

EDCEP 823: Counseling Theories

Fall 2023

Instructor Information

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Office hours are by appointment only

Course Description

Theories, methods, and issues in counseling/helping relationships, and relating the counseling/helping process to understanding and working with people.

Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP standards addressed within each objective. At the completion of this course, students will be prepared to:

Learning Objective	CACREP Standard(s)
Demonstrate a basic understanding of the theories and models of counseling	II.F.5.a
Conceptualize clients using a systems approach	II.F.5.b
Explain the behaviors and characteristics of counselors that influence the counseling process	II.F.5.d
Understand how to develop a personal model of counseling	II.F.5.n
Consider the multicultural context of each counseling theory and apply counseling theories through a multicultural lens	II.F.2.d

Counseling Program Key Performance Indicator(s)

KPI 1: Student is able to differentiate the various theories and models of counseling.

KPI 1 Assessment: Theory Comparison Group Project

KPI 6: Student is able to demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

KPI 6 Assessment: Quiz #8 – Multicultural Applications of Counseling Theories

KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

KSU College of Education Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

KSU College of Education Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

- I.) *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
- II.) *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
- III.) *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
- IV.) *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
- V.) *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Required Reading Materials

Corey, G (2024). *Theory and Practice of Counseling and Psychotherapy* (11th ed.) Boston, MA: Cengage Learning

Instructional Delivery Methods

This course is delivered through a combination of asynchronous activities and synchronous meetings.

Asynchronous Activities

Each week, you will have a variety of asynchronous activities to complete on Canvas. These activities include viewing recorded lecturettes, watching counseling demonstration videos, participating in discussion boards, and taking quizzes. The course content is delivered on a weekly basis with each week opening on Monday and closing on Sunday. You will need to complete each week's asynchronous activities before the closing time for that week. For example, Week 1 will open on Monday, August 21st at 12:00AM and will close on Sunday, August 27th at 11:59PM. All activities for Week 1 should be completed during this window.

Synchronous Classes

We will meet via Zoom 8 times during the semester. During these 1-hour sessions, we will practice using counseling skills in role plays and class demonstrations. Because of the limited number of meetings, it is very important that you attend all synchronous classes. There are no makeup opportunities if you miss these meetings. You can find the complete schedule of these meetings on the course calendar at the end of this syllabus. During synchronous class meetings, your camera must be turned on and you must be visible for the duration of class. You should be in a private location during our Zoom meetings with no other individuals present in the same room as you during class.

Evaluation Plan

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are listed below:

Quizzes

You will have 8 quizzes throughout the semester. Quizzes will consist of a combination of multiple choice and true/false questions. Each quiz must be completed by the time and date listed on Canvas. **You can earn up to 25 points on each quiz.**

Discussion Boards

Each week, you will participate in online discussion boards about the course material. Each discussion board will have at least two prompts that must be addressed. To receive full credit for your response, you need to address each prompt completely in your post. If you do not address each prompt completely, you will receive 0 points for your post. Each discussion board must be completed by the time and date listed in Canvas. Please read all discussion board responses from your classmates. You are encouraged to reply to your classmates' posts. Some discussion boards will be class-wide where you will see the responses from every classmate, while other discussion board will occur in smaller discussion groups. **You can earn 20 points for each discussion board in which you participate.**

Technique Practice

During synchronous class meetings, we will practice using specific techniques from the counseling theories that are covered throughout the semester. Student will be split into pairs using the breakout room feature in Zoom to complete this assignment. After students practice in pairs, we will rejoin as a group and pairs of students will have an opportunity to demonstrate their counseling skills for the class. We will have technique practice session during 6 of our synchronous class meetings. You can only earn points for this assignment if you are present during the synchronous class meeting and you participate in the activity. **You can earn 30 points each time you participate in a technique practice session.**

Theory Comparison Group Project

In groups of 4-5 students, you will complete a case study on a movie/TV/book character of your choice and record a presentation on your case. You will apply two theoretical approaches to helping this character with their presenting issue. Be sure to choose two theories that are quite distinct. For example, you would not want to choose behavior therapy and cognitive behavior therapy as your two theories. The primary goal in this assignment is to show how each theory would differ in its approach to counseling. During your presentation, you should discuss:

- Your character's relevant background/personal history
- Your character's presenting issue (you could include a diagnosis if you'd like)
- For each theory:
 - Background information (i.e. major tenets, role of the counselor, role of the clients)
 - From the perspective of the theory, why is your character experiencing this issue?
 - Interventions/techniques from the theory that could help this character
 - Cultural considerations for the theory
 - Strengths and limitations of the theory

Presentations should be between 15 and 20 minutes long, and each member of your group should have a speaking role during the presentation. Once your presentation is recorded, you will upload your recordings to Canvas. All presentations should be uploaded to Canvas by November 29th at 6:30PM (prior to our final synchronous class meeting). During our final week of asynchronous course content (week of December 4-10), you will watch the other groups' presentations and offer comments, questions, and/or feedback. You should post at least one question, comment, or piece of feedback for each presentation. You do not need to comment on your presentation, but someone from your group should respond to any questions that are posted. This feedback component of the presentation will count toward your group's final grade on this assignment. The rubric for this assignment will be posted on Canvas. **You can earn up to 200 points on your group presentation.**

Final Exam

At the end of the semester, there will be a comprehensive final exam consisting of multiple-choice and short answer questions. You will take the exam online through Canvas. This exam covers all content throughout the course, including assigned readings, lecturettes, demonstration videos, and any other assigned material for the course. The exam will open on Canvas on December 11 at 12:00 AM and close on December 15 at 11:59 PM. You must take the exam on Canvas during this window. If you do not take the exam during the testing window, you will receive a "0" for your final exam grade. You'll be able to see the exam on Canvas in the "Assignments" section once the exam window opens. Once you begin the exam, you will have 2 hours to complete it. Make sure that you plan your time appropriately, and make sure that you have a stable internet connection. No retakes or late sessions will be offered. **You can earn up to 200 points on your final exam.**

Grading Scale

The minimum number of total points required for each grade is listed below:

A = 900 pts

B = 800 pts

C = 700 pts

Any student who has not earned at least 700 points by the end of the semester will fail the course.

Academic Honesty Policy

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor System website can be reached by going to www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodations for Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center

accesscenter@k-state.edu

785-532-6441

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, Number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Class courtesy and respect is important especially when course material is likely to elicit strong personal opinions. Please remember that others may not share your opinions and each student's points of view are to be respected. Disrespect of others will not be tolerated in the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](https://www.k-state.edu/sga/judicial/student-code-of-conduct.html) can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

Statement Regarding Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

K-State Email Account & Canvas

Please check your K-State email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of

motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance

- K-State Online students have free access to mental health counseling with My SSP – 24/7 support via chat and phone (<https://www.k-state.edu/lafene/programs/myssp.html>).
- The Office of Student Life (k-state.edu/studentlife) can direct you to additional resources.

University Excused Absences

K-State has a [University Excused Absence policy](#) (Section F62). Class absence(s) will be handled between the instructor and the student unless there are other university offices involved. For university excused absences, instructors shall provide the student the opportunity to make up missed assignments, activities, and/or attendance specific points that contribute to the course grade, unless they decide to excuse those missed assignments from the student’s course grade. Please see the policy for a complete list of university excused absences and how to obtain one. Students are encouraged to contact their instructor regarding their absences.

Tentative Course Calendar

Each week opens on Monday at 12:00AM and closes on Sunday at 11:59PM. Unless otherwise specified, all assignments, readings, and other activities each week should be completed before that week closes.

Week	Dates	Topics	Assignments	Reading(s)	CACREP Stds.
1	08/21/23 - 08/27/23	Introduction to Counseling Theories <i>Course & Syllabus Overview</i> <i>The Counselor Identity</i> <i>Common Factors in Counseling</i> Class Meets via Zoom on 08/23/2023 6:30PM – 7:30PM Central Time	DB #1 Quiz #1	Corey: pp. 1-65 Article: The Dimensions of Common Factors	II.F.5.a, d., n. II.F.2.d
2	08/28/23 - 09/03/23	Humanistic Approaches <i>Person-Centered Therapy</i> <i>Existential Therapy</i>	DB #2	Corey: pp. 158-234	II.F.5.a, d., n. II.F.2.d
3	09/04/23 - 09/10/23	Humanistic Approaches <i>Gestalt Therapy</i> <i>Motivational Interviewing</i> Class Meets via Zoom on 09/06/2023 6:30PM – 7:30PM Central Time	DB #3 Quiz #2	Corey: pp. 235-272 Article: The Relationship in Motivational Interviewing	II.F.5.a, d., n. II.F.2.d
4	09/11/23 - 09/17/23	Psychoanalytic Approaches <i>Psychodynamic Therapy</i>	DB #4	Corey: pp. 66-108	II.F.5.a, d., n. II.F.2.d
5	09/18/23 - 09/24/23	Psychoanalytic Approaches <i>Adlerian Therapy</i> <i>Attachment-Based Counseling</i> Class Meets via Zoom on 09/20/2023 6:30PM – 7:30PM Central Time	DB #5 Quiz #3	Corey: pp. 109-157 Article: Attachment Based Psychotherapy	II.F.5.a, d., n. II.F.2.d

6	09/25/23 - 10/01/23	Behavioral Approaches <i>Behavioral Therapy</i>	DB #6	Corey: pp. 273-322	II.F.5.a, d., n. II.F.2.d
7	10/02/23 - 10/08/23	Behavioral Approaches <i>Dialectical Behavioral Therapy (DBT)</i> Class Meets via Zoom on 10/04/2023 6:30PM – 7:30PM Central Time	DB #7 Quiz #4	Articles: Ch. 1-3 in The Handbook of DBT	II.F.5.a, d., n. II.F.2.d
8	10/09/23 - 10/15/23	Cognitive Approaches <i>Cognitive Behavioral Therapy (CBT)</i> <i>Rational Emotive Behavior Therapy (REBT)</i>	DB #8	Corey: pp. 323-376	II.F.5.a, d., n. II.F.2.d
9	10/16/23 - 10/22/23	Cognitive Approaches <i>Reality Therapy</i> <i>Acceptance & Commitment Therapy (ACT)</i> Class Meets via Zoom on 10/18/2023 6:30PM – 7:30PM Central Time	DB #9 Quiz #5	Corey: pp. 377-407	II.F.5.a, d., n. II.F.2.d
10	10/23/23 - 10/29/23	Constructionist Approaches <i>Social Constructivism</i> <i>Feminist & Social Justice Counseling</i>	DB #10	Corey: pp. 408-447	II.F.5.a, d., n. II.F.2.d
11	10/30/23 - 11/05/23	Constructionist Approaches <i>Solution-Focused Brief Therapy</i> <i>Narrative Therapy</i> Class Meets via Zoom on 11/01/2023 6:30PM – 7:30PM Central Time	DB #11 Quiz #6	Corey: pp. 448-501	II.F.5.a, d., n. II.F.2.d
12	11/06/23 - 11/12/23	Systemic Approaches <i>Structural Family Therapy</i>	DB #12	Corey: pp. 502-531 Article: Structural Family Therapy	II.F.5.a, b., d., n. II.F.2.d
13	11/13/23 - 11/19/23	Systemic Approaches <i>Strategic Family Therapy</i> <i>Symbolic Experiential Therapy</i> Class Meets via Zoom on 11/15/2023 6:30PM – 7:30PM Central Time	DB #13 Quiz #7	Articles: Strategic Family Therapy Symbolic Experiential Therapy	II.F.5.a, b., d., n. II.F.2.d
	11/20/23 - 11/26/23	<i>No Coursework – Thanksgiving Break</i>			

14	11/27/23 - 12/03/23	Integrative Counseling Class Meets via Zoom on 11/29/2023 6:30PM – 7:30PM Central Time	Theory Comparison Presentations	Corey: pp. 532-566	II.F.5.a, d., n. II.F.2.d
15	12/04/23 - 12/10/23	Course Wrap-Up	Quiz #8		II.F.5.a, d., n. II.F.2.d
16	12/11/23 - 12/15/23	Finals Week Complete your final exam by the posted deadline	Final Exam		II.F.5.a, d., n. II.F.2.d