

Syllabus for Theories of Counseling

COU 641-001

Theories of Counseling (3 credits)

Spring 2020

Class Time and Location: MEP 292, Wednesdays 6:15-9:00pm

Instructor: Jennifer Sharp, Ph.D.

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Office Phone: 859-572-6125

Office Hours: By appointment

Required Materials

Hari, J. (2018). *Lost connections: Uncovering the real causes of depression—and the unexpected solutions*. New York, NY: Bloomsbury. ISBN: 978-1-63286-830-5

Murdock, N. L. (2017). *Theories of counseling and psychotherapy: A case approach (4th ed)*. Columbus, OH: Pearson. ISBN: 978-0134240220

Course Description

Examination of the major models of counseling and psychotherapy; theoretical integration; review of outcome research; common factors model; brief counseling models.

Prerequisites

Matriculation in counseling program or approval of department chair.

Method of Instruction

This class meets once per week for 3.0 clock hours. Instruction involves group work, interactive learning exercises, discussions, student presentations, and lecture. Additional course work will be completed by students on Canvas.

Welcome to Theories of Counseling!

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CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016

Course Assignments

Class Participation. Students are expected to participate actively in the class sessions. Participation includes self-reflection, in-class discussion, and engagement in small and large group activities.

Tardiness, absence, and cell phone usage during class will negatively impact your final grade. (Be sure to review the cell phone policy on page 9 of the syllabus to get further clarification on how disengagement through cell phone usage may negatively impact a student's class participation grade.

Two Exams (Midterm & Final). These exams include multiple choice, short answer, and essay questions. They will cover material from class lectures, assigned reading, and class activities. The final will be cumulative.

Reflection Papers. You will complete reflection papers in which you respond to assigned reading and/or class content. Papers are to be approximately 1-2 pages in length, and they should reflect quality, graduate writing skills. APA style is unnecessary. Prompts and evaluation criteria for each reflection will be posted on Canvas.

3+3+3. You will complete assignments in which you identify 3 questions you have related to readings, 3 take-aways (or key learnings from recent material), and 3 reactions to the material. This will be submitted via Canvas.

Theory Application Paper. This final paper is designed to assist you in reflecting and synthesizing what you learned in the class. Additional details will be provided on Canvas and in class.

Scoring Guides: Scoring guides will be posted on Canvas.

Policy on Late Assignments: Assignments are due at the beginning of class on the date indicated in the course schedule. No late assignments will be accepted.

Assignment Format and Submission: All assignments are to be submitted via Canvas unless otherwise indicated.

Course Grading

Class Participation	40
3+3+3 Assignments	50
Exams	100 (50 each)
<u>Theory Application</u>	<u>50</u>
Total Points	240
Grading Feedback	

Students should expect feedback on assignments within 7-10 days of submission except when faculty provides notification via announcement of a different timeline. Given the interactive nature of the course, some feedback will be provided verbally to students in class.

Grade Appeal

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

Grading Scale

Grade	Percent Points Earned	
A	95%+	95
A-	93%+	93
B+	91%+	91
B	87%+	87
B-	85%+	85
C+	83%+	83
C	77%+	77
C-	75%+	75
F	<75%	<75

Final Exam Information

The final exam is due during finals week and will be cumulative.

Student Evaluation of Instructor and Course

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations, go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware that:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Course Policies

Policy on Late Assignments:

Late assignments may be accepted at the discretion of the instructor, and are likely to be granted in the event of illness, hospitalization, or death of a loved one. Please contact the instructor via email to advise of the need for an extension and recommend a timeline for completion of late work.

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance. Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Attendance Policy

Attendance is necessary and expected. Investing in your learning minimally requires that you attend class weekly, arrive to class on time, and be prepared for class. Missing more than two classes may significantly impact understanding of core class concepts.

Communication

Students should expect responses to emails within 24 business hours (Monday-Friday 8am-5pm). Emails received after 4pm on Friday will be responded to on the following Monday. Please send me a second email if I have not yet responded within 24 business hours (Monday-Friday 8am-5pm).

Professional Behavior and Respect for Other Human Beings Policy:

Professionalism and respect for others are expected in all class sessions, Canvas postings and correspondence made regarding the course or its content. Treating your classmates and the instructor with dignity and respect are essential to constructing a positive learning environment. Students who insult, degrade, or speak disrespectfully to others in the classroom or via electronic forums (Canvas,

email, etc.) may be asked to leave class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

Cell Phone Policy

All cell phones need to be set to silent and stored during the duration of class. Cell phone usage in class is considered disengagement and will reflect negatively on the class participation grade. On days when students are distracted by their cell phones in class, they will be considered as not participating in class.

Commitment to Optimal Learning for All Students: In the College of Education and Human Services we believe that our individual differences can deepen our understanding of one another and the world around us rather than divide us. I, as the instructor of this class, value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. As the instructor, I strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. I reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. My role as instructor is to ensure a classroom environment that is optimal for the learning of all students. If you feel your differences may in some way isolate you from our class community or if you have a need for any specific accommodations, please speak with me early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Student Honor Code

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein.

Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from

NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Course meetings: 3 hours x 15 sessions	= 45.0 Hours
Textbook Readings: 16 chapters x 4 hours each	= 65.0 Hours
Podcasts/Readings on Canvas	= 25.0 Hours
Assignments	= 15.0 Hours
Theory Application Paper	= 10.0 Hours
Total	160

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Name / Pronoun

My gender pronouns are [she, her, hers](#). I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Tentative Course Schedule

Flexibility Clause: This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced on Canvas. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to check the class Canvas site on a regular basis.

Date	Course Session Topics	Assignments Due Prior Class— Check Canvas
1/15 Week 1	Introductions/Course Overview	
1/22 Week 2	Context is Everything	3+3+3 Group 1
1/29	Context is Everything	3+3+3 Group 2

Week 3	Disconnection/Reconnection	
2/5 Week 4	Disconnection/Reconnection	3+3+3 Group 3
2/12 Week 5	Disconnection/Reconnection Key Theories	3+3+3 Group 4
2/19 Week 6	Key Theories	3+3+3 Group 5
2/26 Week 7	Key Theories	3+3+3 Group 1
3/4 Week 8	Key Theories	Midterm Exam
3/11	Spring Break—No class	
3/18 Week 9	Key Theories	3+3+3 Group 2
3/25 Week 10	Key Theories	3+3+3 Group 3
4/1 Week 11	Key Theories	3+3+3 Group 4
4/8 Week 12	Key Theories	3+3+3 Group 5
4/15 Week 13	Integration & Application	3+3+3 Groups 1-3
4/22 Week 14	Integration & Application	3+3+3 Groups 4-5
4/29 Week 15	Integration & Application	Theoretical Application Paper
5/6 Exam Week	Course wrap-up & Reflection	Final Exam

Students will have knowledge of:	CACREP ¹	Class Assignments	Cross-curricular experiences
history and philosophy of the counseling profession and its specialty areas	2.F.1.a	Readings; exams; theory application paper	COU 601; COU 610; COU 630; COU 641; COU 675; COU 600; COU 674; COU 602; COU 642
theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b	Readings; exams; theory application paper	COU 601; COU 630; COU 670; COU 675; COU 600; COU 674; COU 642
the effects of power and privilege for counselors and clients	2.F.2.e	Readings; exams; theory application paper	COU 601; COU 610; COU 650; COU 675; COU 602; COU 621; COU 673
theories and models of counseling	2.F.5.a	Readings; exams; theory application paper	COU 641; COU 600; COU 674; COU 673
a systems approach to conceptualizing clients	2.F.5.b	Readings; exams; theory application paper	COU 641; COU 642
theories, models, and strategies for understanding and practicing consultation	2.F.5.c	Readings; exams; theory application paper	
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d	Readings; exams; theory application paper	COU 640; COU 601; COU 641; COU 650; COU 674; COU 675; COU 600; COU 621; COU 642; COU 673
counselor characteristics and behaviors that influence the counseling process	2.F.5.f	Readings; exams; theory application paper	COU 640; COU 641; COU 650; COU 675; COU 600; COU 674; COU 622; COU 621; COU 642; COU 673
essential interviewing, counseling, and case conceptualization skills	2.F.5.g	Readings; exams; theory application paper	COU 640; COU 641; COU 650; COU 660; COU 675; COU 674; COU 642
developmentally relevant counseling treatment or intervention plans	2.F.5.h	Readings; exams; theory application paper	COU 640; COU 641; COU 675; COU 671; COU 622; COU 621
development of measurable outcomes for clients	2.F.5.i	Readings; exams; theory application paper	COU 641; COU 640; COU 660
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	Readings; exams; theory application paper	COU 641; COU 674; COU 622; COU 621; COU 642
strategies to promote client understanding of and access to a variety of community- based resources	2.F.5.k	Readings; exams; theory application paper	COU 641; COU 674; COU 622; COU 673

processes for aiding students in developing a personal model of counseling	2.F.5.n	Readings; exams; theory application paper	COU 641; COU 640; COU 675; COU 674; COU 673
theoretical foundations of group counseling and group work	2.F.6.a	Readings; exams; theory application paper	COU 650; COU 641; COU 600
dynamics associated with group process and development	2.F.6.b	Readings; exams; theory application paper	COU 650; COU 641; COU 675; COU 642
theories and models related to clinical mental health counseling	5.C.1.b	Readings; exams; theory application paper	COU 641; COU 650; COU 600; COU 674; COU 642

[CACREP 2016 Standards](#)

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

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