

Spring 2015

CE 660 Syllabus: Theory and Practice

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Saner, Robin Alcala, "CE 660 Syllabus: Theory and Practice" (2015). *Counselor Education Syllabi*. 195.
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Winona State University
Department of Counselor Education
CE 660: Theory and Practice
Spring 2015

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Office Hours: Mondays, 2-5pm, Tuesdays 10am -2pm, Thursdays, 12-2pm & 3-5pm

Course Location: EA 262, WSU - Rochester

Course Dates, Times, Delivery: Mondays, 5:00pm – 8:00pm

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.

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.

Required Texts and/or Materials:

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2013). *Counseling and psychotherapy theories in context and practice (2nd edition)*. New Jersey: John Wiley & Sons.

You will need a device that can record your sessions, in class or outside of class. If you do not have access to such a device, please inform the instructor immediately so a plan can be worked out for recording.

Course Objectives:

The purpose of this course is to expose students to a wide variety of theories in personality and counseling and to apply those approaches to practices in counseling. The course provides the student with the opportunity to practice those various approaches to counseling in simulated developmental settings and role-playing situations. The course also provides the opportunity for the student to develop a

personal theory of counseling, a unique style of counseling, effective techniques of counseling, special awareness and particularly multicultural awareness. All practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms, style, counseling techniques and effectiveness.

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

- a. 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
- b. Demonstrate counseling competence with the counseling theories of Rogers, Adler, Glasser, Perls, cognitive behaviorists (Ellis, Beck, Michenbaum) and various behaviorists (skills)
- c. Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge, professionalism)
- d. Recognize and practice interventions for issues related to a variety of populations (practice)
- e. Formulate his/her own personal counseling philosophy which integrates several theories and produce a written theory paper (knowledge)
- f. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge)
- g. Understand counseling ethics and apply them to specific cases (skills, knowledge)
- h. Understand the basics of family therapy (knowledge)
- i. Demonstrate the ability to integrate several theoretical perspectives into a counseling session (skills, practice)

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Related Standards:**

Mental Health Counseling:

A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

C.2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

D.2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

E.3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

School Counseling:

C.1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

M.4. Understands systems theories, models, and processes of consultation in school system settings.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

Course Expectations and Requirements:

1. Attendance & participation (60 points)

Students are required to attend all class session and be an active and engaged learner. The expectation is that you come to class prepared by having read the assigned chapters or articles and completed assignments. Failure to attend class or meet these expectations will result in a reduction in your grade. If you need to miss a class due to an illness or emergency, you are expected to contact the instructor before class or as soon as possible. As this is a class that requires practice and face-to-face interaction, if you miss multiple classes you should consider withdrawing from the course.

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and WSU email.

2. Assignments

Assignments are expected on time. If for some reason, a student has difficulty meeting the course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan if agreed upon by the instructor and the student. Late assignments without instructor permission will result in a reduction in the grade.

Theory-specific recordings (30 points each)

Your recordings will be made with a partner from this class who becomes your “client” for the semester. Students find it difficult to remember details if they are making up material, however, some may feel uncomfortable presenting real issues. Two options are: 1) use a real scenario from your history and/or 2) use presenting issues from someone you know well.

The recordings will be based on theories we will discuss and practice in class. The first recording will focus on microskills practice and is an opportunity to begin establishing the relationship with your client. You will treat it as a “first session”, focusing on building rapport, attending skills, and setting the stage for the counseling

relationship (informed consent, confidentiality, etc.). The subsequent recordings will build on these skills and focus on specific theories as assigned.

You may use electronic devices that enable you to upload your recordings to One Drive. If you need to use an alternate process, please discuss options with the instructor ASAP. Please ensure the following:

1. The microphone is working and voice can be heard distinctly (if tape is not clearly audible, it will not be considered for grade)
2. Record your session with audio-tape simultaneously every time, for back-up
3. light source at rear or side does not interfere with picture
4. faces and bodies of counselor (and client) can be seen
5. make adjustments for outside interruptions during taping if necessary (noise, rain, pets, etc.)

Recordings should clearly demonstrate the theory and techniques. The length of the practice tapes should be about 20-25 minutes, as needed for a worthwhile demonstration. DO NOT RUSH, even if you run to 30 minutes, the maximum allowed.

In addition to the recordings, you will complete a transcript for each recording and write up case notes, which will be placed in the course dropbox on D2L.

Note: You may be required to repeat theories tapes that do not meet the minimum requirement of each respective assignment.

Quiz (50 points)

The quiz will be multiple-choice format and will test students' knowledge of the various theories learned over the course of the term. The exam will be taken online via D2L. The exam is open book. However, students may NOT use each other, the Internet, or other resources. Only the textbook is permissible as a reference when taking the exam. Students will be allowed one attempt only.

Personal theory of counseling paper (100 points)

Your final paper will be a compilation of what you have learned over the semester and applying it to your style as a counselor. In your paper you will include the following:

1. Important distinctive elements about theories which have meaning for you and your potential clients
2. How they mesh well together and complement each other
3. How you intend to combine technique and philosophy of each of the theories
4. And how you plan to integrate multicultural issues and concerns with these theories
5. "Self-as-instrument" and how that relates to your chosen theories
6. An outline of your self-care plan as you move forward from "student to counselor"

Final integration recording: (50 points)

Your final recording should demonstrate your ability to integrate SEVERAL (at least 2) of the theories you noted in your “Personal Theory Paper”. With the characteristics of Person-Centered Therapy as your foundation, you should be “REAL” in the relationship. A mastery of Basic Counseling Skills should be evident through integrated responses combining reflected content, feelings, and meanings, caring confrontations, and influencing skills.

The length of the tape will be 40-45 minutes. Check your video equipment to make sure the sound and picture are good. Remember to complete the transcript and case notes.

Final presentation: (50 points)

Your final presentation will be done in pairs, focusing on one theory. You will have a maximum of 20 minutes to share the following components of the theory:

- Counseling situations that this theory would be a good option
- Techniques utilized
- Potential “down sides” to the theory—situations in which you would not use the theory

You will be graded on the above as well as your creativity in sharing with your classmates. There will be no use of technology allowed during the presentation.

Grading:

<u>Letter grade</u>	<u>Percentage system</u>	<u>Point system</u>
A	100 - 90%	490 – 441
B	89 - 80%	440 – 392

Below 80% or 392 points will result in remediation

CE 660 Preparedness/Assessment of Readiness for CE 680/CE 690

After the completion of CE 660, based on all your coursework to date, a decision will be made on your entrance into the practicum/internship sequence. Explanation of course grades is as follows:

Grade of “A” means you have done excellent work and are practicum-ready. Requires a minimum of 90% of total points.

Grade of “B” means you have done good work. With the assignment of a B you will either be given a practicum-ready rating or will be told specifically what needs to be done before practicum. Requires a minimum of 80% of total points.

Grade of “C” or below means you do not have the skill readiness that practicum requires. You will be asked to either retake CE 660 or switch program tracks to Professional Development.

University Expectations and Resources:

Academic Integrity: 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>

Accommodations: 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 to Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services. To access these services, visit: <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>

Graduate Student Resources: Helpful information for graduate students can be found at: <http://www.winona.edu/gradstudies/currentstudents.asp>

Student Grievances: Procedures for filing student complaints are explained in Student Handbook. Student complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

Writing Center: Located in Minne 348, 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.

Course Schedule

DATE	TOPICS/PRESENTATIONS	READINGS/ASSIGNMENTS
January 12, 2015	Introduction & syllabus Microskills review Person-centered	<i>Chapter 1</i>
January 19, 2015	NO CLASS	MLK Holiday
January 26, 2015	Person-centered, cont. Psychoanalytic theory	<i>Microskills practice tape due Chapter 5 Chapter 2</i>
February 2, 2015	Review recordings Adlerian theory	<i>Person-centered recordings due Chapter 3</i>
February 9, 2015	Adlerian continued Feminist theory	<i>Chapter 10</i>
February 16, 2015	Review recordings Behavioral theory	<i>Adlerian recording due Chapter 7</i>
February 23, 2015	Cognitive Behavioral Therapy	<i>Chapter 8</i>
March 2, 2015	Review recordings Existential theory	<i>CBT recording due Chapter 4</i>
March 9, 2015	NO CLASS	WSU BREAK
March 16, 2015	Gestalt theory Practicum/internship discussion	<i>Chapter 6 Post questions re: CE 680/690</i>
March 23, 2015	Reality therapy Choose theory for final presentation	<i>Chapter 9</i>
March 30, 2015	Quiz – D2L	<i>Reality therapy recording due Chapter 14</i>
April 6, 2015	Review recordings Family systems Integration	<i>Chapter 12</i>
April 13, 2015	Multicultural orientation	<i>Theory of choice recording Chapter 13</i>
April 20, 2015	Prepare integration recording Semester review	<i>Personal theory paper due</i>
April 27, 2015	Final presentations Wrap up and evaluation	<i>Integration recording due Presentation</i>

Microskills Recording Rubric

Points Possible	10 points	5-7 points	1-4 points	0 points
<i>Therapeutic Presence</i>	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.
	10 points	5-7 points	1-4 points	0 points
<i>Structure of Session</i>	Session is within appropriate time limits. Counselor set stage for counseling relationship: define role, explain informed consent & confidentiality	Session is either too long or too short. Counselor set stage for counseling relationship: define role, explain informed consent & confidentiality	Session is either too long or too short. Counselor does not adequately: define role, explain informed consent & confidentiality	Session is either too long or too short. Counselor does not define role, explain informed consent & confidentiality
	10 points	5-7 points	1-4 points	0 points
<i>Transcript</i>	Transcript is completed correctly, with weak statements replaced with preferred statements	Transcript is mostly correct – few errors – with weak statements replaced with preferred statements.	Transcript has several errors – with weak statements replaced with preferred statements	Transcript has several errors – weak statements are not replaced with preferred statements.
	10 points	5-7 points	1-4 points	0 points
<i>Case notes</i>	Case note is professionally written and follows case note format.	Case note is professionally written, but formatting is not correct, or format is correct, but not well-written.	Case note is not well-written or formatted correctly.	Case note is incomplete. Requirements not met.
TOTAL POINTS				

THEORIES RECORDINGS RUBRIC

<i>Points Possible</i>	<i>10 points</i>	<i>5-7 points</i>	<i>1-4 points</i>	<i>0 points</i>
<i>Demonstration of Theory</i>	Exemplary illustration of theory.	Above average illustration of theory.	Average illustration of theory.	Tape does not illustrate theory.
	<i>10 points</i>	<i>5-7 points</i>	<i>1-4 points</i>	<i>0 points</i>
<i>Therapeutic Presence & structure</i>	Student demonstrates empathy, exemplary listening skills, and a variety of microskills. Session is within appropriate time limit, structure is maintained. Counselor introduces client to session.	Student demonstrates empathy, good listening skills, and some microskills. Session is either too long or too short and structure is maintained.	Student lacks empathy, demonstrates marginal listening skills, and few microskills. Session is either too long or too short and structure is not maintained Throughout.	Student lacks empathy, poor listening skills, and no microskills. Session is either too long or too short and is lacking structure.
	<i>10 points</i>	<i>5-7 points</i>	<i>1-4 points</i>	<i>0 points</i>
<i>Transcript</i>	Transcript is completed correctly, with weak statements replaced with preferred statements	Transcript is mostly correct – few errors – with weak statements replaced with preferred statements.	Transcript has several errors – with weak statements replaced with preferred statements	Transcript has several errors – weak statements are not replaced with preferred statements.
	<i>10 points</i>	<i>5-7 points</i>	<i>1-4 points</i>	<i>0 points</i>
<i>Case notes</i>	Case note is professionally written and follows case note format.	Case note is professionally written, but formatting is not correct, or format is correct, but not well-written.	Case note is not well-written or formatted correctly.	Case note is incomplete. Requirements not met.
<i>TOTAL POINTS</i>				

- (1) Assume your client has already signed a release for taping (and mention this) at the beginning of the session.
- (2) Begin by structuring with a confidentiality statement, and informed consent (what they can expect from you as a counselor, risks and benefits) **EVERY SESSION.**
- (3) Structure appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate. If one technique does not work out, try another.
- (4) Close with a final summary of the session and a discussion with the client about how his/her new knowledge/learning/skill will be carried over to “real life”.

After Taping:

- (1) Check out with client if there are any portions they do not wish shown to the class.
- (2) Make a transcript of the tape, using the TRANSCRIPT FORMAT and identify microskills.
- (3) Write one paragraph about your strengths, your areas needing improvement, and your goals for the future sessions.
- (4) Cue up a portion of your tape you would like to show the class for feedback.

Transcribe each tape according to the attached TRANSCRIPT FORMAT. Write on one side of the page only and type. No handwritten transcripts will be accepted. Please follow directions exactly. Do NOT WRITE THE CLIENT’S NAME ANYWHERE ON THE TRANSCRIPT. Keep confidential what is discussed in sessions.

TRANSCRIPT FORMAT TO BE FOLLOWED:

Tape #1

January 14, 2015

Person-Centered

Statement	Skill/observation
Cl #1: I’m just really confused about....	looking down
CO#1: You sound concerned and angry...	RF
Cl #2: I am, I really worry...	crying
CO#2: Tell me more	Enc
Cl#3: I just don’t know what...	
CO#3: You are worried that...	RF & Enc
CL#4: I want so much for...	
CO#4: You should just go ahead and marry him	Ugh! Advice!
PS: Tell me more about the relationship	Foc

INFORMED CONSENT SAMPLE

Informed Consent:

I want to take a few minutes to go over (review) a few things. Thank you for signing the permission to tape form. I am taping this session for my training class to get feedback on my skills from my faculty person and peers in the class. Mostly they will be focusing on me, not you. But at any time if you want me to turn the tape off, let me know and I will.

I also want to mention that everything here is confidential unless you are sharing something with me that involves self-harm or harm to others (including child and elder abuse), or unless you sign something that allows me to tell someone else what we've talked about. I'm wondering if you have any questions so far.

Finally, I want to share with you the risks and benefits of counseling. Many clients report getting a better perspective on their issues when they get counseling and feeling overall a sense of relief after a few or several sessions because they are gaining support and figuring things out in their lives. At times some people may feel worse before they feel better because they are working through some hard stuff they've never shared with anyone and this can be hard work. You may find this to be true at times and if so, please let me know what's going on and we can work through the tough feelings together. Also, you may have some feelings that surprise you during the course of our work together, and this is common as you explore new ways of getting to know yourself better. I hope you will let me know if you have any questions as we work together. Do you have any questions?

Today we are going to be using the **Person Centered approach**, where I will be acting as a partner with you, exploring some feelings you may be having. The focus is basically on you, your feelings, and where you want to take the session. I'm wondering if you have any questions about this. Last time we talked about...Tell me what you want to focus on today.

Today we are going to focus on **Motivational Interviewing**, where I will be acting as a guide with you. We will take a look at your behaviors and how you view yourself through your behaviors. I'm wondering if you have any questions about this. Last time we..... Tell me what your goal for today's session is.

Today I'll be using **cognitive/behavioral techniques**. We will focus on your thoughts/behaviors mostly and some of your feelings. As we talk about your work, you may find some new insights about your thoughts/behaviors as they relate to your current issue. I'm wondering if you have any questions about this. Tell me what your goal for today's session is.

Today, we'll be using **Adlerian techniques**. This means we will be focusing on family of origin issues and what you learned about yourself through your family. This may also mean that we explore the type of 'script' you have learned to live and how this relates to your current issues. I'm wondering if you have any questions about this. Last time we..... Tell me what your goal for today's session is.

Today we'll be using **Reality Theory techniques**. This means we'll be focusing on your current issues and your responsibilities related to them. We may explore problem solving options and make specific plans about your next few weeks. I'm wondering if you have any questions about this. Last time we..... Tell me what your goal for today's session is.

FINAL INTEGRATION THEORY RECORDING RUBRIC

Points Possible	20 points	8-13 points	1-7 points	0 points
<i>Demonstration of Theory</i>	Exemplary illustration of theories. Clearly able to recognize theoretical technique.	Above average illustration of theories. Can recognize theoretical technique.	Average illustration of theories. Difficult to recognize techniques.	Tape does not illustrate theories. Cannot recognize techniques.
	10 points	5-7 points	1-4 points	0 points
<i>Therapeutic Presence & structure</i>	Student demonstrates empathy, exemplary listening skills, and a variety of microskills. Session is within appropriate time limit, structure is maintained. Counselor introduces client to session.	Student demonstrates empathy, good listening skills, and some microskills. Session is either too long or too short and structure is maintained.	Student lacks empathy, demonstrates marginal listening skills, and few microskills. Session is either too long or too short and structure is not maintained Throughout.	Student lacks empathy, poor listening skills, and no microskills. Session is either too long or too short and is lacking structure.
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TOTAL POINTS				