Carson-Newman University  
COUN 502: Theories and Techniques of Counseling  
Spring 2015  
Course Syllabus

Course Instructor:

Credit: Three (3) semester hours graduate

Required Texts:

Additional readings will be provided in class and on C-NC Edvance360.

Suggested readings:
Recommended Text:

Strong recommendations for further readings and professional activities:
Use materials and resources found in ASCA, ACA, NCDA, and APA publications.

Consider student membership in area (SMCA), state (TCA/TSCA), and national (ACA/ASCA) professional counseling organizations representing your area of emphasis and attend meetings when possible. SMCA One-day Conference will be Feb. 15 at Carson-Newman.

Participate in professional development activities for counselors.

Methods of Instruction:
This course will include lecture, class discussion, multimedia, film viewing, small group activities, role-playing exercises; supervised counseling practice, and, demonstrations of counseling techniques. Small-group activities will facilitate acquisition of counseling skills.

C-N Graduate Catalog Course Description:
This course is an introduction to the counseling process, theories of counseling, and the helping relationship. A comparative analysis of major counseling theories and techniques will enable students to begin building a personal approach to counseling. Ethical, multicultural, and research issues will also be covered in depth.

Purpose of the Course:
This course is to acquaint class members with the theoretical and philosophical bases and assumptions that give foundational support to techniques found in various counseling orientations. Students will begin development on a personal philosophy of counseling that will guide how they select counseling approaches with various client populations. Attention will be given to counseling issues for diverse populations.

Relationship of Course to Overall Program:
This course is designed to strengthen the counseling theories and techniques of the student in building effective helping relationships. The course contains materials and exercises to strengthen the student’s knowledge and skills in the working with diverse populations and using legal and
ethical professional codes. The course encourages students to examine their personal wellbeing by applying various counseling theories to personal issues and/or concerns. The course requires reflective learning by processing how one’s knowledge, skills, values, attitudes, and beliefs impact one’s ability to develop an effective helping relationship. The course requires the student to role play and class demonstrations. In addition, the course requires students to use technology in online learning activities, and classroom presentations.

**Overall course objectives:**
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>Course objectives</th>
<th>CACREP</th>
<th>EVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain knowledge of the history, philosophy, trends, and key contributors of counseling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain understanding of the ethical standards of counseling professional organizations and legal considerations of professional practice.</td>
<td></td>
<td>2, 3, 6</td>
</tr>
<tr>
<td>Gain knowledge of the major counseling theories that provide models to conceptualize client presentation and that help counselor to select appropriate counseling interventions.</td>
<td>II-G.5.d</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Gain understanding of a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.</td>
<td>CMHC-A.5</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Identify counselor characteristics and behaviors necessary to establish helping relationships and influence helping processes.</td>
<td></td>
<td>2, 3, 6, 7</td>
</tr>
<tr>
<td><strong>Skill and Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.</td>
<td></td>
<td>3, 5, 6, 7</td>
</tr>
<tr>
<td>Demonstrate skill using various techniques of major counseling theories.</td>
<td></td>
<td>1, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Demonstrate skills individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.</td>
<td>II-G.5.d</td>
<td>1, 3, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Integration of Course and Self-Reflection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate an initial construct of a personal philosophy of counseling from the analysis of pre- and post-survey results and from contrasting the various counseling theories.</td>
<td></td>
<td>3, 6</td>
</tr>
<tr>
<td>Apply various counseling theories to understand self by completing Personal Applications activities in Student Manual and by reflecting upon what is learned.</td>
<td></td>
<td>3, 6</td>
</tr>
<tr>
<td>Examine personal thoughts and feelings experienced from reading research on racial microaggressions in everyday life.</td>
<td></td>
<td>1, 3, 4, 5, 6, 7</td>
</tr>
</tbody>
</table>
Activities to Achieve Course Objectives:
Grades will be based upon the following assignments and examinations.
1. **Professionalism (100 points):** Graduate students are expected to attend class, prepare for class discussions and participation by completing readings in advance of class attendance. Additionally, students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility. Show respect to others while they are speaking and demonstrate openness to different points of view.
2. **Quizzes (200 points):** There will be four 50-point quizzes covering in-class discussions and out-of-class readings. Quizzes will be a combination of multiple choice, short answer, and essay.
3. **Student Manual Exercises Journaling (200 points):** Each student is required to complete personal application exercises in the TPCP Student Manual as identified by instructor. In addition, each student should maintain a journal throughout the semester. The purpose of this assignment is to assist you to increase your self-knowledge and awareness. In order to help others, counselors must have a sophisticated and deep level of self-understanding. Use this journal to assist in your growth and development, so you can be the type of counselor most able to help others. You are not required to disclose personal information you find embarrassing or too difficult to discuss. However, you do need to demonstrate openness to understanding your own challenges, and an ability to recognize and work through complex human experiences, feelings, and behaviors.
4. **Articles Reflections (100 points):** Each student will read articles/watch film related to theories and techniques of counseling/psychotherapy and write a personal reflection of each article. Papers must be at least two-pages, typed and will be graded on organization, content, clarity, and grammar. Articles will be submitted on Edvance360.
5. **Emerging Counseling Theory Presentation (100 points):** Each student will present at least one contemporary or emerging theory of counseling in class. Presentations should last at least 15-20 minutes, with 5 minutes of group-facilitated discussion to follow. If the class does not have question/comments, you should be prepared with prompts to spark discussion. Please provide a 1-page bullet point list of main points for the class. Students should review the Presentation Rubric.
6. **Personal Philosophy (200 points):** Each student will write a statement of personal philosophy of counseling. This will be based upon a comparison of a self-inventory of attitude and values completed at the beginning of the course and completed again at the end of the course. This assignment is to be typed and be a minimum of three pages double-spaced. Students should review the Philosophy Paper Rubric as posted on Edvance360.
7. **Final Exam (100 points).** This final examination will be a comprehensive assessment of course content. Specifics on the final exam will be presented by instructor later in the semester.

Methods of Evaluation:
All assignments are to be completed by the stated due date. Late assignments will be graded in accordance with Class Policies (see below).

Point summary:
1. Professionalism 100 points
2. Quizzes 200 points
3. Student Manual Journaling 200 points
4. Article Reflection Papers 100 points
5. Emerging Theories Presentation 100 points
6. Personal Philosophy Papers 200 points
7. Final Exam 100 points

Total 1000 points

Grade Scale:
Grades will be assigned on the basis of the following percentages:
93%-100%  A
85%-92%  B
77%-84%  C
Below 76%  F

Identification of Course Artifacts for Professional Portfolio:
Graduate students in counseling are expected to maintain a Professional Portfolio during their training. The Portfolio must contain samples of at least one key assignment from each GSC course and examples of your professional activities outside of class. You are responsible for selecting and placing samples of your work in your Portfolio each semester. You will also want to included your professor's evaluation and feedback of your work in your Portfolio.

Your professional products can now be easily stored in an electronic Professional Portfolio identified for your use only. The web address to this electronic Portfolio is: https://eaglenet.cn.edu/GSC. Your login and password to this site are the same as for your CN email.

Projects and products from this course that you may wish to archive in your Professional Portfolio include: a copy of your Power Point presentation on an emerging counseling theory; your Reflection Paper on Racial Microaggressions in Counseling, your Analysis Paper on Rogerian Approach to Counseling; and, your final paper presenting your Philosophy of Counseling.

Contemporary and Emerging Theories of Counseling
Partial List for Student Presentations

Acceptance and Commitment Therapy
Biofeedback/Neurofeedback
Child Centered Play Therapy
Dialectical Behavior Therapy
Emotion Focused Therapy
Eye Movement Desensitization and Reprocessing Therapy
Human Validation Process Model (Satir)
Life Review Therapy
Motivational Interviewing
Relational-Cultural Theory
Schema Therapy
Somatic Experiencing
Structural Family Therapy
Transactional Analysis
Trauma Focused Cognitive Behavioral Therapy