I am excited to meet you all and to transfer my passion for counseling and therapy to you. Throughout my 20 year career, I have served in a variety of roles as a supervisor, clinician, director, program developer, consultant, trainer and adjunct professor. I have worked with hundreds of clinicians including PhD., Masters and Bachelors levels, and have provided services to many times more clients and consumers. I enjoy the collaboration that occurs when providers work together to support clients and their families. I have worked in community mental health/behavioral health providers and currently am in private practice. On a personal note I am married with two children. I enjoy the outdoors, running, crafting, gardening, fishing, traveling and spending time with my family. Once again, welcome to the course and I look forward to taking this journey with you over the next 8 weeks.

Office Hours: Tuesdays between 11:00 am and 1:00 pm (Oct 16th first week of class hours will be from 12 pm to 2 pm) And Tuesdays from, 8:00 pm and 9:00 pm *office hours outside of those listed may be arranged per instructor’s availability and discretion

Catalog Description: An in-depth examination of the major theories of counseling. Conceptualization of problems and application of theory-based interventions are highlighted. An in-depth review and analysis of several specific counseling theories stressing both the didactic and experimental components of each. The integration and application of each theory is stressed.

Course Description: 1. provide a socio-historical framework of the evolution of psychotherapy 2. promote an understanding of the development, function and criteria of sound counseling theory in general 3. identify, clarify, articulate and develop personally held assumptions, values and beliefs about human development, problems in living, and solutions to problems 4. examine the role of the counselor and the client in the process of counseling 5. develop an understanding of personality theory underlying the counseling approaches studied 6. to enhance the integration of theoretical assumptions, values,
experience and knowledge into coherent models of ethical and culturally relevant practice.

**Textbooks:**
  - *Student Manual and case study DVD Case of Stan and Lecturetes*

**Rationale:**
- provide a socio-historical framework of the evolution of psychotherapy
- promote an understanding of the development, function and criteria of sound counseling theory in general
- identify, clarify, articulate and develop personally held assumptions, values and beliefs about human development, problems in living, and solutions to problems
- examine the role of the counselor and the client in the process of counseling
- develop an understanding of personality theory underlying the counseling approaches studied
- to enhance the integration of theoretical assumptions, values, experience and knowledge into coherent models of ethical and culturally relevant practice.

**Objectives:**

**Knowledge and Skills**

The student will:

a. Demonstrate a general understanding of six major theoretical approaches to providing counseling.
   - Psychoanalysis
   - Behavioral Therapy
   - Existential, Humanist, Person Centered, Gestalt, Logotherapy, Adlerian
   - Cognitive Therapy, Cognitive Behavioral, Rational Emotive Behavior Therapy, Therapy
   - Systemic & Solution Focused Therapies

b. Demonstrate an understanding of differences among counseling theories with regard to their positions on the following:
   - basic theoretical concepts
   - goals of the counseling process
   - therapeutic relationship
   - techniques of counseling
3. Understand the relationship between human growth and development and problems in living.

4. Prepare a coherent written statement of his/her personal position relative to the theories investigated.

B. Values and Attitudes

The student will develop the following values and attitudes:

- A respect for individual differences including feelings, attitudes, and beliefs.
- A belief in the potential for change through counseling
- Consideration of the major differences between counseling and teaching
- A respect for diverse worldviews.

Course Requirements:

1. **There will be two exams.** The second exam will not be comprehensive of the entire course, but will be restricted to material assigned after the first exam. The exams may be a combination of multiple choice, true or false, short answer, short essay or case study with a combined total value of 200 points (i.e., 100 points each).

2. **Paper – 100 points**

   A. **Personal position and philosophy**

   Write an integrative paper (7-8 pages) in APA style that articulates your personal theoretical orientation to counseling children. You will be asked to examine your beliefs weekly relative to readings and lectures the theories that we study using the following questions. You should emphasize the integration of several of the theoretical perspectives that we studied. Your final paper should be a summative response to the following questions that you responded to and be organized and labeled with the following headings:

   Develop your thoughts carefully, clearly, fully, concretely and logically rather than rambling or being vague and wordy.

   a. Give reasons for your views rather than making unsupported statements. When you take a position, provide reasons for your position.

   **Content of Paper**

   What are the *causes of or reasons* that people have problems in living/psychological problems/psychological disorders/behavioral problems/emotional problems/? Your response will be in the form of your informed opinion that is based on your understanding of the theories. You will be describing your beliefs relative to the
concepts/ideas of the theory(ies). This question does not refer to specific problems such as depression or anxiety. Rather, how do the concepts within the theory(ies) being studied have validity and merit from your point of view? What do you believe is true about each or all of the concepts described in the theory(ies)? In what ways do you agree that the theory(ies) explains why people have problems in living or psychological problems? Make sure to refer to specific concepts and terminology from the text related to the theory(ies) from which you draw these ideas. Do not write about what you disagree with but rather what you do agree with. In the final paper, you should organize and label this item by each theory to which you refer.

What is your view of your role as a counselor? In relation to your understanding of the theory(ies) that you are learning, you should describe the actions, stance and characteristics of what you believe should be the role of the counselor. What do you believe the counselor is responsible for doing in the counseling relationship? Who are you in relation to the client? This may take the form of “A counselor should be a _____ to the client” and include a rationale as to why you believe this so.

What characteristics should you as a counselor have and can be experienced by the client that will facilitate growth? This may take the form of “A counselor should be (insert your adjectives and adverbs). Make sure to clearly identify the theories from which you drew these ideas and why you believe that your belief is true.

What are the general therapeutic goals relative to the specific theory(ies) we are studying, that you can see yourself actually using with a client? How will your clients be different as a result of counseling with you? In effect, what do your clients need to do, feel or think differently that would represent success in counseling? Your description must relate to the theory(ies).

What are the theory-derived strategies and techniques that you will use to help your client reach or actualize therapeutic goals? What do you, as a counselor, need to actually do with your clients to help them get better or reach their goals? What actions or interventions can you see and/or hear yourself use? Remember, techniques are the actions that counselors take to assist clients in reaching their goals.

The goal is at the top of the ladder and the steps up the ladder are the specific things that you will purposefully engage in with the client that will help them reach their goals.

In your overall reflection, address how the overall approach that you described in 1-4 differ from giving advice, guidance or directions, if at all? What is the benefit of an integrative, theoretically grounded approach to working with clients as compared to directing, advising or guiding? Although each of these actions may have merit within a given counseling approach, they do not, in and of themselves, constitute a counseling theory. Include your personal reactions and thoughts regarding how you will continue to develop and strengthen your theoretical orientation.

Guidelines For Paper
a. Font should be in 12-point Times New Roman font, double-spaced with 1 inch margins A cover page is needed - simply put your name, date, and course centered on first page. Please save your papers in the Dropbox in D2L in this format...

Name_theories_philosophy_paper.
b. Clearly organize your paper by labeling each response with headings (e.g., 1.
c. Causes…, 2, Role of Counselor… etc.). Within each numbered item. Use the title of the theory as a subheading.
d. The particular views of theories that you describe will not, in themselves, be the basis for a grade but will be based upon the dimensions outlined in the grading rubric.
e. Develop your thoughts carefully, thoroughly, clearly, fully, concretely and logically and describe them with the same care.
f. This is a belief statement; therefore it is expected that you write from the first person singular perspective. i.e., “I believe that…..” etc. You should avoid using only quotes from the book. Use your own descriptions.
g. Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations.
h. Should you choose to use ideas from an outside source, be sure to reference it using APA 6th Edition. For example, if you choose to reference our author, the in-text citation would look like: (Corey, 2009). Also be sure to include a reference page with your paper.
i. Describe why you believe what you what you believe. When you take a position, provide reasons for your position relative to the theories discussed. Always refer to the theory or concept by name when describing your ideas.
j. Informal online presentations of your papers with guided discussions may be made and will be announced in class.

3. Chapter Discussions and Student Manual Work 25 points (13 total)
   “When the act of reflection is linked to the human need to make meaning, the enormous significance of this activity becomes clear.”(Fink, 2003, p. 104)

   You will be asked to reflect upon the reading assignments (see Calendar of Coursework below) by recording your thoughts, beliefs, ideas, and questions about the assigned readings. The chapter discussions and manual work will foster a deeper understanding of the counseling theories, which will aid in your Personal Theory Paper. They are listed in the “Content” section of the course website.

4. Scholarly Journal Summary 30 points
   You are to locate and read at least one professional journal article that discusses a theoretical approach/orientation to counseling. Select articles that address counseling theories you would like to learn more about or theories that will enhance your understanding. Upload your article and Summary to D2L folder in dropbox on the scheduled date (see Calendar of Coursework below) with a 2-page summary of the key points and your personal reaction to the article. Be sure to include a journal citation at the top of your summary so others can locate the article, if warranted.
   Be prepared to share your summary with the students in class. A grading rubric will be provided.

Important! If you have difficulty searching/locating scholarly journal articles, contact the
reference librarian immediately and as often as you need until you identify sufficient articles.

5. Assignments, attendance, timeliness and participation: 140 points

a. There will be exercises posted online and assigned regularly throughout the term that will form the basis of class forums and discussions. Completion of these exercises is required.

b. Attendance is monitored by regular and consistent participation. Attendance is required unless there is a valid emergency/reason. Promptness and on time completion of online work is expected. Unexcused absences and missing assignments do have a bearing on your grade, so if you have a legitimate reason for missing, do let me know.

c. Part of your grade is determined by participation (which includes attendance, promptness, participation and quality of online class activities).

Program Statement

The Counselor Education program prepares counselors to serve students, school staff, families and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate interpersonal manner and be open to opportunities for personal exploration and growth. A student’s continuation in the program may be delayed if his or her academic performance, interpersonal or emotional well-being interferes with learning or the operation of the program.

Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the group process you feel discomfort or unable to continue, you can request to stop any group activity. This applies for the class groups and the Titan Traverse. However, if you find yourself very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, you may prefer to drop this course.

Academic Integrity

Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of what is considered academic integrity, behaviors which are viewed as breaches of the policy, the procedures that will be followed in every case of violation of the policy and the consequences of violating the policy. Students are also required to follow the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code is not justifiable excuses. All written work will be electronically submitted to Turnitin.com, a plagiarism detection service. Details about this service will be described in class.
Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

Disability Policy

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College.

Grading Structure

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>93-94</td>
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<td>91-92</td>
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<td>85-86</td>
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<td>C+</td>
<td>83-84</td>
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<td>C</td>
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775 Total Points

Calendar of Coursework

**WEEK ONE**
First Class (Chapters 1-3) *Week of October 15th*

**WEEK TWO**
Chapters 4 & 5  *Week of October 22nd*

**WEEK THREE**
Chapters 6 & 7  *Week of October 29th*

**WEEK FOUR**
Midterm/Chapter 8  *Week of November 5th*

**WEEK FIVE**
Chapters 9 & 10  *Week of November 12th*

**WEEK SIX**
Chapter 11  *Week of November 19th*

SCHOLARLY JOURNAL ARTICLE DUE

**WEEK SEVEN**
Chapters 13 & 14  *Week of November 26th*
PERSONAL PHILOSOPHY PAPER DUE

WEEK EIGHT

Final Exam  *Week of December 3rd*