



**UNIVERSITY OF  
NORTHWESTERN**  
ST. PAUL

OFFICE OF ADULT  
& GRADUATE STUDIES

# **PYC4051**

## **Principles of Counseling**

**SPRING 2022**

**SYLLABUS**

Version: OL v10.1:09/21

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# PYC4051 Principles of Counseling

University of Northwestern – St. Paul

## COURSE DESCRIPTION

Students examine principles and methods of various schools of counseling. Interviewing skills related to assessment, diagnosis, and treatment planning are discussed. Attention is given to the application of biblical concepts.

**Credits: 3**

**Prerequisites:** None

## INSTRUCTOR INFORMATION

Please see “Contacting the Instructor” on the course site.

## COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Formulate a strategy for using counseling skills
- CO-2. Identify active listening skills
- CO-3. Apply appropriate counseling skills to case studies
- CO-4. Analyze the effectiveness of various counseling techniques

## MATERIALS

### Required Textbooks and Materials

Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy*, Loose-leaf version (10<sup>th</sup> ed.) plus MindTap Counseling Access Code. Belmont, CA: Thomson Brooks/Cole.

### Required Tools

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

## GRADING POLICIES AND PROCEDURES

### Course Grade Explanation

Assignments	Grade Weight
Discussion Forums (12)	50
Video Observation Summaries (5)	25
Final Case Study Analysis	25
<b>Total</b>	<b>100</b>

## Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

## Late Work

All assignments are due as described in the course syllabus. Students are responsible for meeting assignment deadlines. Late assignments will be deducted one full letter grade (e.g., A to B) per day; late assignments will not be accepted for a grade beyond 3 calendar days past the original deadline. Forum discussion activities must be completed on time; late forum posts will not receive any credit. Students should contact the instructor via e-mail if an extenuating circumstance exists.

## Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

## INSTITUTIONAL POLICIES AND SERVICES

### Guidelines and Information

Students are responsible for policies and procedures found in the Office of Adult & Graduate Studies Catalog located on theROCK. These policies include the following:

- Deadlines for dropping or withdrawing
- Attendance
- Class cancellations
- Plagiarism and cheating
- Grading System
- Complaints, exceptions, and appeals

Instructors may have course-related expectations that further detail the policies and procedures outlined in the catalog. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in A&GS courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

### Academic Integrity

Members of the Northwestern community mutually commit to personal integrity and honesty. Students submitting work are expected to convey their own thoughts unless the source is cited appropriately. Plagiarism, cheating, and other forms of academic dishonesty violate ethical and intellectual principles.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

## **Academic Achievement**

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing and Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: [AcademicAchievement@unwsp.edu](mailto:AcademicAchievement@unwsp.edu) • 651-628-3316  
• N4012 (Revised 06/20)

## **Support Services**

Links to support services are available found in the Student Services section at the top of the course site.

## **COURSE POLICIES AND INFORMATION**

### **Email and Announcements**

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

### **Attendance**

Due to the accelerated nature of the online curricula, students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing “F” grade.

### **Submission Standards**

All assignments, unless otherwise stated, must be submitted on the course site in Microsoft Word document format (.doc or .docx). For all assignments, use a standard readable font, double-spaced, etc.

### **Critical Response to Alternate Viewpoints**

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

### **Scholarly Research**

Quality participation in this course requires contribution of scholarly research to class interactions. Students can engage in external research via the Berntsen Library website by performing a search of the 60+ databases available to students. Also available on the library site are multiple tutorials to educate learners in effective search techniques. Other credible journals/articles are options as well.

## **ASSIGNMENTS**

See the course site for complete details on the assignments.

## Discussion Forums

Online discussions represent tremendous learning opportunities because classmates can share viewpoints and other ways of expressing complicated concepts that enable others with diverse learning and cognitive styles to better grasp and master ideas. Approach discussions as learning opportunities where you learn from others and they learn from you. You are not just writing for the instructor to read and grade; you are also writing to converse and help others and yourself better learn and understand at a deeper level.

As noted in the grading explanation below, at the very least three total posts in each forum are required to have a chance of achieving full credit by the end of the week. You are, however, encouraged to use more than three posts to embrace the flexibility of how your posts earn points each week. Not all posts need to be robust mini-essays. Some may primarily serve to merely lead the conversation forward or raise key questions. These kinds of posts are encouraged so long as you take ownership that your posts for each forum collectively add up to achieve the total points with which you are satisfied.

Each substantive post can earn a maximum of 4 points and accumulates across the week toward a goal of 10 points by the end of each week. Earn rating points for the presence of the following in your posts:

- 1 point for **Evidence of Study**—Proficient reference of course learning resources and concepts
- 1 point for **Contribution**—Leads conversation by contributing relevant value beyond existing course resources such as new examples, illustrations, critical thinking questions, cited references, links, or related current events
- 1 point for **Professional Style**—Correct grammar, clarity, organization, respectfulness, openness to healthy debate, and more than just affirmation of others' ideas
- 1 point for **Early Participation**—Post is created prior to 11:59 p.m. on Day 5 and earns at least 1 point for either Evidence of Study or Contribution

Total points earned in a week equate to letter grades as follows:

- 10 or more total points = A (100%)
- 9 points = A- (90%)
- 8 points = B- (80%)
- 7 point = C- (70%)
- 6 points = D- (60%)
- 0–5 points = F (0–50%)

## Video Observation Summaries

The purpose of this assignment is to observe the theories in action and to evaluate the clinical utility of each theory as it applies to a single client. Each week, submit a 500-word summary of your observations and analysis related to the questions provided in the schedule for each week's assigned videos. Grading for these summaries is based on the Completion Rubric on the course site.

## Final Case Study Analysis

Select one of the Case Study Analysis Scenarios on the course site. Read and analyze your selected scenario in reference to all course concepts, theories, and principles. In a minimum of 1,000 words, defend a position on the following considerations:

1. Identify ethical concerns you may face in this case, and any value conflicts you might experience.
2. Next, identify the primary problem(s) you would address.

3. Then, identify which therapies covered in the course, the book, and the video sessions you would use, and explain why. Are there particular strategies or techniques you believe would be beneficial for this client?
4. Identify the therapies you would reject for this client, and explain why. All the therapies covered in the book must be fully considered in your response.
5. Wrap up the case study analysis with a succinct evaluation of the theory that is the best fit for the client with support as to why you selected it.

Grading is based on the criteria in the following table:

Element	Criteria	Weight
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Is there a clear statement about case study selection? Does the introduction provide a clear overview of the paper's contents?</li> </ul>	5
<b>Ethics</b>	<ul style="list-style-type: none"> <li>Are the issues regarding ethics properly treated?</li> </ul>	5
<b>Values</b>	<ul style="list-style-type: none"> <li>Are value conflicts addressed and thoroughly discussed?</li> </ul>	5
<b>Primary Problems</b>	<ul style="list-style-type: none"> <li>Are primary problems identified for the client?</li> </ul>	5
<b>Applied Theories</b>	<ul style="list-style-type: none"> <li>Are ALL theories considered, analyzed, &amp; appropriately applied?</li> <li>Is the analysis thorough?</li> </ul>	35
<b>Rejected Theories</b>	<ul style="list-style-type: none"> <li>Are the "rejected" theories examined with a reflection of a clear and comprehensive understanding of their (lack of) utility?</li> </ul>	35
<b>Format and Style</b>	<ul style="list-style-type: none"> <li>Is the paper without spelling and grammatical errors?</li> <li>Is the 1000-word word count met?</li> </ul>	10

## COURSE SCHEDULE

### Format

This course is delivered in an online format that provides all learning activities online. The day the course starts is considered Day 1 of Week 1 for the course. For example, if a course begins on a Monday, then Day 1 is Monday, Day 4 is Thursday, and Day 7 is the following Sunday.

This course is an accelerated course. As a rule of thumb, students should expect to spend on average 17.5 hours on course work each week.

### Due Dates

Unless otherwise noted, all assignments are to be submitted on the course site by 11:59 p.m. CT on Day 7 of each week. Please see the following schedule for details on when an assignment is due.

For any questions regarding these assignments, contact the instructor.

### Orientation

- Read the Getting Started Page

- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

## **Week 1: Basic Issues in Counseling Practice**

### **Due by Day 2**

- Become familiar with the course site, syllabus and other listed resources
- Participate in the Class Introductions forum
- View Week 1 Overview

### **Due by Day 7**

- Read Corey, Chapters 1–3
- View The Case of Stan videos
  - Lecturettes 1–3
  - Case of Stan 1: Intake and Assessment
- Become familiar with “Ethical Principles of Psychologists and Code of Conduct” on the course site
  - This document guides all professional practice in the field of Psychology, and is especially important for therapists to know for the protection of the discipline, the agency, the practitioner, and especially, the client.
  - Pay special attention to internalizing the following portions:
    - Introduction
    - Preamble
    - General Principles
    - Standards 1–4 and 10 (Understanding of these standards guides the application of the theories explored throughout this course)
- (Optional) Issues and Ethics: Mastery Exercises (Self-assessment)
- (Optional) Review the Week 1 PowerPoint on the course site

### **Interaction**

- Complete participation in both Wk 1 Discussions
  1. Issues Faced by Beginning Therapists
  2. Values vs ethics vs other concerns

### **Assignments**

- Submit Video Observation Summary 1

#### **Questions:**

- *What surprised you? What bothered you? What did you appreciate about how Mr. Corey conducted the interview? Was there anything that Mr. Corey left out of the session you thought should have been included?*
- *Have you ever experienced therapy (attended for yourself or with a family member or friend)? If so, how did your experience of an initial session differ from what you observed on the DVD?*

## **Week 2: The Psychodynamic Approaches**

### **Due by Day 2**

- View Week 2 Overview

### **Due by Day 7**

- Read Corey, Chapters 4–5
- View The Case of Stan sessions:
  - Lecturettes 4–5
  - Case of Stan 2: Psychoanalytic Therapy
  - Case of Stan 3: Adlerian Therapy
- (Optional) Engage the Psychodynamic: Mastery Exercises (Self-assessment) Page
- (Optional) Review the Week 2 PowerPoint on the course site

### **Interaction**

- Complete participation in both Wk 2 Discussions
  1. Psychodynamic Therapy
  2. Defense Mechanisms

### **Assignments**

- Submit Video Observation Summary 2

#### **Questions:**

- *As you watch the sessions, compare them to the chapter and lecture content, and identify how Corey has used each of the theories in his sessions with Stan.*
- *What were some of the key concepts, therapeutic goals, therapeutic techniques, and/or other processes used in this session?*
- *Also compare the two theories on how they were reflected differently and uniquely from one another.*

## **Week 3: The Person-Centered Approaches**

### **Due by Day 2**

- View Week 3 Overview

### **Due by Day 7**

- Read Corey, Chapters 6, 7, and 8
- View The Case of Stan sessions:
  - Lecturettes 6–8
  - Case of Stan 4: Existential Therapy
  - Case of Stan 5: Person-Centered Therapy
  - Case of Stan 6: Gestalt Therapy
- (Optional) Engage the Person-Centered: Mastery Exercises (Self-assessment)
- (Optional) Review the Week 3 PowerPoint on the course site

### **Interaction**

- Complete participation in both Wk 3 Discussions
  1. Person-Centered Therapies
  2. Crisis Intervention

### **Assignments**



- Submit Video Observation Summary 3

**Questions:**

- *What were some of the core concepts that were used? Give specific examples that demonstrate an analysis and synthesis of the content from the text, class time, and videos by comparing and contrasting the three theories.*
- *How is each session particularly unique in its own approach and uniquely different from the others, including different from Psychodynamic, and Adlerian?*

## **Week 4: The Cognitive-Behavioral Approaches**

### **Due by Day 2**

- View Week 4 Overview

### **Due by Day 7**

- Read Corey, Chapters 9–10
- View The Case of Stan sessions:
  - Lecturettes 9–10
  - Case of Stan 7: Behavior Therapy
  - Case of Stan 8: Cognitive Behavior Therapy
- (Optional) Engage the Cognitive-Behavioral: Mastery Exercises (Self-assessment)
- (Optional) Review the Week 4 PowerPoint on the course site

### **Interaction**

- Complete participation in both Wk 4 Discussions
  1. Cognitive-Behavioral Approaches
  2. Cognitive-Behavioral Therapy Case Study

### **Assignments**

- Submit Video Observation Summary 4

**Questions:**

- *Were there interventions or concepts presented in the video or course content that you found problematic or difficult? What were some of the concepts of this theory that were particularly useful or applicable for you?*
- *Are there particular disorders you would particularly target using each of these therapies? Are there disorders either of these therapies might not effectively address?*
- *Finally, analyze each therapy in contrast to the previously covered therapies of Psychoanalytic, Adlerian, Existential, Person-Centered, and Gestalt therapies regarding personal fit? Which of these do you favor so far, and why?*

## **Week 5: The Newer Approaches**

### **The Newer Approaches**

### **Due by Day 2**

- View Week 5 Overview

### **Due by Day 7**

- Read Corey, Chapters 11, 12, and 13

- View The Case of Stan sessions:
  - Lecturettes 11–13
  - Case of Stan 9: Reality Therapy
  - Case of Stan 10: Feminist Therapy
  - Case of Stan 11: Solution Focused Brief Therapy
  - Case of Stan 12: Narrative Therapy
- (Optional) Engage the Reality Therapy: Mastery Exercises (Self-assessment)
- (Optional) Review the Week 5 PowerPoint on the course site

### **Interaction**

- Complete participation in both Wk 5 Discussions
  1. Reality, Feminist, and Postmodern Therapies
  2. Newer Approaches Case Study

### **Assignments**

- Submit Video Observation Summary 5
 

**Questions:**

  - *As you watch the sessions, compare them to the chapter and lecture content, and identify how Corey has used each of the theories in his sessions with Stan.*
  - *What were some of the key concepts, therapeutic goals, therapeutic techniques, and/or other processes used in each session?*
  - *Also compare the theories based on how they were reflected differently and uniquely from one another.*

## **Week 6: Pulling it all together**

### **Due by Day 2**

- View Week 6 Overview

### **Due by Day 7**

- Read Corey, Chapters 14–15
- View The Case of Stan sessions:
  - Lecturettes 14–15
  - Case of Stan 13: Integrative Approach
- (Optional) Review the Week 6 PowerPoint on the course site

### **Interaction**

- Complete participation in both Wk 6 Discussions
  1. Family Systems and Integrative Perspectives Case Study
  2. Worldview Analysis and Takeaways

### **Assignments**

- Select Case Study scenario for the Final Case Study Analysis
- Submit Final Case Study Analysis