



The Citadel
College of Graduate
& Professional Studies
Division of Counselor Education

EDUC 551-81: Counseling Theories and Practice	
Summer I 2016	
May 10 – June 21	
<i>Instructor:</i> Guy Ilagan, Ph.D.	<i>Class Day:</i> Tuesdays/Thursdays
<i>Office:</i> Capers 332c	<i>Class Hours:</i> 5:30p -8:00p
<i>Telephone:</i> 843-693-9269	<i>Meeting Room:</i> Capers 302
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<i>Credit Hours :</i> 3	

Required Texts & Materials:

Corey, G. (2017). *Theory & Practice of Counseling and Psychotherapy* (10th edition).
ISBN-10: 1305263723 | **ISBN-13:** 9781305263727

Recommended text:

Murdock, N. (2009). *Theories of counseling and psychotherapy: A case approach*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Course Description: This course is an overview of selected approaches to counseling theory and practice. Theoretical formulations basic to human development and the counseling process are presented including historical and philosophical background. Current theories are presented which emphasize counseling relationships and intervention strategies. Attention will be paid to effectiveness of these major counseling theories as they are applied to children, adolescents and adults.

Course Prerequisites: None.

Memberships associated with the Profession of Counseling:

Students are encouraged to become members of the following:

- South Carolina Counseling Association
- South Carolina School Counselor Association
- American Counseling Association
- American School Counselor Association
- Association for Play Therapy
- Tri-County Counseling Association

Instructional Strategies: The course consists of lectures, use of audio/visual resources, readings from required texts and journal articles, classroom discussions, online discussions and technology-mediated interactions, and small in-class group activities.

Web Sites (by organization/topic) The ethical codes & information found at these sites are relevant knowledge for this course:

South Carolina Counseling Association: www.thepalmettocounselor.org

South Carolina School Counselor Association: www.scschoolcounselor.org

American Counseling Association: www.counseling.org

American School Counselor Association www.schoolcounselor.org

National Board for Certified Counselors: www.nbcc.org

Association for Play Therapy: www.a4pt.org

Conceptual Base of the School of Education:

Developing Principled Educational Leaders for P-20 Schools – The Citadel’s Professional Education Unit prepares principled leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel’s Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel’s Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel’s Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all

- learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
 10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this Course to the Conceptual Base:

The course will provide students with the following CACREP Standards and The Citadel School of Education conceptual framework (CF):

1. To provide the student with information about the therapeutic process and the practical elements of the counseling interaction. (CF:1-6) (CACREP Section II.G.5.a)
2. To provide the student with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process. (CF:7-11) (CACREP Section II.G.5.c)
3. To expose the student to a variety of ethical and professional issues in counseling and to guide the student in developing a position on these issues. (CF:12-15) (CACREP Section II.G.1.j)
4. To develop self-evaluation skills and critical thinking skills. (CF: 7-11) (CACREP Section II.G.5.c)
5. To encourage students to integrate their theoretical and experiential learning in order to form their own personal model of the counseling process. (CF:7-11) (CACREP Section II.G.5.b-d)
6. To provide the student with an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socio-economic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following: (CF: 12-15)
 - a. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; (CF:12-15) (CACREP Section II.G.5.e)
 - b. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; (CF: 12-15)
 - c. theories of multicultural counseling, theories of identity development, and multicultural competencies; (CF: 7-11)
7. To provide the student with an understanding of the nature and needs of individuals at all developmental levels, including all of the following:
 - a. Theories of learning and personality development; (CF: 1-6) (CACREP Section II.G.5.d)
 - b. Ethical and legal considerations (CF: 12-15); (CACREP Section II.G.1.j)
8. To provide the student with an understanding of the role of racial, ethnic, and cultural heritage, nationality, socio-economic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs,

occupation, physical and mental status, and equity issues in school counseling; (CF: 12-15) (CACREP Section II.G.5.e)

9. To provide the student with knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development. (CF: 7-11) (CACREP Section II.G.5.f)

Attendance

This is a professional preparation program and consistent attendance and promptness are expected. Since this course is a core foundation course in the program no absence is acceptable unless in extreme circumstances beyond one's control. The expectation is a professional commitment to attending all classes and one's work and personal schedule should evolve around class and not vise-versa.

Informed Participation

Counselor-trainees will be prepared to actively participate in class discussions and activities. Participation assumes that the counselor-trainee has prepared the material before class and has completed related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and other's learning.

Student's grade will reflect heavily on informed participation.

Grading Criteria and Process:

1.) Methods of Assessment

All work is to be completed in a professional manner. Late work is accepted with a deduction of **3** points per day. For all assignments, make sure you have explored the technology required for submission, and are familiar with submission processes.

a) Counseling Theory Paper and Collage: (40 points)

Submit via Blackboard by **June 20, 11:59p**

- Collage (5pts): Create, submit, and present a collage of icons representing your theoretical orientation. The collage is a 1 page PowerPoint to be displayed in your Portfolio
- Paper (35 pts):
 - 4-6 pages, **APA format (use headings)**, discussing 1 theory that you are most likely to use.
 - Use your Corey textbook, class notes and resources, and at least 2 peer-reviewed articles.
 - The peer-reviewed articles must pertain to your theory, be current (last 7 years), and address some aspect of application or use, or research pertaining to the theory.
 - Any information that is not your original idea must be cited appropriately
 - **Your three main points of focus are (Tip: use this as an outline):**
 1. Describe the theory
 2. Discuss (briefly) 2 current, peer-reviewed articles on the use of, or research pertaining to each theory
 3. Explain how, very specifically, you will use the theory for your:
 - 1:1 counseling
 - Group counseling
 - Classroom guidance (P-12) or Classroom presentations (University settings)

FYI: many students use this paper to create an important segment in their Portfolios, AND, moreover, as a help-sheet with practicum/internship and professional work. Take your time and turn in work that you are proud of.

b) Midterm Table Project, in Excel (Pt. 1) See instructions in Blackboard.

Submit via Blackboard by *May 25, 11:59p* (20 points)

c.) Final Tables Project, in Excel (Pt. 1 & 2 - combined). See instructions in Blackboard.

Submit via Blackboard by *June 15, 11:59* (20 points)

Projects will consist of tables of the theories covered in the course (See template below) **Use Excel. Use wrap-text or other features to ensure that your table has uniform columns and rows, and where the reader can click on a cell to enlarge it and see the contents.**

Theory	Key contributors	Basic idea	Goals Of therapy	Therapeutic relationship	Specific 1:1 techniques	Group counseling activities
Psychoanalytic						
Person-Centered						
Adlerian						
Existential						
Gestalt						
Behavioral						

Part II (below)

Theory	Key Contributors	Basic idea	Goals of therapy	Therapeutic relationship	Specific 1:1 techniques	Group counseling activities
Cognitive Behavioral						
Motivational Interviewing						
Reality Therapy						
Solution-Focused						
Narrative Therapy						

d.) Participation/Professionalism/Dependability: (20 points)

Points are assigned based on attendance, punctuality and active and informed involvement in class throughout the course.

2.) Grading Scale

Grades are determined based upon the following scale.

A = 93 – 100%

B = 85 – 92%

C = 75 – 84%

A grade below 75% will result in the student repeating the course.

Class Policies & Tentative Calendar

Cheating & Plagiarism

All writing assignments will be submitted electronically and run through a plagiarism software scan, TurnItIn.com. A link will be provided through WebCT if students wish to run their assignments through the scan themselves prior to submitting them. Any assignment that is determined to have been plagiarized or in which the student has used work other than their own will receive zero credit with no chance of revision and may be grounds for immediate removal from the course.

Faculty and Student Department responsibilities

The Citadel's Counseling Program is charged with the task of preparing professional counselors and service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The Citadel's Counseling Program seeks to promote a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected and by respecting the dignity and worth of each student. A student's progress in the program may, however, be interrupted for failing to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training-related requirements for self or others. For example, to ensure proper clinical training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

Special Need and Students with Disabilities

The Citadel recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations, please contact the Office of Access Services, Instruction and Support (OASIS) as soon as possible to discuss your particular needs.

TENTATIVE CLASS SCHEDULE

<i>Date</i>	<i>Topic</i>
Tuesday 5/10	Introduction, The Counselor (Ch.1-2) Psychoanalytic Therapy (Ch. 4) Skill Practice
Thursday 5/12	Person-Centered (Ch. 7) Adlerian (Ch. 5) Skill Practice
Tuesday 5/17	Existential (Ch. 6) Gestalt (Ch. 8) Skill Practice
Thursday 5/19	Do not report to class Work on Table and Paper.
Tuesday 5/24	Behavioral (Ch. 9) Skill Practice
Thursday 5/26	Cognitive Behavior Therapy (Ch. 10) Submit Midterm Table Project (Table 1) <i>Submit via Blackboard by May 25, 11:59p</i>
Tuesday 5/31	Motivational Interviewing (Pp191-194, resources in Blackboard) Skill Practice
Thursday 6/02	Do not report to class Work on Table and Paper.
Tuesday 6/07	Motivational Interviewing (Pp191-194, resources in Blackboard) Setting Goals (See resources in Blackboard) Skill Practice
Thursday 6/09	Reality Therapy (Ch. 11, & resources in Blackboard) Skill Practice
Tuesday 6/14	Solution-Focused Brief Therapy (Ch. 13) Skill Practice
Thursday 6/16	Narrative Therapy (Ch. 13) Submit Final Table Project (Tables 1 & 2 combined), <i>Submit via Blackboard by June 15, 11:59p</i>
Tuesday 6/21	Family Therapy (Ch. 14) Integrative Perspective (Ch. 15) Submit Counseling Theory Paper <i>(Submit via Blackboard by June 20, 11:59p)</i> Present Counseling Values Collage in class