



Counseling & Psychology

TENNESSEE TECH

COLLEGE OF EDUCATION

DEPARTMENT OF COUNSELING AND PSYCHOLOGY

COUN6362-001 Counseling Theories & Techniques

Fall 2021

Course Syllabus

Instructor & Course Information

Instructor: Dr. Chad Luke

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Office Hours: As posted and by appointment

Course Information Meeting Place: TJ Farr 307A | Meeting Time: Mondays, 1:00pm-3:00pm

TTU College of Education Conceptual Framework:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



Prerequisites

None

Texts and References

Required Textbooks for this Course

- **Corey - Bundle: Theory and Practice of Counseling and Psychotherapy, Loose-leaf Version, 10th + MindTapV2.0 for Corey's Theory and Practice of Counseling and Psychotherapy, 1 term Pri...**
ISBN: 9780357300855

****Please note that this course requires purchase of Mindtap software in addition to the text.**

- Tennessee Tech TK20 *By TK20* Edition: 2013 Publisher: TK20 INC ISBN: 2811005030132
- Erford, B. (2019). *45 Techniques every counselor should know*. Upper Saddle River, NJ: Merrill.

Recommended Texts

- Erford et al (20202). *Mastering the national counselor examination and the counselor preparation comprehensive examination* (3rd ed.). Pearson.
- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. New York: Guilford.
- Rosenthal, H. (2017). *Encyclopedia of counseling*. New York: Routledge.
- Sommers-Flanagan, J. (2017). *Clinical interviewing* (6th). Hoboken, NJ: Wiley.

Course Description

In order to fully understand and appreciate counseling theory, those theories must make sense from an application standpoint; but in order to apply the techniques related to a specific theory, one must understand the basics of counseling skills; but then techniques without an anchor in theory can be meaningless – disembodied gimmicks applied haphazardly to human issues. This course attempts to address this circular issue by combining theory, techniques and skills for the major counseling theories and techniques. It is a comprehensive approach to the fundamentals of counseling, which will prepare you for Group Counseling and then Practicum. But first, a few definitions to guide our work:

Skills- Skills training involves the *basic listening sequence* that exists across virtually all approaches. They coexist with common factors that determine the extent to which a client will participate and be invested in counseling with you. We will cover the basic counseling skills, which are essential to good theory and technique.

Theory- Theory involves (ideally) an empirically derived way of viewing and understanding the human condition, whether from a health perspective (wellness) or a pathology perspective (medical). It is the set of guiding principles that direct a counselor’s behavior in the clinical environment.

Techniques- Techniques are the theory-based, situation specific interventions used to address particular client concerns. While often used interchangeably, techniques are theory-specific, whereas skills are global.

Course CACREP Objectives/Student Learning Outcomes

Standard	Content/Reading	Formative Assessment	Summative Assessment
2.F.5.a. theories and models of counseling	Corey, G. (2020). Chapters 2-14 Erford, B. (2019). Chapters 1-40	Chapter Quizzes, Mindtap Activities	Case Conceptualization Final
2.F.5.b. a systems approach to conceptualizing clients	Corey, G. (2020). Chapter 13	Chapter Quizzes, Mindtap Activities	Case Conceptualization Final

2.F.5.c. theories, models, and strategies for understanding and practicing consultation	Consultation for Mental Health Counselors: Opportunities and Guidelines for Private Practice (Carney & Jefferson, 2014)	Discussion of Article	Case Conceptualization Final
2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Corey, G. (2020). Chapters 2 & 3	Chapter Quizzes	Case Conceptualization Final
2.F.5.e. the impact of technology on the counseling process	Corey, G. (2020). Chapters 2 & 3	Chapter Quizzes	Case Conceptualization Final
2.F.5.n. processes for aiding students in developing a personal model of counseling	Corey, G. (2020). Erford, B. (2019). Chapters 1-40	Chapter Quizzes, Insight Timer assignment	Case Conceptualization Final
5.C.1.b theories and models related to clinical mental health counseling	Corey, G. (2020). Chapters 2-14	Chapter Quizzes	Case Conceptualization Final

Major Teaching Methods

Instruction will consist of lecture, demonstration, role-play, group participation, small group work, reflection and writing assignments, written exams, and supervised feedback.

Special Instructional Platform/Materials:

- A. iLearn
- B. laptop/computer

Topics to Be Covered

Major theories of counseling
 Primary techniques associated with major theories
 Student’s integration of material toward their own approach to counseling

Grading and Evaluation Procedures

The following grading scale will be used to evaluate candidates’ knowledge of the course.

Grading Scale

A 93 -100

B 85 – 92
C 77 – 84
D 69 – 76
F <68

MindTap Activities	25%
Quizzes	25%
Insight Timer	25%
Theory-Based Case Conceptualization –Final	25%

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech’s Policy 217 – [Student Academic Misconduct at Policy Central](#).

Attendance Policy

See instructor directions.

Class Participation

Participation in class is essential to the value of the learning experience within this course. A candidate’s grade may be affected negatively by low participation.

Assignments & Related Policies

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- Assignments are due at the beginning of class on the due date. For online courses, this means 11:59pm on the assignment due date (please see schedule). Late work automatically receives a 10% grade reduction. After one week late, I reserve the right to not accept an assignment.
- Please be vigilant in following the guidelines for assignments and activities. Grades will be affected by poorly formatted, structured or hard-to-read assignments.
- **Final Case Conceptualization MUST be submitted on Tk20 – work not submitted on Tk20 will not be graded and will receive a 0**
- *See Appendix A for Assignment descriptions*

Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech’s Policy 340 – [Services for Students with Disabilities at Policy Central](#).

COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech’s webpage, building and facilities signage, and similar publications. The university’s Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University’s protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech’s Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

Assignment Format

ALL assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (APA Publication Manual, 6th ed.). Assignments not meeting these minimum standards will be returned and counted as late.

Additional Evaluation Areas

N/A

Class Plan by Weeks or Days

Please see Course Schedule at the end of the Syllabus.

Course Schedule
The syllabus is necessarily tentative relative to student needs as we proceed

Week	Topic	Reading	Assignment
8/23: Week 1	Intro and Syllabus; The Basics, Common Factors, Transtheoretical Model, Meta-Theory Model, 7 Skills	<i>Luke Power Points</i>	
8/30: Week 2	Person of the Counselor & Ethics	<i>Corey 2, 3; Erford 45</i>	Quizzes & MT assignments CH 02 and CH03

9/06: Week 3	Labor Day – No Classes		
9/13: Week 4	Psychoanalytic/Psychodynamic/ Psychosocial	<i>Corey 4; Erford 6, 9</i>	Quiz & MT assignments CH 04
9/20: Week 5	Individual Therapy (Adler)	<i>Corey 5; Erford 7, 8, 10</i>	Quiz & MT assignments CH 05
9/27: Week 6	Existential Therapy	<i>Corey 6; Erford 10, 19</i>	Quiz & MT assignments CH 06
10/04: Week 7	Person-Centered Therapy	<i>Corey, 7; Erford 20</i>	Quiz & MT assignments CH 07
10/11: Week 8	fall break – no class meeting		
10/18: Week 9	Gestalt Therapy	<i>Corey 8; Erford 11-13</i>	Quiz & MT assignments CH 08
10/25: Week 10	Behavior Therapy	<i>Corey 9; Erford 32-34 (and 35-42 for reference)</i>	Quiz & MT assignments CH 09
11/01: Week 11	Cognitive-Behavior Therapy	<i>Corey 10; Erford 22-28</i>	Quiz & MT assignments CH 10
11/08: Week 12	Choice Theory/Reality Therapy	<i>Corey 11; WDEP discussed in class</i>	Quiz & MT assignments CH 11
11/15: Week 13	Feminist Therapy	<i>Corey 12; Erford 21, 44</i>	Quiz & MT assignments CH 12
11/22: Week 14	Postmodern Approaches Thanksgiving Week	<i>Corey 13; Erford 1-5, 33</i>	Quiz & MT assignments CH 13
11/29: Week 15	Family Systems Therapy	<i>Corey 14; in class</i>	Quiz & MT assignments CH 14 Theory-Based Case Conceptualization – Final Due Monday, 11/29 at Noon
12/06: Week 16	Transactional Analysis Theory Integration & Wrap-up	<i>Corey 17; videos Corey, 15-16</i>	Quiz & MT assignments CH 17 Turn in Insight Timer Log
12/13: Week 17	Finals Week		

**Appendix A
Assignments**

1. MINDTAP ASSIGNMENTS (Participation)

25% of final grade – grade is a composite score based on completing MindTap assignments, on time, and reviewing feedback

Weekly Chapter Structure (4-14, 17) (chapters 2 and 3 will have slightly different activities but are clearly marked in MindTap):

- Self-Inventory “Why am I here?” (5 minutes)
- Read the chapter (60 minutes)
- Video Activity – Gwen (15 minutes)
- Video Activity – Stan (15 minutes)
- Case Study – Gwen (15 minutes)
- Take the Quiz (40 minutes each, up to two attempts)
- Case Study (30 minutes)
- Take the post-theory reflection (5 minutes)

Total time in chapter, estimated: 3 hours, 20 minutes “seat time”

2. MINDTAP QUIZZES

25% of final grade

Each chapter – 2-14, 17 – has a quiz, which are made up of roughly 20-25 questions. These quizzes are set for 40 minutes, but are open-book, and have two attempts available.

3. INSIGHT TIMER

25% of final grade

Download the application Insight Timer to your phone or device. Engage with the app a minimum of three times per week, for at least five minutes each time. Record your participation in an activity log (simple Word table is fine). Keep track of your experience with the app, noting activities and teachers that seem to align with the theories we cover in the class. Consider ways you might use this with your future clients or students. Summarize your conclusions in the final project (case conceptualization).

Date	Activity	Time	Connection to theory (brief)	Use with clients/students (1x per week)

4. CASE CONCEPTUALIZATION – FINAL (PAPER OR PRESENTATION)

25% of final grade – Due 12/04 at noon in TK20 AND iLearn

Case Conceptualization 2: Five Approaches: PA, E/H, CBT, PmT, FS

Case Description:

For the final, you'll be applying what you've experienced in the course to a hypothetical client/student. Read the following case description (provided in iLearn) and address the following:

- I. Introduction to the Case (Write a brief summary of the case and your goals for working with them)
- II. Section 1: Identify the primary theory you would work from, from those discussed in the course
- III. Section 2: Describe the approach in terms of the 8-Factor Meta-model components
- IV. Section 3: Discuss the relative strengths and limitations of your approach compared to the other three categories (broadly, by category, not every individual theory). For example, if you chose a person-centered approach, compare with the other three categories of Psychoanalytic, Cognitive-Behavioral, and Postmodern
- V. Section 4: Discuss three techniques from your theory that you would use with the case and provide a brief sample application of each (use Corey and Erford texts)
- VI. Section 5: Discuss how you would involve the family in treatment
- VII. Section 6: Describe how specifically you might use Insight Timer and any other technology with the case based on your preferred theoretical approach
- VIII. Section 7: Case Consultation – read the article provided in iLearn on Consultation and discuss how you would approach consultation of this case with a colleague
- IX. Section 8: Summary/Conclusion – include your own views of counseling relative to this material

Page length rubric:

- <10 = not likely to pass
- 10-12 = “A” zone
- 12-15 = “B” zone
- >15 = not reading more than 10 pages
- **page length excludes title and reference pages

COUN 6362 - Counseling Theories Competencies Rubric (CACREP 2016 Standards)

	10 Exceeds Competency	8-9 Meets Competency	6-7 Developing Toward Competency	5 and below Insufficient/ Unacceptable
F. 5. a. Students will describe theories and models of counseling. CMHC. b. Students will understand theories and models related to clinical mental health counseling.	Exceeds	Meets	Developing	Unacceptable
F. 5. b. Students will discuss a systems approach to conceptualizing clients.	Exceeds	Meets	Developing	Unacceptable
F. 5. c. Students will identify theories, models, and strategies for understanding and practicing consultation.	Exceeds	Meets	Developing	Unacceptable

<p>F. 5. d. Students will discuss ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.</p> <p>F. 5. e. Students will discuss the impact of technology on the counseling process.</p>	Exceeds	Meets	Developing	Unacceptable
<p>F. 5. n. Students will identify processes for aiding students in developing a personal model of counseling.</p>	Exceeds	Meets	Developing	Unacceptable