



Course Information

Course Title, Number, & Section Number: Theories of Counseling, COUN 540-001

- Term & Year:
- Number of Credits: 3 credits
- Course Location: Murphy Center, 474

Dates & Times:

- Thursdays 6:30-9:30p

Instructor Information

Name of Instructor:

Instructor Contact Information:

- Email:
- Office:
- Office Phone:

Instructor Preferred Method/Times for Student Contact:

Please allow 24-48 hrs. for a response to emails; if I have not returned your email by then, please feel free to reach back out. Office hours available by appointment.

COVID-19 Information:

- **Face Coverings:** The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the mask requirements in effect. Individuals not appropriately (i.e., covering both your mouth and nose) wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Eating in classrooms is prohibited, but briefly removing a mask to take a drink is allowed.
- **Attendance:** If a student is ill with COVID symptoms, they must contact health services to arrange a COVID-19 test; an Etrieve notification would then be generated to instructors. Without an Etrieve notification, the student is expected to attend class in person (unless specifically directed otherwise by the instructor). Students who have a positive COVID test will isolate in accordance with current guidelines and will be accommodated to the extent possible.
- Please review the student flow chart and the covid safety policy documents below. Additional information can be found at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-information-and-resources>

Course Description

The course examines the philosophical bases of the helping processes as well as major contemporary counseling theories and their application in individual and group counseling and in family systems counseling. It is designed to aid students' development of a personal counseling theory toward developing therapeutic relationships, counseling goals, intervention strategies, and client outcome evaluations.

A note from the instructor: The essence of this course is to grow both personally and professionally in your understanding of theory. Please recognize that growth comes with experience and practice. Participation in class is expected at the graduate level. Additionally, please utilize office hours to ask questions and get additional help. Communication is the key to success in this course.

Updated Spring 2022

Course Materials

Required:

- American Counseling Association (2014). *ACA code of ethics*. <https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf>
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. John Wiley and Sons, Inc. (ISBN: 978-1-119-47331-2).

Recommended:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Student Learning Outcomes

As a result of successfully completing this course, the student will demonstrate understanding and ethical application of counseling theories, models, and interventions, counselor characteristics and behaviors, and construct a philosophy of counseling.

The 2016 CACREP Competencies that will be met in this course include: 2.F.5.a, 2.F.5.b, 2.F.5.d, 2.F.5.f, 2.F.5.j, 2.F.5.n, 5.C.1.b, 5.G.1.b, 5.G.2.a, 5.G.3.f

- Students will demonstrate an understanding of counseling theories and models for case conceptualization. *2016 CACREP standards: 2.F.5.a, 2.F.5.b, 5.C.1.b, 5.G.1.b*
- Students will demonstrate basic competence in utilizing psychotherapy skills and interventions fundamental to various theoretical approaches. *2016 CACREP standards: 2.F.5.j, 5.G.3.f*
- Students will demonstrate counselor characteristics and behaviors that positively impact counseling processes. *2016 CACREP standards: 2.F.5.f, 5.G.2.a*
- Students will demonstrate ethically and culturally appropriate strategies for working with clients. *2016 CACREP standards: 2.F.5.d*
- Students will integrate knowledge of counseling theories and models and will construct a philosophy of counseling. *2016 CACREP standards: 2.F.5.n*

The curriculum is also designed to enhance students' professional identity, clinical mental health counseling, and school counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP (2016) standards and the Wisconsin School Counseling Licensing Program Guidelines as explicated through specific assignments as noted below.

Alignment Table of Learning Outcomes and Course Work:

Student Learning Outcomes	2016 CACREP Standards	Assignments & Activities
Students will demonstrate an understanding of counseling theories and models for case conceptualization.	2.F.5.a. theories and models of counseling 2.F.5.b. a systems approach to conceptualizing clients 5.C.1.b. theories and models related to clinical mental health counseling 5.G.1.b. models of school counseling programs	-Class Discussion & Lecture -Weekly Knowledge Check -Theory Conceptualization -Mapping and Reflection
Students will demonstrate basic competence in utilizing psychotherapy skills and interventions fundamental to various counseling theoretical approaches.	2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention 5.G.3.f. techniques of personal/social counseling in school settings	-Class Discussion & Lecture -Weekly Knowledge Check -Role Play

Students will demonstrate counselor characteristics and behaviors that positively impact counseling processes.	2.F.5.f. counselor characteristics and behaviors that influence the counseling process 5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	-Class Discussion & Lecture -Role Play
Students will demonstrate ethically and culturally appropriate strategies for working with clients.	2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships 2.F.5 d. the impact of technology on the counseling process	-Class Discussion & Lecture -Role Play -Theory Article
Students will integrate knowledge of counseling theories and models and will construct a philosophy of counseling.	2.F.5.n. processes for aiding students in developing a personal model of counseling	-Class Discussion & Lecture -Synthesis Project: Personal -Theory of Counseling Paper

Student Learning Outcomes	WI School Counseling Standards	Assignments & Activities
<p>Compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions</p> <p>Prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients</p>	1. Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development, learning, and behavior	Synthesis Project: Personal Theory of Counseling Paper

COUN 540: Theories of Counseling
EDUCATIONAL REQUIREMENT FOR STATE OF WI

SAC Education	540
1. <i>Assessment</i>	
2. <i>Counseling</i>	15
3. <i>Case Management</i>	
4. <i>Education</i>	
5. <i>Professional Responsibility</i>	5
6. <i>Electives within the performance domains listed above</i>	20
Total	40

Course Instruction Methodology

This course will contain lectures, videos, large group/small group discussions, expressive arts, experiential activities, as well as practical activities. Instructor will navigate as needed to meet challenges. This course is designed as a reverse classroom; therefore, students will need to complete (1) textbook reading; (2) watch video lecture; and (3) complete knowledge check prior to coming to class each week. Class meetings will consist of (1) theory review; (2) student questions and discussion; (3) application of theory in case conceptualization and role plays.

In the event of a single class cancellation (e.g., due to inclement weather), in-class course instruction will be substituted with online instruction. In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

You are responsible for checking Moodle and your Viterbo email for course-related information and materials, course grades, and important announcements.

Evaluation Method

Grading Scale:	B	84-89%	C/D	68-72%	
A	95-100%	B/C	79-83%	D	61-67%
A/B	90-94%	C	73-78%	F	<61%

Assignments	Point Value
Synthesis Paper: Personal Theory Paper	30
Theory Article Presentation	10
Knowledge Checks (5pts each)	60
Theory Maps (10pts each)	110
Theory Map Review (10pts each)	20
Weekly Participation	20
Total	250

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. In addition, unsolicited use of course content is not allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

COVID-19

Student Health: Students are expected to monitor daily their temperature and enter it in the Viterbo Involvio app (<https://appadvice.com/game/app/viterbo-university/1315582792>). A green status will be required for entry into all courses. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Attendance (for face-to-face courses): Realizing that this academic year will be different both in how we gather and the effect of COVID-19 on course attendance, Viterbo University is adopting an attendance policy addendum for the 2020-2021 academic year. The goal of this policy is to accommodate students who are ill or are required to quarantine during the semester. This temporary university-wide policy relies on the honor, good faith and mutual trust of all university community members. According to the new policy, when students are unable to attend class due to physical or mental health concerns related to COVID-19, they are asked to report the reason for their absence truthfully to their instructor. Instructors are asked to track students' attendance in their classes and to trust their students when they say they are ill or in self-quarantine. For specifics on what to do if you are experiencing symptoms related to COVID-19 please see the full policy in the academic catalog:

- Undergraduate Catalog: <https://www.viterbo.edu/node/23866#Attendance%20Policy>
- Graduate Catalog: <https://www.viterbo.edu/node/28556#Attendance>

Zoom Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to show up on time, be prepared for our collective work, and try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom. Keep your video on, mute yourself when not speaking and focus your attention on the

speaker. Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

Zoom Technology: This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Here are tips for participating in a Zoom session:

- Join the meeting early and test speaker, microphone, and camera settings
- Keep speakers away from microphones to avoid feedback
- Use a headset with microphone if possible
- Do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at: <https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf>

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before action (if any) is taken.
- After this one-week period you have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:
<http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.

COVID-19 Alternate Learning Plan (If Needed)

If we need to be fully online for a class, the instructor will notify everyone at least one day prior to class time that the COVID-19 Alternate Learning Plan is in place. Classes will continue during the same timeframe, and you are advised to plan for stable internet access because we will be meeting via zoom. If there is an issue with internet access, alternate work that is equivalent to class time will be assigned. Also note that it is preferred that your camera is on when class time is occurring, however, you may use the greenscreen feature for your background.