may be resubmitted to achieve a higher grade. Sessions will be recorded on student devices and uploaded to MediaSpace with a link posted to D2L.

**ACTIVITIES:** Follow the Course Schedule (Syllabus Section IX and D2L modules) to complete all assigned readings and activities.

**MIDTERM:** The midterm assignment requires that you take a deeper dive into the theory of your choice beyond the textbooks by **reading an original work** and **reviewing the website of a school of thought**. As an example: a deep dive into Feminist theory could include a close reading of Jean Baker Miller's *Toward A New Psychology of Women* (1976) and a review of the Jean Baker Miller Training Institute website—[jbmti.org](http://jbmti.org). The resulting midterm paper must be formatted in APA-7, be a minimum of 1750 words long (7 pages) [NOTE: the reference list is not included in the page and word count]. The paper must include an introduction, a section on the primary source reading, a section on the website review, and a conclusion. Consult the Halbur & Halbur text for a list of primary sources and theory websites. **The midterm is due Friday, March 5 at 11:59 pm.**

**THEORY PAPER:** The Theoretical Orientation Paper is a discussion about the student's personal theory of counseling with important distinctive elements about theories that have a meaning for the student. Elements of the paper include how well the selected theories complement each other, how the student intends to combine specific techniques of the chosen theories, and how the student plans to address multicultural concerns with chosen theories. The paper must be formatted in APA-7; include an introduction, a body, and a conclusion; be a minimum of 2500 words long (10 pages); and have a minimum of five (5) scholarly resources beyond the course texts. [NOTE: the reference list is not included in the

page and word count]. **The theory paper is due Friday, April 30 at 11:59 pm.**

**Taped Session Rubric**

POINTS POSSIBLE	6 POINTS	5 POINTS	3-4 POINTS	2 OR FEWER
<b>DEMONSTRATION OF THEORY</b>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
<b>THERAPEUTIC PRESENCE</b>	Student demonstrates empathy, exemplary listening skills, and a variety of microskills.	Student demonstrates empathy, good listening skills, and some microskills.	Student lacks empathy, demonstrates marginal listening skills, and few microskills.	Student lacks empathy, poor listening skills, and no microskills.
<b>STRUCTURE OF SESSION</b>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced with preferred statements.	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors –weak statements are not replaced with preferred statements. Requirements not met.
<b>CONFIDENCE</b>	Student demonstrates confidence and does not stop the session to regroup or come up with the next thing to say	Student demonstrates confidence and stops the session to regroup or come up with the next thing to say 2-3 times	Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 3 times	Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 3 times, and stumbles on most of his/her responses

**Theoretical Orientation Paper Rubric**

POINTS POSSIBLE	21-25 PTS.	16-20 POINTS	11-15 POINTS	10 POINTS OR FEWER
<b>CONTENT</b>	Paper clearly concerned with counseling theory. All aspects of assignment addressed and discussed, and complex thinking skills utilized.	Paper clearly concerned with counseling theory. Most aspects of assignment addressed and discussed, and complex skills	Counseling theories chosen do not integrate well, or explanation of professional integration is lacking. Some aspects of assignment missing.	Counseling theories chosen do not integrate well, or explanation of professional integration is lacking. Some aspects of assignment missing. No

		utilized.		evidence of complex thinking skills.
<b>FORMAT</b>	Exceptional Writing (excellent grammar, strong APA style, flow, structure, & strong synthesis of ideas). A minimum of 5 scholarly references beyond the texts.	Strong writing (minimal grammatical errors, APA mostly correct, synthesis of ideas). Minimum of 5 scholarly references beyond the texts.	Marginal writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.	Poor writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.
<b>DEPTH OF UNDERSTANDING</b>	Synthesis of relevant theories and ideas from assigned course readings. Inclusion and analysis of material from outside readings specifically related to chosen theories.	Synthesis of relevant theories and ideas from assigned course readings. Material included from outside readings specifically related to chosen theories; however, a depth of understanding is not demonstrated.	Theories and ideas are presented but not synthesized. Material included from outside readings specifically related to chosen theories; however, a depth of understanding is not demonstrated.	Theories and ideas are presented but not synthesized. Limited material included from outside readings specifically related to chosen theories, and a depth of understanding is not demonstrated.

## VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

### A. University Expectations and Resources

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.



Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

#### B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,  
[\(www.winona.edu/rochester/\)](http://www.winona.edu/rochester/);  
 RCTC Counseling Center, UCR Room SS133; 285-7260  
[\(www.rctc.edu/counseling\\_career\\_center/\)](http://www.rctc.edu/counseling_career_center/)  
 UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko

Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

## IX. COURSE SCHEDULE\*

DATE	TOPIC	CACREP Standards <i>Core/CMHC/School</i>	Activities & Assignments
1/12	<b>Zoom Class 1:</b> Introduction to Counseling Theory & Practice; overview of the syllabus	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	REVIEW: Syllabus, Sharf—Ch. 1 READ: Halbur & Halbur—Ch. 1, answer page 12 questions Complete online introductions
1/19		2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	READ Sharf—Ch. 5 & 7 Taping Pairs assigned
1/26	<b>Zoom Class 2:</b> Humanistic Theories	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	READ “Capture Yourself” Halbur & Halbur p. 38 Evan Case Study Questions DUE Read Sharf—Ch. 6 & 4
2/02		2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f 2h, 3c, 5a-f-g-i-n/1b/3f	READ: Halbur & Halbur—Ch. 2, answer page 25 questions <b>TAPE 1 DUE</b> – Person Centered Theory
2/09	<b>Zoom Class 3:</b> Psychodynamic Theories	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	Jill & Anaya Case Study Questions DUE READ Sharf—Ch. 2 & 3
2/16		2h, 3c, 5a-f-g-i-n/1b/3f	<b>TAPE 2 DUE</b> – Adlerian Theory READ Sharf—Ch. 8 & 9 <b>Assessment Day—Complete the University Assessment by 11:59 pm</b>
2/23	Minnesota Caucus Day NO CLASS	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	Tony & Hanae Case Study Questions DUE READ Sharf—Ch. 10 & 11
3/02	<b>Zoom Class 4:</b> Behavioral & Pragmatic Theories	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f 3c, 5a-n/1b/3f	COMPLETE: Halbur & Halbur pp. 28-31 answer questions <b>MIDTERM</b> “Primary Source Reading & Website Review” <b>DUE Friday, March 5 at 11:59 pm</b>
3/09	Spring Break Day NO CLASS	2h, 3c, 5a-f-g-i-n/1b/3f	<b>TAPE 3 DUE</b> – Cognitive Behavioral Theory
3/16		2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	READ Sharf—Ch. 12 & 13 Brenda Case Study Questions DUE COMPLETE: Halbur & Halbur pp. 32-37 complete STS-R
3/23	<b>Zoom Class 5:</b> Constructivist Theories	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	Grace & Dominic Case Study Questions DUE COMPLETE: MBTI at WSU Counseling Center
3/30		2h, 3c, 5a-f-g-i-n/1b/3f	<b>TAPE 4 DUE</b> – Postmodern Theories: MCT, Narrative, Feminist, SFBT

<b>4/06</b>	<b>Zoom Class 6: Family Approaches</b>	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	Rosa & Maggie Case Study Questions DUE READ Sharf—Ch. 14
4/13		2h, 3c, 5a-f-g-i-n/1b/3f	<b>TAPE 5 DUE</b> - Your Theoretical Orientation
<b>4/20</b>	NO CLASS – Office Hours (TBD)	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	COMPLETE: Halbur & Halbur pp. 40-41 complete “Yourself as A Case Study”
<b>4/27</b>	FINALS WEEK	2a-b-f-g-h; 3c; 5a-i-n/1b; 2j/3f	<b>Theoretical Orientation Paper DUE Friday, April 30 at 11:59 pm.</b>

\*Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.