Class time: Mondays, 12:30-3:00 p.m., Carswell 205

Course Content:
This course is designed to facilitate your understanding of the key components of a variety of major established and emerging counseling theories, consistent with current professional research and practice in the field. Theories will be presented as conceptual frames from which counselors can understand their clients more completely and deeply. Strategies and techniques from each theory will be presented to show how those methodologies can be used to assist clients in overcoming psychological problems, developmental issues, psychopathology, ecological challenges, and adjustment to disability.

The theories outlined in this class can also be used to increase your self-understanding. I invite you to use the theories not only to increase your ability to understand people, but to increase your intrapersonal cognitive complexity, or, as Freud might say, to make your unconscious conscious.

Course Objectives:
Students will learn:
- The historical context from which counseling theories evolved.
- The philosophical assumptions that underlie each of the major theories.
- The key components and major tenets of the major counseling theories, including feminist and multicultural perspectives.
- Strategies and techniques inherent in the major counseling theories.
- Current research related to counseling theories.
- Current knowledge base on process and outcome in counseling.

Students will demonstrate the ability to:
- Identify the key names, concepts, strategies, and techniques associated with the assigned theories.
  - Means of assessment: midterm and final exams; in-class discussion and exercises
- Compare and contrast different theories within counseling.
  - Means of assessment: midterm and final exams; Theoretical orientation paper.
- Identify and describe theory-based interventions utilized in current research literature.
  - Means of assessment: research article presentation
- Engage in conceptualization and application of concepts & techniques from major theories to case examples.
  - Means of assessment: class discussion and in-class exercises; Case application paper.
- Synthesize concepts from the major theories to deepen self-understanding.
  - Means of assessment: journal; Theoretical orientation and metaphor assignment.

Methods of Instruction:
In this class we will use a combination of lecture and class discussion supplemented by videos and other activities.

Required Readings:
Additional readings may be required at the discretion of the instructor; if so, you will be provided with bibliographic information and/or an electronic copy.

**Expectations:**

**Attendance**

Attendance at all classes for the entirety of the class is required. You are expected to arrive on time for all classes. You will be allowed one absence with no penalty. Whenever possible, notify me (or a classmate) before class if you are going to miss class due to illness or emergency. All absences will be discussed with the instructor either prior to or subsequent to the missed class.

**Email**

It is the instructor’s intention to respond to emails as quickly as possible and within a reasonable time frame (i.e., within 24 hours or less). However please be aware that emails received after 5 p.m. Monday-Friday may not be opened until the next working day. Emails received on Saturday, Sunday, or during a scheduled WFU break may not be opened until classes resume. Please don’t hesitate to send emails at any time. If for some reason you do not receive a response from me within 24 hours during the regular work week, please write me again to make sure that I received your original note.

**Attendance, Preparation, and Participation**

As graduate students your commitment to learning is manifested in regular class preparation, attendance, and active participation (i.e., appropriate, thoughtful, and meaningful contributions to class discussions). This requires that you come to class having completed the readings and assignments and taken time to consider the application of this knowledge to the counseling process and being willing to share and contribute to discussions.

In order to participate fully in class, students must complete all assigned readings and assignments ahead of time and bring textbooks and other assigned readings to each class meeting. Furthermore, you will need to bring your syllabus with you to class as it will be referenced as assignments are discussed. This class is designed with lecture, discussion, collaborative, and self-reflective components. Your spirit of participation is a key to your success.

Course assignments are expected to be completed independently unless the instructor has specified that the assignment is appropriate for group work. If you have questions about an assignment please contact the instructor.

**Professionalism**

It is assumed that a counseling student’s behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey respect in interactions with classmates and the instructor. Students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings (e.g., disagreement with others’ opinions; dislike for a theory) appropriately.

**Professionalism (continued)**

Side private conversations, cell-phone/smart phone use, and arriving late for class are not acceptable professional behaviors. As a step toward creating healthy boundaries in your life and to demonstrate respect
for others, please make sure that all cellular phones are turned off or placed on silent for the duration of class. I will notify you when and if it is appropriate to use your laptop in class. In general, laptops will not be used for note-taking during class.

Show respect to others while they are speaking and demonstrate openness to different points of view. Strive to increase your self-awareness by noticing how the class impacts you, as well as how you impact others.

Sometimes problems arise during the semester that can impact a student’s ability to be successful in a course. If this happens to you, please see me as soon as possible. Do not wait until the last minute to get help with an assignment or an issue that is impacting your success in the course or in the program.

**Late Assignments**
You are responsible for turning in assignments on time as indicated by the syllabus. You may be asked to submit an electronic version of your assignment along with a hard copy. Assignments are due by the beginning of class on the date they are due. Otherwise, they are considered late. Your grade will be reduced by 10% for each day an assignment is late. Make-up work or exams will not be permitted and no incompletes will be granted, expect under exceptional circumstances and at the discretion of the professor. Please see me immediately if you believe you have an exceptional circumstance.

**Disability Services**
If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (336-758-5929) within the first two weeks of the semester.

**Honor Code**
Students are expected to follow the Wake Forest University Honor Code. “Wake Forest considers adherence to the Honor Code and maintenance of a sense of social and community responsibility to be integral to the mission of the University. The Honor Code concerns itself primarily with the academic integrity of the institution and its students, and covers cheating, deception, stealing, plagiarism, dishonesty, and contempt, in the academic context. Conduct cases involve violations of the University’s standards of community responsibility” (Student Handbook, p. 84). For more information on the Wake Forest Honor Code please visit the Office of the Dean of Student Services website http://services.studentlife.wfu.edu/judicial-affairs/honor/ or consult the WFU Student Handbook.

**Student Performance Evaluation Criteria and Procedures:**

- **Midterm & Final Exams (35%)**
  - CACREP Core: 1.a; 2.c; 3.h; 5.a.b.d.e; 6.c; 8.a.c.e.
  - You will demonstrate knowledge of the counseling terms, key names, and concepts associated with the major counseling theories by obtaining a B or better grade on the midterm and final exams. Exams are due 10/19 and 12/11. Of course, you may submit your exams prior to the due dates.

- **Research article presentation (10%)**
  - CACREP Core: 3.h; 5.d; 8.a.b.c.e.
  - With your group, you will select a research article from a peer-reviewed journal. The article should describe research about psychotherapeutic intervention(s). The intervention(s) being examined in the research should be based in a specific theoretical approach we have discussed in class (e.g., psychodynamic, person-centered, CBT, etc.). Your group will be assigned a group of related theories to guide you in choosing your article. Using PowerPoint, create a presentation for the class that highlights the main points of the article, focusing upon how the intervention puts theory into practice. Presentations should last 10 minutes, with 5 minutes of group-facilitated discussion to follow. (If the class does not have questions/comments, your group should be prepared with prompts to spark discussion.) Due dates
are listed on the Course Schedule (see page 6). I am happy to meet with groups to discuss your article choice and/or provide guidance about where and how to look for an article. Please provide a 1-page bullet-point list of main points for the class; email this to me before your due date.

- **Case Conceptualizations 1 & 2 (10% each; 20% total)**
  You will complete one case conceptualization during the semester. Apply a theory of your choosing and related techniques to the case provided. It is up to you which theory you apply for your case conceptualization. Each case conceptualization should be 3 to 4 pages in length double spaced. You will be provided with a Case Format and a Client Case Description for this assignment.

- **Journal (15%)**
  **CACREP Core: 1.a; 3.b.e.f.h; 5.a.b.c.d.e; 6.b.c.d; 7.b.c; 8.e.**
  The purpose of this assignment is to assist you to increase your self-knowledge and awareness. In order to help others, counselors must have a very sophisticated and comprehensive level of self-understanding. There is a very strong correlation between self-awareness and success in the clinical aspects of our training program. Use this course and your journal to help you grow and develop, so that you can be the type of counselor most able to help others.

  After reading each chapter and participating in class discussions, I want you to answer each of the following questions for at least 10 counseling theories or models. Journal entries should be between 250 and 400 words per theory.

  - What did I learn about myself from this theory?
  - What specific concept struck me most deeply from this theory?
  - What might I do or think about differently now in my work as a counselor since I know more about myself?

  You will submit your journal twice during the semester. Due dates are listed in the Course Schedule on page 6. There should be at least five entries for each submission.

  Please submit your journal electronically to schollmb@wfu.edu as an attached Microsoft Word document. Name your document: Your Last Name Theories Journal 1 or 2. Your journal can include any other material you choose related to the learning and growth you experience over the course of this class, but it must also address the three questions listed above. I will evaluate your journal based upon your ability to thoughtfully and honestly use theoretical concepts from the class to deepen your self-understanding. You are not required to disclose personal information you find embarrassing or too difficult to discuss. However, you do need to demonstrate an openness to understanding your own issues, and an ability to recognize and deal with complex human experiences, feelings, and behaviors.

- **Theoretical Orientation Essay/Metaphorical Object (10%)**
  For this assignment, students are required to develop an original comprehensive artifact/model and a 2-page essay presenting your theoretical orientation. You will tell whether your orientation represents an accommodative, assimilative, common factors, or technical eclectic integration of three or more theories. In addition, select or create metaphorical object to represent your theoretical orientation. It can be a favorite painting, a food, a design, a poem, quilt, etc. This metaphorical object should clearly represent the identified integration model you have adopted. You are required to combine multiple theories (three or more) into one comprehensive theoretical approach. Be creative in the selection or development of your metaphorical object as this can be whatever you feel truly represents YOU, and your integrated approach to counseling! You will share the metaphorical object with your peers in a brief presentation on December 7th. Your essay should be no more than 4 pages long (only 2 pages are required) and should
be turned in by email to schollmb@wfu.edu by December 7th. A format will be provided describing the contents of the paper.

- **Class Participation (10%)**
  Your active, thoughtful engagement during class is expected. Participation is demonstrated through attendance, timeliness, attentiveness, and involvement in class discussions and exercises.

**Department of Counseling Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;93</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Due</th>
<th>Topics</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Chapter/Sources</td>
<td>Assignments</td>
<td>Due Date</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>August 31</td>
<td>Chapter 1</td>
<td>Orientation; Theory is a good thing.</td>
<td>Begin forming groups.</td>
</tr>
<tr>
<td>September 7</td>
<td>Carl Rogers Article</td>
<td>Are Rogers’s Core Conditions both Necessary and Sufficient?</td>
<td>Write a 200-250 word typed essay discussing whether the core conditions are both necessary and sufficient. Due September 14</td>
</tr>
<tr>
<td>September 7</td>
<td>Chapter 5</td>
<td>Carl Rogers’ Person-Centered approach • Gloria film – Carl Rogers</td>
<td>DUE: Essay on Core Conditions. Are all of the core conditions both necessary and sufficient?</td>
</tr>
<tr>
<td>September 21</td>
<td>Chapter 6</td>
<td>Existential approaches Frankl, Yalom, et al.</td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td>Chapter 7</td>
<td>Gestalt Therapy • Gloria film—Fritz Perls</td>
<td>DUE: Emotion-focused article presentation</td>
</tr>
<tr>
<td>October 5</td>
<td>Chapters 2 &amp; 3</td>
<td>Freud’s psychoanalysis Jung, Ego Psychology, Object Relations, Self Psychology</td>
<td>DUE: Psychodynamic-focused article presentation</td>
</tr>
<tr>
<td>October 12</td>
<td>Chapter 4</td>
<td>Adler’s Individual Psychology Brief Psychodynamic Psychotherapy • Nancy McWilliams psychotherapy film</td>
<td>DUE: JOURNAL DUE by midnight (at least 5 entries)</td>
</tr>
<tr>
<td>October 19</td>
<td>Chapter 8</td>
<td>Behavior Therapy CBT intro</td>
<td>DUE: At-home MIDTERM EXAM by midnight</td>
</tr>
<tr>
<td>October 26</td>
<td>Chapter 9</td>
<td>REBT Ellis — Gloria film—Albert Ellis</td>
<td>DUE: Case #1 Conceptual. Paper</td>
</tr>
<tr>
<td>November 2</td>
<td>Chapter 10</td>
<td>Cognitive Therapy A. Beck — Judith Beck CT film</td>
<td>DUE: CBT-focused article presentation</td>
</tr>
<tr>
<td>November 9</td>
<td>Chapters 11 &amp; 16</td>
<td>Reality Therapy—Glasser, Wubbolding Mindfulness approaches—ACT, Linehan’s DBT</td>
<td>DUE: Action-focused article presentation</td>
</tr>
<tr>
<td>November 16</td>
<td>Chapters 14 &amp; 15</td>
<td>Solution-Focused Brief Therapy— deShazer, Berg Narrative Therapy</td>
<td>DUE: JOURNAL by midnight (5 new entries)</td>
</tr>
<tr>
<td>November 23</td>
<td>Chapter 12</td>
<td>Feminist Therapy Relational Cultural Theory</td>
<td>DUE: Case #2 Conceptualization Paper</td>
</tr>
<tr>
<td>November 30</td>
<td>Chapter 17</td>
<td>Is this a good theory? Process/outcome; common factors</td>
<td>DUE: Constructivist article presentation</td>
</tr>
<tr>
<td>December 7</td>
<td>Integration of Therapies and Techniques</td>
<td>DUE: Integrative Model Presentation in Class</td>
<td></td>
</tr>
<tr>
<td>December 11</td>
<td>No Class Meeting</td>
<td>Final Exam Due</td>
<td>DUE: By 5:00 pm</td>
</tr>
</tbody>
</table>

- Note: The calendar of events is subject to change as deemed necessary by the instructor.