**CNS 741: Theories and Models of Counseling**

Wake Forest University

Department of Counseling

Fall 2023

**Instructor**: Kenneth W. Simington, Ph.D., NCC, LSC-NC

**Email:** simingkw@wfu.edu

**Class time:** Mondays—12:30 pm-3:00 pm **Location:** Carswell 016

**Office Hours:** Mondays— 3:00 pm- 4:00 pm; by Appointment

**Office:** Carswell 225

**Zoom Link:** <https://wakeforest-university.zoom.us/j/8116867066?pwd=YkNxeW8ydyt4ZVQveVkvTElNcExGZz09>

**Course Content**

This course is designed to establish your foundational understanding of theories and models of counseling. The course seeks to facilitate your understanding of the key components of a variety of major historical, current, and emerging counseling theories as well as 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.

An additional expected outcome for this course is that you will deepen your awareness and understanding of self as you explore and experience your own thoughts, feelings, and behavior through the learning of counseling and psychotherapy theory.

**Required Text and Readings**

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

Additional readings will be required to enhance both learning and engagement. Readings will be placed in the course reserves section of Canvas.

**Course Objectives**

**Students will learn:**

The historical context from which counseling theories evolved (CACREP: 3.A.1; 3. E.1).

The philosophical assumptions that underlie each of the major theories (3.A.1).

The key components and primary tenets of the major counseling theories, including multicultural and feminist perspectives (3.E.1; 3.E.7)

Strategies and techniques inherent in the major counseling theories (3.E10).

Current research related to counseling theories (3.H.1).

Current knowledge base on process and outcome in counseling (3.E.15).

**Students will demonstrate the ability to:**

Identify the key names, concepts, strategies, and techniques associated with the assigned theories.

Compare and contrast different theories within counseling.

Identify and describe theory-based interventions utilized in current research literature.

Engage in conceptualization and application of concepts & techniques from major theories to case examples.

Synthesize concepts from the major theories to deepen self-understanding.

**Student Learning Outcomes / Key Performance Indicators**

There are two signature assignments for this course, the Case Conceptualizations. These assignments are submitted in Anthology Portfolio, an e-Portfolio data storage, and data management program. The Case Conceptualization assignments will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for the Case Conceptualizations is .: Students demonstrate knowledge and skills associated with working with culturally diverse populations.

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

The student learning outcomes map can be found on page 9 of the [program evaluation report](https://prod.wp.cdn.aws.wfu.edu/sites/306/2023/07/Program-Evaluation-Report-2023.pdf).

**Methods of Instruction**

Course content will be delivered using a variety of methods including lecture, whole class discussion, small group discussion, experiential activities, and videos.

**Honor Code**

Students are expected to follow the Wake Forest University Honor Code. “Wake Forest considers adherence to the Honor Code and maintenance of a sense of social and community responsibility to be integral to the mission of the University. The Honor Code concerns itself primarily with the academic integrity of the institution and its students, and covers cheating, deception, stealing, plagiarism, dishonesty, and contempt, in the academic context. Conduct cases involve violations of the University’s standards of community responsibility” (Student Handbook, p. 84). For more information on the Wake Forest Honor Code please visit the Office of the Dean of Student Services website http://services.studentlife.wfu.edu/judicial-affairs/honor/ or consult the WFU Student Handbook.

**Disability Services**

If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (336-758-5929) within the first two weeks of the semester. You have a right to these services, however, please don’t wait until you are struggling to seek the services you need.

**Diversity, Equity, and Inclusion**

Wake Forest University is committed to supporting diversity, equity, and inclusion. The Office of Diversity and Inclusion provides campus resources such as the Intercultural Center, LGBTQ Center, Women’s Center, and more. Locate these on the webpage under Affinity & Support.

To learn more about WFU’s commitment to diversity, equity, inclusion read the Non-Discrimination Statement and policy on Non-Discrimination on the Basis of Disability.

*Pro Humanitate* - As a part of the Wa ke Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of *Pro Humanitate*. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the Realizing Inclusion, Diversity, and Equity (R.I.D.E) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

**Course Assignments**

**Attendance and Participation**  15 points

Attendance at all classes is expected to maximize your learning experience. Participation is demonstrated through your active and thoughtful engagement during presentations, class discussions, exercises, and activities.

**Theory Journal** (5 graded entries) 15 points

The purpose of this assignment is to assist you in increasing your self-knowledge and awareness. Counselors must have a very sophisticated and comprehensive level of self understanding to effectively help others. 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 assignment to help you grow and develop to become the type of counselor most able to help others. Journal entries should be between 250 and 400 words.

After reading each chapter and participating in class discussions, you will answer the questions and follow the format provided in the Theory Journal handout. Journal Entries A (due **September 4)** and B (due **September 18)** will be “nongraded” but reviewed for completion and to assess your initial level of understanding of the theory. Journal Entries 1-5 will be submitted for a grade. The Theory Journal is due **November 13**

(CACREP Core: 3.E.1; 3.E.2; 3.E.7; 3.E.10; 3.E.11)

**Case Conceptualizations (2)** 20 points

You will complete two case conceptualizations during the semester. For each case, you will apply a theory of your choosing that has already been reviewed in class to respond to the case example provided. Case Conceptualization (1) is due **October 16**. You may choose any theory that has been covered to this date. Case Conceptualization (2) is due **November 20.** Each case conceptualization should be 3 to 4 pages in length and double spaced. You will be provided with a Case Format and a Client Case Description for this assignment.

(CACREP core: 3.E.1; 3.E.3; 3.E.10)

**Please note**: This assignment is a Wake Forest *Signature* assignment and will be submitted via Anthology Portfolio (formerly Chalk & Wire). Anthology Portfolio (Chalk & Wire) is an assessment program used for gathering data. You will learn more about Chalk & Wire in your skills class though I can answer any questions to provide additional clarity as needed.

**Theoretical Orientation Paper and Metaphorical Object** 15 points

For this assignment you will complete a brief paper outlining your current theoretical orientation. Your paper should include theoretical concepts and techniques from a minimum of three (3) theories discussed during the semester. In addition, you will select an object that is a metaphorical representation of your current theoretical orientation. The object can be a painting, food, poem, quilt, etc. The metaphorical objects will be presented in class. The paper, object, and presentation are due **December 4.**  A more detailed handout for this assignment will be provided. (CACREP core: 3.E.1; 3.E.8; 3.E.10; 3.E.21)

**Mid-term Exam**  15 points

Students will demonstrate knowledge of key counseling terms, names, and concepts associated with the major counseling theories from Chapters 1-7. Theories covered include: Psychoanalytic, Neoanalytic, Individual Psychology, Analytic Psychology, Person-Centered, Existential, and Gestalt. The exam is open book and open notes. The exam will be **October 2** and completed in class using Canvas. (CACREP Core: 3.E.1; 2; 3; 6; 7; 8;10;11;13;15)

**Final Exam** 20 points

Students will demonstrate knowledge of key counseling terms, names, and concepts associated with the major counseling theories from Chapters 8-17 (excluding Chapter 13). Theories on the final exam will include: Behavior, Rational-Emotive Behavior, Cognitive-Behavioral, Reality, Feminist, Acceptance and Compassion, Dialectical Behavior, Solution-Focused, Narrative, and Theory Integration. The final exam will be completed in class using Canvas during exam week (**December)** according to the university schedule.

(CACREP Core: 3.E.1; 2; 3; 6; 7; 8;10;11;13;15).

**Course Evaluation**

Attendance and Participation 15 points

Theory Journal 15 points

Case Conceptualizations (2) 20 points

Theoretical Orientation Paper/Metaphorical Object 15 points

Mid-Term Exam 15 points

Final Exam 20 points

TOTAL 100 points

**Grading Scale/Points**

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 70-76

F 0-69

**Late Assignments**

You are responsible for turning in assignments on time as indicated by the syllabus via Canvas or Anthology Portfolio (Chalk and Wire). You may receive point reductions on assignments that are submitted late. A few minutes late = a late submitted assignment. Please see me prior to an assignment due date if you believe you have an exceptional circumstance.

**Course Schedule**

**Date Topic Readings/Assignments**

August 28 Introductions Survey

Course Overview Chapter 1 Murdock

Syllabus Review

Theory is a Good Thing

Psychoanalysis (Intro)

September 4 Psychoanalysis Chapter 2 Murdock

**Due: Journal Entry (A)**

September 11 Neoanalytic Approaches Chaps 3, 4 Murdock

Individual Psychology Capuzzi and Staffer

Analytic Psychology (Chap 4)

September 18 Person-Centered Therapy Chapter 5 Murdock

Rogers Article

**Due: Journal Entry (B)**

September 25 Existential Therapy Chaps 6, 7 Murdock

Gestalt Therapy

October 2 **MID-TERM**

October 9 Behavior Therapy Chapter 8 Murdock

October 16 Rational-Emotive Behavior Therapy Chapter 9 Murdock

**Due: Case Conceptualization # 1**

October 23 Cognitive-Behavioral Therapy Chapter 10 Murdock

October 30 Reality Therapy Chapter 11 Murdock

November 6 Feminist Therapy Chapter 12 Murdock

November 13 Mindfulness Approaches Chapter 16 Murdock

Acceptance and Commitment Therapy **Due: Theory Journal** Dialectical Behavior Therapy

November 20 Brief Therapy Chapter 14 Murdock

Solution-Focused Therapy **Due: Case Conceptualization # 2**

November 27 Narrative Therapy Chaps 15,17 Murdock

Theory Integration

December 4 Presentations **Due: Theory Paper/ Metaphorical Objects**

December 11 **FINAL EXAM**

Theory Journal

The Theory Journal assignment has three (3) parts. For each entry:

**Part 1**: Select an article or book referenced in a specific chapter from the Murdock textbook for the theory entry. The article or book should describe concepts, research, or psychotherapeutic intervention(s) that relate to your understanding and learning of the theory. Reference the article(s) in your journal entry and be sure to use proper APA 7th edition formatting to cite your sources.

**Part 2**: Respond to both prompts below in each journal entry.

a) What specific concepts (e.g. highlight 2-3) struck me most deeply from this theory?

b) What did I learn about myself from this theory?

**Part 3**: Detail how this learning will impact you in the future in your role as a counselor. Maintain the focus of the entry on you. This section should include personal reflection at a deep level.

**Length**

Each journal entry should be 400-500 words (1 ½ to 2 pages).

**Grading**

You will submit your journal three times during the semester. Your first (A) and second (B) entries submitted in Canvas will be due early in the semester but will not be graded. Your final submission in Canvas will be five (5) entries, each individually graded.

**Due Dates**

**September 4** (non-graded; feedback only)

**September 18** (non-graded; feedback only)

**November 7** (Five [5] entries to be graded)

**CASE CONCEPTUALIZATION FORMAT**

Counselor’s (your) name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client’s age: \_\_\_\_\_\_

Theoretical Perspective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Estimated # of sessions required: \_\_\_\_

**Client History**: In this section briefly summarize relevant information about the client’s history. This may include family of origin information, current family information, significant traumas, health/medication issues, educational background, work history, social/cultural context, etc. Be selective as to what you include - the type of information you include should be shaped by the theory you are using – no more than 75 to 100 words.

**Presenting Concerns**: In this section summarize the concerns (behaviors, thoughts, feelings) that have brought the client to counseling. These are the reasons why the client chose to come for counseling or the reasons they were referred for counseling.

**Actual or Core Issues**: In this section summarize your theoretical conceptualization of the client’s concerns. This is the theory-based description of the underlying causes of the presenting concerns. There is no need to provide a summary of the theory, but it should be evident from your summary that your conceptualization is grounded in the primary theory you selected.

Course of treatment and interventions utilized: In this section give a detailed narrative describing what you have done with the client and how they have responded.  The course of treatment (where you are in the counseling process) and interventions should be consistent with your theory and should use relevant terms grounded in that theory rather than generic language where applicable.  Providing specific examples of direct quotes from the counselor and client will also help you share the treatment and interventions in concrete terms.  This is one of the most important sections of your paper, so please allocate ample space to this section in the case study - approximately 300-350 words.

Counseling goals: In this section list the short term and long-term goals of counseling. These goals should be consistent with your theoretical orientation.

Anticipated outcomes of counseling: Describe how you believe the client will change as a result of counseling. This should parallel your theoretical view of mental health or healthy functioning.

Due: Case 1- **October 16**

Case 2 - **November 20**

Theory Integration Assignment

The Theory Integration Assignment is designed to have you reflect on and assess your current thinking regarding your theoretical orientation at the end of the theories course.  For this assignment you are asked to review the various theoretical orientations, philosophies, beliefs/assumptions, and approaches to counseling and therapy.  This assignment has three parts.

1. Theoretical Orientation Paper; a brief 3-5 page paper outlining your current theoretical orientation. Your paper should include theoretical concepts and techniques from a minimum of three (3) theories discussed during the semester.  The paper should also include the theoretical integration model you have adopted as the basis for your orientation.  The integration models include:  technical eclecticism, theoretical integration, assimilative integration, and common factors. The models for consideration are found in Chapter 17-Conclusion (p.550) of the textbook.  The paper should also include a section that highlights your metaphorical object and how it represents your current thinking about theoretical orientation

1. Metaphorical Object; select an object that is a metaphorical representation of your current theoretical orientation. The object can be art (e. g. painting, photograph), food, literary (e. g. poem), craft (e. g. quilt, blanket) or something else.  The metaphorical objects will be presented in class.

1. Presentation; a brief presentation summarizing your theoretical orientation and discussion of your metaphorical object will be made in class. In your presentation, please share how you arrived at the selection of the theories found in your paper, the integration model you have selected, and how your metaphorical object is representative of your current theoretical orientation.

Due: **December 4**