Theories of Counseling
Department of Human Services and Educational Leadership
Stephen F. Austin State University

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Wednesday from 4:00 PM to 4:30 PM & 7:00 PM to 8:00 PM
Available at additional times by appointment

Course Info
Term: Spring 2023
Course Name: PCOU 5331 Theories of Counseling
Credits: 3.00

Course Description: A survey of selected counseling theories.

Time/Location Course Meets: Mondays from 6:45 to 9:15 pm in HSTC Room 318

Course Format: This course will use a variety of teaching methods including readings, discussions, class activities, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments before coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Course Delivery: Face-to-Face, SFA Campus Instructional Method

Course Resources

Required Textbook:
*Additional readings will be made available in class or online as they are assigned.

Recommended Texts:

Required Technology: Students will need to set-up and regularly check their university email account and BrightSpace. In addition to announcements in class, the instructor will use university email accounts and BrightSpace to communicate information regarding the syllabus, scheduling changes, handouts etc. Students will need consistent internet and computer/laptop access for the duration of the course.
**QClassroom Statement:** (only add if you have QClassroom assignments or TimeLog Hours)
This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**Course Outcomes**

**Counselor Education Program Learning Outcomes:** The following are outcomes for all students as they matriculate through the curriculum in the Professional Counseling Program:

**Professional Orientation and Ethical Practice (CACREP 2.F.1)**
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Social and Cultural Diversity (CACREP 2.F.2)**
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Human Growth and Development (CACREP 2.F.3)**
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

**Career Development (CACREP 2.F.4)**
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Counseling and Helping Relationships (CACREP 2.F.5)**
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

**Group Counseling and Group Work (CACREP 2.F.6)**
Students demonstrate competency in preparing and facilitation of group counseling.

**Assessment and Treatment Planning (CACREP 2.F.7)**
Students identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation (CACREP 2.F.8)**
Students evaluate research methods to inform evidence-based practice.

**Course Objectives/Intended Learning Outcomes:**
The following are the learning objectives that align with CACREP standards for this course:
Specific student learning outcomes that align with CACREP standards appears in table below:
<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes CACREP Standards</th>
<th>Method of Instruction</th>
<th>Performance Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.5.a. theories and models of counseling</td>
<td>Readings, lectures, video demonstration, class discussions, review of summary sheets</td>
<td>Theory Summary Sheets&lt;br&gt;Final Exam&lt;br&gt;Theoretical Orientation Paper</td>
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<tr>
<td>2.F.5.b a systems approach to conceptualizing clients</td>
<td>Readings, lectures, class discussions</td>
<td>Case Conceptualization Paper&lt;br&gt;Final Exam</td>
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**College of Education Outcomes:** The content of this course aligns with mission, vision and core values of the James I. Perkins College of Education.

**Vision:** The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

**Mission:** The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract/support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic & co-curricular innovations.
- Increase connections with stakeholders.

**Core Values:** In the Perkins College of Education, we value and are committed to:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

**Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**Course Requirements:**
1. Attendance is expected, required, and necessary in order to receive maximum benefit from the course.
2. Complete 1 examination.
3. Make valid contributions to class discussions.

**Course Assessment, Evaluation, and Grading**

**Grading:** All course requirements will be measured using either an examination, quiz, or a grading rubric designed for that specific area of the class. All rubrics will be distributed in class and/or posted in BrightSpace.

A=100-90  
B=89-80  
C=79-70  
D=69-60  
F=59 and below

**Course Assignments:** The course includes the following assignments and how they are weighted in the final course grade. Full descriptions of course assignments will be distributed in class and/or posted in BrightSpace.

**Professionalism & Participation**  **10 points**
Becoming a professional counselor means assuming responsibility for not only your clients' well-being but for the well-being of your place of work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes maintaining confidentiality and respect in your presentations and management of clinical material; professional dress while working with clients; respect for colleagues, clients, faculty, and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; adhere to professional codes of ethics and so forth.
As a result, the evaluation criteria for this assignment will be based on the above-mentioned areas of professionalism and participation. Additionally, students will be given the opportunity to self-evaluate towards the end of the semester, which will not determine their awarded points but will be taken under consideration in the evaluation process.

**Theoretical Orientation Paper (2 Parts)  25 Points**
Becoming a counselor is not about learning about doing counseling, but rather about being a counselor. As a result, in this class, you will not simply be asked to recall knowledge about theories but instead to integrate the knowledge of the field with the person YOU are. One way we do this is through your theoretical orientation paper. In this assignment, you will discuss the way you see people, the counseling process, and the role of the counselor. This assignment will be completed through two different parts, the initial paper & the final paper.

**10 Points: Initial (September 24th)**
Early on in the semester, you will write a paper about your theoretical orientation. You might be thinking “I don’t have a theory, that is why I am in this class.” However, if a friend was struggling with their mental health, there are things you would probably do for them. You might listen, make sense of the situation, and do something, this is your theory (even if you did not think of it that way). Our values, beliefs, and experiences have given each of us both wisdom and biases. These wisdom and biases shape the way we see people and our responses to people. For this initial paper, spend time reflecting on personal experiences, beliefs, and values that might help or get in the way of your development as a counselor. You will then write a five (no more than six) double-spaced page APA formatted initial paper discussing your personal theory. The initial paper will only be submitted to BrightSpace.

**15 Points: Final (December 3rd)**
After we have gone through the different theories in the textbook, you will have an opportunity to now revisit your initial paper (and feedback) and integrate the knowledge you have gained from the readings into your theoretical orientation. It is likely that your views you discussed have changed since writing your initial paper. That is okay, discuss this change in your paper. You will then write an eight (no more than ten) double spaced page paper for your final theoretical orientation paper. The rubric for the final paper can be found on BrightSpace. The final paper will be submitted on BrightSpace.

**Theory Summary Sheets (7x)  35 Points**
1-2 October 8th
3-4 October 22nd
5-6 November 5th
7 November 19th

Students will complete theory summary sheets for select theories assigned in the course syllabus and schedule. The theory summary sheet is designed to be a support for you as you read the textbook chapters on therapies and review for upcoming exams. Summary outline and rubric will be on BrightSpace. Each theory summary sheet will be worth 5 points.
Case Conceptualization Paper (December 15th)  
10 Points
Students will apply their understanding of theory to a clinical case through a written conceptualization of the case. For this assignment, you will write a four double page response to a case study and prompts. More information will be provided on BrightSpace. The paper is to be submitted in BrightSpace.

Cumulative Final Exam (December 15th)  
20 Points
The final exam will covers course content from assigned readings and class lectures. The exam will include 40 multiple choice questions. The exam will be open book and time limited. The assignment will be accessible through D2L.

Late Work Policy: All assignments are on the date/time indicated on the syllabus and/or in BrightSpace. Assignments cannot be submitted in person, hand delivered, dropped off, mailed, faxed, or emailed. Late submissions of assignments will be penalized at 2 points per day/partial day past the due date. The final exam and case conceptualization paper are not eligible for late submission. Repeated late submissions will impact you professionalism grade.

Extra Credit: Students are afforded sufficient credit opportunities by fulfilling class requirements. There are no extra credit opportunities in the course.

Dropping the Course: Students that need/want to drop the course will need to consult the academic calendar and the registrar’s office for dates, deadlines, fees, and official arrangements to drop the course. Students should meet with their faculty advisor to discuss how dropping the course affects their degree plan.

Candidacy: Course instructors continually observe students and share these observations in a variety of ways during the current course as well as during candidacy. Informal and formal feedback from instructors is intended to facilitate student growth towards the attitude, knowledge, and skills to become an ethical and professional counselor.

Course Evaluations: Near the conclusion of each semester, students in the College of Education can electronically evaluate courses. Evaluation data is used for a variety of important purposes including course and program improvement, planning, and accreditation; instruction evaluation purposes; and making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

In the James I. Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Student Ethics and Policy: Important course related policies:
Course Grades (Including WH), Policy 5.5
Final Course Grade Appeals by Students, Policy 6.3
Academic Accommodation for Students with Disabilities, Policy 6.1
Student Counselor Ethical and Professional Behavior: All students are expected to adhere to the ACA Code of Ethics and the Rules and Regulations outlined by the Texas State Board of Examiners of Licensed Professional Counselors throughout the program. Violations of the ethical code or professional rules or regulations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

Student Mental Health Resources: SFASU values students’ mental health and the role it Plays in academic and overall student success. SFA provides a variety of resources to Support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

<table>
<thead>
<tr>
<th>On-campus Resources</th>
<th>Crisis Resources</th>
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<tbody>
<tr>
<td>SFASU Counseling Services <a href="http://www.sfasu.edu/counselingservices">www.sfasu.edu/counselingservices</a> Tucker Building (Southeast Corner of Raguet and East College Street) 936-468-2401 SFASU</td>
<td>Burke 24-hour crisis line 1(800) 392-8343</td>
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<tr>
<td>Human Services Counseling Clinic <a href="http://www.sfasu.edu/humanservices/139.asp">www.sfasu.edu/humanservices/139.asp</a> Human Services Room 202 936-468-1041</td>
<td>Suicide Prevention Lifeline 1(800) 273-TALK (8255)</td>
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<tr>
<td>Crisis Text Line: Text HELLO to 741-741</td>
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A complete list of mental health resources for students can be found at: [https://www.sfasu.edu/info-for/current-students/mental-health-resources](https://www.sfasu.edu/info-for/current-students/mental-health-resources)

More information about student wellness and support options can be found on the Health and Wellness Hub (https://www.sfasu.edu/thehub) and the Lumberjacks Wellness Network (https://www.sfasu.edu/lwn).

Course Schedule

Course Changes: In the event that a course shift occurs, the instructor will consider what, if any, course changes are necessary given the shift in course delivery. If changes are made, the course instructor will share those changes in writing as a News Item in BrightSpace.
**Schedule of Course Activities:** The schedule of course activities are included in a calendar below. The topics and dates are tentative and subject to possible revision/change, should the need arise.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>August 28, 2023</strong></td>
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<tr>
<td></td>
<td>Introductions/Syllabus</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>September 4, 2023</strong></td>
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<td></td>
<td>What is Theory? Chapter 1 &amp; 2</td>
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<td><strong>Week 3</strong></td>
<td><strong>September 11, 2023</strong></td>
<td></td>
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<tr>
<td></td>
<td>Why is Theory Important? Chapter 3</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>September 18, 2023</strong></td>
<td>Intial Theory Paper</td>
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<td>No Class</td>
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<td>Work Intial Theory Paper</td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>September 25, 2023</strong></td>
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<td>Chapter 4</td>
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<td></td>
<td>Psychoanalytic Therapy</td>
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<td>Freud (1940)</td>
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<td><strong>Week 6</strong></td>
<td><strong>October 2, 2023</strong></td>
<td>Theory Summary Sheets 1-2: Psychodynamic</td>
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<td>Chapter 5</td>
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<td>Adlerian Therapy</td>
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<td>Adler (1979)</td>
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<td><strong>Week 7</strong></td>
<td><strong>October 9, 2023</strong></td>
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<td>Chapter 8</td>
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<td>Gestalt Therapy</td>
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<td>Perls (1969)</td>
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<td><strong>Week 8</strong></td>
<td><strong>October 16, 2023</strong></td>
<td>Theory Summary Sheets 3-4</td>
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<td>Chapter 6</td>
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<td></td>
<td>Existential Therapy</td>
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<td>Yalom (1980)</td>
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<td></td>
<td>Chapter 7</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Reading Material</td>
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<td>9</td>
<td>October 23, 2023</td>
<td>Person-Centered Therapy&lt;br&gt;Rogers (1961)</td>
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<td>10</td>
<td>October 30, 2023</td>
<td>Chapter 9&lt;br&gt;Behavioral Therapy&lt;br&gt;Chapter 10&lt;br&gt;Cognitive Behavioral Therapy&lt;br&gt;Ellis (1996)</td>
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<tr>
<td>11</td>
<td>November 6, 2023</td>
<td>Chapter 11&lt;br&gt;Choice Theory/Reality Therapy&lt;br&gt;Wubbolding (1988)</td>
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<tr>
<td>12</td>
<td>November 13, 2023</td>
<td>Chapter 12&lt;br&gt;Feminist Therapy&lt;br&gt;Nelson-Jones (2011)&lt;br&gt;Chapter 13&lt;br&gt;Postmodern Approaches&lt;br&gt;Walter &amp; Peller (1992)</td>
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<tr>
<td>13</td>
<td>November 20, 2023</td>
<td>No Class</td>
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<tr>
<td>14</td>
<td>November 27, 2023</td>
<td>Contemporary Theories &amp; Approaches in Counseling</td>
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<tr>
<td>15</td>
<td>December 4, 2023</td>
<td>Review</td>
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<tr>
<td>Finals Week</td>
<td>Finals Week</td>
<td>Final Exam &amp; Case Conceptualization Paper</td>
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<td>December 11, 2023</td>
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