

Spring 2011

## CE 660 Syllabus: Counseling Theory and Practice

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**Winona State University Counselor Education Department**  
**CE 660 - Counseling Theory and Practice**  
**Spring 2011 Course Syllabus**  
**Winona – Minnè 109**  
**Wednesdays 5-8pm**

**Instructor:** Veronica (Roni) Johnson, Ed.D., LPC, NCC  
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**Office Hours:** Tuesday 2-5 (Rochester)  
Wednesday 2-5 (Winona)  
Thursday 1-5 (Rochester)

**Prerequisites:** Admission to Dept.  
CE 601; Concurrent registration in or prior completion of CE 658.

**Required text:**

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2004). *Counseling and Psychotherapy Theories in Context and Practice*. Hoboken, New Jersey: John Wiley.

**Course Objectives:**

The purpose of this course is to expose students to a wide variety of theories of personality and counseling and to apply those approaches to the practice of counseling. The course provides students 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 students 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).

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

Students will demonstrate competence and understanding in each of the following areas:

- II.G.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- II.G.2.c. theories of multicultural counseling, identity development, and social justice;
- II.G.3.d. theories and models of individual, cultural, couple, family, and community resilience;
- II.G.3.f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- II.G.5.a. an orientation to wellness and prevention as desired counseling goals;
- II.G.5.b. counselor characteristics and behaviors that influence helping processes;
- II.G.5.c. essential interviewing and counseling skills;
- II.G.5.d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. 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;

**Method of Instruction**

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

**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 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 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.

### **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.

### **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.

### **Course Expectations:**

#### *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 withdraw from the course.

You should be an active member of this class and it is expected that you will be an engaged learner, bringing energy and enthusiasm to every class.

The syllabus details readings for each week. When students come to class, it is expected that the readings will be finished, and the students will be prepared to engage in meaningful discussion about them. You will receive a participation grade and this will reflect your professionalism including attendance, participation, preparation for class, and professional conduct. Attendance and participation will be worth 30 points towards your final grade.

*Assignments:*

Assignments are to be turned via D2L on the day the assignment is due. Only in the event of documentable extenuating circumstances are assignments accepted late. With the exception of documentable emergencies, late assignments will be assessed a 2-point deduction per day of lateness up to two weeks, after which late assignments will not be accepted. With the exception of quizzes, you are encouraged to work together, however your finished work must always be unique to you, and is your individual responsibility to complete.

*Evaluation:*

I will provide written feedback on all videotape demonstrations and written work, supplemented by personal interviews. Each student will meet with the instructor midway through the course. Evaluation includes both cognitive work and skill development. A letter grade will be assigned.

If you have questions concerning any type of evaluation you receive, please see me immediately. Bring your evaluation in question. Remember, this class is a learning, growing experience. Perfection is not expected, but improvement in judgment and techniques is.

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 procedures or remain in Professional Development.

## Assignments:

### 1. Attendance and participation (30 points)

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 withdraw from the course.

You should be an *active member* of this class and it is expected that you will be an *engaged learner*, bringing energy and enthusiasm to every class.

### 2. Preliminary Theoretical “Leanings” Paper (10 points)

On the second week of class, after reading Chapter 1 of the text, students will write a 2 page paper reflecting on any preliminary theoretical leanings, and proposing a personal theory (based only on material already acquired and on personal observations/theories) 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 ensues students’ beliefs can begin to blend and integrate with theories studied in class. The paper should be typed, double-spaced, and demonstrate exceptional writing skills.

### 3. Theory-specific Video Tapes: 80 points (four tapes, 20 points per tape)

Students must have an audio recorder (either digital or tape) for each taping session. Video recording equipment will be available. Recordings can be made at WSU-R with Media Services digital recording equipment, at WSU in the taping/observations rooms (these are VHS only), or at the location of your choice with your own video camera.

Students will work in pairs 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. **On the nights of taping, you will be given 45 minutes-1 hour of class time to tape. Expect to stay 30 minutes later on taping nights to complete taping and transfer technology.**

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 class, so be sure to choose an issue you feel comfortable sharing with others.

*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 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, and indicate which 10-minute portion you would like specific feedback on from instructor. **The portion you show to the class should not be the same portion you transcribe, neither should the 10 minute portion you want feedback on from the instructor.** Keep in mind that it is up to the instructor’s discretion whether or not to view your entire tape. If skill development indicates that you are requiring more feedback and guidance, your entire recording may be viewed.

*Transcript Format:*

<b>Statement</b>	<b>Skill(s)</b>
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>PS: You sound really overwhelmed.</i>	<i>PS/RF</i>
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

*Three paragraphs:* First paragraph, summarize your strengths; second paragraph summarize your areas of improvement; third paragraph, list goals for next taping.

*Skills and abbreviations for transcripts:*

<b>Skill Name</b>	<b>Abbreviation</b>	<b>Skill Name</b>	<b>Abbreviation</b>
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	<i>Preferred Statement</i>	<i>PS</i>

#### 4. Final Integration Tape: 40 points

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.

You do not need to transcribe this final taping, however, you will write the three paragraphs describing what went well, what challenged you, and what your goals are as you prepare for Practicum.

#### 5. Personal Theory of Counseling Paper: 50 points

This paper will be 8 – 10 pages using APA style (not 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 these theories (at least two), 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.

You will be expected to present your personal theory of counseling to the class in an informal, 10-15 minute presentation near the end of the semester (10 points).

#### 6. Final Exam: 50 points

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.

**Total points possible for course: 270**

**Breakdown of points:**

Attendance and Participation: 30 points

Preliminary Theoretical “Leanings” Paper: 10 points

Theory Specific Videotapes: 80 points (20 points/tape)

Final Integration Tape: 40 points

Personal Theory of Counseling Paper: 50 points

Informal Presentation of Personal Theory of Counseling: 10 points

Final Exam: 50 points

- 270 to 243 = A
- 242 to 216 = B
- 215 to 189 = C

**Class Schedule:**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ASSIGNMENTS</b>
<b>January 12</b>	Introduction & syllabus, explanation of assignments,  Introduction to theoretical orientation	SF & SF, Chapter 1; Halbur & Halbur, Chapters 1-3 (on D2L)
<b>January 19</b>	Person-Centered Therapy: Carl Rogers	SF & SF, Chapter 6 <b>Make 1<sup>st</sup> tape (Person- Centered)</b> <b>Preliminary Theoretical “Leanings” Paper due</b>
<b>January 26</b>	Historical Perspectives: Freud & Jung	SF & SF, Chapters 2 & 4 <b>Review 1<sup>st</sup> tape, tape due</b>
<b>February 2</b>	Adlerian Therapy	SF & SF, Chapter 3
<b>February 9</b>	Adlerian, cont’d	<b>Make 2<sup>nd</sup> tape (Adlerian)</b>
<b>February 16</b>	Existential Therapy	SF & SF, Chapter 5 <b>Review 2<sup>nd</sup> tape, tape due</b>
<b>February 23</b>	Behavioral Therapy	SF & SF, Chapter 7
<b>March 2</b>	Cognitive Therapy	SF & SF, Chapter 8 <b>Make 3<sup>rd</sup> tape (Cognitive/Behavioral)</b>
<b>March 9</b>	Spring Break!	Have fun!
<b>March 16</b>	Motivational Interviewing	Miller & Rollnick, Chapters 1-5 (on D2L) <b>Review 3<sup>rd</sup> tape, tape due</b>
<b>March 23</b>	Choice Theory and the New Reality Therapy <b>Online class – Roni at ACA</b>	SF & SF, Chapter 9

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ASSIGNMENTS</b>
<b>March 30</b>	Feminist Therapy & Constructivist Therapy	SF & SF, Chapters 10 & 11 <b>Make 4<sup>th</sup> tape (your choice)</b>
<b>April 6</b>	Integrative Theories of Counseling	SF & SF, Chapter 13 <b>Review 4<sup>th</sup> tape, tape due</b>
<b>April 13</b>	Integrative Theories, cont'd	Jacobs – Creative Counseling manual
<b>April 20</b>	Multicultural & Non-Western Theories <b>Personal Theory Presentations</b>	SF & SF, Chapter 12
<b>April 27</b>	<b>Personal Theory Presentations &amp; Wrap-up</b>	<b>Personal Theory paper due</b> <b>Final integration tape due</b>
<b>May 4</b>	<b>Finals Week</b> No Class	<b>Final Exam</b> <b>Course Evaluation</b>

### Scoring Rubrics:

#### 1. Attendance and Participation

<i>Points Possible</i>	<i>Description</i>
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)
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
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 classes w/o prior arrangement -Is occasionally late or leaves early w/out due reason
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

## 2. Preliminary Theoretical “Leanings” Paper

<i>Points Possible</i>	<i>Description</i>
10-9 points	<ul style="list-style-type: none"> <li>- Clear articulation of personal theoretical “leanings”</li> <li>- Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation</li> <li>- Turned in on-time</li> </ul>
8 points	<ul style="list-style-type: none"> <li>- Clear articulation of personal theoretical “leanings”</li> <li>- Good writing skills, few errors, complete and within the approximate page limitation</li> <li>- Turned in on-time</li> </ul>
7-6 points	<ul style="list-style-type: none"> <li>- Vague articulation of personal theoretical “leanings”</li> <li>- Acceptable writing skills, few errors.</li> <li>- Needing more detail</li> </ul>
5 points or below	<ul style="list-style-type: none"> <li>- Incomplete articulation of personal theoretical “leanings”</li> <li>- Unacceptable writing skills, several errors.</li> <li>- Needing more detail</li> <li>-Re-write assignment</li> </ul>

## 3. Tape evaluation

<i>Criteria</i>	<i>Points possible: Theory-specific Tapes</i>	<i>Points Possible: Final Integration Tape</i>
Exemplary tape illustrating theory, clear transcript with correct skills noted and no weak responses	20-18	40-36
Above average tape illustrating theory, clear transcript with correct skills noted and weak responses replaced with ‘preferred statements’	17-16	35-32
Average tape illustrating theory, clear transcript with 80% correct skills noted	15-14	31-28
Adequate tape illustrating theory, clear transcript with 70% correct skills noted	13-12	27-24
Adequate tape illustrating theory, clear transcript with 60% correct skills noted	11	23-21
Tape does not illustrate theory, transcript is not	Below 10	Below 20

correct, skills are not labeled correctly; redo of tape is required		
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#### 4. Personal theory of counseling paper

Minimum criteria:

If any of the following criteria are not met, the paper will receive 0 points.

- \* 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.

<i>Points Possible</i>	<i>Description</i>
50- 45 points	Exceptional Writing (excellent grammar, strong APA style, flow, structure, & 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

#### 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)