

Course Number: PSY 2510

Course Title: Theories of Counseling

Course Description:

Introduces the historical and professional foundations of counseling as well as provides exposure to the process, skills of counseling, and the specialties engaged in the practice of counseling. Specific focus given to the theories of counseling.

Prerequisites: PSY 1700.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Describe issues faced by counselors new to the field.
2. Explain what makes a counselor effective.
3. Discuss the implications of counseling persons of minority and diverse backgrounds and international origins as they pertain to each of the Counseling theories studied.
4. Demonstrate basic understanding of Ethical and Legal Issues of Counseling.
5. Identify the skills necessary to building a therapeutic relationship.
6. Recognize the significance of the theorists' life histories on the development of the various counseling theories.
7. Delineate the fundamental theories of counseling and differentiate between the key concepts and applications and various clinical relevance of each. The theories include Psychoanalytic and Adlerian Therapies, Person Centered Therapies, Gestalt Therapy, Behavior and Cognitive, Behavior Therapies, Reality and Feminist Therapies, Postmodern approaches, Family Systems Therapy.
8. Apply the various theories of counseling to clinical vignettes and situations.

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College of Professional Studies PSY 2510 Theories of Counseling Online Course Syllabus Content

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Grading Events & Grading Criteria

All assignments must be submitted via Blackboard

Grading Event	Quantity	Points	Total
Course Preparation Quiz	1	15	15
Weekly Skill Practice and Weekly Journal Sheets	5	50	250
Discussion posts and responses	10	10	100
Module Quizzes	4	50	200
Total			565

Weekly Skill Practice and Weekly Journal Sheets

Students will conduct weekly skill practice sessions with a volunteer "client". After completion of assigned exercises, students will complete a brief journal entry detailing

the results of their skill practice. (Note: This summary/write-up of the interview is JUST as important as the interview).

Discussion Questions and Postings

Students will post responses to instructor-developed discussion questions and will respond to other class members' postings. For this course, there are TWO discussion questions each week, counting as separate assignments.

Module Quizzes

Students will complete a quiz at the end of each module. The questions asked will be based from the material in the textbook.

Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
 - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades are subject to approval by the designated university authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor and classmates, is by using the Send Email function within the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor send to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.

Recommended Reading

American Counseling Association. (2005). *ACA code of ethics*. Alexandria, VA: Author.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders, text revision* (4th ed.). Washington, DC: Author.

Bowen, M. (1978). *Family therapy in clinical practice*. New York: Jason Aronson.

Corey, G. (2013). *Case approach to counseling and psychotherapy* (8th ed). Belmont, CA: Brooks/Cole, Cengage Learning.

- Frame, M.W. (2003). *Integrating religion and spirituality into counseling: A comprehensive approach*. Belmont, CA: Brooks/Cole, Cengage Learning.
- Herlihy, B., & Corey, G. (2006). *ACA ethical standards casebook* (6th ed.). Alexandria, VA: American Counseling Association.
- Herlihy, B., & Corey, G. (2006). *Boundary issues in counseling: Multiple roles and responsibilities* (2nd ed.). Alexandria, VA: American Counseling Association.
- Knapp, S.J., & Vandecreek, L. (2006). *Practical ethics for psychologists: A positive approach*. Washington, DC: American Psychological Association.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York: Guilford Press.
- Norcross, J.C. (Ed). (2011). *Psychotherapy relationships that work: Evidence-based responsiveness* (2nd ed.). New York: Oxford University Press.
- Psychotherapy Neworker. (2007, March). The Top 10: The most influential therapists of the past quarter century. *Psychotherapy Networker*, 31 (2), 24-68.
- Rogers, C. (1951). *Client-centered therapy*. Boston: Houghton Mifflin.
- Strickler, G., & Gold, J. (2006). *A casebook of psychotherapy integration*. Washington, DC: American Psychological Association.
- Suzuki, L. A., Ponterotto, J.G., Alexander, C.M., & Casas, J.M. (Eds.). (2009). *Handbook of Multicultural Counseling*. Thousand Oaks, CA: Sage Publications, Inc.