

Fall 2016
CNS 741: Theories and Models of Counseling
Wake Forest University Department of Counseling

Instructor: Mark B. Scholl, Ph.D., LMHC
Office: Carswell Hall 225
Office Hours: By appointment
Phone: (336) 758-5618
E-mail: schollmb@wfu.edu
Mail box: Carswell 235

Course Content :

This course is designed to facilitate your understanding of the key components of a variety of major established and emerging counseling theories, consistent with current professional research and practice in the field. Theories will be presented as conceptual frames from which counselors can understand their clients more completely and deeply. Strategies and techniques from each theory will be presented to show how those methodologies can be used to assist clients in overcoming psychological problems, developmental issues, psychopathology, ecological challenges, and adjustment to disability.

The theories outlined in this class can also be used to increase your self-understanding. I invite you to use the theories not only to increase your ability to understand people, but to increase your intrapersonal cognitive complexity, or, as Freud might say, to make your unconscious conscious.

Learning Outcome Objectives:

Upon successful completion of this course, you will be able to learn:

- The historical context from which counseling theories evolved (II.F.1.a; II.F.5.a).
- The philosophical assumptions that underlie each of the major theories (II.F.3.c).
- The key components and major tenets of the major counseling theories, including feminist and multicultural perspectives (II.F.3.c; II.F.4.b)
- Strategies and techniques inherent in the major counseling theories (II.F.5.h)
- Current research related to counseling theories. (II.F.5.a)
- Current knowledge base on process and outcome in counseling (II.F.5.n).

Students will demonstrate the ability to:

- Identify the key names, concepts, strategies, and techniques associated with the assigned theories.
 - Means of assessment: midterm and final exams; in-class discussion and exercises
- Compare and contrast different theories within counseling.
 - Means of assessment: midterm and final exams; Theoretical orientation paper.
- Identify and describe theory-based interventions utilized in current research literature.
 - Means of assessment: research article presentation
- Engage in conceptualization and application of concepts & techniques from major theories to case examples.
 - Means of assessment: class discussion and in-class exercises; Case application paper.
- Synthesize concepts from the major theories to deepen self-understanding.
 - Means of assessment: journal; Theoretical orientation and metaphor assignment.

Methods of instruction:

In this class we will use a combination of lecture and class discussion supplemented by videos and other activities.

Required texts and readings:

Murdock, N. L. (2016). *Theories of counseling and psychotherapy: A case approach*, (4th ed). Upper Saddle River, N.J: Pearson Education.

Student performance evaluation criteria:

Includes grade weights by assignment, grading scale & late assignments policy.

Summary of Learning Activities with grade weights:

Learning Activity	Points
Research article presentation (II.F.3.h; II.F.5.d; II.F.8.a; II.F.8.b; II.F.8.c; II.F.8.e)	10
Case Conceptualization #1	10
Case Conceptualization #2	10
Journal (II.F.1.a; II.F.3.b; II.F.3.e; II.F.3.f; II.F.3.h; II.F.5.a; II.F.5.b; II.F.5.c; II.F.5.d; II.F.5.e; II.F.6.b; II.F.6.c; II.F.6.d; II.F.7.b; II.F.7.c; II.F.8.e)	15
Theoretical Orientation Essay/Metaphorical Object	10
Midterm (II.F.1.a; II.F.2.c; II.F.3.h; II.F.5.a; II.F.5.b; II.F.5.d; II.F.5.e; II.F.6.c; II.F.8.a; II.F.8.c; II.F.8.e)	15
Final Exam (II.F.1.a; II.F.2.c; II.F.3.h; II.F.5.a; II.F.5.b; II.F.5.d; II.F.5.e; II.F.6.c; II.F.8.a; II.F.8.c; II.F.8.e)	20
Class Participation	10
Total	100

Grading Scale**Corresponding Points**

A	93-100	93-100
A-	90-92	90-92
B+	87-89	87-89
B	83-86	83-86
B-	80-82	80-82
C+	77-79	77-79
C	70-76	70-76
F	0-69	0-69

Description of Learning Activities:

- **Midterm & Final Exams (15% & 20%, respectively):** You will demonstrate knowledge of the counseling terms, key names, and concepts associated with the major counseling theories by obtaining a B or better grade on the midterm and final exams. Exams are completed at home and are due 10/24 and 12/11 by 11:59 pm ET. Of course, you may submit your exams prior to the due dates. (II.F.1.a; II.F.2.c; II.F.3.h; II.F.5.a; II.F.5.b; II.F.5.d; II.F.5.e; II.F.6.c; II.F.8.a; II.F.8.c; II.F.8.e)

- **Research article presentation (10%):** With your group, you will select a research article from a peer-reviewed journal. The article should describe research about psychotherapeutic intervention(s). The intervention(s) being examined in the research should be based in a specific theoretical approach we have discussed in class (e.g., psychodynamic, person-centered, CBT, etc.). Your group will be assigned a group of related theories to guide you in choosing your article. Using PowerPoint, create a presentation for the class that highlights the main points of the article, focusing upon how the intervention puts theory into practice. Presentations should last 10 minutes, with 5 minutes of group-facilitated discussion to follow. (If the class does not have questions/comments, your group should be prepared with prompts to spark discussion.) Due dates are listed on the Course Schedule (see page 6). I am happy to meet with groups to discuss your article choice and/or provide guidance about where and how to look for an article. Please provide a 1-page bullet-point list of main points for the class; email this to me before your due date. (II.F.3.h; II.F.5.d; II.F.8.a; II.F.8.b; II.F.8.c; II.F.8.e)
- **Case Conceptualizations 1 & 2 (10% each; 20% total):** You will complete one case conceptualization during the semester. Apply a theory of your choosing and related techniques to the case provided. It is up to you which theory you apply for your case conceptualization. Each case conceptualization should be 3 to 4 pages in length double spaced. You will be provided with a Case Format and a Client Case Description for this assignment.
- **Journal (15%):** The purpose of this assignment is to assist you to increase your self-knowledge and awareness. In order to help others, counselors must have a very sophisticated and comprehensive level of self-understanding. There is a very strong correlation between self-awareness and success in the clinical aspects of our training program. Use this course and your journal to help you grow and develop, so that you can be the type of counselor most able to help others. (II.F.1.a; II.F.3.b; II.F.3.e; II.F.3.f; II.F.3.h; II.F.5.a; II.F.5.b; II.F.5.c; II.F.5.d; II.F.5.e; II.F.6.b; II.F.6.c; II.F.6.d; II.F.7.b; II.F.7.c; II.F.8.e)
 - After reading each chapter and participating in class discussions, I want you to answer each of the following questions for at least 10 counseling theories or models. Journal entries should be between 250 and 400 words per theory.
 - **What did I learn about myself from this theory?**
 - **What specific concept struck me most deeply from this theory?**
 - **What might I do or think about differently now in my work as a counselor since I know more about myself?**
 - **You will submit your journal twice during the semester. Due dates are listed in the Course Schedule on page 6. There should be at least five entries for each submission.**
 - **Please submit your journal electronically to schollmb@wfu.edu as an attached Microsoft Word document. Name your document: Your Last Name Theories Journal 1 or 2. Your journal can include any other material you choose related to the learning and growth you experience over the course of this class, but it must also address the three questions listed above. I will evaluate your journal based upon your ability to thoughtfully and honestly use theoretical concepts from the class to deepen your self-understanding. You are not required to disclose personal information you find embarrassing or too difficult to discuss. However, you do need to demonstrate an openness to understanding your own issues, and an ability to recognize and deal with complex human experiences, feelings, and**

behaviors.

- **Theoretical Orientation Essay/Metaphorical Object (10%):** For this assignment, students are required to develop an original comprehensive artifact/model and a 2 - page essay presenting your theoretical orientation. You will tell whether your orientation represents an accommodative, assimilative, common factors, or technical eclectic integration of three or more theories. In addition, select or create metaphorical object to represent your theoretical orientation. It can be a favorite painting, a food, a design, a poem, quilt, etc. This metaphorical object should clearly represent the identified integration model you have adopted. You are required to combine multiple theories (three or more) into one comprehensive theoretical approach. Be creative in the selection or development of your metaphorical object as this can be whatever you feel truly represents YOU, and your integrated approach to counseling! You will share the metaphorical object with your peers in a brief presentation on December 12th. Your essay should be no more than 4 pages long (only 2 pages are required) and should be turned in by email to schollmb@wfu.edu by December 12th. A format will be provided describing the contents of the paper.
- **Class Participation (10%):** Your active, thoughtful engagement during class is expected. Participation is demonstrated through attendance, timeliness, attentiveness, and involvement in class discussions and exercises.

Schedule of Classes and Learning Activity due dates:

Date	Topics	Required Reading	Assignments Due
September 5 Week 1	Labor Day	No Class Meeting.	Begin forming groups.
September 12 Week 2	Chapter 1 Carl Rogers Article Chapter 5 – pp. 161 - 164	Orientation: Theory is a good thing Are Rogers’s Core Conditions both Necessary and Sufficient?	Begin Forming Groups. Due Today: A 200-250 word typed essay discussing whether the core conditions (Rogers’s, 1957) are both necessary and sufficient. Due Sept 12
September 19 Week 3	Chapter 5 – pp. 144 - 175	Carl Rogers’ Person-Centered approach <ul style="list-style-type: none"> ● Gloria film – Carl Rogers 	
September 26 Week 4	Chapter 6	Existential approaches Frankl, Yalom, et al.	
October 3 Week 5	Chapter 7	Gestalt Therapy <ul style="list-style-type: none"> ● Gloria film— 	DUE: Emotion-focused article

		Fritz Perls	presentation
October 10 Week 6	Chapters 2 & 3	Freud's psychoanalysis Jung, Ego Psychology, Object Relations, Self Psychology	DUE: Psychodynamic-focused article presentation
October 17 Week 7	Chapter 4	Adler's Individual Psychology Brief Psychodynamic Psychotherapy <ul style="list-style-type: none"> Nancy McWilliams psychotherapy film 	DUE: JOURNAL DUE by 11:59 pm (at least 5 entries)
October 24 Week 8	Chapter 8	Behavior Therapy CBT intro	DUE: At-home MIDTERM EXAM due by 11:59 pm
October 31 Week 9	Chapter 9	REBT Ellis - Gloria film—Albert Ellis	DUE: Case #1 Conceptual. Paper
November 7 Week 10	Chapter 10	Cognitive Therapy A. Beck - Judith Beck CT film	DUE: CBT-focused article presentation
November 14 Week 11	Chapters 11 & 16	Reality Therapy—Glasser, Wubbolding Mindfulness approaches—ACT, Linehan's DBT	DUE: Action-focused article presentation
November 21 Week 12	Chapters 14 & 15	Solution-Focused Brief Therapy—deShazer, Berg Narrative Therapy	DUE: JOURNAL due by 11:59 pm (5 new entries)
November 28 Week 13	Chapter 12	Feminist Therapy Relational Cultural Theory	DUE: Case #2 Conceptualization Paper
December 5 Week 14	Chapter 17	Is this a good theory? Process/outcome; common factors	DUE: Constructivist article presentation
December 11 - a Sunday	Final Exam Due	Covering the theories covered by the course	DUE: At home. Final Exam due by 11:59

		since the Mid-Term Exam	pm
December 12 Week 15		Integration of Therapies and Techniques	DUE: Integrative Model Presentation in Class

Student Late Assignments Policy:

Assignments are due at the beginning of class on the date they are due otherwise they are considered late. You may be asked to submit an electronic version of your assignment along with a hard copy. Unless arrangements have been made with the course instructors, students who submit late assignments will receive a 10% grade deduction for each day beyond the due date.

Disability Accommodation Policy and Procedure: Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone:336-758-5929. Email: lacenter@wfu.edu.

Emergency Contingency Plan:

In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents will be made available online in a Sakai course website. It is suggested that all materials be downloaded. Student work can be submitted via the course website or via email. If Internet access is limited, work can be submitted via snail mail to the instructors address as listed below. If there is a continued need to cancel class, the due dates for assignments may be pushed back.

Academic Policies and Honor Code

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code](#), which can also be accessed on the [Graduate School website](#).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.

- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- Plagiarism: appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

Other Academic Policies

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](#).