

Course Syllabus
Advanced Counseling Theory
EDCEP 985-ZA #17171
Fall 2023

Instructor Contact Information

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Office Hours: My hours are by appointment online or by phone. My online office hours are *Tuesdays* and *Thursdays, 9-11 AM CT*. To schedule an appointment, contact me at 785-587-7423 (cell) or via email at dcarroll@ksu.edu. I will respond to your email request within 24 hours. Thank you.

General Course Description

This course is designed to provide the student with advanced exploration of current counseling theories. The student is expected to demonstrate the ability to analyze, synthesize, critique, and discuss the major concepts of traditional and contemporary counseling theory. The student will examine approaches from critical perspectives including an evaluation of counseling outcome research; and develop a personal integrative approach to counseling. The class will require substantial student involvement.

Prerequisites: EDCEP 823 and EDCEP 887

Course Purpose

The purpose of this course is to provide the student with advanced exploration and analysis of traditional and contemporary counseling theories; to develop skills in presenting graduate-level information; and to facilitate students' development of their own personal integrative theory and approach to counseling.

Textbook. Jones-Smith, E. (2021). *Theories of Counseling and Psychotherapy. An integrative approach. 3rd edition.* Sage Publications, Inc. Thousand Oaks, CA.

College of Education Vision, Mission, and Conceptual Framework Statements

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

Mission

Our mission is fulfilled through:

- the 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.

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 four categories:

1. The Learner and Learning (learner development, learning differences, learning environment)
2. Content Knowledge (content knowledge, application of content)
3. Instructional Practice (assessment, planning for instruction, instructional strategies)
4. Professional Responsibility (professional learning and ethical practice, leadership and collaboration)

The Conceptual Framework includes the following *dispositions*:

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

Student Learning Objectives

The learning objectives for this course all fit within the broader context of the Conceptual Framework category of Professional Responsibility (COE CF #2 & 4) as well as the dispositions (COE CF #1, 3, & 5); and CACREP 2016 Doctoral Standards:

- B.1.a. Scholarly examination of theories relevant to counseling
- B.1.b. Integration of theories relevant to counseling of theories,
- B.1.d. Evidence-based counseling practices,
- B.1.f. Ethical and culturally relevant counseling in multiple settings,
- B.3.d. Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education

After completing this course successfully, students will be able to:

1. develop an in-depth understanding of the major theories of counseling, their strengths, limitations, how they differ and how they are similar.
2. understand the historical, cultural, social, and political forces that have shaped theories of counseling and psychotherapy.
3. increase your knowledge of the counseling processes and techniques that are associated with different theoretical approaches.
4. continue your understanding of research to inform evidence-based practice and new theory development.
5. assess the extent to which each theory addresses diversity and equity issues.

6. determine your development as a counseling professional by formulating or enhancing your personal theory of counseling; and
7. demonstrate doctoral level involvement in class discussions.

Netiquette and Communication Expectations

Netiquette

Rules of style or Netiquette (network etiquette) are expected when communicating through class email lists, message boards and discussion rooms. These are the guidelines set forth by K-State Global Campus.

- Use the subject line to announce your topic. Often, busy people will only open messages that have creative subject lines.
- Use only one topic per message.
- Get to the point. A limit of one page (screen) per message is ideal.
- Don't post advertisements (called spamming) or chain letters to the class discussion.

Use courtesy and common sense in all electronic communications.

- Consider what you write, as it's a permanent record and can be retrieved easily.
- Class discussions are confidential. Do not share or forward others' email without permission.
- When responding to a message, don't quote back an entire message. Delete the excess (snip) and make your comments at the very top before starting the quotes.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered shouting.
- Avoid sarcasm, as it is easily misunderstood.
- Avoid correcting others' grammar, punctuation and spelling unless it is necessary to clarify discussion.
- Avoid *flaming*. It's an abusive, harassing, or bigoted message that attacks an author of a message.
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers.
- Focus on one subject per post.
- Cite all quotes, references and sources.

Faculty and Student Expectations

What you can expect of your instructor. I will communicate with you primarily through the tools within this Canvas course. If you have a question that you feel may help other students as well, please post your question in the "Read me First" discussion thread. If you have a personal concern or question you would like to talk about, please send me an email directly.

During the work week, I will respond to personal emails or posts directed to me within 24 hours. I will review communication over the weekend, but I will respond on Monday to most situations. If you need to reach me by email, please use the subject line: Your Name, Course Name/Number, Topic. Please allow a full 24 hours before emailing me again about the same question or issue, and on Monday for inquiries sent over the weekend. I will work to foster community through discussion boards, chat sessions, group projects, etc. I will post grades within 7 days of the final due date of the assignment, unless otherwise stated. Assignments and deadlines are noted in Central US time zone. Take extra care to note the time differences in your location. Students should always be mindful of time differences since this class enrolls students across all time zones in North and South America, Europe, Africa, and Asia.

What I expect of you as student. Expect to spend approximately a minimum of 12 hours a week learning in this course. It is necessary for you to log in frequently, if not daily. It is important to log in early in the week so that you understand what is expected and have time to ask questions. I expect you to ask questions if something is unclear. I encourage students to post comments early in the day so that class members have time to read and respond to your comments.

Course Expectations and Classroom Guidelines

Statement Defining Expectations for 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. Students with concerns about the class conduct standards should speak directly with Dr. Carroll.

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

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](#) 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 of Academic Dishonesty

Kansas State University has an **Honor and Integrity 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 and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning.

A component vital to the Honor and Integrity System is the inclusion of the *Honor Pledge* which 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. Students who have academic integrity concerns are asked to discuss those matters with their instructor, Dr. Carroll immediately.

Plagiarism

In this course, your professional writing should follow the guidelines in the *Publication Manual of the American Psychological Association, 7th edition* (2020). It notes that “researchers do not claim the words and ideas of another as their own: they give credit where credit is due” (APA ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author, rearrange the order of a sentence, and change some of the word, you must give credit to the source you need to credit the source in the text.

Self-plagiarism is defined as the presentation of your own previously published work as original; like plagiarism, self-plagiarism is unethical (APA, 2020, p. 256). Such academic behavior is not acceptable in this course. Additionally, students are not permitted to use any portion of a paper/project done or submitted in another course to fulfill any course assignments for this course. If you do, such action could be seen as some form of self-plagiarism and may violate the K-State Honor and Integrity System standards. Students with questions should consult your instructor and the Honor and Integrity System at the address noted above in the preceding section.

Academic Freedom Statement

Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial, or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission.

Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.

Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441; for K-State Polytechnic campus, contact Julie Rowe, Diversity, Inclusion and Access Coordinator, at jarowe@ksu.edu or call 785-826-2971. Your request for accommodation support will not affect your status in this class nor will it impact your final grade. Your request is kept confidential.

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.

1. Kansas State University Counseling Services (k-state.edu/counseling/) offers free and confidential services to assist you to meet these challenges.
2. *Lafene Health Center* (<https://www.k-state.edu/lafene>) has specialized nurse practitioners to assist with mental health.
3. *The Office of Student Life* (k-state.edu/studentlife) can direct you to additional resources.
4. K-State Family Center offers individual, couple, and family counseling services on a sliding fee scale (<https://www.hhs.k-state.edu/familycenter/>).
5. *Center for Advocacy, Response, and Education (CARE)* provides free and confidential assistance for those in our K-State community who have been victimized by violence (<https://www.k-state.edu/care/>).

Use of Social Media

Classroom communication is intended for instructional purposes only. No portion of this class or the instructional class website is designed for social media use outside of the Canvas Learning Management System. Canvas does have ways to integrate social media networks into our online learning activities. Check with the IT Help Desk and review the Canvas technical training and support guidelines to learn about the social media resources available in Canvas. Class graded assignments are assessments that are protected by FERPA guidelines and regulations. For this reason, class assignments, postings, papers, and projects should not be placed on any media platforms. Failure to adhere to this classroom guideline could be considered an academic integrity violation and subject to university sanctions. Students are encouraged to speak directly with Dr. Carroll regarding social media questions or concerns.

Social Media Requests. Students enrolled in this class should decide for themselves whether or not it is in their best interest to be social media friends with fellow students. Dr. Carroll will not respond to any social media friend requests while you are enrolled in this class.

Technology Requirements

Students must have access to a computer with Internet and web capabilities. You should access and review course materials daily. Computer memory must be sufficient so that the students can send and receive messages, and use web resources, including collaboration tools, videos, and apps. The use of the Canvas Learning Management System works best if students use a high speed or DSL connection. Students should consult with K-State's IT Help Desk for questions regarding technology requirements. If unfamiliar with the university's online technology resources, students are encouraged to take the IT training at <http://www.k-state.edu/its/training/>. Visit the [IT Help Desk](#) by phone: 785-532-7722 or by email at helpdesk@k-state.edu.

Electronic Mail Policy. This policy clarifies the applicability of law and certain other University policies to electronic mail. Users are reminded that all usage of KSU's information technology resources including electronic mail is subject to all University policies including the Information Technology Usage Policy <http://www.ksu.edu/policies/ppm/3400/3420.html>.

To the greatest extent possible in a public setting, individuals' privacy should be preserved. However, there is no expectation of privacy or confidentiality for documents and messages stored on University-owned equipment. Users of electronic mail systems should be aware that, in addition to being subject to authorized access, electronic mail in its present form cannot be secured and is, therefore, vulnerable to unauthorized access and modification by third parties. Receivers of electronic mail documents should check with the purported sender if there is any doubt about the identity of the sender or the authenticity of the contents, as they would with print documents. Users of electronic mail services should be aware that even though the sender and recipient have discarded their copies of an electronic mail record, there may be back-up copies of such electronic mail that can be retrieved.

According to K-State university policy, *electronic mail may constitute a public record in Kansas*. It can be subject to disclosure under the Kansas Open Records Act or other laws, or as a result of litigation. However, prior to such disclosure, the University evaluates all requests for information submitted by the public for compliance with the provisions of the Act or other applicable law. In addition, electronic mail may constitute University records subject to the University's Retention of Records Policy (PPM, Chapter 3090). As such, they may need to be retained for longer than an email system is capable of retaining them. It is the responsibility of the sender/recipient to determine if a particular email message constitutes a university record.

The University considers that email is formal communication. Faculty, staff and students are expected to check their email on a frequent and consistent basis in order to stay current with University and/or faculty-student related communications. For more information regarding official correspondence see the policy on Official Electronic Correspondence with Faculty, Staff and Students at <http://www.ksu.edu/policies/ppm/3460.html>

Security and Virus Protections. Students are responsible for removing any local server firewalls or security devices that impede their access to the Canvas Learning Management system site. Each individual student is responsible for checking daily for viruses and for helping the class to remain virus-free. Students who find a virus within any posted file or document should call the IT Help Desk immediately for assistance in removing the virus. Second, you are asked to notify Dr. Carroll immediately at 785-587-7423-cell. Indicate which file and the virus detected, if known. The IT Help Desk can assist you in locating free, downloadable virus software.

Technical Questions? All technology and Canvas access questions should be directed to the **IT Help Desk** first. Class members are welcome to contact this campus resource throughout the semester.

Remember: *There are neither silly nor stupid technology questions!*

IT Help Desk Contact Information

Phone: 785-532-7722 or 1-800-865-6143

Website: <http://public.online.ksu.edu/support/>.

Email: helpdesk@k-state.edu

Late Assignment Policy

Students who need extra time to complete course assignments are asked to visit with Dr. Carroll as soon as possible to discuss an alternate timeline for assignment submission. Similarly, class teams who are working together on the team project assignment will be given grace and flexibility with regard to their team project submissions. Teams are requested to visit with Dr. Carroll early about a timeline change for their team project assignment.

Religious Observances and Holidays

Students who must be away from class due to a religious holiday or observance are asked to inform the instructor in advance of the holiday period. Dr. Carroll will work with each student to accommodate any requests. Each student is responsible for all class work assignments, including exams, quizzes, readings, or project activities.

Go Green! Support Sustainability. K-State is committed to sustainability and promoting good environmental stewardship among its students, faculty, and staff. Even in an online course, there are activities that we can do to support and advance a sustainable campus. The K-State Sustainability website is: <http://sustainability.k-state.edu/>.

There, you can find many resources to support your sustainability efforts. For all these reasons, I recommend that you limit your printing of class documents, including this syllabus. Find ways to recycle those documents that you absolutely must print. Check with your local campuses or your departmental offices to discover how best to recycle paper, ink cartridges, and other materials that you would use in this class. **Thank you for supporting sustainability.**

Kansas State University Land Acknowledgement

As the first land-grant institution established under the 1862 Morrill Act, we acknowledge that the state of Kansas is historically home to many Native nations, including the Kaw, Osage, and Pawnee, among others. Furthermore, Kansas is the current home to four federally recognized Native nations: The Prairie Band Potawatomie, the Kickapoo Tribe of Kansas, the Iowa Tribe of Kansas and Nebraska, and Sac and Fox Nation of Missouri in Kansas and Nebraska.

Many Native nations utilized the western plains of Kansas as their hunting grounds, and others – such as the Delaware – were moved through this region during Indian removal efforts to make way for White settlers. It's important to acknowledge this, since the land that serves as the foundation for this institution was, and still is, stolen land.

We remember these truths because K-State's status as a land-grant institution is a story that exists within ongoing settler-colonialism, and rests on the dispossession of Indigenous peoples and nations from their lands. These truths are often invisible to many. The recognition that K-State's history begins and continues through Indigenous contexts is essential. (January 15, 2020)

Course Requirements

Class Zoom Meetings for EDCEP 985 Advanced Counseling Theory

Our class will have three scheduled zoom meetings throughout the semester. They are scheduled on Thursdays from 7-8 PM CT. Each session is recorded and uploaded into our class for viewing later. They are optional meetings, but it is my hope that everyone will do their best to be present. PS. It's okay if dogs and cats are present. Children are welcome, at parents' discretion. Thank you.

1. Topic: **Advanced Counseling Theory 1st zoom meeting**
Time: Aug 31, 2023, 07:00 PM Central Time (US and Canada)
<https://ksu.zoom.us/j/93593324445?pwd=RkY5TG9hbk9DZEduL3JGNnloZFh4Zz09>
Meeting ID: 935 9332 4445
Passcode: 648041
2. Topic: **2nd zoom meeting . Midterm celebration**
Time: Thursday, October 12, 2023, 7:00 pm CT.
<https://ksu.zoom.us/j/95174450647?pwd=MHFRMjlWQV9kRmtZditEa2Ewdz09>
Meeting ID: 951 7445 0647
Passcode: 097069
3. Topic: **3rd Adv. Counseling Theory Zoom meeting. Completing the course successfully.**
Time: Nov 16, 2023, 07:00 PM Central Time (US and Canada)
<https://ksu.zoom.us/j/96793208966?pwd=VXBYQ1FEU2J5emRzVm9VeU5KZDZZdz09>
Meeting ID: 967 9320 8966
Passcode: 261160

Online Class Participation

Online participation is assessed in determining your class grade. Students are expected to participate weekly in all on-line activities and discussions. Weekly participation involves two essential elements: a) posting your responses, reactions, and critical analysis to assigned readings; and b) asking and responding to questions that prompt further discussion regarding the week's topic. The quality and quantity of your participation is used in determining your class grade. Students must make a minimum of one posting and respond critically to two class members each week. Each student must post no less than three (3) comments each week.

Rubric for Assessing Online Content

Content includes the degree to which students acquire an understanding of the essential material presented within the course. This content rubric evaluates the degree to which a student can apply this material to practical situation and show an ability to analyze the content (critical thinking). 100 points are awarded to this activity.

Points	Skills
90-100	Demonstrates excellence in grasping key multicultural concepts; shows ability to apply these concepts to advising settings; can apply these concepts during case analysis; provides strong evidence in support of multicultural applications of multicultural applications of concepts; readily offers new interpretations on multicultural discussion materials.
80-89	Shows evidence of understanding for most of the major multicultural concepts; can agree or disagree with ideas when asked; Provide good evidence in support for opinions; offers an occasion divergent opinion about multicultural concepts.
70-79	Has a shallow grasp of multicultural material; rarely takes a stand on discussion issues; offers inadequate levels of support for opinions. Shows little application of multicultural concepts and ideas to advising.
60-69	Shows little to no significant understanding of material; makes few comments about discussion issues; offers a weak support for opinions.
50-59	Shows no understanding of the material. Shows naiveté or ignorance regarding multicultural concepts. Postings are infrequent and present a narrow worldview about multicultural groups.
<50	Unacceptable participation. Failing.

Rubric for Assessing Online Participation

Online Participation includes the number or frequency of online postings to case analysis, daily assignments, discussion, or bulletin boards, and so forth. Students must make a minimum of one posting and respond critically to two class members each week. **100 points are awarded to this activity.**

Points	Skills
90-100	Contributions are immediate, prompt, timely, relevant, and self-initiated; comments and reactions are posted freely on all assignments throughout the entire course. There is no attempt to dominate the discussion; Shows strong evidence of respect for divergent opinions.
80-89	Contributions are self-initiated. Comments and reactions are posted but not in a timely way. Student follows discussion and responds during discussion. Engages in some critical thinking and challenges others interpretation of the readings and research. Shows good evidence of respect for divergent opinions.
70-79	Student keeps up with the discussion; needs an occasion prompting to contribute; participates in some conversations or discussions more than others. Show some evidence of respect for divergent opinions.
60-69	Participation is spotty; picks and choose topics in which to get involved. Does perfunctory postings when prompted; take little initiative in posting information. Shows little evidence of respect for divergent opinions.
50-59	Student rarely participates freely; makes short, irrelevant remarks; shows no evidence of respect for divergent opinions.
<50	Unacceptable participation. Failing.

Rubric for Assessing Online Expression

Expression involves two components: 1) formal postings, assignments, and projects and (2) online discussion. In general, expression can provide a degree of clarity to content (Bauer & Anderson, 2000). Great ideas are lost if they are not expressed well. Bean & Peterson (1998) note that good writing is tied closely with good scholarship. In this assessment rubric, writing style, grammar, and language are seen as important criteria. Students are encouraged to use appropriate grammar when composing comments for posting or when preparing formal postings such as projects and assignments. **100 points are awarded to this activity.**

Points	Skills
91-100	Uses complex, grammatically correct sentences on a regular basis; expresses multicultural ideas and concepts clearly, concisely, and cogently in a logical manner; uses words and phrases that demonstrate a high level of vocabulary; has very few misspellings.
81-90	Sentences are grammatically correct; ideas are readily understood. Multicultural ideas and concepts are presented globally in a logical manner. Some misspellings and confusing phrases.
71-80	Sentences are grammatically correct; ideas are readily understood but show signs of disorganization; some transitions between concepts are missing; there are occasional misspellings.
61-70	Show poor use of language; confuses and garbles much of the message. Only an occasional idea is presented clearly; language is disjointed. There is an overuse of the simple sentence and repetition of words; paragraphs are often unrelated to each other.
51-60	Writing is largely intelligible. There are incomplete sentences and frequent misspellings. There is a poor organization to paragraphs and to ideas presented therein.
< 50	Not acceptable; failing.

Source for all three online assessment rubrics: Bauer, J.F & Anderson, R. S. (2000). *Evaluating students' written performance in the online classroom*. In R. Weiss, D.S. Knowlton, & B.W. Speck (Eds). *Principles of Effective Teaching in the Online Classroom. New Directions for Teaching and Learning, 84 (winter)* (pp.65-71). San Francisco, CA: Jossey-Bass. These rubrics have been modified to fit the requirements for this course.

Course Assignments

Theory Class Presentation

Each student will be responsible for leading one class session about one theory of your choice. This schedule will be arranged during the first week of class. You will lead and facilitate a discussion of the theory using the textbook and relevant resources. You will be required to present information, promote dialogue, and facilitate a critique of the theory in terms of its (a) defining characteristics and (b) its strengths and limitations as used in interventions. It is assigned **50 points**.

Case Analysis

A *case analysis* is a simulated or scripted counseling scenario. Students are assessed on their level of involvement in *five (5)* online case analyses. Each student can earn a maximum of **50 points** for each case analysis. A total of **250 points** is awarded for this activity.

Case Analysis assessment criteria are described below. Each dimension is assessed on a 1-5 scale with *1 = shows little or no activity*, to *5 = shows exceptional activity* on this dimension.

1. Participates actively in case discussions.
2. Is proactive in offering ideas and viewpoints relevant to the case analysis.
3. Demonstrates knowledge of counseling theories, principles or models.
4. Can apply counseling theories to simulated case analysis.
5. Demonstrates creativity and innovation in the design of counseling interventions.
6. Uses collaboration and team decision-making skills in problem resolution.
7. Shows application of good professional practice and ethics.
8. Demonstrates an understanding of relevant state and federal laws and appropriate school/agency regulations.
9. Shows ability to apply multicultural counseling principles to practice.
10. Demonstrates flexibility in considering appropriate counseling interventions.

Quizzes. Students will take 5 twenty-point multiple choice quizzes that ask you about your knowledge of certain theories. A total of 100 points can be earned from these quizzes.

Personal Theoretical Orientation Paper

As a professional counselor, you have a responsibility to ground your work in a theoretical base. Depending on the length of time you have been in the field, however, this base may feel old, disjointed, or not useful for the population you currently work with. As we grow and develop personally and professionally, we need to periodically revisit our theoretical base. One major goal of this course is to help you examine and reevaluate your own personal theoretical orientation to counseling. Therefore, as a capstone to the course, you will complete a 12-15 page, integrative paper that articulates your personal theoretical orientation to counseling. You should demonstrate your understanding of material covered in class, and your development as a counseling professional and of how your lifelong development has culminated in your strengths and areas for growth as a counselor. The guidelines for writing this paper are presented below.

Paper Guidelines

Your paper should be 12-15 pages in length, excluding references, and written in keeping with *APA Publication Manual 7th* edition. Your paper should be organized well, articulated clearly and thoughtfully, and presented in good form technically and stylistically. You can draw on course materials as well as your own ideas, experiences, philosophy, etc. A recommended outline to develop your paper is presented here. This paper is due on **Friday, December 1, 2021**. It is assigned **100 points**.

Elements to include in your theory paper

Basic Principles and Concepts. Include your *philosophical roots*: Basic Assumptions about Human Nature, the role of values (societal; individual, familial); source(s) of anxiety (learned behavior, psychological and sexual development, etc.) and factors influencing personality development.

Describe how your chosen theory can be applied to culturally/socioeconomically different clients. Include here a brief description of your family background and personal development and include a discussion how these personal elements relate to your present beliefs, values, personality, and counseling theory.

Application to Counseling Settings. Include the following in your discussion: your role as a counselor, goals of counseling, major counseling techniques used, and techniques used with diverse and underrepresented populations. How might this theory support the creation of evidence-based practice? Explain the relevance of this theory for counseling research. What are the limitations of this theoretical approach for counselors? Explain in detail.

Extra Credit Activities

Students can earn extra credit points for a variety of professional development and community activities that are related to our course. Such activities include passing the student orientation quiz, presentations at local, regional, or national conferences, attendance at such professional development workshops, and civic activities, such as voting in upcoming local, state, or national election. Once you have participated in an event, write a short summary (one page or less) that describes the events and discusses its relevance for multicultural counseling. Submit this summary to the course drop box. Dr. Carroll will read it and assign the extra credit points accordingly. Students can earn from 5-10 points per extra credit event, up to a **maximum of 50 points**.

Grading Template

<u>Activity</u>	<u>Maximum points awarded</u>
Participation	100
Content	100
Expression	100
Theory Concept Paper	100
Case Analysis	250
Theory class presentation	50
Quizzes	100
TOTAL	800

Class Grading

A = 720-800

B = 640-719

C = 560-639

D = 480-559

F = < 480

**EDCEP 985 Advanced Counseling Theory
Schedule of Activities and Reading Assignments
Fall 2023**

Date	Topical Reading and Assignments
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Instructions. Reading assignments are contained within designated modules located in the content files section of the course website. Readings are located in the content files section of the course website. A module week begins on Monday at 12:01 AM and ends on Saturday at 11:59 PM CT. There are no Sunday class assignments. All times are noted in CT Central Time zone (US and Canada).

Special Note. This syllabus does not contain the dates for scheduled class zoom meetings. Those class events will be updated in our weekly course content page in Canvas. Thank you. dwc.

**Module 1
Week 1 August 21-25
Orientation to theory**

Scheduled events. Review course syllabus and related materials. Take the *Orientation Quiz*. It will earn you extra credit points for getting acquainted with the course syllabus. View the *Orientation Welcome* video. Our first discussion board discussion begins on Tuesday, Aug. 22. Go to Module 1 to find the discussion board space.

Assignments. Preface; Ch. 1

**Week 2 Aug. 28-Sep. 1
First Force in psychotherapy:
psychoanalytic and psychodynamic theories**

Scheduled Events. Our first zoom meeting will be scheduled on Thursday, September 7 from 7-8 PM CT. It is an optional, get-acquainted meeting that will be recorded and uploaded to our class.

Assignments. Chs. 2 Psychoanalytic and psychodynamic theories. Case #1 is released and comes due on Tuesday, September 12.

**Week 3 Sep. 4-8
First Force in psychotherapy: Adlerian psychotherapy**

Scheduled Events. Monday, September 4 is Labor Day. There are no classes that day and all university campuses are closed. Offices open and classes resume on Tuesday, September 5. Our class discussions begin on Tuesday.

This week, we are introduced to Adlerian psychotherapy. Start your discussion about Adlerian theory on Tuesday and continue the discussion throughout this week. See the Module 3 discussion board to begin learning about Adlerian psychotherapy. Continue your discussion throughout this entire week.

Additionally, as a class team, everyone is asked to participate in the first case discussion *Psychoanalytic/ Psychodynamic Mental Health Intervention for High school coaches*. It is a required case team activity. A team activity means that everyone in the class is asked to participate in the discussions and conversations about how to handle the case that is presented here for you this week. At this writing, I see only one response from class members. This team case assignment is due on September 12. Everyone will receive the same points so it is important for everyone to participate in this assignment.

Assignments. Ch. 3 Adlerian psychotherapy

Week 4 September 11-15

Second Force in Psychotherapy: Behavior Therapy and integrated Psychopharmacology

Scheduled Events. Our class discussions begin on Tuesday.

Assignments. Ch. 4

Week 5 September 18-22

Second Force in Psychotherapy: Cognitive Therapy

Scheduled events. Case #2 is released. Our class discussions begin on Tuesday.

Assignments. Ch. 5

Week 6 September 25- 29

Second Force in Psychotherapy: Reality Choice Therapy

Scheduled events. Our class discussions begin on Tuesday. Yom Kippur is Monday, September 25.

Quiz #2 is released and closes on Saturday, September 30 at 11:59 PM CT.

Assignments. Ch. 6

Week 7 October 2-6

Third Force in Psychotherapy: Existential Person-Centered Therapy and Interpersonal psychotherapy

Scheduled events. Our class discussions begin on Tuesday.

Assignments. Chs. 7-8

Week 8 October 9-13

Third Force in Psychotherapy: Gestalt Therapy and Emotion-focused therapy

Scheduled Events. October 9 is *Indigenous Peoples' Day*. Check the day's announcements to learn about the K-State Celebration. Our class discussions begin on Tuesday. Case #3 is released.

Our 2nd class zoom meeting occurs on Thursday, October 12. It is a check-in for midterm time.

Topic: **2nd zoom meeting . Midterm celebration.**

<https://ksu.zoom.us/j/95174450647?pwd=MHFRMjlWQVVBVaU9kRmtZditEa2Ewdz09>

Meeting ID: 951 7445 0647

Passcode: 097069

Assignments. Chs. 9

Week 9 October 16-20

**Third Force in Psychotherapy: Motivational Interviewing & Stages of change;
Expressive Arts & Counseling**

Scheduled events. Our class discussions begin on Tuesday. Quiz #3 is released and closes on Saturday, October 21 at 11:59 PM CT.

Assignments. Ch. 10-11

Week 10 October 23-27

**Fourth Force in Psychotherapy: Social Constructivism and Postmodernism
Multicultural Counseling & Transcultural approaches to counseling**

Scheduled events. Our class discussions begin on Tuesday. Case #4 is released.

Assignments. Chs. 12-13

Week 11 October 30- November 3

**Fourth Force in Psychotherapy: Feminist Therapy and LGBTQ Therapy
Integrating spiritual and religious issues in psychotherapy**

Scheduled events. Our class discussions begin on Tuesday. Case #5 is released. Quiz #4 is released and closes on Saturday, November 4 at 11:59 PM CT.

Assignments. Chs. 14-15

Week 12 April November 6-10

**Fourth Force in Psychotherapy: Solution-focused therapy
Narrative Therapy**

Scheduled events. Our class discussions begin on Tuesday. **Veterans Day is Saturday, November 11.**

Assignments. Chs. 16-17

Week 13 November 13-17

**Fourth Force in Psychotherapy: Strengths-based Therapy
Family therapy approaches**

Scheduled events. Our class discussions begin on Tuesday. Quiz #5 is released and closes on Saturday, November 18, at 11:59 PM CT. 3rd Zoom meeting will meet Thursday, November 16, 7-8 PM CT.

Topic: **3rd Adv. Counseling Theory Zoom meeting. Completing the course successfully.**

Time: Nov 16, 2023, 07:00 PM Central Time (US and Canada)

<https://ksu.zoom.us/j/96793208966?pwd=VXBYQ1FEU2J5emRzVm9VeU5KZDZZdz09>

Meeting ID: 967 9320 8966

Passcode: 261160

Assignments. Chs. 18-19

**Thanksgiving Week
November 20-26**

This week from Monday through Sunday is considered a student holiday. University offices are closed November 20-26. Classes resume on Monday, November 27.

**Week 14 November 27- December 1
Fifth force in Psychotherapy: Neuroscience and theories of psychotherapy**

Scheduled events. Our class discussions begin on Tuesday. *Class Team Neuroscience Case* is released. Counseling Theory paper comes due on **Friday, December 1.**

Assignments. Ch. 20

**Week 15 December 4- 8
Fifth force in Psychotherapy: Integrative Psychotherapy
Constructing your own integrative approach to therapy**

Scheduled events. Our class discussions begin on Tuesday. *Course evaluation* is released under a separate email.

Assignments. Ch. 21

December 11-15 Finals Week

Scheduled events. Our class discussions begin on Tuesday. No assignment this week. Friday, December 15 is our final class day. Look for a *course evaluation* to come under a separate email.

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