

Spring 2014

CE 660 Syllabus: Theory and Practice

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Course Syllabus, Theory and Practice
CE 660
College of Education
Winona State University
Spring, 2014
Number of Credits: 3

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Prerequisites: Admission to CED, CE 601, Concurrent registration in or prior completion of CE 658.

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

II.K.5

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- g. ethical and legal considerations.

Community Counseling:

- C.7.i. application of appropriate individual modalities for initiating, maintaining, and terminating counseling, and brief, intermediate, and long-term approaches.

1. Catalog Description:

In this course the student explores a wide variety of personality theory, counseling techniques and theories, including experimentation in simulated situations, to identify an effective personal style of counseling.

2. Statement of the Major Focus and Objectives of the Course

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 purpose is also to provide 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 the ethical knowledge as it applies 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)
3. **Course outline of major topics and subtopics**
- I. Microskills Review
 - A. Physical and Psychological Attending Behaviors
 - B. Encouraging/ Paraphrasing/Summarizing
 - C. Probing and developmental questioning skills
 - D. Reflecting feeling and meaning
 - E. Caring confrontation
 - F. Influencing skills (relevant to various theories)
 - G. Facilitative skills
 - H. Using metaphors in counseling
 - I. Client observation skills
 - J. Integrating microskills in a counseling session
 - II. The counselor as a Person and a Professional
 - A. Self as instrument
 - B. Professional dispositions
 - III. Ethical Issues in Counseling
 - A. Review of ethnical codes
 1. Confidentiality
 2. Client rights
 3. Professional relationships

4. Psychological risks for clients
5. Recognizing competence and learning to refer
6. Malpractice in the helping professions
- B. Practice with cases
- IV. Personality Theoretical Approaches
 - A. To familiarize students with the properties of and uses for theories in the study of personality.
 - B. To provide various theoretical frameworks of personality for students to investigate their own personality and development.
 - C. To compare and contrast differences between and within various theoretical orientations to the definition of personality and its structure development.
 - D. To identify the implications of various theories for teaching and helping relationships.
- V. Counseling Theoretical Approaches
 - A. Person-Centered Counseling (Rogers)
 - B. Existential Counseling
 - C. Gestalt Therapy (Perls)/ Using Metaphors in Counseling
 - D. Behavioral Approaches
 - E. Cognitive Behavioral Therapy
 - F. Reality Therapy (Glasser)
 - G. Psychoanalysis (Freud)
 - H. Individual Psychology (Adler)
 - I. Family Therapy Approaches
- VI. Multicultural Issues related to theoretical approaches
 - A. Contributions of theories
 - B. Limitations of theories
- VII. Integration of Theoretical Approaches in the Counseling Session

4. Basic instructional plan and teaching methods utilized

- a. Lecture/ discussion
- b. Videotapes, films and transparencies
- c. Modeling
- d. Videotaped role plays with peer feedback
- e. Case studies and responses to manual exercises
- f. Reflective self evaluations

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.

STUDENTS WITH DISABILITIES NOTICE

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.

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 toys 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.

Recording Policy:

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

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.

5. Course Requirements

Attendance: students are required to attend all class sessions. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. If it is necessary to miss more than one class for any reason, the student should consider withdrawing from the course.

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|--------------------------|---|
| 1. Class Participation | 10% |
| 2. Personal Theory Paper | 25% |
| 3. Final Exam | 25% |
| 4. Theories Tapes | 40% (Tapes 1-5: 5 pts. each; Tape 6: 15 pts.) |

Text Required:

Sharf, R. S. (2008). Theories of psychotherapy and counseling (4th Ed). Belmont,

6. Methods of Evaluation and Grading

GRADE SCALE

100-93:	A
92-86:	B
85-79:	C
78-72:	D

Please note:

- Assignments received late will receive a grade reduction of 10% for every day it is late.
- Theories tapes that do not meet the minimum requirement of each respective assignment may be repeated for a grade.

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

After the completion of CE660, 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 may be asked to either retake CE 660 or switch program tracks to Professional Development.

7. Assignments and Rubrics

Personal theory of counseling paper should 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

Finally, students will discuss the *self-as-instrument* concept (how counselors are the “change agent” or “tool” in the relationship) in relation to their chosen theories. Students will also outline a self-care plan for their counseling careers.

<i>Points possible</i>	<i>93-100 pts.</i>	<i>92-86 points</i>	<i>85-79 points</i>	<i>Fewer than 79 points</i>
<i>Content</i>	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 utilized.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing. No evidence of complex thinking skills.
<i>Format</i>	Exceptional Writing (excellent grammar, strong APA style, flow, structure, & strong synthesis of ideas). A minimum of 5 scholarly references, including the text.	Strong writing (excellent grammar, APA mostly correct, synthesis of ideas). Minimum of 3 scholarly references, including the text.	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.
<i>Depth of Understanding</i>	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.

Theory-specific Tapes

Your videotapes should be made with a partner from this class who becomes your “client”. Students find it difficult to remember details if they are making up material, however they also 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.

You may use electronic devices that enable you to turn in a final product on a flash drive. 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.)

Tapes 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 tape runs to 30 minutes, the maximum allowed.

<i>Points Possible</i>	<i>5 points</i>	<i>4 points</i>	<i>2-3 points</i>	<i>1 or fewer</i>
<i>Demonstration of Theory</i>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
<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.
<i>Structure of Session</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout.	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors –	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors –

	Transcript is completed correctly, with weak statements replaced with preferred statements. Case note is professionally written and follows case note format.	weak statements replaced with preferred statements. Case note is professionally written, but formatting is not correct, or format is correct, but not well-written.	with weak statements replaced with preferred statements. Case note is not well-written or formatted correctly.	weak statements are not replaced with preferred statements. Case note is incomplete. Requirements not met.
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Final Integration Tape

Your final tape 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.

<i>Points Possible</i>	<i>15-14 points</i>	<i>13-12 points</i>	<i>7-11 points</i>	<i>Fewer than 7</i>
<i>Demonstration of Theory</i>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
<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.
<i>Structure of Session</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Case	Session is either too long or too short. Student maintains structure of session throughout. Case note is professionally written, but	Session is either too long or too short. Student does not maintain structure of session throughout. Case note is not well-written or	Session is either too long or too short. Student does not maintain structure of session throughout. Case note is incomplete.

	note is professionally written and follows case note format.	formatting is not correct, or format is correct, but not well-written.	formatted correctly.	Requirements not met.
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Final Exam

The Final Exam 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.

INFORMED CONSENT

THIS WILL BE READ AT THE BEGINNING OF EACH SESSION FOR THE FIRST THREE TAPES. YOU WILL BE ABLE TO DO AN INFORMED CONSENT IN YOUR OWN WORDS BY MARCH 15.

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.

Instructions for Taping and Transcript

- (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, 2003
Person-Centered

Statement	Skill/observation
CI #1: I'm just really confused about....	looking down
CO#1: You sound concerned and angry...	RF
CI #2: I am, I really worry...	crying
CO#2: Tell me more	Enc
CI#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

Note: Preferred Statements are allowed on all tapes.

4 paragraphs:

Strengths

Areas to Improve

Goals for Next Tape/Practicum

Tentative Course Outline and Assignment Due Dates Spring, 2014

1/16: Introductions, syllabus, review of microskills, partner selection, Chapt.6, Person-Centered Theory

1/23: Person-Centered Due, Motivational Interviewing

1/30: Review of Person-Centered tapes, MI continued

2/6: Chapt. 8, Behavioral Theory. **MI Tape Due**

2/13: review MI tapes. Chapt. 10, Cognitive Theory

2/20: Cognitive/Behavioral due, go over lifestyle summary

2/27: Lifestyle summary due (hard copy in class), Chapt 4, Adlerian Theory

3/6: Adlerian Theory due, Feminist Theory (handout), multicultural theory (handout), racial identity models, REBT,

3/20: review Adlerian feedback and experience a 'follow through' moment with technique; follow up Feminist, multicultural and/or REBT (catch-up day)

3/27: Chapt. 11, Reality Theory, Using Metaphors in Counseling

4/3: Reality Theory tape due, Psychoanalytic Theory, Existential Theory

4/10: Existential theory cont., Gestalt Theory

4/17: personal theory paper due, **Prepare for final tapes. (LAST CLASS MEETING)**

4/24: final tapes due; final exam D2L (No class meeting)