**Spring 2006 Counseling Theories**

**SPRING 2011**

**Florida Gulf Coast University**

**COLLEGE OF EDUCATION**

**COUNSELING PROGRAM**

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**MHS 6404 INTRO TO COUNSELING THEORIES & TECHNIQUES - 3 CREDITS**

**Course website: Through Angel Course System at elearning@fgcu.edu**

**Course email distribution is generally through ANGEL but can also be sent through:** [**CRN10781@eagle.fgcu.edu**](mailto:CRN10781@eagle.fgcu.edu)**; CRN** [**11742@eagle.fgcu.edu**](mailto:11742@eagle.fgcu.edu)

**Class location and time: Mondays 5:00 pm – 8:00 pm AND ON-LINE AS SCHEDULED**

**Course Description:** Introduction to various counseling theories and techniques as applied to children and adolescents in school settings and to all age groups in mental health settings. The personality theories underlying each theory will be presented. Students will be allowed to learn and experience the practice of specific techniques in a controlled and supervised environment. The course has both a didactic component and an experiential component. Sharing of perceptions and interpretations is important. That is, in addition to the usual cognitive material that can be assessed via written examination, it is also important that comparing and analyzing perceptions and interpretations of the course material occur.

**Course Rationale:** To provide students with an overview of the variety of personality and related counseling theories and practices that are associated with each**. Objectives include:**

1. To gain an understanding of the theoretical and practical dimensions and applications of counseling theories and as they are applied to diverse client populations and their families in schools and as they are applied to client populations in community and mental health and agency settings.
2. To explore in depth, counseling theory and its applications in practice.
3. To gain an understanding and working knowledge of the dimensions of helping/therapeutic relationships.
4. To critically analyze one's own interpersonal skills and counseling style vis-à-vis counseling theories and practices presented and to develop a personal theory and attain minimal competencies with theories that “fit” the student’s personal philosophy and values.
5. To match theories and practices with client problems and case conceptualization.
6. To understand one’s own personal dynamics and strengths that will maximize effectiveness as a counselor.

**Primary Methods of Instruction**

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| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| x | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| x | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**CACREP COMPETENCIES**

**2.SOCIAL AND CULTURAL DIVERSITY -** studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexualorientation,mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

e. theories of multicultural counseling, theories of identity development, and multicultural competencies.

**5.HELPING RELATIONSHIPS** - studies that provide an understanding of counseling and consultation processes, including all of the following:

c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f. integration of technological strategies and applications within counseling and consultation processes; and

g. ethical and legal considerations.

**C.KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS**

**2. Counseling and Guidance**

a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;

b. individual, group, and classroom guidanceapproaches systematically designed to assist all students with academic, career and personal/social development;

g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system.

**FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (School Counseling students)**

* **KNOWLEDGE OF SUBJECT MATTER:** Demonstrates knowledge and understanding of the subject matter. (Assessed through all assignments.)

**Implementation Strategies:**

* 1. **Text:** Sharf,R. S. (2007). *Theories of psychotherapy and counseling: Concepts and cases* (4th ed). Pacific Grove, CA: Brooks Cole.

**For MHS Walter and Peller**

**For School Counselors Sklare**

* 1. Other readings as assigned (on-line, journals and handouts).
  2. Class lectures, team presentations, audio and videotapes, role-plays, discussions, and other experiential activities.

1. **Calendar of Coursework Activities:** The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, (b) additional readings to be announced during the course, and (c) the needs of the students.

**NOTE: THIS CLASS COMBINES LEARNING METHODS -IN CLASS AND ON-LINE LECTURES, IN-CLASS ACTIVITIES AND PRESENTATIONS AND** **READINGS.**

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| **Dates** | **#** | **Agenda** | Assignments |

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| 1/10 **CLASS MEETS** | 1 | Getting organized; overview of the course | Chapter 1 |
| 1/17 |  | MLK Holiday – No class  Listen to Intro to personality & counseling theory  Psychoanalytic & Jungian Theories | Chapters 1 (continued),2, 3 |
| 1/24 **ON-LINE MEETING; DOES NOT MEET ON-CAMPUS** | 2 | Humanistic Traditions - Existential Theory & Gestalt  Person-Centered Theory  Behavioral Counseling  **COMPLETE ON-LINE LECTURES** | Chapter 5, 6, 7, 8 |
| 1/31 **CLASS MEETS** | 3 | Person – Centered Theory Presentation/Practice  Gloria: Three Approaches to Psychotherapy  Behavioral Counseling **Presentation**  Develop Behavioral Self-management Plan  (Due March 21) | Continue Reading Chapter 6, 8 |
| 2/7 **ON-LINE MEETING; DOES NOT MEET ON-CAMPUS** | 4 | REBT and Cognitive Theories  **COMPLETE ON-LINE LECTURES** | Chapter 9, 10 |
| 2/14 **CLASS MEETS** | 5 | **Exam 1 available on-line**  REBT Presentation  Cognitive Theory **Workshop** |  |
| 2/21 **CLASS MEETS** | 6 | REBT Presentation  Cognitive Theory **Workshop** |  |
| 2/28 **ON-LINE MEETING; DOES NOT MEET ON-CAMPUS** |  | Reality Therapy  Adlerian Counseling  **COMPLETE ON-LINE LECTURES** | Chapter 4, 11 |
| 3/07 **Spring Break** | 8 | **FGCU Spring Break**  **Exam 1 Due** |  |
| 3/14 **ON-LINE MEETING; DOES NOT MEET ON-CAMPUS** |  | Family Therapies/working with families;  Feminist and Other Therapies |  |
| 3/21 **ON-LINE MEETING; DOES NOT MEET ON-CAMPUS** | **9** | Solution Focused and Brief Therapies  **COMPLETE ON-LINE LECTURES**  **Behavioral Self-management Project Due** | Chapters 12 (first part), 13 and 14, 15 |
| 3/28 **CLASS MEETS** |  | Adlerian Counseling Presentation  Reality Therapy **Presentation/workshop**  **Exam 2 available on-line** |  |
| 4/2 **CLASS MEETS ON Saturday 9 -4** | 10 | Solution Focused Therapy – Russ Sabella |  |
| 4/4 **ON-LINE MEETING; DOES NOT MEET ON-CAMPUS** | 11 | Eclectic Models & Theory Comparison  **COMPLETE ON-LINE LECTURES** | Chapter 15 |
| 4/11 **CLASS MEETS** | 12 | Solution Focused Therapy – Russ Sabella  **Complete Video Evaluations**  **Professional Workshop Attendance** |  |
| 4/18 **CLASS MEETS** | 14 | Discussion of Brief Therapies; Eclectic Models & Theory Comparison and Class Closure  **Statement of Personal Counseling Philosophy/Theory Due** | Chapter 16 & 17 |
| 4/25 **DOES NOT MEET ON-CAMPUS** | 15 | **Exam 2 DUE** |  |

**Important Notes**

* + 1. **Class Attendance.** The class is conducted with a combination of lecture and participatory/experiential formats**. Since we do not meet every week; class attendance is critical. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class**. In order for maximum learning to occur, you must attend class regularly and completely. That means that coming late or leaving early will be counted against your absences (two (2) late entrances or early departures that exceed 30 minutes will count as an absence.) Thus, everyone may be absent once without penalty. For each absence beyond the first, your final grade may be lowered by at least 10%.. More than two absences will result in a grade no higher than a B; regardless of points accumulated. To be considered present you must be in class from beginning to end on a given day. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking in modeling are welcomed and encouraged.
    2. **Confidentiality.** Confidentiality. Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice. **Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors.** This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on *Yousendit* if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

* + 1. **E-mail.** Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To open your account, you can go to the computer lab in Griffin Hall 208 or can call the Help Desk at 590-7100. **You should know that I will rely significantly on the class e-distribution list and ANGEL for important announcements and other intermittent communications. PLEASE CHECK YOUR ANGEL AND FGCU EMAIL FREQUENTLY FOR IMPORTANT CLASS ANNOUNCEMENTS OR INFORMATION.**

* + 1. **Written Assignments.** All papers must be written in American Psychological Association (APA) form and style. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.

* + 1. **Evaluation.** Evaluation is on a point accrual basis. No one assignment counts as a letter grade. All points are totaled for the final grade. Assignments are due on the assigned date. Up to ten percent (10%) of the assignment points may be deducted for each week (or portion thereof) that the assignment is late.
    2. **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

THIS ALSO MEANS THAT TAKE-HOME EXAMS ARE INDIVIDUAL PURSUITS.

1. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

1. **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

1. **College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student’s performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU’s College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. **This is a one-time only purchase.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

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| ***Assignments/Course Requirements*** |

**1. Exams: Exam 1 and Exam 2 - take-home - 100 points each**

Assess CACREP Competencies 2 c and e; 5 c, d, e, g C 2a, b and g

**Assess FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (School Counseling students) in KNOWLEDGE OF SUBJECT MATTER.**

1. **Behavioral Self-Management Project. 30 points**

Each student will develop a plan to change a personal behavior using behavior modification principles

Assess CACREP Competencies 5 c and e, C 2 a and b

1. **Professional conference/workshop – 15 points -**

All students must attend a professional counseling conference or workshop during the course of the semester. There are several local opportunities as well as state opportunities to meet this requirement. A one page statement concerning what you learned with copies of program description and any handouts must be turned in for credit – Submit by 4/12 – if you loved it, bring /post copies of materials for the rest of the class.

Assess CACREP Competencies 2.c, 5 c,d and e, C 2 a, b, and g

**4. Statement of Personal Counseling Style/Philosophy -30 points**

Type written due at end of semester.

  Assess CACREP Competencies 2 c and e; 5 c, d e, f and g; C 2 a, b and g

5. **Theory Video Evaluations – 50 points**

Watch and evaluate three theory videos on form provided.

Assess CACREP Competencies 2.c, 5 c,d and e, C 2 a, b, and g

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| **Description** | | | **Points** | Due Dates | |
| Exam 1 – drop in drop box on Angel | | | 100 | 3/7 | |
| Exam 2 - drop in drop box on Angel | | | 100 | 4/25 | |
| Behavioral Self-Management Project | | | 30 | 3/21 | |
| Theory Video Evaluations | | | 50 | 4/11 | |
| Professional Workshop Attendance | | | 15 | Email by 4/11 | |
| Statement of Personal Counseling Philosophy/Theory | | | 30 | 4/18 | |
| Instructor Observation/Participation/Attendance | | | 25 |  | |
| **TOTAL** | | | 350 |  | |
| **Points** | **Grade** | | |
| 315 | A | | |
| 280 | B | | |
| 260 | C | | |

1. Required University policy (Policy 4.005) regarding religious holiday accommodations (stated below ***and/or*** link to university Policy 4.005 at <http://www.fgcu.edu/generalcounsel/policies-view.asp>)
2. With instructor discretion, students whose computed points are within 5 points of the next highest grade may be awarded a + or – grade.

**Standards Matrix**

