

Eastern Illinois University  
Counseling and Higher Education

Course Syllabus  
**CSD 5520 Theories of Counseling and Helping Relationships**

**Fall 2019**

Tuesday

4-6:30pm

Buzzard Hall 2440

(see enclosed course schedule for adapted hybrid schedule)

**Instructor:** Danessa Carter, PhD, LCPC

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**Office:** 2117 Buzzard Hall

**Office Hours:** Monday 3:30-4:00pm and 6:30-7:00pm, Tuesday 3:00-4:00pm, and Thursday 5:00-7:00pm

**Course Description:** This course provides a survey of major theories of counseling. Areas covered include history of each theory, theory of personality development, theory of counseling application, research, and use with diverse groups.

**Teaching philosophy:** It is *my* responsibility as your instructor to provide a variety of opportunities and means for you to engage class content and readings in a way that helps you learn about counseling theory. This course will include lecture, discussion, case examples, research papers, readings, additional resources and counseling tools, quizzes, panel discussions, expressive arts, videos, etc. aimed to facilitate your learning and integration of counseling theories into your developing counselor identity. It is *your* responsibility as a counselor in training to fully invest in your counselor development and learning as well as contribute to classroom discussions, readings, and projects at a graduate-level. Our course syllabus is contract between instructor and student, acknowledging our responsibilities to one another in support of your learning and honoring our contributions and dedication to the counseling field and the clients we serve.

**Required Textbook:** Day, S.X. (2010). *Theory and design in counseling and psychotherapy, 2<sup>nd</sup> Ed.* Boston MA: Houghton Mufflin Co.

### Course Objectives

Students will:

- a. Develop an understanding of the theories and models of counseling including School and Clinical Mental Health (CACREP Standard V.C.1.b).
- b. Discuss a systems approach to conceptualizing clients (CACREP Standard II.F.5.b).
- c. Examine theories, models, and strategies for understanding and practicing consultation (CACREP Standard II.F.5.c).
- d. Examine ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP Standard II.F.5.d).
- e. Discuss the impact of technology on the counseling process (CACREP Standard II.F.5.e).
- f. Examine developmentally relevant counseling treatment or intervention plans (CACREP Standard II.F.5.h).
- g. Develop measurable outcomes for clients (CACREP Standard II.F.5.i).

- h. Examine evidence-based counseling strategies and techniques for prevention and intervention (CACREP Standard II.F.5.j).
- i. Discuss strategies to promote client understanding of and access to a variety of community-based resources (CACREP Standard II.F.5.k).
- j. Examine suicide prevention models and strategies (CACREP Standard II.F.5.l).
- k. Examine crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard II.F.5.m).
- l. Discuss processes for aiding students in developing a personal model of counseling (CACREP Standard II.F.5.n.)

**Major Theories we will cover this semester:**

Psychodynamic  
 Person-Centered  
 Existential  
 Gestalt  
 Adlerian  
 Behavioral (including DBT, ACT)  
 Cognitive Behavioral Therapy (including, REBT, Reality)

## Course Components

**1. ATTENDANCE AND PARTICIPATION: (no exceptions to this policy)**

Attendance is mandatory for learning and acquiring all necessary training. Being on time, present, and prepared for our class is professional and respectful to our class, colleagues, clients, and counseling profession. Respect includes not being on your cellphone or on your computer for anything other than note taking. Respect also includes not having side conversations during class. I reserve the right to ask you to leave computers/cell phones at home or ask you to leave class if your behavior is deemed inappropriate for a learning environment. You are responsible for completing your readings and engaging in all course components. You are allowed to miss one class day for any reason. You need to email me at the above listed email before the missed class. If you miss 2 in-person classes or online course content, your overall grade will be reduced by 1 letter grade. If you miss more than 3 class days (in person or online content), you will receive a failing grade in this course and will be required to retake course. This policy is firm regardless of rationale for absences. If you are not in class, you are not learning the material with us as a class.

***Late work policy:*** Your assignments need to be turned in on the due date, online in our D2L course portal. You submit all coursework online, therefore, you have the ability to turn assignments in ahead of time to avoid late assignments. All assignments are due by 11:59pm. If you turn in an assignment at 12:00am (technically the day after the due date), you will lose 10% of your grade. Each day late your assignment is you will lose an additional 10%. If your assignment is 1 week late, you will receive a 0.

**2. DEMONSTRATIONS OF READING:**

Completing and fully engaging in assigned readings is an integral component of this graduate course. As graduate counseling students, you are responsible for contributing to professional discourse and class discussions. You can decide how you would like to demonstrate your knowledge of read material from the options below. If you create a new option, please seek approval from instructor. You will complete one demonstration of reading for each required reading.

\*Remember that you can use your demonstrations of reading and course notes to prepare for your National Counselor Examination and Comps exam. So, not only should this help you learn the material in this course, but this assignment is designed to be helpful to you in the future as well. Feel free to bring a printed copy of your demonstrations of reading to our class meetings to utilize in discussion and note taking.

For each demonstration of reading due date, you can choose from the following options:

- Create a detailed outline/handout of assigned reading material
- Create a 30 item quiz of assigned reading material
- Create a video or creative presentation of reading material

You do not have to choose the same option for all demonstrations of reading. All demonstrations of reading should be thorough and demonstrate graduate-level work. This assignment evaluates a and f.

7 major theories X 20 points each = 140 points

### 3. **CONCEPTUALIZATION REFLECTIONS:**

In order to demonstrate your learning of essential components of major counseling theories *and* your ability to conceptualize from a theoretical framework, you will complete a total of 3 conceptualization reflections. You will choose 3 of the 7 major theories covered in this course. For each theory conceptualization, choose someone (known or imagined) to conceptualize through that given theoretical lens. You will use language and concepts from that theoretical perspective to explain the individual's presenting concerns, behavior, and goals. Minimum of 3 pages; complete and thorough conceptualization using theoretical concepts at a graduate level is expected. This assignment evaluates c, e, and g.

3 conceptualization reflections X 20 points each = 60 points

### 4. **PERSONAL THEORY PAPER:**

The purpose of this paper is for you to communicate your personal theory of counseling, what theory or theories you will prefer to use as a helper in your specialization. This paper should clearly demonstrate your knowledge of counseling theory, process, skills, and techniques as presented in this course. Your personal theory paper will be submitted online as outlined on the course schedule. This paper will serve as your "final" project for this course. This assignment evaluates a and f.

100 points (see detailed description and rubric enclosed)

### 5. **Final Exam**

The final online meeting will include completing a multiple-choice exam on D2L. This is open book. One of the best parts about being a counselor is that you ALWAYS have the option of using resources. I am completely fine with you using online resources, your text, and your peers when completing this exam. The test will open at 12:00am on December 10<sup>th</sup> and close at 11:59pm on December 10<sup>th</sup>. You will only have one chance to answer each question. This assignment covers d, e, f, g, h.

#### **Overview of Points Earned in this Course:**

Demonstrations of Reading- 140

Conceptualization Reflections- 60

Personal Theory Paper- 100

Attendance and Participation – 40

Final Exam – 60

## TOTAL POINTS- 400

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Grading Scale: Counseling and Higher Education department utilizes the grading scale as outlined in the EIU graduate school handbook.

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin protected and restricted use database.

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. You are welcome to email me to set up an appointment to meet outside of class time if needed. Formal grievance procedures are outlined in the Graduate Catalog.

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9<sup>th</sup> Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

## Course Schedule

*\*Subject to change with instructor-student consent*

Date	Topic	Required Reading	Assignments and CACREP Standards <i>**Submit all ONLINE</i>
August 20th	Course Introduction; Review Syllabus What is Counseling Theory? Theoretical Orientation and Client Conceptualization Theory and Culture	Syllabus	CACREP Standard II.F.5.a
August 27th	Psychodynamic	Ch. 4	CACREP Standard II.F.5.a <b>Psychodynamic Demo of Reading</b>
September 3rd	Person Centered	Ch. 6	CACREP Standard II.F.5.a
September 10th	Existential	Ch. 7	CACREP Standard II.F.5.a <b>Person-Centered Demo of Reading</b>
September 17th	Gestalt	Ch. 8	CACREP Standard II.F.5.a <b>Existential Demo of Reading</b>
September 24th	<b>ONLINE Class Meeting</b> <i>(Complete all online course content in folder #1 to receive full participation)</i> Trauma Informed Care Family/Systems Theory	Online course content Ch. 14	CACREP Standard II.F.5.b <b>1 Case Conceptualization Reflection</b>
October 1st	Adlerian	Ch. 5	CACREP Standard II.F.5.a <b>Gestalt Demo of Reading</b>
October 8th	<b>ONLINE Class Meeting</b> <i>(Complete all online course content in folder #2 to receive full participation)</i> Crisis Intervention Suicide Prevention	Online course content	CACREP Standard II.F.5.1 <b>2 Case Conceptualization Reflection</b>
October 15th	Behavioral Therapy	Ch. 9	CACREP Standard II.F.5.a <b>Adlerian Demo of Reading</b>
October 22nd	<b>ONLINE Class Meeting</b> <i>(Complete all online course content in folder #3 to receive full participation)</i> Evidence-based counseling Community-based resources	Online Course Content	CACREP Standard II.F.5.c
October 29th	Cognitive-Behavioral Therapy (Reality, REBT)	Ch. 10 Ch. 11	CACREP Standard II.F.5.a <b>Behavioral Demo of Reading</b>
November 5th	<b>ONLINE Class Meeting</b> <i>(Complete all online course content in folder #4 to receive full participation)</i> Psychological First Aid Interpersonal Neurobiology	Online course content	CACREP Standard II.F.5.d <b>Cognitive-Behavioral Demo of Reading</b>
November 12th	Solution Focused Therapy (DBT, ACT)	Ch. 12 Ch. 13	<b>3 Case Conceptualization Reflection</b>
November 19th	Counselor Wellness Use of Expressive Media		CACREP Standard II.F.5.h <b>Personal Theory Paper</b>

November 26th	<b>NO CLASS THANKSGIVING BREAK</b>		
December 3rd	Supplemental Topics Course Closure		CACREP Standard II.F.5.n
December 10th	<b>ONLINE Class Meeting</b>		<b>Final Exam (open book)</b>

## Personal Theory Paper

### Fall 2018, CSD 5520 Theories of Counseling

As you consolidate your learning, ask yourself the “hard questions.” Which theories and techniques fit best with your personal style and world view? It is important that you consider that manner in which personal values and beliefs integrate with each theoretical tenet, to make sense of your manner of practice. Synthesize your thoughts to provide effective, professional, and ethical service to diverse clients. Apply your particular perspective into your area of interest; addictions, clinical mental health, marriage and family, school counseling or student development in colleges and universities.

The purpose of this paper is for you to communicate your personal theory of counseling, what theory or theories you will prefer to use as a helper in your specialization. This paper should clearly demonstrate your knowledge of counseling theory, process, skills, and techniques as presented in this course. Rather than parrot back that which you have learned, you are encouraged to make the content of this course your own. In other words, you will write a concise paper that integrates the course contents with your views, values, worldview, belief systems, and work with diverse populations, in your future work as a counselor. How does your chosen theory align with your personal views and beliefs? Provide examples of your beliefs about human nature and healing align with presented theoretical information.

1. Major sections of the body of your paper will be:
  - a. Introduction (choice of theory)
  - b. View of Human Nature
  - c. Key Concepts
  - d. Therapeutic Process
  - e. Therapist’s primary role
  - f. Necessary characteristics of therapeutic relationship
  - g. Specific Techniques and Procedures (with sound rationale stated, you may integrate multiple techniques into your personal theory application)
  - h. Conclusions – Recommendations for Continued Professional Development
  
2. The paper is to be between 7 to 9 pages in length (excluding title and reference pages)
  - a. Reference at least two (2) original theoretical resources.
  - b. Format the paper according to APA Style, 6th edition, including the reference page.
  - c. Note that scholarly, master’s level writing is required.

### Personal Theory Paper: Assessment Rubric

<i>Poor: 2 pts.</i>	<i>Average: 6 pts.</i>	<i>Superior: 10 pts.</i>
<b><u>CONTENT:</u></b> points x 4 = _____		
Central idea is lacking or vague or unsupported.	Central idea is apparent but ordinary or too general.	Significant central idea is supported by specific proof.
<b><u>RESEARCH SKILLS:</u></b> points x 1 = _____		
Does not demonstrate the ability to use resources. Research not in depth, lacks consistency.	Does demonstrate the ability to use resources. Research not quite in depth.	Demonstrates ability to research in depth.
<b><u>ORGANIZATION:</u></b> points x 1 = _____		
Lack of planning and purpose. Ideas undeveloped not linked together.	Plan of the paper is apparent but not clearly developed. Ideas not always linked together.	Paper is planned, clearly ordered. Ideas linked together.
<b><u>CLARITY:</u></b> points x 1 = _____		
Sentences not clear; incomplete. Poor word choice.	Sentences are clear, but lack substance. Word choice not precise.	Clear sentences, with substance. Precise word choice.
<b><u>CORRECTNESS:</u></b> points x 1 = _____		
Frequent errors in grammar, punctuation, spelling, and usage.	Some errors in grammar, punctuation, spelling, and usage.	Correct use of grammar, usage, punctuation, and spelling.

<b><u>COGNITIVE LEVEL:</u></b> points x 2 = _____		
Has knowledge and understanding of information. Some application.	Makes applications, can analyze information. Some synthesis of information.	Synthesizes information and can evaluate ideas and information.

**TOTAL POINTS:** \_\_\_\_\_ of 100