I. TITLE: Theories of Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S): Critical analysis and evaluation of leading theories of counseling and their implications for practice.  
Prerequisite(s): none

III. COURSE OBJECTIVES:  
Upon completion of this course, students will (per 2009 CACREP Standards):

1. Develop an awareness regarding counselor characteristics and behaviors that influence the helping processes (Section II, G.5.b.; G.5.c.).
2. Develop an awareness regarding client characteristics and behaviors that influence helping processes (Section II, G.5.d.).
3. Become familiar with various aspects of the major counseling theories, including theorists, techniques, application, and strengths/limitations (Section II, G.1.a.; Section II, G.3.a.; Section II, G.3.f.).
4. Understand various factors that influence the helping processes including environmental and social factors, relationships external to the helping process, and commitment to change (Section II, G.2.a.; G.5.d.).
5. Become familiar with the components of an effective helping relationship (Section II, G.5.a.).
6. Understand the role of a professional counselor (Section II, G.1.b.).
7. Develop an awareness regarding professional counseling organizations (Section II, G.1.f.).
8. Understand the history of the counseling profession, including the significant factors and events that influenced the evolution of the counseling profession (Section II, G.1.a.).
9. Develop an awareness regarding ethical standards that pertain to evaluation, methods of change, and applications to various professional activities (Section II, G.1.j.).
10. Develop an awareness of the research and evidence-based practices in counseling (Section II, G.8.a.; Section II, G.8.e.).

Diversity Statement  
The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:  
An overview of current approaches to counseling including these theories: Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Reality Therapy, Behavior Therapy, Cognitive-Behavior Therapy, and Family Systems Therapy. Focus is
on the key concepts of each therapy, the therapeutic process, the practical applications/techniques of each theory, and critical evaluation of each approach. The course includes an examination of the basic issues and concerns.

V. INSTRUCTIONAL ACTIVITIES:
The design of the course is to expose the learner to a variety of contrasting theoretical models underlying individual counseling. Through lectures and discussion, seminars, readings, demonstrations, and preparation of graduate papers and presentation, students will develop and expand on their personal counseling approach and philosophy of counseling.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT AND RESOURCES:
A. Required Text:

B. Other Required Selections:
   Instructor assigned readings (e.g., journal articles) will be posted on Blackboard
   • *Students are expected to read assigned chapters/articles prior to each class*

C. References:

Authorities:
Sigmund Freud, Alfred Adler, Victor Frankl, Rollo May, Irvin Yalom, Carl Rogers, Fritz Perls, Albert Bandura, Aaron Beck, Albert Ellis, William Glasser, Insoo Kim Berg, Steve de Shazer, Michael White, & William Miller

Websites:
American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)
Association for Counselor Education & Supervision (ACES): [www.acesonline.net](http://www.acesonline.net)
American Mental Health Counselors Association (AMHCA): [www.amhca.org](http://www.amhca.org)
American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)
Kentucky Counseling Association (KCA): [www.kyca.org](http://www.kyca.org)

Journals:
*Journal of Counseling & Development*
*Counselor Education and Supervision*
*Journal of Mental Health Counseling*
VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Proposal for Theoretical Position Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Student Led Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Theoretical Position Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Grading Scale:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- E = Below 70

It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective, will not receive instructor endorsement to continue in clinical courses.

C. Assignments:

1. **Online Discussions (10%)** (CACREP Standards Section II: G.1.a., G.3.a., G.3.f., G.5.a., G.5.d.)
   
   To gain a deeper understanding of class material and to improve student’s own development as a reflective counselor, students will reflect upon class activities and readings by participating in online discussions. Discussion threads should address the discussion forum (i.e. topic) by describing personal reflections and insight. Also, it is expected that each student will critically respond to at least one other student’s thread.

2. **Proposal for Theoretical Position Paper (10%)** (CACREP Standards Section II: G.1.a., G.3.a., G.5.a., G.5.d., G.8.a.)
   
   Students will develop a proposal for the theory he/she will write about in his/her theoretical paper. Furthermore, the student will identify how the theory tailors to his/her own temperament.

3. **Student Led Group Presentation (20%)** (CACREP Standards Section II: G.1.a.,
Each student group will be assigned a specific theoretical orientation to research. The group will communicate to the class what was learned through the research activity (rubrics for the presentation will be provided in class).

Each student group will prepare and present a 60 to 90 minute presentation based on their respective theory. A power-point (or similar) presentation with handouts (students are encouraged to be creative) is required, as is a reference list of the sources used by the group (written in APA format). A detailed outline of the presentation must be submitted to the instructor no later than the week prior to the presentation date.

Groups will be graded according to the scoring rubric. Participation points will be assigned based on peer evaluation. Each group member will send the instructor an email prior to the presentation date with a synopsis of each group member’s level of participation.


This paper in many ways is the capstone of the course, as it will represent a detailed exploration of your preferred theory. After studying the major theories of counseling, students will write a paper which discusses their own philosophy of counseling regarding view of human nature, therapeutic goals, the type of client-counseling relationship they will establish, and the counseling interventions they will utilize.

This paper must be a theory that we are studying in class. In the paper you will need to demonstrate that you understand the workings of the method, and identify how you intend to integrate your preferred theoretical approach with your own personal orientation. Performance on this paper will be determined by the student’s ability to integrate class materials with their own understanding of the counseling process. A separate handout containing the details of this assignment will be given in class.


At the end of the semester, an exam will be given. This exam is cumulative and will cover material from the entire course to include, lectures, student presentations, guest lectures, as well as information from the texts. The exam will be in essay-format.

6. **Attendance & Participation (10%)**

Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional
counselors.

a. **Attendance:** Due to the seminar format of the course, discussions, readings, and lectures, it is required that students regularly attend class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students can only be absent from **ONE (1)** class meeting (if he or she contacts instructor prior to class meeting) without incurring 5 percentage points being subtracted from their final grade for EACH absence after one. More than **three (3)** absences will result in a failing grade for CNS 624: *Theories of Counseling* regardless of academic good standing. Therefore, a student absent from two class meetings or one class meeting without prior notification to the instructor will have five percentage points (5%) subtracted from his or her final grade. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message. Above all, I want to know you are safe and okay.

b. **Participation:** Participation in CNS 624: *Theories of Counseling* includes (a) having completed readings prior to class, (b) having completed all assigned work prior to class, and (c) participation in class discussions. The following criterion will be used to evaluate your participation grade:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>97%</td>
<td>Attended all class meetings and was a leader &amp; facilitator of class discussion.</td>
</tr>
<tr>
<td>94%</td>
<td>Attended all class meetings and was actively involved in class discussion (<strong>consistently</strong>).</td>
</tr>
<tr>
<td>90%</td>
<td>Attended all class meetings &amp; participated or missed one class meeting, but was actively involved in class.</td>
</tr>
<tr>
<td>87%</td>
<td>Missed one class meeting (or was late/early from one class meeting) and participated in class discussions.</td>
</tr>
<tr>
<td>84%</td>
<td>Missed two classes meetings (or was late/early from two class meetings) and was actively involved in class discussions.</td>
</tr>
<tr>
<td>80%</td>
<td>Missed two class meetings (or was late/early from two class meetings) and participated in class discussions.</td>
</tr>
<tr>
<td>74%</td>
<td>Overall, student was not actively engaged in the course &amp; his or her learning experience, regardless of attendance</td>
</tr>
<tr>
<td>0%</td>
<td>Missed three or more classes (or was late/early from three or more class meetings)</td>
</tr>
</tbody>
</table>

*Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved*

ALL ASSIGNMENTS MUST BE TYPED & IN APA (6th ed.) FORMAT

*Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.*
IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Graduate Bulletin. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

XI. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.
If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
Course Specifics for CNS 671 (Fall 2011)

Instructor: Samir Patel, Ph.D.
Telephone: Office: (270) 809-6123
Office: Alexander Hall, Room 3218
E-Mail: spatel4@murraystate.edu
Office Hours: Mondays: 12:00 P.M. – 5:00 P.M.
            Tuesdays: 10:30 A.M. – 12:30 P.M.
            Wednesdays: 11:00 A.M. – 2:00 P.M.
Meeting Days: Wednesdays Evenings
Meeting Times: 5:00 PM – 8:00 PM
Location: ITV

CACREP Counseling Program Specifics for CNS 671

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations A1</td>
<td>Understands the history, philosophy, and trends of clinical mental health counseling.</td>
</tr>
<tr>
<td>Foundations A4</td>
<td>Knows the professional organizations, preparation standards, and credential relevant to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C3</td>
<td>Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C5</td>
<td>Demonstrates appropriate use of cultural responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C9</td>
<td>Understands professional issues relevant to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention D5</td>
<td>Demonstrates the appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counseling Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations B2</td>
<td>Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C1</td>
<td>Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.</td>
</tr>
<tr>
<td>Research and Evaluation I</td>
<td>Understands how to critically evaluate research relevant to the practice of school counseling.</td>
</tr>
<tr>
<td>Research and Evaluation J</td>
<td>Applies relevant research findings to inform the practice of clinical mental health counseling.</td>
</tr>
</tbody>
</table>

Research and Evaluation I

Research and Evaluation J
Tentative Topical Outline

Class 1  Aug. 17th  Introductions (Paducah)
Syllabus Review, Course Expectations
Overview of the Helping Process
Readings for next class:
Textbook (Corey 2009), Chapter 4

Class 2  Aug. 24th  Psychoanalytic Theory (Hopkinsville)
Readings for next class:
Textbook (Corey 2009), Chapter 5
Online discussion to be completed prior to the start of next class:
Psychoanalysis

Class 3  Aug. 31st  Adlerian Therapy (Madisonville)
Readings for next class:
Textbook (Corey 2009), Chapter 6
Online discussion to be completed prior to the start of next class:
Adlerian

Class 4  Sept. 7th  Existential Therapy (Henderson)
Readings for next class:
Textbook (Corey 2009), Chapter 7
Online discussion to be completed prior to the start of next class:
Existentialism

Class 5  Sept. 14th  Person-Centered Therapy (Paducah)
Readings for next class:
Textbook (Corey 2009), Chapter 8
Online discussion to be completed prior to the start of next class:
PCT

Class 6  Sept. 21st  Gestalt Therapy (Hopkinsville)
Readings for next class:
Textbook (Corey 2009), Chapter 9
Online discussion to be completed prior to the start of next class:
Gestalt

Class 7  Sept. 28th  Behavior Therapy (Madisonville)
Proposal for Theoretical Position Paper Due
Readings for next class:
Textbook (Corey 2009), Chapter 10
Online discussion to be completed prior to the start of next class: BT

**Class 9**  **Oct. 12th**  
No Class – Kentucky Counseling Association Conference

**Class 10**  **Oct. 19th**  
Realty Therapy (Paducah)  
Readings for next class:  
Textbook (Corey 2009), Chapter 13  
Online discussion to be completed prior to the start of next class: RT

**Class 11**  **Oct. 26th**  
No Class – Association for Counselor Education and Supervision Conference

**Class 12**  **Nov. 2nd**  
Postmodern Approaches (Hopkinsville)  
**Theoretical Position Paper Due**  
Readings for next class:  
Textbook (Corey 2009), Chapter 12  
Online discussion to be completed prior to the start of next class: NT and SFBT

**Class 13**  **Nov. 9th**  
Feminist Therapy (Madisonville)  
Readings for next class:  
Journal Articles to be provided by instructor  
Online discussion to be completed prior to the start of next class: FT

**Class 14**  **Nov. 16th**  
Motivational Interviewing (Henderson)  
Online discussion to be completed prior to the start of next class: MI

**Class 15**  **Nov. 23rd**  
No Class – Thanksgiving Holiday

**Class 16**  **Nov. 30th**  
Exam (Paducah)