

COU 641-001: Theories of Counseling (3 credits)

Class Time & Location: Wednesday 6:15-9:00 pm, MP 292
(Zoom link available via course Canvas site, as needed)

Instructor: Paige Faust, M.S., LPCC-S (KY)

Office Hours: By appointment

NKU E-mail: yeagerb2@nku.edu

Course Description: This course examines the major models of counseling and psychotherapy with a focus on theoretical integration. By embedding the aforementioned models into a conceptual framework, this course aims to help students conceptualize the links between the various schools of counseling thought and provide them a lens through which to better comprehend the theories' relevance and applicability.

Prerequisites: Matriculation in counseling program or approval of department chair.

Required Materials

Hari, J. (2018). *Lost connections: Uncovering the real causes of depression—and the unexpected solutions*. New York, NY: Bloomsbury. ISBN: 978-1-63286-830-5

Murdock, N. L. (2017). *Theories of counseling and psychotherapy: A case approach (4th ed)*. Columbus, OH: Pearson. ISBN: 978-0134240220

Course Requirements

Class Attendance and Participation. Attendance and participation are required for all classes. Students are expected to arrive at class on time (subject to weather emergencies) and to remain in class throughout the session. Failure to be prepared will count as an absence. Parents/guardians facing unanticipated child-care issues should contact me ahead of our class meeting time to arrange accommodations.

Active participation is essential to learning. Students who participate actively demonstrate openness to growth and willingness to share thoughts and feelings, both in experiential activities and in reflections. This course and all its activities are a collaborative effort and its results depend heavily on your commitment, transparency, and interest. **More than two absences will prevent completion of course requirements.** Students will contact the instructor if they will be absent from a class.

Examinations. This course will involve two (2) examinations, a Midterm & Final. They will cover material from class lectures, assigned reading, and class activities. The final will be cumulative.

“Making A Change” Theoretical Papers. Counselors endeavor to help clients help themselves bring about personal change. For this assignment, students will complete five (5) papers centered upon a personal change that could potentially improve their lives. Each paper will

correspond to one of Prochaska & DiClemente's (1982) Stages of Change, and students will be responsible for utilizing the associated theories presented in class to gain familiarity with ways counselors might interact with clients in each stage. Additional information about each paper will be provided in class.

Assignment Format and Submission: All assignments are to be submitted via Canvas unless otherwise indicated. When turning in your assignments, please **save your assignments** (i.e., name the document files) using the following naming conventions:

Name (full last name, first initial)_Title of Assignment_Course Designation

For example: "PolhemuE_ChangePaper1_COU641"

Unless otherwise noted, all assignments are due **by 6:15 p.m.** on the date listed on the syllabus.

NOTE: Assignments turned in late may not be accepted for credit. Though highly unlikely, late assignments may be accepted at the instructor's discretion with accompanying documentation of circumstances. Please communicate with the instructor if you believe an assignment will be late. **It is important students communicate clearly, directly, and promptly with the instructor when a circumstance arises that may impact their ability to engage in the course.**

Course Grading

The NKU Counseling Program approaches the construct of professional dispositions as "habits of mind" that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following *professional performance dispositions*: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

The assessment breakdown is as follows:

| | |
|---------------|-----------------------------------|
| Midterm Exam | 200 pts |
| Final Exam | 200 pts |
| Change Papers | 500 pts (100 pts. for each paper) |
| Total | 900 pts |

The above grading breakdown is subject to change upon notice to the students.

Grading Feedback

Students should expect feedback on assignments within 10-14 days of the assignment deadline except when notification via announcement of a different timeline is provided.

Grading Scale

Grading Scale

- **A:** 93.00-100.00
- **A-:** 90-92.99
- **B+:** 87-89.99
- **B:** 83-86.99
- **B-:** 80-82.99
- **C+:** 77-79.99
- **C:** 73-76.99
- **F:** 0-72.99

Note: Per the Counseling Program Student Handbook, any student receiving a grade lower than a B-minus in this course will need to repeat the course the next time it is offered.

Please be sure to review the University Common syllabus: This document, available on the course Canvas site, includes the policies on facial coverings, academic & sexual misconduct, observance of religious holidays, inclement weather, incompletes/withdrawing from a course, grade appeal, diversity, inclusive excellence, evaluation of instructor & course, and resources for student support.

Tentative Course Schedule

Date: 1/19 (Week 1)

Course Session Topics: Introduction/Course Overview

Review syllabus & course schedule, Developing a personal model of counseling. What is theory?

Reading & Assignments Due: Read & review syllabus; Articles on Stages of Change and TTM- See Canvas.

Date: 1/26 (Week 2)

Course Session Topics: Understanding Context; Basic Neuroscience & Counseling; Compassion & Essential Counselor Attitudes & Behaviors; Interventions: The Hand Brain & Name it to Tame It

Reading & Assignments Due: Murdock Ch. 1; Hari: Intro & Ch 1 (The Wand); Scarcity trap & Therapist Uncensored Podcasts—see Canvas for links

Date: 2/2 (Week 3)

Course Session Topics: Disconnection/Reconnection; Evidence-Based Therapeutic Factors; Helpful Attitudes and Behaviors of Counselors; Biopsychosocial model; Exploring identity, work & mood disorders; Considering Grief; Poetry as Therapeutic Strategy

Reading & Assignments Due: Murdock Ch. 7; Hari: Ch 2-6

Date: 2/9 (Week 4)

Course Session Topics: Disconnection/Reconnection; Theory as map; Developing a personal model of counseling; Common factors; Social connection & well-being; Loneliness; Adlerian; Technique: I-message

Reading & Assignments Due: Murdock Ch 4. Hari Ch 7

Date: 2/16 (Week 5)

Course Session Topics: Psychoanalysis & Psychodynamic

The Role of the Past, Trauma & Attachment in Therapy; ACES study & Intro to ACES (Key Framework for Understanding Clients); Exploring impacts of consumerism & capitalism on clients

Reading & Assignments Due: Murdock Ch 2 & 3; Hari Ch 8-9

Date: 2/23 (Week 6)

Course Session Topics: Humanistic Approaches, Person-Centered Counseling; The Core Conditions; Inequality; Exploring Power and its impact on Health; Conceptual Framework: Hierarchy of Needs; Intervention: Nature exposure

Reading & Assignments Due: Murdock Ch 5; Hari Ch 10 & 11

Date: 3/2 (Week 7)

Course Session Topics: Humanistic Approaches, Existentialism; Making meaning; Neuroplasticity; Economic Insecurity & Mental Health; Intervention: Mirroring

Reading & Assignments Due: Murdock 6; Hari Ch 12-13 **1st Stage of Change Paper: Precontemplation Due Fri. 3/4 at 6:15pm.**

Date: 3/9 (SPRING BREAK – No Class)

Date: 3/16 (Week 8)

Course Session Topics: Family Systems: Balancing individual and cultural systems ;Solution-Focused: Change talk, revisit process of change embedded within TTM. Intervention-driven counseling.

Exam window: Sat, 3/12 at 12am-Wed 3/16 at 6:15 pm

Reading & Assignments Due: Midterm Exam due Wed. 3/16 at 6:15 pm; Murdock Ch. 13 & 14.

Date: 3/23 (Week 9)

Course Session Topics: Reconnection; Belonging, Community, Social Activism & Empowerment Evidence-based counseling strategies.

Reading & Assignments Due: Murdock Ch. 12; Hari 14 & 15 (The Cow & We Built this City); **2nd Stage of Change Paper: Contemplation Due Wed. 3/23 at 6:15 pm.**

Date: 3/30 (Week 10)

Course Session Topics: CBT with specific populations; Interconnection, Social Bonds; Interventions: Exposure Therapy, Promoting Belonging, Social Linking, Social Skill Instruction, Building Affiliation/Confidence in Relational Connections

Reading & Assignments Due: Murdock Ch. 8 & 10; Hari 16 & 17

Date: 4/6 (Week 11)

Course Session Topics: Rational Emotive Behavior Therapy; Irrational & Rational Belief Interventions; Reality Therapy & Five Basic Needs; Strategy for Success: Promoting Voice, Choice & Control with Clients

Reading & Assignments Due: Murdock Ch 9 & 11 **3rd Stage of Change Paper: Preparation Due Wed. 4/6 at 6:15 pm.**

Date: 4/13 (Week 12)

Course Session Topics: Narrative Therapy; The Danger of a Single Story; Multicultural Considerations; Power Over vs. Power With; Narratives & Work; Ways Model; Developing a Personal Model of Counseling; Interventions: Externalizing, Re-storying to promote client agency

Reading & Assignments Due: Murdock Ch. 15; Hari Ch. 18 & 19

Date: 4/20 (Week 13)

Course Session Topics: Mindfulness-Based Approaches; Power of Presence & Therapeutic Presence; Radical Acceptance; Interventions: Recognizing Cultural Distortions; Name it to Tame it with Cultural Patterns; Lovingkindness for Fear (Evidence-Based Intervention)

Reading & Assignments Due: Murdock Ch 16; Hari 20 & 21 (Sympathetic Joy & Acknowledging Trauma) **4th Stage of Change Paper: Action Due Wed. 4/20 at 6:15 pm.**

Date: 4/27 (Week 14)

Course Session Topics: Integration & application; Developing a personal model of counseling; Relational-Cultural Theory; Intervention: Validation of Lived Experience

Reading & Assignments Due: Murdock Ch. 17; Ch. 22 & Conclusion Role of RCT in Counseling on Canvas

Date: 5/4 (Week 15)

Course Session Topics: Course wrap-up & Reflections

Final Exam window opens Weds, Dec 8 12am

Reading & Assignments Due: Check Canvas for due dates: **5th Stage of Change Paper:**

Maintenance Due Wed. 5/4 at 6:15 pm

Final exam window opens

Date: 5/11 (Exam Week)

Course Session Topics: Course integration & final exam

Reading & Assignments Due: Exam due @ 6:15pm on Sun, May 15

Note: The syllabus is a projection of what we anticipate for the course. We reserve the right to modify the syllabus in order to adjust to changing circumstances, and will notify the class of any modifications.

Course Policies

Accommodations Due to Disability

Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office for Student Accessibility (OSA) in SU 303. To receive academic accommodations for this course, please obtain the proper OSA forms and meet with me at the beginning of the semester. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

Communication

Students should check their e-mail inbox/Canvas course sites regularly. It is our hope that if you have concerns regarding the course, you will reach out to us to discuss the issue so we may address it. Should you have any concerns about my responsiveness, you are always welcome to contact the chair of the department/director of the school.

Classroom Behavior Policies

In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide interactions among students and professors in this class:

- People can differ on any number of perspectives, opinions, and conclusions
- No ideas or opinions are immune from scrutiny and debate, even if they come from someone with more experience or expertise than you
- Treat every member of the class with respect, even if you disagree with their opinion
- You will not be graded on whether your professor or peers agree with your opinions

The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration.

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

Cell Phone Policy

All cell phones need to be set to silent and stored during the duration of class. Cell phone usage in class is considered disengagement and will reflect negatively on the class participation grade. On days when students are distracted by their cell phones in class, this may be considered not participating in class. If a family, work, or personal issue urgently needs to be addressed during our course meeting time, I advise you to step outside of the classroom to do so.

Name/Pronoun

My gender pronouns are she/her/hers and I prefer to be addressed as Paige. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your preferred gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Course meetings

- 3 hours x 15 sessions = 45.0 hours

Textbook readings

- 16 chapters x 4 hours each = 65.0 hours

Change Papers

- 8 hours each paper x 5 papers = 40.0 hours

Exam Preparation

- 10.0 hours x 2 exams = 10.0 hours

Total hours

- **160**

Vision

The College of Health and Human Services will be acclaimed as an inclusive, first-choice destination for the professional development of innovative leaders.

Mission

The College of Health and Human Services provides a professional level of education for students through innovation that transforms the well-being of our people and communities.

Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education

candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

Knowledge and Skill Outcomes

The following standards will be evaluated in connection with the CACREP (Council for the Accreditation of Counseling and Related Educational Programs) 2016 Standards. *Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

CACREP Key Objective Assessment 2.F.1.a:

- Students will have knowledge of: history and philosophy of the counseling profession and its specialty areas
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 601; COU 610; COU 630; COU 641; COU 675; COU 600; COU 674; COU 602; COU 642

CACREP Key Objective Assessment 2.F.1.a:

- Students will have knowledge of: theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 601; COU 630; COU 670; COU 675; COU 600; COU 674; COU 642

CACREP Key Objective Assessment 2.F.2.e:

- Students will have knowledge of: the effects of power and privilege for counselors and clients
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 601; COU 610; COU 650; COU 675; COU 602; COU 621; COU 673

CACREP Key Objective Assessment 2.F.5.a:

- Students will have knowledge of: theories and models of counseling
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 641; COU 600; COU 674; COU 673

CACREP Key Objective Assessment 2.F.5.b:

- Students will have knowledge of: a systems approach to conceptualizing clients
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 641; COU 642

CACREP Key Objective Assessment 2.F.5.c:

- Students will have knowledge of: theories, models, and strategies for understanding and practicing consultation
- Class assignments: Readings; exams; theory application paper

CACREP Key Objective Assessment 2.F.5.d:

- Students will have knowledge of: ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 640; COU 601; COU 641; COU 650; COU74; COU 675; COU 600; COU 621; COU 642; COU 673

CACREP Key Objective Assessment 2.F.5.f:

- Students will have knowledge of: counselor characteristics and behaviors that influence the counseling process
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 640; COU 641; COU 650; COU 675; COU 600; COU 674; COU 622; COU 621; COU 642; COU 673

CACREP Key Objective Assessment 2.F.5.g:

- Students will have knowledge of: essential interviewing, counseling, and case conceptualization skills
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 640; COU 641; COU 650; COU 660; COU 675; COU 674; COU 642

CACREP Key Objective Assessment 2.F.5.h:

- Students will have knowledge of: developmentally relevant counseling treatment or intervention plans
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 640; COU 641; COU 675; COU 671; COU 622; COU 621

CACREP Key Objective Assessment 2.F.5.i:

- Students will have knowledge of: development of measurable outcomes for clients
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 641; COU 640; COU 660

CACREP Key Objective Assessment 2.F.5.f:

- Students will have knowledge of: counselor characteristics and behaviors that influence the counseling process
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 640; COU 641; COU 650; COU 675; COU 600; COU 674; COU 622; COU 621; COU 642; COU 673

CACREP Key Objective Assessment 2.F.5.g:

- Students will have knowledge of: essential interviewing, counseling, and case conceptualization skills
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 640; COU 641; COU 650; COU 660; COU 675; COU 674; COU 642

CACREP Key Objective Assessment 2.F.5.h:

- Students will have knowledge of: developmentally relevant counseling treatment or intervention plans
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 640; COU 641; COU 675; COU 671; COU 622; COU 621

CACREP Key Objective Assessment 2.F.5.i:

- Students will have knowledge of: development of measurable outcomes for clients
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 641; COU 640; COU 660

CACREP Key Objective Assessment 2.F.5.j:

- Students will have knowledge of: evidence-based counseling strategies and techniques for prevention and intervention
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 641; COU 674; COU 622; COU 621; COU 642

CACREP Key Objective Assessment 2.F.5.k:

- Students will have knowledge of: strategies to promote client understanding of and access to a variety of community- based resources
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 641; COU 674; COU 622; COU 673

CACREP Key Objective Assessment 2.F.5.n:

- Students will have knowledge of: processes for aiding students in developing a personal model of counseling
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 641; COU 640; COU 675; COU 674; COU 673

CACREP Key Objective Assessment 2.F.6.a:

- Students will have knowledge of: theoretical foundations of group counseling and group work
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 650; COU 641; COU 600

CACREP Key Objective Assessment 2.F.6.b:

- Students will have knowledge of: dynamics associated with group process and development
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 650; COU 641; COU 600

CACREP Key Objective Assessment 2.C.1.b:

- Students will have knowledge of: theories and models related to clinical mental health counseling
- Class assignments: Readings; exams; theory application paper
- Cross-curricular experiences: COU 641; COU 650; COU 600; COU 674; COU 642