EPSY 541: Theories of Counseling
Department of Educational Psychology and Special Education
Southern Illinois University Carbondale

Instructor:
Class:
My Office:
My Office Hours:
Phone:
Email:  (preferred method of contact)
Class information is on Blackboard

Course Description & Content Area: This course is designed to present an overview of current theories of counseling with a special focus on the philosophical assumptions, key concepts, techniques, and practical applications of each approach. Each theory will be examined critically such that the student can begin to formulate an integrated personal theory of counseling.

Objectives: The following objectives are built upon the foundational Professional Identity content suggested by CACREP, and then focus in on Counseling, Prevention, and Intervention requirements common across all three counseling programs.

CACREP SECTION II
PROFESSIONAL IDENTITY
Knowledge and Skill Outcomes:

KNOWLEDGE
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 all of the following:

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

G.5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals; (5a)
b. counselor characteristics and behaviors that influence helping processes; (5b)
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; (5d)
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. (5e)
CACREP SECTION III
PROFESSIONAL PRACTICE

FOUNDATIONS
A. Knowledge
5. Understands a variety of models and theories related to clinical mental health counseling. (A5 – Clinical Mental Health Counseling Standards)

COUNSELING, PREVENTION AND INTERVENTIONS

C. Knowledge
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (C1 – School Counseling Standards)
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. (C8 – Clinical Mental Health Counseling Standards)

D. Skills and Practices
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D1 – School Counseling Standards)

Methods of Instruction:
The course is taught in a combination of interactive dialogue, lecture, group work, thematic assignments, and online blackboard work. The learning environment is meant to be a dynamic, evolving environment in which students with a variety of learning styles will find ample support to increase their knowledge and show evidence of their progress.

Required Texts:


Recommended Text:

Selected Chapters Available on-line:


Also FREE Online: Study guide for theories available from Prentice Hall at:
http://wps.prenhall.com/chet_murdock_theories_2/
**Student Performance Evaluation Criteria and Procedures:**

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<tr>
<th>Criteria</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Attendance and Class Participation</td>
<td>100 pts</td>
<td>13%</td>
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<tr>
<td>(Bi)Weekly Journals</td>
<td>60 pts</td>
<td>8%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>100 pts</td>
<td>13%</td>
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<tr>
<td>Theory Application Paper</td>
<td>200 pts</td>
<td>26%</td>
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<tr>
<td>Personal Theory Paper</td>
<td>200 pts</td>
<td>26%</td>
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<tr>
<td>Final Exam</td>
<td>100 pts</td>
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**Possible Total Points:** 760 pts

**Letter grades will be based upon the following point totals:**
- A = 684 or above
- B = 608 to 683
- C = 532 to 607
- D = 456 to 531
- F = Below 456

**NOTE:** Any student enrolled in the Counselor Education program must earn an A or B in EPSY 541 to continue progress toward graduation in the program and to enroll in practicum courses. According to the Counselor Education Master’s Handbook, students who receive lower than a “B” in EPSY 541 cannot remain in the program unless they choose to petition the faculty to retake the course, and the faculty agree to that action.

**Late Assignment Policy**
Late assignments are subject to grade penalties. One letter grade will be deducted for each calendar day the assignment is late (e.g., If you submit an assignment that is evaluated as ‘A’ work 2 days late, you will receive a ‘C;’ if the assignment was ‘B’ work, you would receive a ‘D.’). Assignments not submitted at the beginning of class are considered one day late.

**Attendance and Class Participation (100 pts):**
Attendance is necessary and expected. Investing in your learning minimally requires that you attend class, attend class on time, and be prepared for class. A daily record of attendance will be maintained. Students who are tardy should notify the instructor after class so that their tardiness is not marked as an absence. If you must be absent, it is your responsibility to acquire material covered in class and be knowledgeable of any student expectations discussed when you were absent. Because the assignments in this course require the application of concepts presented in class, it is extremely difficult to achieve a passing grade when attendance is irregular. Students who cannot attend regularly due to other commitments should consider taking this course at a more appropriate time.

Students are expected to read assigned material BEFORE class and come prepared to discuss the topic. This is vital to your learning experience and understanding of the material. Come to class prepared to raise questions and discuss each theory (theory charts will help with this). Small group activities will also help students to synthesize and apply the reading material. Effective class participation includes: respectful and non-dominating involvement in class discussions and group activities, leading classroom brainstorm, and showing initiative and investment in classroom activities. Finally, this grade includes appropriate attention to professional behavior, such as timeliness and turning off cell phones during class.
(Bi)Weekly Journals (60 pts): Due every class period, except for Exam Days
Journals are required to be turned in beginning Class 2 and continuing through the remainder of the semester. **Please note:** these are not unstructured and free writing journals. Journals should specifically address theoretical concepts learned that week and your own process of development. Students will use the *individual exercises* provided in the Seligman text as journal prompts. The instructor may provide additional prompts throughout the semester.

Exams (100 pts each):
The mid-term exam will be given _____. It will cover all course material from the beginning of the semester through ____. The final exam will take place on _____ at ______. The final exam will cover course material covered since the midterm. Both exams will be multiple choice and short answer format.

Theory Application Paper (200 points):
For this paper, you will conceptualize a client through the lens of a particular theory. You will select a character from a movie to be your case study, and use this client as the focus of your paper. Once you select a movie and character, you will need to select one counseling theory. This is the theory that you will use to write the Theories Application Paper. You can select any theory that you would like that we have or will cover in class. The goal of this assignment is a thorough understanding of the theory (not a movie review). The selection of a movie character is a (hopefully fun!) way to practice conceptualizing a client through a particular theoretical lens. Movie and theory selections should be submitted to me by _____. (See Appendix B for guidelines). 7-9 pages.

Personal Theory of Counseling (200 pts):
One of the primary purposes of this course is to encourage you to do the critical thinking necessary to begin development of your own counseling model—a model consistent with the person you are, a model that aligns with your philosophy of life, and a model of your creation. With this in mind, write a paper which articulates your conceptual model for helping others as it exists at this moment (realizing that it is sure to change). Indicate how your views on counseling are similar to and different than theories presented in the texts and other existing research (See Appendix C for guidelines). 10-12 pages.

Theory Summary Charts (Extra Credit – 25 points)
On Blackboard, you will find a chart template for you to record the major points related to the theories covered in class. The purposes of these charts are to (a) guide your understanding, reading, and discussion of these theories, (b) create standards for comparison of the theories, and (c) develop a study guide for your future use when studying for class, certification, and licensure examinations. Charts may be collected at any point throughout the semester, without notice. In order to receive extra credit, ALL charts must be completed—no partial credit will be given. You are strongly encouraged to complete the theory charts as a way to prepare for each class, which will positively affect your participation grade.

Disability Statement
If you have any special need(s) or disability for which you require accommodations to promote your learning in this class, please contact your instructor as soon as possible to discuss your needs. The Office of Disability Support Services (DSS) offers various support services and can help you with special accommodations. You may wish to contact DSS at 453-5738 or in Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.
Emergency Procedure
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Academic Honesty
Submitting the work of others as your own, submitting prior work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grade on an assignment to expulsion from the university depending on the severity of the offense. Refer to SIU Student Handbook for further clarification.

TENTATIVE COURSE OUTLINE

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<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<td></td>
<td>Introduction and Course Overview</td>
<td>Halbur &amp; Halbur, Ch. 1-2</td>
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<td>Intro to Theory</td>
<td>Seligman, Ch. 1</td>
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<td>Background-Focused Theories</td>
<td>Seligman, Ch. 2-3</td>
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<td>Freud &amp; Classic Psychoanalysis</td>
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<td>Adler &amp; Individual Psychology</td>
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<td>Post and Neo-Freudians</td>
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<td>Overview of Emotion-Focused Theories</td>
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<td>Rogers &amp; Person-Centered Counseling</td>
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<td>Existential Therapy</td>
<td>Seligman, Ch. 9-10</td>
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<td>Emerging Approaches</td>
<td>Seligman, Ch. 11</td>
<td>Movie/Theory Proposals Due</td>
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<td>Ellis &amp; REBT</td>
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<td>Beck &amp; Cognitive Therapy</td>
<td>Seligman, Ch. 14</td>
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<td>Seligman, Ch. 15-16</td>
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<td>Seligman</td>
<td>Seligman, Ch. 17-18</td>
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<td>Solution-Focused Therapy</td>
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<td>Seligman, Ch. 19</td>
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<td>Family and Couple Therapy</td>
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<td>Integrative and Eclectic Approaches</td>
<td>Seligman</td>
<td>Seligman, Ch. 21-22</td>
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<td>Comparison and Critique / Wrap-Up</td>
<td>Seligman</td>
<td>Personal Theory</td>
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*Students are responsible for additional readings and homework assigned by the instructor throughout the semester.
*Journals are due every class period beginning ____., except as noted on syllabus.
APPENDIX A
Writing Assignments Guidelines

All writing assignments are to meet the criteria established by the American Psychological Association’s Publication manual of the American Psychological Association. You will be using this manual throughout your educational experience.

Some notes on APA style required for ALL writing assignments:

1. All assignments must be typed using a 12 point Times New Roman font, 1” margins, double spaced (do not use double-double spaces between paragraphs or sections), and stapled.

2. Insert page numbers in the upper right hand corner of each page and a running head. (Refer to APA manual for spacing and location.)

3. Each paper must have a separate cover page that includes:
   a. name of activity
   b. your name
   c. course title and section
   d. Instructor –
   e. date the assignment is due.
   Refer to APA manual for spacing requirements for title page.

5. Please do not use gender specific pronouns or sexist language or promote prejudice by using language associated with isms, e.g., sexism, racism, ageism, and heterosexism in your paper. The easiest way to avoid gender specific pronouns is to use the plural version such as they or their or use words such as “the client” or the person when referring to an individual. If you are referring to a specific person, you may use the appropriate gender pronoun. Make sure your noun and verb tenses agree.

6. Do not use idioms or slang language such as contractions, unless you are using a quotation. See APA manual for correct way to using quotations.

7. Edit your assignments prior to submitting them. Please edit for spelling, paragraph structure, noun-verb agreement, complete sentences, punctuation etc. If you are having trouble with grammar and structure, contact the Writing Center immediately.

As the SIUC Student Conduct Code specifies about plagiarism, it is a matter of academic dishonesty and likely to incur sanctions varying from dismissal from a course to dismissal from the university. If you are unclear about what constitutes plagiarism, Morris Library can provide you with some information @ http://www.siu.edu/~explorer/lessons/plagiarism/ or review the information in the APA Style Manual, beginning on page 170.
APPENDIX B
THEORY APPLICATION PAPER
(7-9 pages)

For this paper, you will conceptualize a client through the lens of a particular theory. You will select a character from a movie to be your case study, and use this client as the focus of your paper. Once you select a movie and character, you will need to select one counseling theory. This is the theory that you will use to write the Theories Application Paper. You can select any theory that you would like that we have or will cover in class. The goal of this assignment is a thorough understanding of the theory (not a movie review). The selection of a movie character is a (hopefully fun!) way to practice conceptualizing a client through a particular theoretical lens. Movie and theory selections should be submitted to me by _____.

You should use a minimum of 4 sources outside of your course text. These sources can be original sources from the theory's founder (e.g., Freud, Adler), research articles, or books. The paper is to be a maximum of 9 pages of text (not including title page or references). The paper should be written in APA format (no abstract needed).

I do not want a recap of the movie! A suggested outline with suggested page limits is below.

I. Brief introduction of client (1 page). This paragraph include an overview of the demographics and presenting concern of the client, and any additional information like environmental context, family, medical issues, or strengths that may be important to mention.

II. Indicate the theory that you will be using to conceptualize your client and a rationale for using this theory with the client. Provide a brief overview of the theory – main concepts, purpose and goals of counseling from theoretical viewpoint, role of the counselor, reason for maladaptive behavior based on theory (2-3 pages). Your theory chart will be especially helpful in this section. This section is simply an introduction of the theory – you will go into more detail throughout the paper as you apply the theory to the client.

III. Conceptualize your client or family using your selected theory (3-4 pages).
   A. How the client is viewed based on the theory’s view of mental health
   B. What things you would assess for, based on the theory’s view of assessment
   C. Short/long term goals of treatment with the client, based on the theory
   D. Treatment plan for the client
      1. Estimated number of sessions needed
      2. Specific techniques/interventions you will use – including an explanation of the purpose (e.g., why would these be beneficial for the client) and how these will work within your current conceptualization
      3. Anything else you feel is relevant to your treatment plan (e.g., referrals for supplemental services, etc.).

IV. Personal reflection on theory (1 page)
   A. How well does this theory apply to your client (e.g., strengths, limitations)?
   B. Brief discussion of your thoughts regarding this theory (e.g., is this a theory that you feel fits you? Is this a theory that you will choose to work from with future clients? Why? Are there other theories that better fit you?)

The goal of this assignment is a thorough understanding of the theory. The paper should be presented in a manner that is professional, but does not necessarily have to be eloquently written (although grammar and punctuation will be part of the grade and should be appropriate for whatever format the paper is written in). Citations needs to appear throughout the paper from the resources you gathered information from.
APPENDIX C
YOUR PERSONAL THEORY OF COUNSELING
(10-12 pages)

One of the primary purposes of this course is to encourage you to critically think about developing your own counseling style. This style will be consistent with your own values, personality, and philosophy of life. There are no “right” or “wrong” theories. You will develop your own theory of counseling and your own style.

With this in mind, write a paper which articulates your conceptual model of helping others from the perspective of your understanding of counseling, right now. This understanding will likely change as you become more experienced as a counselor. Throughout your paper, you must compare and contrast your views with those expressed in the text and in the additional source material you use. You are not expected to choose an existing theory, but rather to reflect on your own perspectives and beliefs, and how those will inform your choice of conceptual lens.

You are expected to use a minimum of eight outside resources (other than your textbook) including scholarly journal articles and/or other books for your paper. Any current research used must be from 1995 or after. The paper is to be a maximum of 9 pages of text (not including title page or references). The paper should be written in APA format (no abstract needed).

Please use the following outline and formal for your paper. Your grade will depend on addressing each of the points on the outline. You should use the outline as your paper’s formal headings. Consider this to be a combination of a reflection paper and a research paper. Use first-person language when appropriate (rather than “this writer believes…”). However, the paper should be written in professional, academic writing style, consistent with the writing guidelines in Appendix 1.

I. Introduction
   A. Autobiographical connection between you and your future as a counselor
   B. Transition from autobiography to your key concepts

II. Key Concepts
   A. View of human nature (including):
      1. View of human potential
      2. Issue of determinism
      3. Influence of the environment upon behavior
   B. Assumptions about personality development which are important to your key concepts.
   C. Description of your view of change (e.g. What do you think helps to change behavior, thoughts, emotions, and how can you help to facilitate change?)
   D. How have your culture and life experiences influenced your answers to A-C above?

III. What do you envision the therapeutic process being like?
   A. How would you establish a therapeutic relationship?
   B. How would you establish goals and a treatment plan?
   C. Explain the counselor’s role and functions.
   D. How would your clients experience therapy?

V. Describe how your theory is appropriate/relevant in your anticipated work setting.

VI. How would you judge if your approach is working?

VII. How effective would your approach be in working with a variety of clients from various cultures and contexts?