



**Course Name: Theories and Techniques of Counseling I**

**Course Number: TCE 551**

**Term Offered: Winter 2015**

**Credits: 3**

**Instructor name: Deborah Rubel, Ph.D**

**Instructor email: [deborah.rubel@oregonstate.edu](mailto:deborah.rubel@oregonstate.edu)**

**Instructor phone: (541) 737-5973**

### **Course Description**

Basic concepts and facilitative skills of helping relationships. Introduction and overview of counseling theories and their related processes and techniques. PREREQS: Admission to program.

### **Communication**

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours.

### **Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

### **Learning Resources**

#### **Text:**

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy*, 9<sup>th</sup> Edition. Cengage. And accompanying DVD lecturettes and video case study of Stan.

#### **Articles:**

Bordin, E. (1979). The generalizability of the psychoanalytic concept of the working alliance. *Psychotherapy: Theory, Practice and Research*, 16, PDF document available at: <http://psycnet.apa.org/journals/pst/16/3/252.pdf>

Cheston, S. (2000). A new paradigm for teaching theory and practice. *Counselor Education and Supervision*, 34, p. 264-280. HTML document available at: <http://proxy.library.oregonstate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=3285136&site=ehost-live>

Horvath, A., Del Re, A., Fluckiger, C., & Symonds, D. (2011). Alliance in individual psychotherapy. *Psychotherapy*, 48, 9-16. PDF document available at: <http://psycnet.apa.org/journals/pst/48/1/9.pdf>

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Shirk, S., Karver, M., & Brown, R. (2011). The alliance in child and adolescent psychotherapy. *Psychotherapy, 48*, 17-24. PDF document available at:  
<http://psycnet.apa.org/journals/pst/48/1/17.pdf>

ASCA National Model <http://www.ascanationalmodel.org/>  
ASCA School Counselor Competencies  
<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

Eschenauer & Chen–Hayes (2005)  
<http://proxy.library.oregonstate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=16182118&site=ehost-live>

Palmer-Mason & Duba (2009)  
[http://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1036&context=csa\\_fac\\_pub](http://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1036&context=csa_fac_pub)

Miller, Short, Garland, & Clark (2010)  
<http://proxy.library.oregonstate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=55028567&site=ehost-live>

***Videos (available for rent or purchase in multiple formats through Amazon and Netflix):***

Thirteen directed by Catherine Hardwicke – younger adolescent dominant culture female

Thumbsucker directed by Mike Mills – older adolescent dominant culture male

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll (<http://www.osubookstore.com/> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

**Blackboard**

This course will be delivered via Blackboard where you will interact with your classmates and with your instructor. Within the course Blackboard site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

**Measurable Student Learning Outcomes**

1. Identify characteristics and behaviors that influence counseling processes
2. Outline the historical development of counseling theories
3. Distinguish between affective, behavioral, and cognitive theories
4. Identify key features of selected counseling theories
5. Apply theories to case studies that represent a diversity of developmental levels and cultures
6. Articulate a developing model of counseling
7. Articulate an awareness of the cultural basis of the studied theories and the implications for counseling diverse populations.

## Evaluation of Student Performance

- Attendance and Participation 2 residence days (100 pts)
- 8 Quizzes (200 pts)
- 10 Blackboard Posting cycles (300 pts)
- 2 Case Conceptualizations (100 pts – 50 pts apiece)
- Personal Theory Paper (300 pts)

Grades will be based upon the following scale:

93-100 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F

**Attendance and Participation:** Attendance is mandatory. Absences will be excused only in circumstances of emergency, illness, or extreme need. In all cases, excused or unexcused, 5 points per day missed will be deducted from the student's overall grade. In cases of excused absence, students may earn back these points by submitting a short **written** proposal for making up class time and successful implementation upon approval by the instructor. **Total Points = 100**

**Quizzes:** Quizzes on each of the reading assignments will be due 12PM on the due dates (typically Monday of the next week) described in the course schedule. Quizzes can be accessed online through the Blackboard site under "Assignments" Quizzes may be taken twice. **Total Points = 200**

**Case Conceptualization Assignments:** During the ten weeks of class, you will complete two case conceptualizations, each using **a different** theory. The two theories should be drawn from different theory domains (affective, cognitive, and behavioral). Each should be between 2-3 **single-spaced** pages, be built around a familiar movie or literary character (not a movie or character discussed in class), and follow the structure outlined in Appendix A. Be creative and take some artistic license to fill in needed details. **You are encouraged to use the same character for both conceptualizations.** Sample case conceptualizations are available on this course's Blackboard site under "Course Documents." **Case #1 is due Monday (12PM) of Week 6 and Case #2 is due Monday (12PM) of Week 8 Total points = 100**

**Personal Theory Paper:** The final paper is an exploration of your own beliefs about the nature of people, problems, and change, and the counseling theory(s) that fits best with your beliefs. You may use any theory(s). The paper should be written in APA 6<sup>th</sup> edition format. Do not do an abstract or running head, but make sure to have a title page and attend to page format, heading levels, citations, and references. It should cite and reference at least 4 sources (you can use Corey, 2013 as one) and the body of the paper (sans title page and reference page) should be 5 pages minimum and no more than 12 pages. Please see the assignment description in Appendix B. **I will not grade papers that do not include all of the listed headings. Due Monday (12PM) of Week 11. Total points = 300**

**Class Schedule, Content Areas and Methods of Instruction:**  
*"There is nothing so practical as a good theory"*  
*Kurt Lewin*

Week	Topics	Reading Assignments	Learning Activities	Due Dates
1	<b>Orientation</b> What is a theory? <b>Helping Relationships</b> Culture and Social Identity <b>Personal Theory Exploration</b>	Corey Ch. 1 and 2 (3 is optional)  <b>Cheston (2000)</b>	Rubel Video Course Introduction Corey Video Lecturette: #'s 1 & 2 (3 is optional but useful) Online discussion Week 1 – Blackboard (See posting guidelines and rubric) Quiz #1 <u><b>Face-to-Face Meeting Saturday of Week 1 – Chemeketa 9-4:50.</b></u> What theory can and should do for you Personal Theory Exploration Types of Theories Culture and social identity Historical perspective on counseling theory Lecture, Demonstration, Discussion, and Small Group Activity	<b>Discussion board</b> Post – Friday 2 Responses - Monday <b>Quiz availability</b> dates: Monday Week 1 (12pm) – Monday Week 2 (12pm)
2	Understanding Therapeutic relationship and alliance <b>A theory of Working Alliance</b> Process of Counseling	Bordin (1994)  <b>Horvath, Del Re, Fluckiger &amp; Symonds (2011)</b>  Shirk, Karver & Brown (2011)  <b>Handout on Process of Counseling</b>	Rubel Video Powerpoint - Process of Counseling Rubel Video Powerpoint – Therapeutic Relationships and Working Alliance Corey Case of Stan Video: Intake and Assessment Online discussion Week 2 Quiz #2	<b>Discussion board</b> Post – Friday 2 Responses - Monday <b>Quiz availability</b> dates: Monday Week 2 (12pm) – Monday Week 3 (12pm)
3	Pyschoanalytic and Adlerian Theories <b>History</b> Key points <b>Techniques</b>	Corey (2012) Ch. 4 & 5	Corey Video Lecturette: # 4 & 5 Corey Case of Stan Videos: Psychoanalytic and Adlerian Online Discussion Week 3 Quiz #3	<b>Discussion board</b> Post – Friday 2 Responses - Monday <b>Quiz availability</b> dates: Monday Week 3 (12pm) – Monday Week 4 (12pm)
4	Existential Person-Centered	Corey (2012) Chs. 6 & 7	Corey Video Lecturette: # 6 & 7 Corey Case of Stan Videos: Existential and Person-Centered Online Discussion Week 4	<b>Discussion board</b> Post – Friday 2 Responses -

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	Theories <b>History</b> Key points <b>Techniques</b>		Quiz #4	Monday <b>Quiz availability</b> dates: Monday Week 4 (12pm) – Monday Week 5 (12pm)
5	Behavioral and Cognitive Theories <b>History</b> Key points <b>Techniques</b>	Corey (2012) Chs. 9 & 10	Corey Video Lecturette: # 9 & 10 Corey Case of Stan Video: Behavioral and Cognitive Online Discussion Week 5 Quiz #5	<b>Discussion board</b> Post – Friday 2 Responses - Monday <b>Quiz availability</b> dates: Monday Week 5 (12pm) – Monday Week 6 (12pm) <b>Case #1 Due</b> <b>Monday Week 6</b>
6	Gestalt and Reality Theories <b>History</b> Key points <b>Techniques</b>	Corey (2012) Chs. 8 & 11	Corey Video Lecturette: # 8 & 11 Corey Case of Stan Video: Gestalt and Reality Online Discussion Week 6 Quiz #6	<b>Discussion board</b> Post – Friday 2 Responses - Monday <b>Quiz availability</b> dates: Monday Week 6 (12pm) – Monday Week 7 (12pm) <b>Case #1 Due</b> <b>Monday Week 6</b>
7	Feminist and Postmodern Theories <b>History</b> Key points <b>Techniques</b>	Corey (2012) Ch. 12 & 13	Corey Video Lecturette: # 12 & 13 Corey Case of Stan Video: Feminist, Solution-Focused and Narrative Online Discussion Week 7 Quiz #7	<b>Discussion board</b> Post – Friday 2 Responses - Monday <b>Quiz availability</b> dates: Monday Week 7 (12pm) – Monday Week 8 (12pm) <b>Case #2 Due</b> <b>Monday Week 8</b>
8	Family Systems Theory <b>History</b>	Corey (2012) Ch. 14 & 15	Corey Video Lecturette: # 14 and 15 Corey Case of Stan Video: Integrative Approach Online Discussion Week 8	<b>Discussion board</b> Post – Friday 2 Responses -

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	Key points <b>Techniques</b> Theory Integration		Quiz #8  <b><u>Face-to-Face Meeting Friday of Week 8 – Chemeketa 9-4:50.</u></b> Working Alliance Skills Linking Conceptualization to Intervention Techniques and Strategies Theory Integration – Multicultural Perspectives Lecture, Demonstration, Discussion, and Small Group Activity	Monday <b>Quiz availability</b> dates: Monday Week 8 (12pm) – Monday Week 9 (12pm) <b>Case #2 Due</b> <b>Monday Week 8</b>
9	Theory Integration  Developmental Considerations	<b>Review from</b> <b>TCE 531 – Fall</b> <b>2013</b> <b>Psychosocial</b> <b>Development</b> <b>Cognitive</b> <b>Development</b> <b>Moral</b> <b>Development</b>	Online Discussion Week 9	<b>Discussion board</b> Post – Friday 2 Responses - Monday
10	Theory Integration  Counseling Theory in the Schools	ASCA National Model ASCA Competencies <b>Eschenauer &amp;</b> <b>Chen-Hayes</b> <b>(2005)</b> Palmer-Mason 7 Duba (2009) <b>Miller, Short,</b> <b>Garland &amp; Clark</b> <b>(2010)</b>	Online Discussion Week 10	<b>Discussion board</b> Post – Friday 2 Responses - Monday  <b>Personal Theory</b> <b>Paper Due Monday</b> <b>Week 11</b>
Finals			Personal Theory Paper Due Monday Week 11	<b>Personal Theory</b> <b>Paper Due Monday</b> <b>(12PM) Week 11</b>

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## **Course Policies**

Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

### ***Discussion Participation***

Students are expected to participate in all Blackboard and face-to-face discussions. You will need to participate in the discussions on at least two different days each week, with your first post due no later than Friday of that week, and your second and third posts due by Monday of the next week.

### ***Quizzes***

This course requires that you take quizzes via the Blackboard systems. Quizzes opened on Monday of each week are due by 12PM Monday of the next week. Makeup quizzes will be given only if excused in advance by the instructor. Students will have two attempts for each quiz, and the last attempt will be counted as the recorded score.

### ***Incompletes***

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

### ***Statement Regarding Students with Disabilities***

Accommodations are collaborative efforts between students, faculty and [Disability Access Services \(DAS\)](#) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### ***Expectations for Student Conduct***

Student conduct is governed by the university's policies, as explained in the [Office of Student Conduct: Information and Regulations](#).

### ***Academic Integrity***

#### ***Academic Integrity***

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### **Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

### **Tutoring**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Blackboard class by clicking on the Tools button in your course menu.

### **OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will



be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

## Appendix A – Case Conceptualization Assignments

**Case Conceptualization Assignments:** During the ten weeks of class, you will complete two case conceptualizations each using *a different* theory – the two theories should be drawn from different theory domains (affective, cognitive, and behavioral). Each should be between 2-3 *single-spaced* pages, be built around a familiar movie or literary character (not a movie or character discussed in class), and follow the structure outlined in Appendix A. Be creative and take some artistic license to fill in needed details. *You are encouraged to use the same character for both conceptualizations.* Sample case conceptualizations are available on this course’s Blackboard site under “Course Documents.” **Case #1 is due Monday (12PM) of Week 6 and Case #2 is due Monday (12PM) of Week 8**

### Case Conceptualization Format

**Counselor’s name:**

**Client/student’s name:**

**Session number:**

**Setting:**

**Client/student’s age:**

**Estimated # of sessions required:**

**Client/student History:** In this section briefly summarize relevant information about the Client/student’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. The type of information you include should be shaped by the theory you are using Think in terms of how the theory you are using views ‘history’.

**Presenting concerns:** In this section summarize the concerns (behaviors, thoughts, feelings) that have brought the client/student to counseling. These are the reasons why the client/student chose to come for counseling or the reasons they were referred for counseling. Think in terms of what the client/student is concerned with – this should not be in theoretical terms.

**Actual or core issues:** In this section summarize your theoretical conceptualization of the Client/student’s concerns. This is the theory-based description of the underlying causes of the presenting concerns. Think in terms of language and key concepts used within the chosen theory to describe ‘client/student problems’. Apply the language and key concepts to the Client/student’s problem.

**Course of treatment and interventions utilized:** In this section give a narrative describing what you have done with the client/student and how they have responded. The course of treatment (where you are at in the counseling process) and interventions should be consistent with your theory. This description should have key elements of the theory as well as acknowledge how counseling relationships develop over time.

**Counseling goals:** In this section list the short term and long term goals of counseling. These goals should be consistent with your theoretical orientation. Think in terms of how the chosen theory describes healthy functioning – or long term goals – and what some immediate or intermediate goals might be.

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

but should also incorporate your ideas of how engaged the client/student might be in the process and how that would affect outcomes.

**Cultural Considerations:** In addition to the theory that you are using, what issues related to culture, social identity, and societal dynamics may be impacting the client/student? How might your theory and its associated process and strategies meet the Client/student's/Student's unique cultural needs or not?

## Appendix B – Personal Theory Paper Assignment

**Personal Theory Paper:** The final paper is an exploration of your own beliefs about the nature of people, problems, and change, and the counseling theory(s) that fits best with your beliefs. You may use any theory(s). The paper should be written in APA 6<sup>th</sup> edition format. Do not do an abstract or running head, but make sure to have a title page and attend to page format, heading levels, citations, and references. It should cite and reference at least 4 sources (you can use Corey, 2013 as one) and the body of the paper (sans title page and reference page) should be 5 pages minimum and no more than 12 pages. Please see the assignment description in Appendix B. ***I will not grade papers that do not include all of the listed headings. Due Monday (12PM) of Week 11.***

**Introduction** – Provide a general overview of the paper

**The Nature of People** - Describe your view of the nature of people, citing and discussing the theory or theories that seem closest to your view or have influenced your view. A description of mental health or effective functioning should be included in this discussion. Make sure to discuss the ‘ultimate’ goal of your theory.

**The Nature of Problems** – Describe your view of how people develop problems, challenges, or ineffective functioning, citing and discussing the theory or theories that seem closest to your view or have influenced your view.

**The Process of Change** – Describe your view of how people change in the counseling process. Include your view of the role the counselor should take and what the therapeutic relationship should be like to facilitate change. Discuss how a theory or theories from this class have influenced your view. Be sure to include working alliance or therapeutic relationship in this discussion as well as any immediate, intermediate and long term goals relevant to your theory.

**My Theory in Practice** – Describe techniques, strategies, and tools that you believe will assist you in your process of working with client/student’s process of change and with which theory they seem most consistent. Make sure to make a connection between the things that you might do and some of the goals or objectives that might be important from your theory’s viewpoint.

**Multicultural and Developmental Considerations** – Summarize how your own cultural may influence your view of people, problems, and the process of change. How might the client/student’s culture influence how you use the theory?

**Summary** – Summarize the key points of your discussion.