I. Course Description

The course will examine the historical, theoretical, ethical, and philosophical foundations in counseling. We will explore major theories of counseling and psychotherapy including an in depth study of one’s personal practice theory. Projects may include development, research, utilization, and evaluation of theoretical applications in school and community settings. We will address the relevance of theories in counselor education and supervision. Admission to doctoral program required for enrollment.

II. Rationale

This course serves as one of the foundation courses of the Ph.D. program in Counselor Education and is designed to address the history, research, efficacy and current use of individual and group theories.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counseling

NA

IV. TExES Competencies

NA

V. This course is designed to meet the following CACREP Doctoral Standards for content areas and Student Learning Outcomes.

A. CACREP Standards:

1. II-C-1. Theories pertaining to the principles and practice of counseling, group work, and crisis/trauma.
2. IV-G-1. Knowledge of the major counseling theories, including their strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations.
4. IV-G-3. The research base for existing counseling theories.

B. Student Learning Outcomes:

1. Students will learn theories pertaining to the principles and practice of counseling, group work, and crisis/trauma as evidenced by scores of a class presentation and responses on a comprehensive exam (see rubrics)
2. Students will demonstrate knowledge of the major counseling theories, including their strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and
ethical/legal considerations as evidenced by class presentations, responses on a comprehensive examination, and a theory paper. (see rubrics)

3. Students will learn various methods for evaluating counseling effectiveness as evidenced by class discussion and responses on a comprehensive exam. (see rubrics)

4. Students will demonstrate understanding of the research base for existing counseling theories by a seminal works presentation (see rubrics) and a theory paper.

VI. Course Topics

Major topics or projects will be related to the following theories and themes in individual and group counseling and psychotherapy: psychodynamic, person-centered and existential, cognitive and behavioral, affective humanistic/experiential and multicultural systems. Special topics may include multicultural issues in counseling, postmodern influences, eclectic approaches vs. integrated theories, counseling efficacy, and current theories of trauma resolution.

VII. Instructional Methods and Activities

The course will be taught in seminar fashion and include readings, discussion, research, projects, student presentations, and examination. Activities will include the following:

1. Complete reading assignments and participate in seminar discussions.

2. **Theory Presentation**: Students will each present a group and individual theory in a manner appropriate for a master’s level course session. It is expected that you will present information, promote dialogue, and facilitate learning. Your presentation must incorporate a creating a quiz, game, or any other creative & fun activity that will illuminate the main points discussed in the presentation, remember you are only to discuss the major highlights of the theory. Each session should be at least 1.5 hours. In your presentation you should include the following information:

   -Who are the contributors to this theory?
   -Why do problems arise in clients according to this theory?
   -How are problems resolved in clients according to this theory?
   -What is the client-counselor relationship according to this theory?
   -How is this theory practiced with culturally and socially diverse clients?
   -What are some limitations of this theory? What are some benefits of this theory?
   -What are key terms used in this theory?
   -Compare the Context then to the context now for this theory

You will turn in your preparation materials (which may include Power Point slides, handouts, activities directions, etc.) and a theory outline by posting them to Blackboard. In addition, you will 5 multiple choice questions with answers provided. Assignments for presentations will occur in the first class period.

3. Each student will evaluate each theory presentation using the form provided on Blackboard and the syllabus. Feedback should be constructive, professional, and designed to assist your colleagues in developing effective teaching skills. All forms will be turned in to the instructor first, and will be distributed to presenters after review.

4. **Current Issues & Events Facilitation**: Assignment of current issues and events facilitation will occur in the 2nd class. Facilitators will lead the class discussion regarding specific events and issues that occur in real life with the information that you learn in class using case conceptualization. Each class a student will be responsible for leading class discussion on a selected current event or topic that focuses on advocacy, social justice, cultural competence, and ethical competence for case conceptualization and
counseling implications. This topic and/or current event should be discussed from the perspective of how it impacts the discipline of counseling and specific clients that might come to counseling and how culture is impacted by the event. During the discussion you should be able to discuss the current event by linking it to the counseling profession, conceptualization using a cultured centered lens, and how this issue impact future clients. You must turn in a 2-3 page formal summary answering the below questions as well as a list of articles and other resources that would be helpful for counselors faced with clients with similar issues:

- What do you believe are the main issues present for the event?
- Based on the main issues, what would you have the most difficulty? Why?
- How do you believe the issue/event should be approached as a professional counselor?
- If you had to conceptualize what is going on in this case what would it be?
- How might you conceptualize this issue using a cultured centered lens?
- How does the issue/event link to the counseling profession?

5. **Personal Theory Research Paper:** A literature review paper, appropriate for professional publication and using APA format must be completed. Your paper must cover the following: (1) Define your worldview providing discussion about norms, values, and challenges that have shaped your personal worldview; (2) Discuss how the theory you have selected has a similar view on how issues/dysfunction form in clients and how those issues/dysfunction can be resolved in clients; (3) Link research on the effectiveness or limitations of your selected theory in your desired counseling setting and future clients; (4) finally your presentation should address how you plan to gain more knowledge about your selected theory outside of this course and other coursework

Points to remember:
- You must show how your selected theory mirrors your worldview
- How you plan to gain more knowledge outside of course learning
- Link research to how this theory is effective with your counseling setting and future population

The paper should be 15-20 pages, including bibliography, and may address either (1) a non-traditional theoretical approach or other approach not covered in the text, including major points of the theory, research, attention to issues of diversity, and potential applications **OR** (2) a specific theory covered in class, including major research about that theoretical orientation in terms of outcome and effectiveness, applications, and diversity concerns. Either choice should include implications for counselor educators. You must turn run your paper through [www.turnitin.com](http://www.turnitin.com) **November 15.**

7. Complete **in-depth examination.** Completion date: **12-6**

8. **Class participation** as measured by the enclosed rubric.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>(20 pts. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Presentation</td>
<td>(50 pts. total)</td>
</tr>
<tr>
<td>Current Issues &amp; Events Facilitation</td>
<td>(50 pts. total)</td>
</tr>
<tr>
<td>Personal Theory Paper</td>
<td>(100 pts. total)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>(180 pts. total)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400 pts. Total</strong></td>
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</tbody>
</table>

A student must achieve 250 of the above points to receive credit for this course. Grades
will be assigned based on cumulative points:

400-350=A (Mastery of content and concepts)
349-300=B (Good understanding of material)
299-250=C (Rather basic understanding- more work is needed to perform at professional level)

Students who do not reach minimal levels of competency may be given the option of continuing their learning experience in an attempt to upgrade skills to an acceptable level.

IX. Course Schedule and Policies

A. Instructor:

B. Because this course is taught as a seminar and is shared by participants, it is not possible to make up material missed in class. Plan to attend all class meetings. Students are expected to adhere to the Ethical Guidelines of the American Counseling Association and the Association for Counselor Education and Supervision when engaged in counseling, teaching, and/or scholarly activities. Unethical conduct may result in grade penalty or other consequences according to departmental guidelines. All written assignments are to follow APA (6th ed.) style. Failure to follow APA style and failure to adequately proofread your assignments will result in non-acceptance of the assignment or grade reduction.

B. Class Schedule of CNEP 6305 Advanced Theories in Individual and Group Counseling

Each theory presentation will address the theory’s strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-23</td>
<td>Orientation, Definitions and Importance of Theory, Introduction to Blackboard, Assignments, Personal Practice Theory</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>8-30</td>
<td>Contemporary Issues Psychoanalysis (individual and group)</td>
<td>Chapter 2, Chapter 15 Current Issues &amp; Events</td>
</tr>
<tr>
<td>9-6</td>
<td>Adlerian Therapy(individual and group)</td>
<td>Chapter 3 Current Issues &amp; Events</td>
</tr>
<tr>
<td>9-13</td>
<td>Analytical Therapy(individual and group)Chapter 4</td>
<td>Current Issues &amp; Events</td>
</tr>
<tr>
<td>9-20</td>
<td>Client Centered Therapy (individual and group)Chapter 5 Current Issues &amp; Events</td>
<td></td>
</tr>
<tr>
<td>9-27</td>
<td>Gestalt Therapy (individual and group) Chapter 10 Current Issues &amp; Events</td>
<td></td>
</tr>
</tbody>
</table>
X. Textbooks


Other reading as assigned.

XI. Selected Bibliography


Cozolino.....The neuroscience of psychotherapy


DeShazer, S. (1994). Words were originally magic. New York: W. W. Norton.


Rogers, C (1951) *On becoming a person.* New York: Delacorte Press.


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade appeals, and University procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Evaluation Rubrics

Class Participation

Each person will be encouraged to participate in all learning activities. You will be provided choices in order to address your learning style and comfort with self-disclosure. While I will solicit input from peers regarding your contribution to group activities, you will not be evaluated by fellow students. We will embrace a collaborative rather than a competitive model for group interactions. Each person makes contributions; each person receives feedback and support.

Participation will be measured in the following manner. Overall class participation will be determined by a score assigned by the instructor based upon input from the entire class and one’s self evaluation. At the end of the course, all class members will submit a list of major participants (at least three persons) with corresponding brief descriptions of their contributions. The instructor will review the lists and contributions and compile anonymous feedback for participants. Each person will score her or his own level of participation, providing a paragraph in support of the rating. The instructor will use the self evaluation and peer input to assign a score for participation according to the following criteria. Students can also use the attached rubric for feedback.

- 40-50 points  
  *Made significant contributions and offered input during each class meeting*

- 30-39 points  
  *Made one or more significant contributions and offered input during half of the class meetings*

- 20-29 points  
  *Offered input during at least half of the class meetings*

- 10-19 points  
  *Offered input during less than half of the class meetings*
Rarely offered input during class meetings

Theory Presentation

See attached rubrics (one for professor, one for the students)

Examination

Percent correct out of 200 objective items, based primarily on the textbook.

Theory Paper

1. Abstract and introduction 0-10 points _____
2. Literature review pertinent 0-10 points _____
3. Literature review focused 0-10 points _____
4. Research critiqued 0-10 points _____
5. Conclusions drawn 0-10 points _____
6. Recommendations 0-10 points _____
7. Implications pertinent to counselor 0-10 points _____
   education readership and diversity concerns
8. Sufficient detail provided so
   Approach can be implemented or evaluated 0-10 points _____
9. Writing style/grammar 0-10 points _____
10. APA format (including references) 0-10 points ______

TOTAL 0-100 points ______

**Classroom Participation Rubric**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree to which student integrates course readings</td>
<td>often cites from readings; uses readings to support points; often articulates &quot;fit&quot; of readings with topic at hand (4 points)</td>
</tr>
<tr>
<td>into classroom participation</td>
<td></td>
</tr>
<tr>
<td>Interaction/participation in classroom discussions</td>
<td>always a willing participant, responds frequently to questions; routinely volunteers point of view (4 points)</td>
</tr>
<tr>
<td>Interaction/participation in classroom learning</td>
<td>always a willing participant; acts appropriately during all role plays; etc., responds frequently to questions; routinely volunteers point of view (4 points)</td>
</tr>
<tr>
<td>activities</td>
<td></td>
</tr>
<tr>
<td>Demonstration of professional attitude and demeanor</td>
<td>always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class (4 points)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Oral Presentation Rubric (Professor’s Assessment)

**Teacher Name:**

**Student Name:** _________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Stays on Topic</td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td>Use of Activity</td>
<td>Activity show considerable preparation and is explained clearly and adds to the understanding of the topic.</td>
<td>Activity is well thought out and adds to the understanding of the topic and is explained clearly.</td>
<td>Activity shows a good understanding of parts of the topic and is explained with some difficulty.</td>
<td>Activity does not seem to relate to the topic very well and is poorly explained.</td>
</tr>
<tr>
<td>Use of Power Point</td>
<td>Student uses a power point that shows considerable work/creativity and which makes the presentation better.</td>
<td>Student uses power point that shows work/creativity and which makes the presentation better.</td>
<td>Student uses power point which makes the presentation better.</td>
<td>The student uses a power point that shows little work and which detracts from the presentation.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Facial expressions and body</td>
<td>Facial expressions and body</td>
<td>Facial expressions and body</td>
<td>Very little use of facial expression</td>
</tr>
</tbody>
</table>
language generates a strong interest and enthusiasm about the topic in others. Language sometimes generate a strong interest and enthusiasm about the topic in others. Language are used to try to generate enthusiasm, but seem somewhat faked. Expressions or body language. Did not generate much interest topic being presented.

<table>
<thead>
<tr>
<th>Speaks Clearly</th>
<th>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</th>
<th>Speaks clearly and distinctly all (100-95%) the time, and mispronounces one word.</th>
<th>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</th>
<th>Often mumbles or can not be understood OR mispronounces more than one word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicality</td>
<td>The information presented is highly practical and easily used in a master’s level theories counseling course.</td>
<td>Information is mostly practical and could be helpful in a master’s level theories counseling course.</td>
<td>Information might be useful in a master’s level theories counseling course.</td>
<td>Information is not at all practical for use in a master’s level theories counseling course.</td>
</tr>
</tbody>
</table>

**Additional Comments:**

28 to 32=91 to 100 pts., 24 to 27=81 to 90 pts., 20 to 23=71 to 80 pts., 16 to 19=61 to 70 pts., <16 = 0 pts; Student Feedback Factored in as well.

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### Evaluations for Oral Presentations (Student Feedback)

**Key**

SA = Strongly Agree  A = Agree  U = Undecided  D = Disagree  SD = Strongly Disagree  NA = Not Applicable

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
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<tbody>
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<tr>
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</tbody>
</table>
The instructor is sensitive to student difficulties in understanding this presentation  

The experiential portion of this presentation was helpful.  

On the whole, this is a good instructor.  

On the whole, this was a good presentation.  

SEMESTER: ________________________________  

COURSE NAME  

COURSE NUMBER  

SECTION  

INSTRUCTOR  

Please print or change your writing if you do not wish your response to be identified. YOUR THOUGHTFUL APPRAISAL OF THIS PRESENTATION IS SINCERELY DESIRED.  

13. Please comment on the degree of personal challenge you experienced as a student in this presentation.  

14. Please comment on the way this presentation was managed and organized and on media if used.  

15. Please comment on the quality of the learning environment in this presentation. Did the instructor establish a good atmosphere for learning?  

16. Please comment on the overall effectiveness of this instructor. How might this instructor enhance his/her teaching effectiveness?
17. Please comment on both activities and handouts if used. What did you find helpful or interesting?
What was not helpful or interesting?

THANK YOU FOR HELPING THE PRESENTER