

COUNSELING 541: Theories of Counseling

Faculty Instructor: Daniel Hall
Telephone: Office - 618/453-6925
Office: 223R Wham Education Building
E-Mail: daniel.hall@siu.edu
Office Hours: Tuesdays 9a-12p and Thursdays 9a-12p
Dates: August 23 – December 10, 2016
Meeting times: Tuesday, 3:00 PM – 5:30 PM
Location: Wham 307

Course Description:

This course presents an overview of current theories of counseling with a special focus on the philosophical assumptions, key concepts, techniques and practical applications of each approach. Each of the theories will be examined critically such that the student can begin to formulate an integrated personal theory of counseling.

Course Objectives:

| CACREP Standard | Course Objective | Learning Activity | Outcome Evaluation |
|---|--|--|--|
| KNOWLEDGE: G. Common Core, 1. Professional Orientation and Ethical Practice, a, | 1. To present an overview of current theories of counseling with a special focus on the history, philosophical assumptions, key concepts, techniques, and practical applications of each approach. | Reading assignments, lecture, and classroom discussions and activities Theory Summary Chart | <u>Formative:</u> Classroom discussions, large & small group activities <u>Summative:</u> Exams I & II |
| KNOWLEDGE: G. Common Core, 2. Social and Cultural Diversity, d. | 2. To develop a foundation for understanding the cultural context of relationships, issues, and trends in a multicultural society including: (a) individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; | Reading assignments, lecture, and classroom discussions and activities Theory Application Paper | <u>Formative:</u> Classroom discussions, large & small group activities <u>Summative:</u> Theory Application Paper |

| | | | |
|--|--|--|--|
| <p>KNOWLEDGE: G. Common Core, 2. Social and Cultural Diversity, e.</p> | <p>2. To develop a foundation for understanding the cultural context of relationships, issues, and trends in a multicultural society including:</p> <p>(b) counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;</p> | <p>Reading assignments, lecture, and classroom discussions and activities</p> <p>Theory Application Paper</p> <p>Personal Counseling Theory Paper</p> <p>Weekly Journals</p> | <p><u>Formative:</u> Classroom discussions, large & small group activities</p> <p><u>Summative:</u> Theory Application Paper</p> <p>Personal Counseling Theory Paper</p> |
| <p>KNOWLEDGE: G. Common Core, 2. Social and Cultural Diversity, f.</p> | <p>2. To develop a foundation for understanding the cultural context of relationships, issues, and trends in a multicultural society including:</p> <p>(c) counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.</p> | <p>Reading assignments, lecture, and classroom discussions and activities</p> <p>Theory Application Paper</p> <p>Personal Counseling Theory Paper</p> | <p><u>Formative:</u> Classroom discussions, large & small group activities</p> <p><u>Summative:</u> Theory Application Paper</p> <p>Personal Counseling Theory Paper</p> |
| <p>KNOWLEDGE: G. Common Core, 5. Helping Relationships, a.</p> | <p>3. To develop a foundation for understanding the counseling process in a multicultural society including:</p> <p>(a) an orientation to wellness and prevention as desired counseling goals;</p> <p>an orientation to wellness</p> | <p>Reading assignments, lecture, and classroom discussions and activities;</p> <p>Personal Counseling Theory Paper</p> | <p><u>Formative:</u> Classroom discussions, large & small group activities;</p> <p><u>Summative:</u> Exams I & II</p> <p>Personal Counseling Theory Paper</p> |

| | | | |
|---|--|---|---|
| | and prevention as desired counseling goals; | | |
| KNOWLEDGE: G. Common Core, 5. Helping Relationships, b. | 3. To develop a foundation for understanding the counseling process in a multicultural society including: (b) counselor characteristics and behaviors that influence helping processes; | Reading assignments, lecture, and classroom discussions and activities Personal Counseling Theory Paper | <u>Formative:</u> Classroom discussions, large & small group activities <u>Summative:</u> Personal Counseling Theory Paper |
| KNOWLEDGE: G. Common Core, 5. Helping Relationships, c. | 3. To develop a foundation for understanding the counseling process in a multicultural society including: (c) counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; | Reading assignments, lecture, and classroom discussions and activities Personal Counseling Theory Paper Theory Summary Chart Weekly Journals | <u>Formative:</u> Classroom discussions, large & small group activities <u>Summative:</u> Personal Counseling Theory Paper |
| KNOWLEDGE: G. Common Core, 5. Helping Relationships, d. | 3. To develop a foundation for understanding the counseling process in a multicultural society including: (d) counseling theories that provide the student with models to conceptualize | Assigned readings in text and supplemental sources; students write a <i>Theory Application Paper</i> and a <i>Personal Theory Paper</i> | <u>Formative:</u> Instructor's observation of classroom discussion, bi weekly journals. <u>Summative:</u> Mid-Term and Final Exams; Theory Application Paper, |

| | | | |
|---|--|---|---|
| | client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling | | Personal Theory Paper. |
| KNOWLEDGE: G. Common Core, 5. Helping Relationships, e. | 3. To develop a foundation for understanding the counseling process in a multicultural society including: (d) systems perspectives that provide an understanding of family and other systems theories and major models of family and related interventions; | Reading assignments, lecture, and classroom discussions and activities Theory Application Paper Theory Summary Chart Weekly Journals | <u>Formative:</u> Classroom discussions, large & small group activities <u>Summative:</u> Exams I & II; Theory Application Paper |
| CLINICAL MENTAL HEALTH: Foundations, A. Knowledge, 5 | 3. To develop a foundation for understanding the counseling process in a multicultural society including: (e) models and theories related to clinical mental health counseling | Reading assignments, lecture, and classroom discussions and activities Theory Summary Chart Theory Application Paper Weekly Journals | <u>Formative:</u> Classroom discussions, large & small group activities <u>Summative:</u> Exams I & II; Theory Application Paper |
| SCHOOL COUNSELING: Counseling, Prevention, and Intervention, C. Knowledge, 1. | 3. To develop a foundation for understanding the counseling process in a multicultural society including: | Reading assignments, lecture, and classroom discussions and activities; | <u>Formative:</u> Classroom discussions, large & small group activities; Theory Summary Chart |

| | | | |
|--|---|--|--|
| | (f) theories and processes of effective counseling and wellness programs for individual and groups of students in a school setting. | Theory Summary Chart Theory Application Paper | <u>Summative:</u> Exams I & II; Theory Application Paper |
|--|---|--|--|

Method of Instruction:

The course will use background reading, lecture, interactive discussion, group work, presentations, and thematic assignments to help students acquire declarative knowledge related to the theoretical development and models of practice for professional counseling. Students will be assessed by formative and summative means across the spectrum of Bloom’s taxonomy to address educational objectives.

Course Prerequisites

COUN 493 or concurrent enrollment in COUN 493

Required Text, Reference, and Readings:

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology, 21*, 95-103 / (1992). *Journal of Consulting and Clinical Psychology, 60*, 827-832.

Seligman, L. & Reichenberg, L. (2013). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (4th ed.). Upper Saddle River, NJ: Pearson.

Spruill, D. A., & Benshoff, J. M. (2000). Helping Beginning Counselors Develop a Personal Theory of Counseling. *Counselor Education and Supervision, 40*(1), 70-80.

Recommended:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. <http://www.apastyle.org/>

Halbur, D. & Halbur, K. (2011). *Developing your theoretical orientation in counseling and psychotherapy* (2nd ed.). Upper Saddle River, NJ: Pearson.

Professional Links

American Counseling Association (ACA) <http://www.counseling.org>
 ---ACA Ethics <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Council for Accreditation of Counseling & Related Educational Programs (CARCEP) <http://www.cacrep.org>

Illinois Department of Financial & Professional Regulation. Professional Counselor <http://www.idfpr.com/PROFS/Info/ProfCounselor.asp>

Alexander Street Press Videos <http://vasc.alexanderstreet.com>

Student Performance Evaluation Criteria:

1. *Grade Requirement* - Any student enrolled in the Counselor Education program must earn an A or B in COUN 541 to continue progress toward graduation in the program and to enroll in practicum courses. According to the Counselor Education Master's Handbook, students who receive lower than a "B" in COUN 541 cannot remain in the program unless they petition the faculty for permission to retake the course, and the faculty consents.
2. *Attendance & Participation Policy* - Attendance is necessary and expected. Investing in your learning minimally requires that you comprehend the course syllabus, attend class on time, and be prepared for class. Students are expected to read assigned material before class and come prepared to discuss the topic. Effective class participation includes: respectful and non-dominating involvement in class discussions and group activities, leading classroom brainstorm, and showing initiative and investment in classroom activities. Cell phones, unless the instructor grants special permission, should be off. Poor attendance and participation indicate a person is not yet ready to assume the responsibilities of a professional counselor.
3. *Written Assignments* - All written assignments must conform to the guidelines provided in the APA Style Manual. Some of those criteria include double space, 1-inch margins, 12 point Times New Roman typeface, cover page, running head, and pagination. Each paper will be evaluated using the evaluation form found in **Appendix A**. All written assignments should be turned in electronically via D2L. Paper copies and assignments sent via email will not be accepted.
4. *Mastery Grading* - The instructor(s) will be using a modified mastery approach for assigning course grades. To receive a course grade, *all criteria* for that grade must be met. High scores in one task cannot be used to supplement low scores in another. Assessments of papers are subjective, that is, they are based on the judgments of well-qualified instructor(s) using the scoring rubric in **Appendix B**.
5. *Late Assignments* - Late assignments are subject to grade penalties. Ten (10) points will be deducted for each calendar day the assignment is late. Assignments not submitted to D2L by the beginning of class (i.e., 3:00 pm) are considered one day late. (NOTE: D2L places a time stamp on all submitted assignments)
6. *Incomplete Grade* - A written request for an Incomplete grade (INC) along with a time-line commitment to finish seminar requirements must be submitted to the instructor 7 days before the last day the class is scheduled to meet, that is, no later than 3:00 pm, Tuesday, November 26th. An INC will be considered only if the student is achieving passing work and only for extenuating life circumstances, not procrastination, computer failure, or inclement weather. Medical circumstances will be considered only if accompanied by a supporting letter from a physician or a licensed medical or mental health provider. The instructor will consider the INC request, and provide a written response within 48 hours of the request. A course incomplete must be made-up by the end of the following semester. If it is not, a grade will be assigned

based on the work completed. See **Appendix F** (Provost's *Syllabus Attachment*) for university policy regarding INC grades.

Assignments:

1. **Weekly Journal** – Journal submissions begin following Session 2 and continuing through the remainder of the semester and are due by 11:59 PM on Sundays (except as noted below). Journals should specifically address theoretical concepts learned that week and your own critique of the theoretical models and concepts. Please indicate your personal reflection and how the concepts may apply to your practice as future counselors. The *Individual Exercises* at the end of each chapter in the Seligman text provide prompts/suggestions for journal writing. Journals are expected to be 1-2 pages. The instructor may provide additional structure or prompts throughout the semester.
2. **Exams** - Two exams will provide a measure of the acquisition of declarative knowledge of the various counseling and/or therapy theories. Exam I will cover Seligman & Reichenberg: Chapters 1-4, 7-14 and any assigned readings during the previous weeks. Exam II will cover Seligman & Reichenberg: Chapters 15-23 and any assigned readings during the previous weeks. The exams will use a multiple-choice format.
3. **Class Presentation** - At the beginning of the semester you will select a theory to present on during class. You will be expected to bring one article on any topic relating to your theory. For example, if you have selected cognitive behavioral therapy (CBT) you can present on an article discussing CBT interventions being used among elderly populations. You will also be expected to share with the class your thoughts and reactions to the article and how it can be related to the assigned reading. Please be prepared to provide me with an electronic copy of the article two weeks before your scheduled presentation. Presentations are expected to be 10-15 minutes in length.

I understand choosing a theory might be difficult, depending on your prior familiarity and knowledge with counseling theories. Your possible current lack of understanding is what will make this a much more rewarding and rich experience. There is no “right” or “wrong” answers to this assignment. I ask that you take it seriously, choose a topic that interests you, and most importantly allow yourself to be open to learning. Have fun with this assignment!

4. **Personal Counseling Model Paper Part I** - One of the primary purposes of this course is to encourage you to do the critical thinking necessary to begin development of your own original counseling model – a model consistent with the person you are, a model that aligns with your philosophy of life, a model that blends your creation with established scholarly models. With this in mind, you will write two papers that articulate your emerging conceptual model for helping others.

For this paper, choose one theory of psychotherapy and demonstrate how this theory fits your own personal theoretical orientation to counseling *so far*. Draw on class readings, class discussions, personal reflections and/or journals and one **primary source** for the theory you discuss. The Seligman text or any other textbook is not a primary source! Include the key concepts of your approach, your view of your role as a therapist, therapeutic goals, and central techniques and methods. Explain why this approach fits for **you** as a counselor. For more information, please see **Appendix C**.

5. **Personal Counseling Model Paper Part II** - Incorporating and using Part I as a starting point, further articulate your own personal theoretical orientation to counseling, particularly as it relates to all of the theories you have studied. Draw on the class readings, class discussions, and personal reflections. Use of **one** primary source is required for this paper (you may use the one from Part I). A minimum of 7 sources are required for this paper. Again, include the key concepts of your approach, your view of your role as a therapist, therapeutic goals, and central techniques and methods. *Explain why this approach fits for you as a counselor, and how your orientation has developed from the beginning to the end of the semester.*

In the second part of this paper, you will use first part of this paper to address the case study of Ruth, which will be provided to you via D2L. Do not just summarize the client, but instead, show how you will apply your own theoretical integration. For more information, please see **Appendix D**.

6. **Theory Summary Chart** - In **Appendix E**, you will find a template for you to record the major points related to the theories covered in class. The purposes of this chart is to (a) guide your understanding, reading, and discussion of these theories, (b) create standards for comparison of the theories, (c) develop a study guide for your future use when studying for class, certification, and licensure examinations, and (d) receive additional exam points. In order to receive extra credit, **ALL** theories covered in class and listed on the template for the exam must be completed – no partial credit will be given. The charts are due (via D2L) for evaluation on the same dates as the exams. Satisfactory completion of the chart will result in an additional 10 points for the same date exam. Table 4.1 in Halbur & Halbur, 2011 provides an example of such a table; however, your table must be in your own words. I will consider direct copying of the Halbur and Halbur as plagiarism.

Tentative Course Schedule (August, 2016):

Week Date Topic

Readings & Assignments

| | | | |
|----|-------|---|--|
| 1 | 08/23 | Course Overview Theories & Counseling Approaches Therapeutic Alliance Diversity & Multiculturalism | Read: course syllabus (D2L). |
| 2 | 08/30 | Effective Treatment & Background-Focused Freudian & Adlerian/Individual Psychology Models | S&R, Chapters 1, 2, & 3 Weekly Journal (D2L) |
| 3 | 09/06 | Emotion-Focused & Rogerian Models | S&R, Chapters 4, 7 & 8 Weekly Journal (D2L) |
| 4 | 09/13 | Rogerian & Existential Therapeutic Models | S&R, Chapters 8 & 9 Weekly Journal (D2L) |
| 5 | 09/20 | Gestalt Therapy & Emotion/Sensation Models | S&R, Chapters 10 & 11 Weekly Journal (D2L) |
| 6 | 09/27 | Thought-Focused Systems, Rational Emotive Behavior Therapy, & Cognitive Therapy | S&R, Chapters 12, 13 & 14 Weekly Journal (D2L) |
| 7 | 10/04 | Review & Application Activities | Review Chapters 1-4; 7-14; readings Weekly Journal (D2L) |
| 8 | 10/11 | FALL BREAK | NO CLASS |
| 9 | 10/18 | EXAM 1 | EXAM I (Chapters 1-4; 7-14; readings) Extra credit Theory Summary Charts are due (D2L) NO Weekly Journal |
| 10 | 10/25 | Action-Focused Treatment & Behavior/Cognitive-Behavior Therapy | S&R, Chapters 15 & 16 Weekly Journal (D2L) |
| 11 | 11/01 | Reality Therapy | S&R, Chapters 17 NO Weekly Journal Personal Counseling Model Paper Part I Due (D2L) |
| 12 | 11/08 | Family Systems Approaches | S&R, Chapters 18 & Assigned Readings Weekly Journal (D2L) |
| 13 | 11/15 | Family Systems Approaches | S&R, Chapter 18 & Assigned Readings Weekly Journal (D2L) |
| 14 | 11/22 | Integrative Therapies | S&R, Chapters 19 Weekly Journal (D2L) |
| 15 | 11/29 | Treatment Systems | S&R, Chapter 20 Weekly Journal (D2L) (Final Journal) |
| 16 | 12/06 | EXAM II | EXAM II (Chapters 15-23; readings) Extra credit Theory Summary Charts are due (D2L) |

| | | | |
|----|-------|------------------------------|---|
| | | | NO Weekly Journal |
| 17 | 12/13 | Final Week Course Wrap-up | Personal Counseling Model Paper Part II Due (D2L) NO Weekly Journal |

APPENDIX A

Protocol for Evaluating Written Work

| Criteria | Points | | | | | |
|--|--------|--------------------------------|---|----|----|-------|
| <p>APA Style and Format (e.g., margins, headings, title page, font size & style, references, running head, citations, etc) comments:</p> | 0 | 4 | 8 | 12 | 16 | 20 |
| <p>Use of the English Language (e.g., grammar, spelling, sentence structure, punctuation, etc.) comments:</p> | 0 | 2 | 4 | 6 | 8 | 10 |
| <p>Organization and Clarity (e.g., visual & content organization, transitional sentences, clarity of theme, attention to provided outline) comments:</p> | 0 | 2 | 4 | 6 | 8 | 10 |
| <p>Content (must be written consistent with provided outline and instructions) comments:</p> | 0 | <-----> [] <-----> | | | | 60 |
| <p>Deduction for late submission (____ day/s x 10)</p> | | | | | | _____ |
| <p>Total Points</p> | | | | | | _____ |

General Comments

APPENDIX B

Mastery Grading Protocol

| Assessment | A | B | C | D |
|----------------------------|--|--|---|--|
| Attendance & Participation | No unexcused absences; active participation at each session | No more than one unexcused absence; active participation | Either attendance or participation is inconsistent | Both attendance & participation are inconsistent |
| Weekly Journals | Each entry is submitted by deadline | Each entry is submitted; one may be up to 24 hrs late | One entry missing; no more than one late. | More than one entry late and/missing |
| Class Presentation | Article submitted 2 weeks prior for approval; presentation done on scheduled day | Article submitted at least 1 week prior for approval; presentation done on scheduled day | Article not submitted at least 1 week for approval <i>or</i> presentation not done on scheduled day | Article not submitted for approval and presentation not done |
| Combined 2 exams | 86 – 100 points | 78 – 85 points | 70 – 77 points | < 70 points |
| Pers Coun Part I | 86 – 100 points | 78 – 85 points | 70 – 77 points | < 70 points |
| Pers Coun Part II | 90 – 100 points | 80 – 89 points | 70 – 79 points | < 70 points |
| Theory Sum Chart | 10 points for a complete chart | 10 points for a complete chart | 10 points for a complete chart | 10 points for a complete chart |

APPENDIX C

Personal Counseling Model Paper Part I (6-9 pages)

One of the primary purposes of this course is to encourage you to critically think about developing your own counseling style. This style will be consistent with your own values, personality, and philosophy of life. There are no “right” or “wrong” theories. Your theory must, however, reference in some way the preceding scholarship in counseling theory development, that is, this is to be a scholarly paper not free association ramble.

With this in mind, write a paper that articulates your conceptual model of helping others from the perspective of your current understanding of counseling. Throughout your paper, you must compare and contrast your views with those expressed in the text and in the additional source material you use. You are not expected to *choose* an existing theory, but rather to reflect on your own perspectives and beliefs, and how those will inform your choice of conceptual lens.

You are expected to use a minimum of four outside resources (other than the required and recommend texts) including scholarly journal articles and/or books. Any evidenced-based research used must be from 1996 or after. (Note: the date limit does not apply to theoretical writings.) The paper is to be a *maximum* of 9 pages of text (not including title page or references). The paper should be written in APA format. An abstract is not needed; however, please include a title page and a properly written reference section.

Please use the following outline and format for your paper. Your grade will depend on addressing each of the points on the outline. You should use the outline as your paper’s formal headings. Consider this to be a combination of a reflection paper and a research paper. As per current APA style, please use first-person language when appropriate (rather than “this writer believes...”). The paper should be written in professional, academic writing style, consistent with the writing guidelines in 6th edition of APA Style Manual.

- I. Introduction
 - A. Autobiographical connection between you and your future as a counselor
 - B. Transition from autobiography to your key concepts
- II. Key Concepts
 - A. View of human nature (including):
 1. View of human potential
 2. Issue of determinism
 3. Influence of the environment upon behavior
 - B. Assumptions about personality development that are important to your key concepts.
 - C. Description of your view of change (e.g. What do you think helps to change behavior, thoughts, emotions, and how can you help to facilitate change?)
 - D. How have your culture and life experiences influenced your answers to A-C above?
- III. What do you envision the therapeutic process being like?
 - A. How would you establish a therapeutic relationship?
 - B. How would you establish goals and a treatment plan?
 - C. Explain the counselor’s role and functions.
 - D. How would your clients experience therapy?

- V. Describe how your theory is appropriate/relevant in your anticipated work setting.
- VI. How would you determine if your approach is working?
- VII. How effective would your approach be in working with a variety of clients from various cultures and contexts?

APPENDIX D

Personal Counseling Model Paper Part II (9-12 pages)

This paper will require two main parts. In the first part, you will summarize and further articulate your own personal theoretical orientation to counseling, particularly as it relates to all of the theories you have studied. Again, include the key concepts of your approach, your view of your role as a therapist, therapeutic goals, and central techniques and methods. If there are changes from the first paper, talk about your development. What changed for you? *Explain why this approach fits for you as a counselor, and how your orientation has developed from the beginning to the end of the semester.*

Secondly, you will conceptualize a client through your chosen theory. You will be provided with a case study via D2L. Similar to part I, your theory must reference preceding scholarship in counseling theory. Therefore, the goal of this assignment is a thorough understanding of the referenced theory or theories.

You should use a *minimum* of 8 sources outside of your course text. At least one source must be an original/primary source from the theory's founder (e.g., Freud, Adler, Rogers, Beck, Satir). An English translation of an original written in another language is, of course, acceptable. The paper is to be a *maximum* of 12 pages of text (not including title page or references). The paper should be written in APA format (no abstract needed).

A suggested outline with suggested page limits is below.

- Introduction
- Key Concepts
 - View of human potential
 - Issue of determinism
 - Influence of the environment upon behavior
 - Assumptions about personality development that are important to your key concepts.
 - Description of your view of change (e.g. What do you think helps to change behavior, thoughts, emotions, and how can you help to facilitate change?)
- Your role as therapist
 - How will you establish rapport?
 - How will your clients experience therapy?
- Therapeutic Goals
- Central Techniques and Methods
 - How will you determine change?
- How does this approach fit for you as a counselor?
- How has your orientation developed from the beginning to the end of the semester?
- Brief introduction of client (1 page). This section should include an overview of the demographics and presenting concern of the client, and any additional information like environmental context, family, medical issues, or strengths that may be important to mention.
- Indicate the theory that you will be using to conceptualize your client and a rationale for using this theory with the client, including individual, contextual, and cultural strengths and other considerations. Provide a brief overview of the theory – main concepts, purpose and goals of counseling from theoretical viewpoint, and role of the counselor (2-3 pages). Your

theory chart will be especially helpful in this section. This section is simply an introduction of the theory – you will go into more detail throughout the paper as you apply the theory to the client.

- Conceptualize the client using your selected theory (3-4 pages).
 - How the client is viewed based on the theory's view of mental health?
 - What things you would assess for, based on the theory's view of assessment?
 - What would be the short/long term wellness goals with the client, based on the theory?
 - Treatment/wellness plan for the client
- Estimated number of sessions needed
- Specific techniques/interventions you will use – including an explanation of the purpose (e.g., why would these be beneficial for the client) and how these will work within your current conceptualization
- Anything else you feel is relevant to your treatment plan (e.g., referrals for supplemental services, culturally supported advocacy and behavior support that promotes wellness and mind/body/spiritual growth, etc.).
- Personal reflection on theory (1 page)
 - How well does this theory apply to your client (e.g., strengths, limitations, wellness goals)?
 - Brief discussion of your thoughts regarding this theory (e.g., is this a theory that you feel fits you? Is this a theory that you will choose to work from with future clients? Why? Are there other theories that better fit you?)
 - How does this theory provide a foundation for counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination?
- The goal of this assignment is a thorough understanding of the theory. The paper should be presented in a manner that is professional, and well written (grammar and punctuation will be part of the grade and should be appropriate for whatever format the paper is written in). Proper APA style citations need to appear throughout the paper.

The Paper should include a title page and reference sections.

APPENDIX E
EXAM I THEORY SUMMARY CHART

| Theory | Major Theorists | Theoretical Concepts / Basic Assumptions | Role of Counselor/Therapist | Treatment Goals for Optimal Wellness | Common Techniques | Relevance to Multicultural Clientele | Relevance to Social Justice |
|--------------------------------|-----------------|--|-----------------------------|--------------------------------------|-------------------|--------------------------------------|-----------------------------|
| Classic Psychoanalysis | | | | | | | |
| Individual Psychology | | | | | | | |
| Person-Centered | | | | | | | |
| Existential | | | | | | | |
| Gestalt | | | | | | | |
| Narrative Therapy | | | | | | | |
| Solution-focused Brief Therapy | | | | | | | |
| Feminist Therapy | | | | | | | |
| Rational Emotive Behavioral | | | | | | | |
| Cognitive Therapy | | | | | | | |

EXAM II THEORY SUMMARY CHART

| Theory | Major Theorists | Theoretical Concepts / Basic Assumptions | Role of Counselor/Therapist | Treatment Goals for Optimal Wellness | Common Techniques | Relevance to Multicultural Clientele | Relevance to Social Justice |
|--------------------------------------|-----------------|--|-----------------------------|--------------------------------------|-------------------|--------------------------------------|-----------------------------|
| Early Behavioral Therapy | | | | | | | |
| Social Learning Theory | | | | | | | |
| Cognitive – Behavioral Therapy | | | | | | | |
| Reality Therapy | | | | | | | |
| Background Focused Family Therapies | | | | | | | |
| Emotionally Focused Family Therapies | | | | | | | |
| Postmodern Family Therapies | | | | | | | |
| Integrative Therapies | | | | | | | |

APPENDIX F

Southern Illinois University Carbondale Campus and Course Policies

As adult students it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and granting degrees. These policies are stored and readily available through various SIU Carbondale web pages. For a summary, see SIUC Provost's Syllabus Attachment: <http://pvcaa.siu.edu>

Emergency Procedures

Emergency Procedures: Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

All students:

Students can receive assistance with writing assignments and study skills from the *Writing Center* (<http://write.siu.edu>) and *Learning Support Services* (<http://tutoring.siu.edu>).

Saluki Cares coordinates a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. To contact Saluki Cares: (618) 453-5714, siucares@siu.edu, <http://salukicare.siu.edu/index.html>

Email is a mechanism for official communication within Southern Illinois University Carbondale. The University has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the campus community. <http://policies.siu.edu/policies/email.htm>

Review http://www.plagiarism.org/learning_center/what_is_citation.html for a brief overview of plagiarism and the benefit of accurate citations within your work,

Syllabus change policy – This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

Americans with Disabilities Statement & Non-Discrimination Statement – SIU abides by Section 504 of the *Rehabilitation Act of 1973* which mandates reasonable accommodations be provided for qualified students with disabilities. SIU's *Disability Support Services* (DSS) in Woody Hall B-150, (453-5738), <http://disabilityservices.siu.edu>, is the designated office on campus to provide services and accommodations to students with diagnosed disabilities. You need to provide documentation of your disability to the instructor if you seek accommodations *in this course*. DSS will provide the instructor with accommodation methods specific to the student.

Your success as a student is of utmost importance to me. If you have a disability or any other special circumstance that may have some impact on your work in this class, and for which you may require special accommodations, please contact me early in the semester so that accommodations can be made in a timely manner.