

Course Title: Counseling Theories and Practice Term and Year:

Course and Section Number: PSY 423 Time and Place: Online

Number of Credit Hours: 3 Office Location/Hours:

Office Phone: Email:

Course Description: This course prepares students to utilize contemporary approaches to counseling in a variety of industries. Throughout this course, students will learn effective counseling skills and body language including: basic attending skills, the use of open-ended questions, verbal and non-verbal behavioral cues, paraphrasing, reflective communication skills, confrontation, and active listening. Students will also examine empathic approaches for helping others. Students will study the ethical standards of counseling as well as theoretical approaches related to effective counseling styles. Additionally, students will examine real life experiences in counseling related to their chosen field of study.

Prerequisites: PSY 113 Principles of Psychology

Learning Outcomes: Upon completion of this course, the student should be able to:

- 1. Model empirically supported counseling practices related to chosen field of study.
- 2. Examine the ethical standards of counseling as they relate to chosen field of study.
- 3. Identify theoretical frameworks of counseling.
- 4. Participate in a counseling interview related to chosen field of study.

Required Text: This course utilizes Open Educational Resources at no cost to learners. All required reading and learning material can be found in the online course room.

Course Requirements:

Attendance/Participation: All students are expected to log in to their courses regularly throughout the week to receive instruction, materials, and updates from the instructor. It is your responsibility to check in and submit your assignments, complete your discussion board postings, and finish quizzes and exams by the due dates.

If you do not participate in the course, you will be counted absent. Simply logging in is not enough; you must submit/complete an assignment, post to a discussion board, or other similar assignment tasks to avoid being counted absent. Instructors are required to submit attendance the Monday following each week of class.

This attendance is reported to the Financial Aid Department and may result in the loss of any financial aid refund you are expecting if you have not been participating in your courses. In addition, you will be administratively dropped from the course if you are reported absent a total of three weeks.

Grading/Evaluation:

The undergraduate course grading scale is as follows:

90-100% A	77-79% C+	60-66% D
87-89% B+	70-76% C	59% and below F
80-86% B	67-69% D+	

Grading will be based on discussion forum entries, course projects, and quizzes. Please see the written assignment rubric and discussion forum rubric found in the Start Here page for grading criteria and assignment expectations.

Discussion Forums (20 points each)	.180 points
Reading Checks (20 points each)	.120 points
Video Assignments (100 points each)	.200 points
DBT Infographic Assignment (100 points)	100 points
Final Exam (150 points)	.150 points
Midterm Certification Assignment (100 points)	.100 points
Interview Presentation (150 points)	150 points
Course Total	1000 points

Note: Initial discussion forum posts are due on Wednesdays at 11:59PM EST. Two discussion forum replies and other assignments are due on Sundays at 11:59PM EST. Assignments for the final week of class will be due on Saturday at 11:59PM EST.

Other Policies:

Late Policy:

There is a 20% penalty for each day an assignment is past due, up to 2 days. After 2 days, the assignment will not be accepted. Late discussion forum posts will not be accepted for credit. No assignments will be accepted for credit after the last day of the course.

Academic Misconduct:

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

Plagiarism:

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own

(e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

Artificial Intelligence (AI) is prohibited: All work submitted by students in this course must be generated by the student. Students may not have another person or entity contribute to an assignment for them, which includes using AI. Students may not incorporate any part of an AI-generated response in an assignment, use AI to formulate arguments, use AI to generate ideas for an assignment, or submit work to an AI platform for improvement. Using an AI tool to generate content may qualify as academic misconduct in this course.

OR

Artificial Intelligence (AI) is allowed: Students may use AI tools on instructor-identified assignments in this course. To adhere to our scholarly values, students must cite any AI-generated material that informed their work. Using an AI tool without proper attribution may qualify as academic misconduct in this course. It is the responsibility of the student to verify the accuracy, reliability, and ethical implications of AI-generated content.

Electronic Devices:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

Course Mapping:

Week and Title	Learning Activities and Materials (LO alignment)	Assessments (LO alignment)
Week One: The Helping Relationship	Read: Chapter One: The Helping Relationship (Pgs. 1-30) (LO3) Chapter Two: Diversity and Social Justice Issues (Pgs. 36-65) (LO3) Watch: Tanzanian Folktale Video (2:46 mins) (LO2) Counseling: Ethics (3:17 mins) (LO2)	 Discussion Forum: Introduction Discussion Forum Let's get to know each other. Tell your peers: Area you are from The degree program you are pursuing Your professional end goal Share one photo or video that will help us get to know you better (family, exciting event photo, pets or anything else that is of interest to you) Discussion Forum Two (LO2): Describe a person and an event when you felt that the other person was truly listening. List several behaviors that you have observed when talking with others that imply they are not listening to what you are saying. Additionally, how does

		the Folktale apply to ethics and fit in to a course about counseling?
		Assessment: 1. Reading Check One: Chapters One and Two (LO3)
Week Two: Psychoanalytic Theory and Informed Consent in Counseling	Read: Chapter Three: Psychoanalytic Theory (Pgs. 80-108) (LO3) Informed Consent (Pgs. 1-4) (LO1) (LO2) Watch: Informed Consent Example (6:46 mins) (LO1) (LO2) 10 Psychological Defense Mechanisms (4:11 mins) (LO3)	Discussion Forum: 1. Discussion Forum Three (LO3): Review the defense mechanisms discussed in chapter three and the 10 Psychological Defense Mechanisms video. We have all used them at one time or another. Learning to recognize them is the first step to overcoming them. Please describe one defense mechanism that sticks out to you and an instance of when someone you know may have used one. Assessment: 1. Panopto Assignment One: Informed Consent (LO1) (LO2)
Week Three: Dialectical Behavior Therapy	Read: Chapter Ten: Dialectical Behavior Theory (Pgs. 299-332) (LO3) DBT Skills page (One Pg.) (LO3) Watch: Watch DBT Skills Video (4:00 – 15:00 mins Student Choice) (LO3) Overview of Dialectical Behavior Therapy (DBT) (3:59 mins) (LO3)	Discussion Forum: 1. Discussion Forum Four (LO3) Describe Dialectal Behavior Therapy in your own words. Watch one of the DBT skills videos posted in the "DBT Skills Videos" link. Which skill did you learn about? Please describe it and explain how it applies to DBT. Assessment: 1. Reading Check Two: Chapters Three and Ten (LO3) 2. DBT Infographic (LO3)
Week Four: Adlerian Theory, Existential Theory and	Read: • Chapter Five: Adlerian Theory (Pgs. 138-167) (LO3)	Discussion Forum: 1. Discussion Forum Five (LO3) Watch the video on basic counseling skills. What skills do you think would come easy to you? What skills

Psychological First Aid	 Chapter Six: Existential Theory (Pgs. 168-196) (LO3) Watch: Basic Skills of a Counselor Video (10:50 mins) (LO2) What is Existential Therapy? (3:18 mins) (LO3) 	would be more challenging for you? What other skills would be important for a counselor to possess? Assessment: 1. Reading Check Three: Chapters Five and Six (LO3) 2. Midterm: Psychological First Aid Certification (LO2) (LO3)
Week Five: Person- Centered Theory and SOLER Powered Communication	Read: • Chapter Seven: Person-Centered Theory (Pgs. 197-227) (LO3) Watch: • SOLER Powered Communication Video (5:00 mins) (LO1) (LO4) • Carl Rogers Client Centered Therapy (6:35 mins) (LO3)	Discussion Forum: 1. Discussion Forum Six (LO3) We all have negative days or experience negative situations that continue to replay in our heads. Think of a time that is appropriate to share and briefly describe the situation. What did you do to change the way you felt? What works for you? This is how we help clients re-frame their experience. Assessment: 1. Panopto Assignment Two: SOLER Powered Interviewing (LO1) (LO4)
Week Six: Gestalt Theory and Cognitive Behavior Theories	Read: • Chapter Eight: Gestalt Theory (Pgs. 228-268) (LO3) • Chapter Nine: Cognitive Behavior Theory (Pgs. 269-298) (LO3) Watch: • Cognitive Behavioral Therapy Video (5:59 mins) (LO3) • Gestalt in a Nutshell (3:12 mins) (LO3)	Discussion Forum: 1. Discussion Forum Seven (LO3) Please review your interview assignment for next week if you have not already. Create three of your own questions for the interview and share them with your peers. The questions should be open-ended and promote further discussion. Provide helpful feedback to your peers to facilitate the creation of more meaningful questions. Assessment: 1. Reading Check Four: Chapters Seven and Eight (LO3)

Week Seven: Jungian Analytical Theory, Stages of Change and Interviewing

Read:

- Chapter Four: <u>Jungian</u>
 <u>Analytical Theory (Pgs.</u>
 109-137) (LO3)
- Changing for Good (Pgs. 1-19) (LO1) (LO3) (LO4)

Watch:

- Stages of Change Video (2:35 mins) (LO3) (LO1)
- What is AnalyticPsychology? (10:09 mins) (LO3)

Discussion Forum:

1. Discussion Forum Eight (LO3) Describe something you might want to change in yourself or your life. List three pros and three cons for making the change. Change almost always comes with a gift and a price. If you are working with someone who wants their life to be different, it is important to see how the problem behavior benefits them. Examples: I should give up drinking (contemplation stage) but all my friends drink. I know if I continue to smoke pot my kids might be removed, but I won't be able to sleep at all. I should exercise but I don't have the money to join the gym, and where would I find the time?

Assessment:

- 1. Reading Check Five: Chapters Nine and Four (LO3)
- Panopto Assignment Three:
 Professional Interview (LO1) (LO4)

Week Eight: Rational Emotive Behavior Theory, Reality Therapy and Choice Therapy

Read:

- Chapter Eleven:
 <u>Rational Emotive</u>

 <u>Behavior Theory (Pgs.</u>
 <u>333-364) (LO3)</u>
- Chapter Twelve: Reality
 Therapy and Choice
 Theory (Pgs. 365-397)
 (LO3)

Watch:

 There's no Shame in Taking Care of your Mental Health TED Talk (8:57 mins) (LO3)

Discussion Forum:

1. Discussion Forum Nine (LO3)
You have been introduced to
numerous counseling theories
throughout this course. Choose one
theory that sticks out to you and
create an educational video or
infographic explaining the theory to
fellow counseling students. Identify
at least three concepts, strengths or
challenges that are relevant to the
theory you choose. Do you think it
is an effective counseling practice?

Assessment:

 Reading Check Six: Chapters Eleven and Twelve (LO3)

	2. Final Exam (LO3)	

References

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