

Spring 2011

CE 660 Syllabus: Counseling Theory and Practice

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Winona State University
College of Education
Counselor Education Department
Spring 2011

CE660 Counseling Theory and Practice
Mondays 5:00-8:00 p.m. Room: Gildemeister 161

Instructor:

Jo Hittner, Ph.D.

Contact Information:

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Office Hours:

Mondays 1:00-4:00

Wednesdays 1:30-4:00

Thursdays 1:00-4:30

(other times by appointment)

Course Description:

The purpose of the course is to expose 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.

Text:

Capuzzi, D. and Gross, D.R. (2011) *Counseling and Psychotherapy: Theories and Interventions* (5th ed.) Alexandria, Virginia: American Counseling Association.

Prerequisites:

CE 601, concurrent registration in or completion of 658.

Course Objectives:

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 the counseling theories of Psychodynamic, Existential-Humanistic and Cognitive-Behavioral, including Psychoanalytic, Jungian, Adlerian, Person-Centered, Existential, Gestalt, REBT, Cognitive-Behavioral, Reality, Feminist, Family and Transpersonal therapies.
3. Understand the pros and cons of each theory as they relate to multicultural perspectives.
4. Recognize and practice interventions for issues related to a variety of populations.
5. Formulate one's own personal counseling philosophy which integrates several theories and produce a written theory paper.

6. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases.
7. Understand the ethical knowledge as it applies to specific cases.
8. Understand the basics of family therapy.
9. Demonstrate the ability to integrate several theoretical perspectives into a counseling session.

CACREP Standards:

Section II-G-2: Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including: theories of multicultural counseling.

Section II-G-5: Helping Relationships— studies that provide an understanding of the counseling process in a multicultural society, including: counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.

Methods of Instruction:

1. Lecture/discussion
2. Videotapes, films and power points
3. Modeling
4. Videotaped role plays with peer feedback
5. Case studies and responses to manual exercises
6. Reflective self evaluations

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, 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.

Diversity Statement:

This classroom is meant to be a safe, welcoming and inclusive 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 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 first week of the semester.

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 noise. Cell phone use including texting is allowed during breaks and for emergency purposes only. Computers are allowed in class only with permission and only for accommodations for a handicapping condition.

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, has the option of failing the student 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.

Policy on Late or Unfinished Assignments:

Late work is not accepted except in extreme circumstances and with prior permission of instructor. Late assignments will be assessed a 2-point deduction per day of lateness. **IMPORTANT:** A grade of incomplete (IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

Details about Campus Resources:

- Two good places to help you find resources of all kinds are the WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. (www.winona.edu/rochester) The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. (www.winona.edu/culturaldiversity)
- If you have a disability, the WSU Disability Resource Center (DRC) can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall 214 and they can be reached at 457-2391. (www.winona.edu/disabilityservices) If you have a documented disability that requires accommodation, please let your instructor know as soon as possible. If you suspect you may have a disability, you are encouraged to contact the DRC as soon as possible.

- College 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, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. (www.winona.edu/counselingcenter) The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260. (www.rctc.edu/counseling_career_center)
- For help with writing and the development of papers on the WSU-Rochester campus, contact the UCR Learning Center in AT306 or call 285-7182. On the Winona campus, contact the Writing Center in Minné 348 or call 457-5505. (www.winona.edu/writingcenter)
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources.
* Contact the WSU Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 507-457-5330).(www.winona.edu/counselingcenter)

Course Requirements and Grading:

Participation: Attendance and participation in classroom activities are essential in order for the student to gain full benefit from this course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students are expected to prepare for class by completing all readings and exercises assigned as scheduled prior to the class meeting. Students are expected to bring the main textbook to each class meeting. Students are *required to attend all class sessions*. If there is a need to miss a class based on an emergency, it is expected that the student will contact the professor before the missed class. If it is necessary to miss more than one class for any reason, the student should withdraw from the course. **30 points** **Note:** Weather will undoubtedly interfere with class at times. Make smart decisions about winter travel and consult the instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the professor will provide updates about cancellations via e-mail by 4 p.m. on the day of class. Absences due to extreme weather conditions will not result in points taken off final grade.

Preliminary Theoretical "Leanings" Paper: On the second week of class after reading the introductions of each theory in the text and the Halbur and Halbur reading on D2L, students will write a 2 page paper reflecting on any preliminary theoretical leanings and proposing a personal theory as to what helps people change. There are no references required. This is a chance for students to begin exploring what their personal beliefs about counseling and psychotherapy are, in hopes that as the semester progresses, these beliefs can begin to blend and integrate with theories studied in class. The paper must be typed, double-spaced and demonstrate exceptional writing skills. **10 points** **Due January 24**

Theory-specific Video Tapes: Students must have VHS tapes or a flashdrive for each taping session. Video recording equipment will be available. Recordings can be made in the taping/observation rooms (these are VHS only), or at a location of the professor's choice (2 flip cams) or at a location of your choice with your own video camera.

Students will work in pairs (or triads) to create a total of four videos. Each video will demonstrate one specific counseling theory. Each student will act as both a client and a counselor for each taping. Tapes must be **at least 20 minutes but not more than 30 minutes long**. Each student will cue up **10 minutes** for the professor to evaluate. The professor may view more than the cued minutes if she chooses. Students in the client role may either *role play* or *real play*. When role playing, students are encouraged to use scenarios from real life; the struggles of a family member or friend, for example. When real playing, students are encouraged to choose a topic or issues that feels "contained" or safe for them. Students will be showing two of four tapes to the rest of the class, so be sure to choose an issue you feel comfortable sharing with others. **80 points** (Four tapes, 20 points per tape.) **Due 1/31, 2/14, 2/28, 3/21.**

Taping should proceed as follows:

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 (format to be provided first night of class). 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".
5. Process how this session went while tape is running.

After taping:

1. Check with the client if there are any portions that should not be shown to the class.
2. Make a transcript of **five minutes** of the tape (of your choosing), using the transcript format below.
3. At the end of the transcript, include three paragraphs; one paragraph each about your strengths, your areas of 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.

Transcript Format:

Statement	Skill(s)
C1: Tell me what's going on.	ENC
CL: Well, I've just been admitted to grad school and I am worried about everything.	
C2: I was in grad school for awhile and it was really hard.	Ugh! I don't like this.
<i>P.S. You sound really overwhelmed.</i>	PS/RF
CL: I'm working full-time, I'm dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I'm in over my head.	
C3: Tell me what that's like for you, being "in over your head"...	FOC

Skills and abbreviations for transcripts:

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IMM
Reflection of feeling	RF	Eliciting meaning	EM
Reflection of content	RC	Reflection of meaning	RM
Focusing	FOC	Caring confrontation	CC
Closed question	CQ	Self-disclosure	SD
Open question	OQ	Directive	DIR
Affirmation	AFF	Advice giving	AG
Open summary	OS	Influencing skill	IS
Closing summary	CS		
Client observations	CO	Preferred Statement	PS

3. Final Integration Tape:

The final tape should integrate several theories as presented by students in the Personal Theory of Counseling Paper (see below). **The length of the tape will be 40-45 minutes.** As you begin, clear your mind of all personal concerns, realize you now have a good understanding of several theories and focus on your client's verbals and non-verbals. Your goal is to establish rapport and make good judgments within the session as you work with thoughts, feelings, and/or behaviors of your client.

40 points. Due April 25

Follow the taping guidelines as presented above.

4. Personal Theory of Counseling Paper:

This paper will be 8-10 pages using APA style (including title page and references). Students will reference theories that they plan to use in the final integration tape. Students are expected to write about at least two of these theories, including:

1. Important distinctive elements about them 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. **50 points Due April 18**

Students will be expected to present their personal theory of counseling to the class in an informal, 10-15 minute presentation near the end of the semester. **10 points Due April 25**

5. Final Exam:

The final exam will be multiple choice 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.

50 points Due May 2.

Evaluation:

Even though the course evaluation is anonymous, 5 extra points will be given for completing it. The evaluation will be through a Qualtrics survey which assures anonymity. Extra points are awarded in order to obtain the maximum number of responses. In turn, the more responses, the more the instructor is able to obtain more accurate student feedback and make necessary changes for future classes. **5 bonus points**

COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance and Participation	1	30
2	Preliminary Theoretical "Leanings" Paper	2	10
3	Theory Specific Videotapes	3	80 (total)
4	Final Integration Tape	3	40
5	Personal Theory of Counseling Paper	4	50
7	Informal Presentation of Personal Theory of Counseling	5	10
8	Final Exam		50
9	Course Evaluation		5 (bonus)
Total			270

Scoring Rubrics1. Attendance and Participation

<i>Points Possible</i>	<i>Description</i>
0-10 points	-Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Misses class often -Is often late or leaves early w/out due reason
11-17 points	-Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups -Misses no more than 1 class w/o prior arrangement -Is occasionally late or leaves early w/out due reason
18-23 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason
24-30 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, -Attends class regularly (no missed classes or one with prior arrangement)
30	Total points possible

2. Preliminary Theoretical "Leanings Paper"

<i>Points Possible</i>	<i>Description</i>
10-9 points	Clear articulation of personal theoretical "leanings" Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation Turned in on time
8 points	Clear articulation of personal theoretical "leanings" Good writing skills, few errors, complete and within the approximate page limitation Turned in on time
7-6 points	Vague articulation of personal theoretical "leanings" Acceptable writing skills, few errors Needing more detail
5 points or below	Incomplete articulation of personal theoretical "leanings" Unacceptable writing skills, several errors Needing more detail Re-write assignment
10	Total points possible

3. Tape Evaluation

<i>Points Possible: Theory-specific Tapes</i>	<i>Points Possible: Final Integration Tape</i>	<i>Description</i>
20-18 points	40-36 points	Exemplary tape illustrating theory, clear transcript with correct skills noted and no weak responses
17-16 points	35-32 points	Above average tape illustrating theory, clear transcript with correct skills noted and weak responses replaced with "preferred statements"
15-14 points	31-28 points	Adequate tape illustrating theory, clear transcript with 80% correct skills noted
13-12 points	27-24 points	Adequate tape illustrating theory, clear transcript with 70% correct skills noted
11 points	23-21 points	Adequate tape illustrating theory, clear transcript with 60% correct skills noted
10 points or below	20 points or below	Tape does not illustrate theory, transcript is not correct, skills are not labeled correctly; redo of tape is required
20	40	Total points possible

4. Personal Theory of Counseling Paper

<i>Points Possible</i>	<i>Description</i>
Minimum Requirements	Paper clearly concerned with counseling theory. Use of relevant theories and ideas from assigned course readings. Use of material from outside readings specifically related to your question or problem.
50-45 points	Exceptional writing (excellent grammar, strong APA style, flow, structure, and strong synthesis of ideas). Assignment turned in on time. All aspects of assignment addressed and discussed and complex thinking skills utilized. A minimum of 5 scholarly references, including the text.
44-40 points	Strong writing (excellent grammar, APA mostly correct, synthesis of ideas). Assignment turned in on time. Most aspects of assignment addressed and discussed and complex skills utilized. Minimum of 3 scholarly references, including the text.
Below 40 points	Requirements not met.
50	Total points possible.

5. Informal Presentation of Personal Theory of Counseling

<i>Points Possible</i>	<i>Description</i>
10-9 points	Clear description of personal theory of counseling Engaged with the audience, speaks clearly, effectively "teaches" audience about his/her personal theory Remains within approximate time limitation
8-7 points	Clear description of personal theory of counseling Moderately engaged with the audience, speaks rapidly or inaudibly Remains within approximate time limitation
6 points or below	Unclear description of personal theory of counseling Not engaged with the audience Fails to effectively "teach" his/her theory to the audience Not within an acceptable time limit (either too short or too long)
Total points	10

Grade Scale

A=250-270 (93-100%)

B=232-249 (86-92%)

C=213-231 (79-85%)

D=194-212 (72-78%)

F=below 193 (<71%)

TENTATIVE COURSE OUTLINE

<u>Session:</u>		<u>Readings:</u>
1 (1/10)	Introduction, overview	
(1/17)	No class—Martin Luther King Day	
2 (1/24)	Brief Therapy, Person-centered Theory: Carl Rogers * Make 1 st tape at end of class (Person centered) *Preliminary Theoretical "Leanings Paper due on D2L	Chaps. 1 and 7
3 (1/31)	Freud & Jung: Psychoanalytic Theory & Analytical Theories 1 st tape due to professor	Chaps. 3 & 4
4 (2/7)	Gestalt Theory	Chap. 8
5 (2/14)	Adlerian Theory Make 2 nd tape at end of class (Adlerian) Review best Person-centered full tape	Chap. 5
6 (2/21)	Existential Theory 2 nd tape due to professor	Chap. 6
7 (2/28)	Reality Therapy/Choice Theory	Chap. 12
(3/7)	Spring Break—no class	
8 (3/14)	Cognitive-Behavioral Theory Make 3 rd tape at end of class (Cognitive-Behavioral) Review best Adlerian full tape	Chap. 9
9 (3/21)	Rational Emotive and Transpersonal Theories 3 rd tape due to professor	Chap. 11
(3/28)	No class Motivational Interviewing Dialectical Behavioral Theory	Miller & Rollnick, Chaps. 1-5 Chap. 10
10 (4/4)	Feminist Theory; Transpersonal Theory Make 4 th tape at end of class (Students' choice) Review best Cognitive Behavioral full tape	Chaps. 14 and 15
11 (4/11)	Diversity and Social Justice, Family Theory, Integrative Theory 4 th tape due to professor	Chaps. 2, 13 and 16

- 12 (4/18) Personal Theory Presentations (5)
Review 5 best tapes
Personal Theory Paper due on D2L
- 13 (4/25) Personal Theory Presentations (6)
Review 4 best tapes
Final integration tape due to professor
- (5/2) No class—Finals week
Final exam due on D2L
Course evaluation via Qualtrics survey