**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

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| **COURSE INFORMATION**COUN 5110 Theories of Counseling and Psychotherapy3 CreditsLoyola 202Wednesdays 5-7:40pmWinter 2022 | **INSTRUCTOR**Office Hours Email:  |  | **INSTRUCTOR**NameOffice (Building and Room)Office Hours (incl. by appointment)Phone (Instructor Office, Receptionist, *Home\**) *\* = optional* |

**Required Text:**

* + - 1. Neukrug, E. (2018). *Counseling theory and practice* (2nd ed.). Cognella.

ISBN-13: 978-1516506309

ISBN-10: 1516506308

1. Additional readings assigned by the professor and made available on Canvas

**Optional/Supplementary Text:**

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.).* Washington DC: Author.

ISBN-10:1433832178

ISBN-13:978-1433832178

**COURSE DESCRIPTION**

**Graduate Bulletin Description:** Exploration of theoretical foundations of major individual counseling approaches with opportunities for personal reflection and application.

**Course Purpose:** This course is designed to survey the major counseling “forces” or theoretical paradigms within the counseling field. These include the psychoanalytic, cognitive-behavioral, humanistic, multicultural, and social justice counseling “forces” which exist in the counseling fields.

**Course Rationale:**

**CACREP Standards**

**Section 2: Professional Counseling Identity**

F.2. SOCIAL AND CULTURAL DIVERSITY

1. theories and models of multicultural counseling, cultural identity development, & social justice & advocacy

F.5. COUNSELING AND HELPING RELATIONSHIPS

1. theories and models of counseling
2. a systems approach to conceptualizing clients

f. counselor characteristics and behaviors that influence the counseling process

1. evidence-based counseling strategies and techniques for prevention and intervention
2. processes for aiding students in developing a personal model of counseling

**Course Objectives:**

* Gain knowledge of the major theories and models of the counseling field
* Gain knowledge of evidence-based counseling strategies and techniques for prevention and intervention
* Begin to develop the processes of deciding on a theoretical model of counseling
* Understand the most recent multicultural and social justice trends in counseling

**Course Instruction Methods:**

This course is designed to include a variety of instructional methods which appeal to different learning styles. These instructional methods will include lecture, in class discussion, peer discussion opportunities, role-plays, and written assignments. This course is online and includes synchronous activities, assignments, and lectures and asynchronous activities and assignments. ***Please note: Classes may be recorded and may be posted on course Canvas site.***

**Course Requirements:**

1. **Assignments and Activities**

| **Assignment** | **CACREP Standards** | **Points Possible** |
| --- | --- | --- |
| **1. Class Attendance and Participation:** Reading, discussing, and integrating ideas and information are central to this course. Students are expected to be present in every class, to read all assigned readings prior to class, and to be prepared to discuss.  | F2, F5 | **20 points**2 pt. x 1020% of total grade  |
| **3. Exams:** Based on assigned readings students will complete 2 multiple choice exams throughout the quarter. ***See course schedule for due dates*** | F2, F5 | **60 points** 2 x 3030% of total grade |
| **4. Theories Paper:** Students will select 2 counseling theories and discuss how the theories reflect their developing model of counseling, as well as how these theories are relevant to the needs of a culturally diverse population. ***Rubric is posted on course canvas page. See course schedule for due date*** | F2, F5 | **100 Points**50% of total grade |
| **Total Points Possible** |  | **200 points** |

1. **Grading Scale:**

94-100 % A 80-83 B- 67-69 D+

 90-93 A- 77-79 C+ 64-66 D

 87-89 B+ 74-76 C 60-63 D-

 84-86 B 70-73 C- 0-59 F

A grade of ‘B’ or better is required to pass a course. Students who earn less than a ‘B’ will be required to repeat the course. Repeating a course may delay a student’s program of study. **Late work is not accepted except for in extreme circumstances and only with prior arrangement with the course instructor.**

**Course Expectations:**

**APA Style 7th Edition**

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the ***7th edition*** of the Publication Manual of the American Psychological Association.

**Participation, Attendance, and Late Work:**

You are a graduate student training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program. As such, you will need to demonstrate to faculty your professionalism and your ability to attend to career responsibilities. These qualities are demonstrated, in part, through your attendance and participation in course assignments and sessions.

LATE ASSIGNMENT POLICY-Late assignments will be marked down 25% each day that are late.

**Attendance Policy:**

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback, and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. **Students who miss two classes in a course will be required to repeat the course.** Repeating a course may delay a student’s program of study.

Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session.

Participation means preparing for class by reading required texts/materials, entering into class discussions with informed and relevant comments/questions and participating in class activities. ***Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.***

**Professional Counselor Dispositions:**

Professional dispositions are used to determine a student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately

2. Listening: Listens to others

3. Cooperativeness: Cooperates with others

4. Feedback: Able to receive and integrate feedback

5. Respect: Demonstrates respect for others in a non-judgmental way.

6. Self-awareness: Awareness of own impact on others

7. Conflict: Appropriately handles conflict with others

8. Personal responsibility: Takes personal responsibility

9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics

10. Motivation: Takes initiative to complete tasks

11. Multiculturalism: Accepting of social and cultural diversity

12. Social Justice: Attitudes and behaviors promote a just world

**Device Usage Policy:**

To participate in this class students will need to use an electronic device.To demonstrate respect for classmates, the instructor, and the learning environment, extra devices are expected to be silenced during class. No extracurricular device usage, including texting, is acceptable during class time. Using your devices for other tasks (Facebook, email, etc.) during class is disrespectful and unprofessional. Please use devices only for appropriate class-related tasks.

**Course Schedule:**

| **Date** | **Topics**  | **Readings and Assignments** | **CACREP Standards** | **Evaluation****Method** |
| --- | --- | --- | --- | --- |
| **Class 1****1/5/22** | **Introduction & Orientation****To Theories** | **\*\*All Readings are to be completed before class. Please check Canvas each week for additional readings assigned\*\*****Complete Theoretical Orientation Scale before class** | F2, F5 | In Class |
| **Class 2****1/12/22** | **Cognitive-Behavioral Approaches** | **Readings:** Neukrug: Chp 8 & 9 | F2, F5 | In Class |
| **Class 3****1/19/22** | **Cognitive-Behavioral Approaches** | **Readings:** Neukrug: Chp 10 & 11 | F2, F5 | In Class |
| **Class 4** **1/26/22** | **Post-Modern Approaches** | **Readings:** Neukrug: Chp 12-13 | F2, F5 | In Class |
| **Class 5****2/2/22** | **RCT/Multicultural**  | **Readings:** Neukrug: Chp 14**Midterm open on Canvas** | F2, F5 | In Class |
| **Class 6****2/9/22** | **Existential Humanistic Approaches** | **Readings:** Neukrug: Chp 5**Due: Midterm by Midnight** | F2, F5 | In Class |
| **Class 7****2/16/22** | **Existential Humanistic Approaches**  | **Readings:** Neukrug: Chp 6 & 7 | F2, F5 | In Class |
| **Class 8** **2/23/22** | **Psychodynamic Approaches** | **Readings:** Neukrug: Chp 2, 3, & 4 | F2, F5 | In ClassRubric |
| **Class 9****3/2/22** | **Neurological, DBT, ACT & Other Approaches** | **Readings:** Neukrug: pages 564-583**Due: Theories Paper****Final exam open on Canvas** | F2, F5 | In Class |
| **No Class** | **Finals Week March 7-11** | **Due: Final Exam by Midnight on 3/9/22** |  |  |

# Academic Policies

# Seattle University Academic Policies and Forms=

Applicable academic policies can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>. Relevant forms can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/forms/>.

Support for Students with Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through [Disability Services](https://www.seattleu.edu/disability-services/) located in Loyola 100, (206) 296-5740, ds@seattleu.edu. The Associate Dean for Academic and Student Services, serves as the college’s Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](https://www.seattleu.edu/policies/) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/). The [Academic Integrity Tutorial](https://www.seattleu.edu/academic-integrity/resources-for-students/) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are the [American Counseling Association’s Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf).

Student Concerns & Complaints

The [Concerns & Complaints](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

# Student Resources

Library, Research, & McGoldrick Learning Commons Resources

* [Lemieux Library](https://www.seattleu.edu/library/) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](https://www.seattleu.edu/learningcommons/) includes a variety of learning assistance programs.
* [College of Education – Student Resources Webpage](https://www.seattleu.edu/education/student-resources-and-services/policies--forms/) includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.
* [Campus Ministry](http://www.seattleu.edu/campus-ministry) supports the religious and spiritual lives of students though daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.
* [Commuter Resources](https://www.seattleu.edu/pfe/student-transition/commuter-students/) The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](https://www.seattleu.edu/student-outreach/resource-spaces/collegia-program/?redirect=true).
* [Counseling & Psychological Services (CAPS)](http://www.seattleu.edu/CAPS/) CAPS offers a range of confidential therapeutic, educational, and consultation support services.
* [Office of Multicultural Affairs (OMA)](http://www.seattleu.edu/oma/) OMA provides resources to support students of color, queer students, and trans students.
* [Writing Center](https://www.seattleu.edu/writingcenter/) Writing Center consultants help students with organizing, revising, and editing drafts.