University of St. Thomas
Houston, Texas
Counselor Education Department
COUN 5366- Counseling Theories and Approaches
Spring, 2015

Instructor: Sneha Nayar-Bhalerao, Ph.D.

Office Hours: By appointment only
Email: nayars@sthom.edu
Office Phone: (713)-831-7242
Cell Phone: (708)-714-1715

Class Time: Tuesday 5:00 pm to 8:00 pm
Location: HCC Early High School, Alief
Room Number: 152

Required Text Book:

Social Justice Teachings of the Catholic Church

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

General Description of Course
COUN 5366 Counseling Theories and Approaches includes the study of the principles, assumptions, techniques, and procedures associated with major counseling theories and approaches, skills for establishing and maintaining an effective counseling relationship, and procedures for conceptualizing client issues and setting counseling goals. Development of the counseling microskills is a focus.

COUN 5366 Counseling Theories and Approaches facilitates acumen in fostering client decision making, goal setting, problem posing, and problem solving. This course examines the contexts of elementary, middle, and secondary school settings and licensed professional counseling settings. It investigates research related to the application of the counseling theories and techniques. It probes the dynamics of interpersonal relationships including but not limited to those related to issues of race, ethnicity, gender, class, and distinctive populations within professional counseling settings. This course develops the knowledge, abilities, and skills to serve successfully clients whose first language is not English.

COUN 5366 Counseling Theories and Approaches involves three equally important components, namely, cognitive, affective, and professional:

- **Cognitive.** The cognitive components of this course include but are not limited to professional conversations with peers and professor in a learning community. Students will acquire knowledge, abilities, and skills in using the primary theories of counseling and modify traditional theories and practices to address issues of culture and diversity. Students will expand knowledge, abilities, and skills to serve successfully clients whose first language is not English.

- **Affective.** The affective components of this course include but are not limited to bringing life experiences to the table when they enhance the dialogue, keeping journals on reflections regarding the experiences of taking this course, and identifying and sharing appropriately feelings with peers and professor. Students will classify and analyze feelings, attitudes, and perceptions toward counseling as their potential profession.

- **Professional.** The professional components of this course include but are not limited to demonstrating appropriate boundary setting, self-disclosure, completing assignments with graduate level work, and performing with integrity at all times. Students will increase knowledge, abilities, and skills in counseling as they relate to legal and ethical practice and become acquainted with the professional organizations in the counseling profession. The capstone experience is the successful completion of the comprehensive, in-class final examination.

**Specific Competencies & Assumptions**

Professional School Counselors:
1. Understand the major theories of counseling for the purpose of applying them effectively;
2. Practice with integrity keeping in mind the Code of Ethics of the American Counseling Association (ACA), the American School Counselor Association (ASCA) and the laws applicable to the counseling profession;
3. Can formulate a case study, conceptualize client issues, and apply theory and research appropriately to meet the needs of clients contextually;
4. Can apply effectively theories, results of research, and techniques to issues of gender, class, race, ethnicity, and distinctive populations;
5. Can apply effectively theories, results of research, and techniques to issues of historical privilege and oppression for the purpose of empowering clients;
6. Are able to meet the needs of clients whose first language is not English;
7. Continue to develop computer technology skills in ways that are legal and ethical;
8. Reflect on their thoughts, feelings, and behaviors in order to function in an intentional, purposeful, legal, and ethical manner.

Based on these assumptions, students will work successfully:
1. To master the major theories of professional counseling and apply them effectively;
2. To understand and demonstrate the microskills, including but not limited to unconditional respect, authenticity, and empathy;
3. To understand and apply legal and ethical issues as they specifically apply to professional counseling;
4. To write a case study, thoroughly analyze it, design an appropriate intervention, and create a dialogue;
5. To understand the special issues of traditionally devalued and privileged populations and to be able to apply counseling theories appropriately to contextual issues;
6. To be successful in counseling clients whose first language is not English;
7. To consistently look inward to their own beliefs, biases, prejudices, and any other part of their inner world that might interfere with service to clients as a professional counselor;
8. To appreciate their personal gifts, which facilitate effective counseling;
9. To continue to develop computer technology skills relevant to legal and ethical professional counseling.

**Professional Standards of Behavior**

- **Attendance and Punctuality:** Students are expected to be present for and participate in all class discussions. Be on time for each class period. **Late arrival (coming 15 minutes after class starts) and leaving early (30 minutes before class ends) is not acceptable** and will result in lowering of 2 points from overall grade each time it's noticed by the instructor. In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought. Students are expected to keep the instructor informed via email/phone calls/messages in situations where they are running late or may remain absent to avoid lowering of points.

- **Academic Integrity** – Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. **In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered.** Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire
course. When writing any paper, reference any information, websites, books, etc. that is not your own, as directed by the *Publication manual of the American Psychological Association* (6th ed.), (2010). **Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.**

- **Make-up Exams and Late Assignments:** Complete all assignments by the due date. It is the instructor’s policy that late assignments will not be accepted. **Prior permission should be sought from the instructor at least two days in advance in situations where students are unable to turn in the assignments by the due date. Late assignments without prior permission will account for zero on that assignment.** There will be no makeup exams for this course. Make-up exams and submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.

- **Professional Conduct:** Students are expected to maintain professional behavior in the classroom when working in groups with consistent participation, cooperation, sharing responsibilities, and respect for one another during classroom and group discussions. Professional conduct will also incorporate, respect towards the professor and will be gauged in being punctual to class, respectful and professional interactions via email or face-to-face, refraining from using technology for personal purposes when in class and during the class presentations by instructor or colleagues, and adhering to course requirements. **Determining professional conduct will be at the discretion of the instructor. Inappropriate professional conduct in any way as mentioned above, will result in lowering of 5 points from the overall grade.**

- **Use of Personal Technology Devices:** This course expects students to keep their cell phones on silent mode or turned off during class. In emergency situation, students may notify the instructor before class and may step out to attend a call and return to the classroom as quickly as possible. All laptops, iPads, tablets, and other electronic devices should be on mute and could be used only for class purposes. **Accessing cell phones or other electronics for personal reasons during class is considered disrespectful towards other students and the instructors.** If the instructor notices students accessing electronics for personal reason, it’s would be recorded and documented and result in lowering of grade (5points). **Students will NOT be pardoned if identified using electronics for personal reasons.**

- **Use of UST email accounts:** All email correspondence will be through the mystthom email system. Please check your email and Blackboard through your mystthom account daily for correspondence and announcements. **When turning in any assignment via email or blackboard, students are expected to save the document as:**

  Last Name_First Name_Name of the assignment.

  In addition, **emails send by students to the instructor must have a clear subject description along with the purpose of the email.** Not adhering to these requirements will affect the attendance and participation grade.

- **Language Diversity:** The University of Saint Thomas values the speaking of more than one language. This course is especially sensitive to issues of language diversity, both on behalf of
students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. **The professor is always available to assist students who might need help with written English.** In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

- **Americans with Disabilities Act:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. **Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953.** It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights. **Please let me know if I can be of any assistance in this regard.**

**Instructional Methods and Activities**

Methods and activities for instruction include:

1. Traditional Experiences: Lecture and discussion, demonstration, videos, and readings.
2. Clinical Experiences: Role-play and case study examination.

**Evaluation and Grade Assignments**

1. **Attendance and Active Participation (10%):** Attendance in all classes is mandatory. More than two absences can result in administrative withdrawal from the class or may result in failing the course. Consideration for more than two absences will be provided under extenuating circumstances only and will be at the discretion of the instructor. An alternate course plan would be created for the student in such situations. Students are expected to engage in class room discussion by actively participating along with their peers. **Active Participation** is crucial to this course and minimal or no participation may result in poor participation grades.

**Preparation** in terms of reading the assigned material is essential and will be gauged through student ability to articulate the reading material through in-class discussions.
2. **YouTube Evaluation (10%)**: YouTube has hundreds of examples of individual counseling sessions posted. Some represent individual counseling well and others do not. Browse through as many of them as you wish. Choose one and get it approved by your instructor by **week two**. Students will then write a **two page** evaluation based on the guidelines provided in the rubric and submit this assignment electronically via email on Feb 3\(^{rd}\) by 5:00 pm.

3. **Role-Play Video Recording (20%)**: Students will construct a video recording able to be submitted electronically in which they will role-play a counselor in a counseling session with a volunteer role-playing the client. Students may not use an immediate family member (husband, parent, close friend, sibling, son, or daughter) as a client for this assignment. Students will demonstrate that they can use the microskills effectively, which is defined as using Level III microskills. Be sure to record only yourself. It is not necessary to record your volunteer, as the professor will be looking for effective microskills demonstrated by the student counselor. To successfully complete this assignment follow the guidelines below:

**Step One**: Create a 20-minute video recording in which you demonstrate your counseling session as a counselor. Be sure your recording is able to be submitted electronically via blackboard or email and is able to be seen by your professor using a PC.

Suggestion: Do not use professional recording equipment as many programs may not be compatible with all devices.

**Step Two**: After taping your session check with your client if there are any portions that should not be shown to the class. Then write a detailed paragraph case note conceptualizing the client issues presented and intent of the session.

**Step Three**: Make a transcript of five minutes of the tape (of your choosing), using the transcript format below. At the end of the transcript, you will evaluate your case by including three paragraphs: one paragraph each about your strengths, your areas of improvement, and your goals for the future sessions.

**Transcript Format**:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: Tell me what’s going on.</td>
<td>Encourager</td>
</tr>
<tr>
<td>CL: Well, I’ve just been admitted to grad school and I am worried about everything.</td>
<td>Reflection of feeling</td>
</tr>
<tr>
<td>C2: You sound really overwhelmed.</td>
<td>Reflection of feeling</td>
</tr>
<tr>
<td>CL: I’m working full-time, I’m dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I’m in over my head.</td>
<td>Reflection of feeling</td>
</tr>
<tr>
<td>C3: Tell me what that’s like for you, being ‘in over your head’…</td>
<td>Focusing</td>
</tr>
</tbody>
</table>
Step Four: Cue up a portion of your tape you would like to show the class and the instructor for constructive feedback. The portion you show to the class should not be the same portion you transcribe. Keep in mind that it is up to the instructor’s discretion whether or not to view your entire tape. If skill development indicates that you are requiring more feedback and guidance, your entire recording may be viewed.

Step Five: You will turn in a paper, with client case conceptualization, transcript, and case evaluation on the assigned day as you sign up during week one. Your ten minutes potion of the tape to be shown to the class will be due on the same day as well.

4. Personal Counseling Theory Model Paper (30%): As a requirement for this course students will create their personal theoretical model paper based on the following guidelines:
   a. Take a pre and post assessment of your theoretical and conceptual orientations Neukrug, E. S. (2011).
   b. Using Halbur & Halbur (2015) students will develop their personal counseling theory model.
   c. Create a fictitious case based on a school setting and apply your theoretical model to the case.
   d. Please review the detailed rubric provided in the rubric section. This assignment will be due on Feb 24th by 5:00pm.

5. Final Exam (30%): Students will take the final exam at the end of the course. Questions of the exam are objective (multiple choice, true or false, and case scenarios), in preparation for state licensure examination and will test students’ knowledge of the various theories learned over the course of the term. Students will receive an electronic copy of the exam on the last day of the course. The exam will be due no later than March 3rd by 5:00pm. No make-up exams will be given unless documentation is provided by a professional stating the reason of absence. The exam is open book. However, students may NOT use each other, the internet, or other resources. Only the textbook is permissible as a reference when taking the exam. Students will be allowed one attempt only.

**Grading**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Active Participation</td>
<td>10</td>
</tr>
<tr>
<td>Youtube Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Role Play Paper</td>
<td>20</td>
</tr>
<tr>
<td>Personal Counseling Model Paper</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Final Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>65-67%</td>
</tr>
<tr>
<td>F</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>

Criteria for Grading Written Work

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
- Follows directions.
- Presents material in a clear and logical manner.
- Gives evidence of ability to synthesize information from various sources to support the topic.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time. Late work results in grade reduction.

The following APA guidelines must be used for all written papers

- Times New Roman
- Font 12
- Indent new paragraphs five spaces or tab
- Double space the entire paper
- Margins - 1" top, bottom, left and right
- Cover page addressing your name, assignment, and name of the university
- Header, headings and subheadings according to APA standards.
- Reference page

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 13th</td>
<td>Introduction&lt;br&gt;Syllabus discussion&lt;br&gt;Assignment directions and sign-up&lt;br&gt;APA Guidelines&lt;br&gt;Prochaska &amp; Norcross (2013)&lt;br&gt;Defining and Comparing Psychotherapies</td>
<td>Prochaska &amp; Norcross (2013)&lt;br&gt;Chapter 1</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
Note: The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check announcements made while you were absent.

**Assignment Rubrics**

**Attendance and Participation (10 points)**

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Below Average (1 point)</th>
<th>Average (2 points)</th>
<th>Good (3 points)</th>
<th>Very good (4 points)</th>
<th>Excellent (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Three excused absences</td>
<td>Two unexcused absences</td>
<td>Two excused absences</td>
<td>One excused absence</td>
<td>Virtually no absences</td>
</tr>
<tr>
<td></td>
<td>Attended four classes</td>
<td>Attended five classes</td>
<td>Attended five classes</td>
<td>Attended six classes</td>
<td>Attended all seven classes</td>
</tr>
<tr>
<td>Participation</td>
<td>Lack of participation in all class discussions</td>
<td>Minimal participation in two to three class discussions</td>
<td>Occasional participation in four to five class discussions</td>
<td>Student participates regularly and meaningfully in six class discussions</td>
<td>Regular, meaningful and thoughtful participation in all class discussions</td>
</tr>
</tbody>
</table>
**YouTube Evaluation (10 points)**

After reviewing the video of your choice write a 2-page evaluation addressing the following:

- Briefly describe the video and why you choose it. Include the client presenting problem along with the link in the reference page (2 points).
- What therapeutic approach does the counselor use and how does it co-relate with what you have learned in the course (3 points).
- What would you have done differently if the same case would have been presented to you? Give an example (4 points).
- Present your overall learning (1 point).

**Role Play Video Recording (20 points)**

After recording your counseling video you may do the following:

- Turn in a paper with
  - One detailed paragraph of case conceptualization: presenting problem and session intent (2 points)
  - Five minutes worth transcript as described in the format above (4 points)
  - One to two pages with one paragraph each about your strengths, your areas of improvement, and your goals for the future sessions (9 points)
- Cut a ten minutes piece of the tape to show to the class for constructive feedback (5 points)
- Please find the empathic rating scale for your reference

**Empathic Rating Scale**

The following is the empathic rating scale. A Level 3 response is a helpful response. Level 2 is not helpful and not hurtful. Level 1 is hurtful.

**Level 1**: Hurtful. Counselor is overtly, implicitly, or subtly destructive to the counseling process. Counselor is inappropriately attending, disruptive of the client’s flow, attacks the client, or discounts information. “You shouldn’t feel that way,” or “Everything will be all right,” belongs here.

**Level 2**: Subtractive. Counselor misses content or feeling. Counselor is detracting slightly from what the client has been saying even though on the surface the session appears to be moving ahead. No harm has been done, but the client has not been helped either. Counselor responses take away from what the client says or minimize client statements.

**Level 3**: Accurate. This is the minimal helping response and required for masters level work. Counselor reflection of content and feeling are interchangeable with the client; that is, they are accurate. Included here are accurate counselor paraphrasing or timely summarizing that catches the essence of what the client has said. Appropriate self-disclosure and helpful probing with declarative sentences also belong here.

**Level 4**: Additive. Includes inferences. Counselor is truly additive; that is, counselor is adding something beyond an interchangeable response. In addition to an accurate paraphrase or reflection of
content and feeling, the counselor adds an interpretation or a probing declarative sentence or interpretation that, not only catches the major meaning of the client, but adds something new to facilitate growth or exploration. Inaccurate use of level four returns the exchange to level two. The more one uses the influencing skills of level four the greater the possibility of reducing the response to Level 2. Level 4 is not better than Level 3; it is used when appropriate.

**Level 5:** Action. Counselor is truly acting intentionally. Counselor is integrating attending and influencing skills in the context of empathy, genuineness, and respect. Concreteness and immediacy are obvious in the exchange. Counselor is intentionally present with the client in moving the client *toward action*. *Level 5 is not better than Level 4 or Level 3; it is used when appropriate.*

---

**Personal Counseling Theory Model Paper (30 points)**

In 5-6 pages develop your personal counseling theory model paper. Please refer to the guidelines given below:

**A. Complete steps 1 and 2 below (3 points)**

1. Complete the Pre-Assessment of Your View of Human Nature and Theoretical Orientation by clicking on the link below. **Bring a hard copy to class by week two**
   
   [http://ww2.odu.edu/~eneukrug/therapists/booksurvey.html](http://ww2.odu.edu/~eneukrug/therapists/booksurvey.html)

2. Complete the Post-Assessment of Your View of Human Nature and Theoretical Orientation by clicking on the link below. **Bring a hard copy to class by week seven**
   
   [http://ww2.odu.edu/~eneukrug/therapists/booksurvey.html](http://ww2.odu.edu/~eneukrug/therapists/booksurvey.html)

**B. Using Halbur & Halbur (2015) Intentional theory Selection Model (ITS) address the following (12 points):**

1. **Life Philosophy (2 points)** – examine your views, beliefs, and values through which you see the world around you. Include:
   
   - What has shaped your life?
   - How do you see others?
   - What keeps you going?
   - What gives you inspiration?

2. **School of Thought (2 points)** – identify a theoretical paradigm (psychodynamic, humanistic/existential, behavioral, cognitive-behavioral, and postmodern/emergent) that fits your worldview

3. **Theories (4 points)** – under theories include:
   
   - Describe two theories for each paradigm
   - Identify a theory or theories that best fits your view of human nature, values, and beliefs.
4. **Goals and Techniques (4 points)**
   - Explain the goal and techniques of your theoretical model
   - Describe three techniques you will consider using with your client

C. **Create a fictitious case based on a school setting and apply your theoretical model to the case (7 points)**
   1. Write a case (client description, presenting problem, intervention session) (2 points)
   2. Respond to the following questions (5 points):
      - How does your life philosophy affect your view of client?
      - What theory or theories will you use with your client?
      - What goals will you set?
      - What techniques will you use?

D. **In one page, compare and contrast the pre and post results of the assessment of your view of human nature and theoretical orientation (5 points)**
   1. Addresses the consistencies, changes, and surprises.

E. **Abide by the APA format of writing, include a title page, header, headings and subheadings, page numbers, times new roman and 12 point font, double spaced, and reference page (3 points).**

**Professional Organizations**

American Counseling Association (ACA)
Texas Counseling Association (TCA)
American School Counseling Association (ASCA)

**Professional Journals**

*Journal of Counseling & Development*
*Journal of Counseling Psychology*
*Journal of the School Counselor*
*Journal of Multicultural Counseling & Development*
*Journal of Cross-Cultural Psychology*

**Helpful Sources**


International Universities.


