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CAS 291.50C: Special Topics - Theories of Counseling

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Syllabus: Theories of Counseling

CAS201 (291) Theories of Counseling

(3 semester units)

Class time: FULLY ONLINE Spring
2015

Dr. Linda Eagleheart-Thomas, Professor of Psychology
Missoula College, University of Montana

*Office Hours: Virtual Office Hours ANNOUNCED ON Moodle-
Also Skype, and BY appointment in my Office.

*Regular Office hours in OFFICE M/W 11:30-1:30

Email: linda.eagleheart@umontana.edu **Best WAY to reach me!!!!**

Phone-406.243.7906 [NOT the best way to reach me]

***Please do your best to schedule a time in advance for an office appointment so that we can have adequate time to address your concerns.**

Required Readings and Media for Theories of Counseling 201 (291)

1. *Theory and Practice of Counseling and Psychotherapy [TPCP]* (9th ed., 2013)
2. *Student Manual for Theory and Practice of Counseling and Psychotherapy* (9th ed., 2013)
3. *DVD for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* [Available as online program on the website – see access code]
 - *Mind Tap, the ONLINE site with eBook, videos and lecturettes*

This is a CUSTOM TEXT BUNDLED PACKAGE that includes latest edition of textbook, student manual bound into back of the book, and **access codes** to the website with Dr. Corey's online lectures as well as other required materials such as assignments and exams. It is available in the Missoula College BookStore.

Course Description

CAS201, Theories of Counseling, is a survey of various approaches to counseling and psychotherapy. The course is a mixture of lecture, discussion, experiential learning, demonstrations, role playing, viewing DVD counseling sessions, and practice of the major contemporary models of counseling. Ethical and professional issues are also addressed.

My Commitment to You. As the professor of this course, I will do all I can to make this an interesting and meaningful learning experience for you. I am convinced that the course is very valuable and that there are many ways to apply what you will be learning both to yourself personally and in your professional work setting. It is my sincere hope that this course will be enjoyable and will be one you value. This course is based on the assumption that students learn best when they believe the course material is relevant and is presented in a manner that is both

interesting and challenging. I attempt to utilize a diversity of methods of instruction in order to make instruction come alive for the students.

Student Investment. It is expected that students will participate in this class with different levels of background. Learning counseling approaches requires students to not only study the academic material and the theories, but to practice techniques and explore personal reactions while engaged in this practice. A proactive stance is the most conducive to learning both personally and academically. Students need to be prepared for this class by reading the assigned materials and be present in the discussions and other activities assigned, in order to make a meaningful investment in the learning process.

Course Objectives

The purpose of the course is to expose you to a variety of contrasting theoretical models underlying both individual and group practice in counseling. Specific objectives are:

1. To provide you with information about the therapeutic process and the practical elements of the counseling interaction.
2. To provide you with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process.
3. To expose you to a variety of ethical and professional issues in counseling and to guide you in developing a position on these issues.
4. To develop an interest in reading in the counseling field.
5. To develop self-evaluation skills, writing skills, and critical thinking skills.
6. To encourage your integration of theoretical and experiential learning in order to form your own personal model of the counseling process.
7. To challenge you to look at your own qualities that support and hinder your attempts at being therapeutic for others.
8. To gain an understanding of ways of applying eleven theories to specific cases. (See the case of Stan in the *TPCP* text and student manual, and in the online program, Theory in Practice: The Case of Stan. See also the case of Ruth in the *Student Manual* and other cases in the *Student Manual for TPCP*). You will have opportunities to practice working with these cases.
9. To encourage you to apply all of the theories you are studying to yourself personally.

Course Expectations

Students are expected regularly login to the website at least 3 times a week and participate in any planned events for the week. Students cannot plan on coming into class to take exams and not attend participate in other activities, including the student study guide. It will be impossible to pass this class with less than regular login.

Respect confidentiality! Confidentiality is a necessity. Students might volunteer to share personal information during discussions . This is an important part of the learning experience and the student's right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained

Class Participation/Attendance. You are expected to be an active learner, which includes participation in the online discussions and group discussions posted. If you are not willing to get actively involved in sharing/exchanging your ideas on issues pertaining to this course, then you should consider not remaining in this class. This class will involve some degree of self-exploration and interpersonal learning. You are also expected to POST questions for discussion with the class sessions and demonstrate that you are keeping up to date with your reading assignments.

Special Needs/Accommodations

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.

- **Missoula College students:** Contact Paul Kozlowitz at (406) 243-7931 or via email, [Paul](#).
- **Mountain campus students:** Contact DSS at (406) 243-2243 or via email, [DSS](#).

I will work with you and DSS to provide reasonable modifications. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, the student must provide DSS documentation *before* the assignment is due so reasonable accommodations can be made. For more information, please consult [DSS](#).

LATE and MAKE-UP WORK POLICY:

LATE or MAKE-UP WORK WILL NOT BE ACCEPTED. HOWEVER, according to the UM's [Academic Policies and Procedures](#), under "Class Attendance/Absence Policy," I **MAY** excuse **brief** and **occasional** absences for the following reasons:

1. an illness or injury
2. a family emergency
3. religious observance
4. participation in a university sponsored activity
5. military service

If you miss an assignment, exam or participation points due to one of these exceptions, **valid documentation MUST be provided** in order to make it up.

- Please consult me on what “valid documentation” entails.
- You have **48 hours after the missed assignment’s due date** to notify me so that we can arrange for you to make-up the work or turn it in late.
- Failure to meet the extended deadline will result in a zero for the assignment.
- Please be aware, **I strictly enforce this policy and WILL REQUIRE documentation.**

DROP POLICY

According to UM’s [Academic Policies and Procedures](#), beginning the **46th instructional day** of the semester (i.e. **April 7th, 2015**) through the last regular class day (i.e. **May 8th, 2015**) before Finals Week, students may drop courses **only by petition that requires approval from the instructor, advisor, and dean**. Note that not all petitions are approved and documented **justification is required**. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student’s control. Instructors and advisors have the right to indicate that they do not recommend the drop. A WP or WF will appear on the transcript.

INCOMPLETE POLICY

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM’s [Academic Policies and Procedures](#)).

STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)

The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exam, paper, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all assignments **must** be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. **Cheating or plagiarism** will result in **FAILURE** (that is, a zero or an “F”) on the assignment, **at minimum**, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an “F” for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College’s [Academic Support Center](#) (243-7826).

Suggestions for Getting the Most From The Course

1. Read the contents in this syllabus carefully. Any questions you have will be clarified during the first and second week.
2. Decide at the outset if you have the time and are willing to devote the time and effort needed to do a quality job for this important course in your major.

3. Don't allow yourself to get behind in your reading and the work in the Student Manual! The required readings for the *Theory and Practice of Counseling and Psychotherapy* – and the *Student Manual* – should be completed each week on time. It is expected that you make use of the *Student Manual* that accompanies the textbook. Come to class prepared to ask questions or raise issues based on the readings. The interactive self-study program, *Theory in Practice: The Case of Stan*, will give you an opportunity to view the theories applied to practice. It is strongly recommended that you go through this program at home each week as a preview of showing Stan in class.

Note All reading assignments are before you take the weekly quiz, *Theory and Practice of Counseling and Psychotherapy*, and the *Student Manual*, and the online program *Counseling Stan*.

4. It is expected that you make full use of the *Student Manual for Theory and Practice of Counseling and Psychotherapy*. In addition to reading and studying the chapters in the textbook, this manual provides self-inventories for each therapy approach, discussion questions, a concise summary of the basic points of each theory, practical exercises and activities, case studies, and other open-ended situations for you to consider. After you have thoroughly studied the textbook, take the self-tests in the manual and score them to determine your level of mastery of the material. These will be most helpful in reviewing for examinations.

Weekly Quizzes will be turned in, consisting of the *Pre-Chapter Self-Inventory* and the *Comprehension Check* for each theory chapter in the *Student Manual* – along with the **online quizzes** for each of the theory chapters. Be sure to score the quizzes and **submit them on time each week. If you do, you will receive 10 points for each of these quizzes (100 possible)**. You will have a separate answer sheet to record your responses on each pre-chapter self-inventory and comprehension check for each chapter.

5. Come to class with an open frame of mind and be willing to take some risks. This course is designed as a *beginning* survey of counseling theory and practice. Thus, as an introductory course, you are *not* expected to have counseling experience. Hopefully, you will challenge your fears and push yourself to become an *active and involved participant*.
6. View the online program **Theory in Practice: The Case of Stan** each week in accordance with the schedule. It is expected that you will view a session as we will discuss in ONLINE discussions. Be prepared with comments and questions for each of the sessions with Stan.
7. Two tests (each with 100 multiple choice items) are given as well as a final examination (with 200 multiple choice items over the book). Look at the suggestions given in this course outline for ways to prepare for these exams, as well as an idea of the content of them.
9. **Grading Practices and Policy**. Your grade for this course will be based on the following:
 - A. Tests

