1. **COURSE TITLE\*: Counseling Theories**
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR 2210
3. **PREREQUISITE(S)\*: ENGL 1101 COREQUISITE(S)\*: None**
4. **COURSE TIME:**

**LOCATION:**

**MODALITY:**

1. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

**LABORATORY HOURS\*: 0 (contact hours) OBSERVATION HOURS: 0**

1. **FACULTY CONTACT INFORMATION:**

**Instructor: Your Name**

**Phone: 937-393-3431 Ext.**

**Email: yourname@sscc.edu**

**Office hours:**

1. **COURSE DESCRIPTION\*:**

This course presents the major counseling theoretical orientations and philosophies, including discussion of major concepts and techniques, the impact on the client-helper relationship, and the advantages and disadvantages of different theories, emphasizing practical application.

This course provides some of the required hours for application for a Preliminary CDCA, the renewable CDCA, and LCDC II, as listed by the Ohio Chemical Dependency Professionals Board.

1. **LEARNING OUTCOMES\*:**

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

1. Explain the historical development, major concepts, and specific techniques associated with selected major theoretical perspectives of counseling.

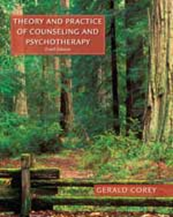
2. Discuss the Role of theory in the counseling process and cite current major theoretical approaches to the counseling process.

3. Describe the historical development of counseling as a profession and compare the scope of practice for counseling versus the other helping professions.

4. Explain the essential qualities of the helping relationship and the counseling process, including relationship building, trust, empathy, therapeutic skills, and professionalism.

5. Discuss theoretical and practical issues of counseling persons from diverse populations.

**9. ADOPTED TEXT(S)\*:**

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Theory and Practice of Counseling and Psychotherapy w/ MindTap, 10th Edition

Gerald Corey, Cengage ISB 9780357300855

Students are encouraged to acquire their Cengage textbooks through the [SSCC Bookstores](https://www.sscc.edu/services/bookstore.shtml#textbooks) or directly from [Cengage](https://www.cengage.com/unlimited/). Cengage Unlimited allows a student to receive access to Cengage's entire textbook catalog, and all digital resources, for a flat fee.

What does this mean to you? First, students can get ALL Cengage textbooks for one price.

Cengage Unlimited:

• 1-Term Access Student/List Cost $119.99 – ISBN 9780357700006

• 1-Year Access Student/List Cost $179.99 – ISBN 9780357700013

• 2-Year Access Student/List Cost $239.99 - ISBN 9780357700020

Free print rental is available with any activated Cengage Unlimited digital course for only $7.99 shipping and handling per hardcopy textbook (this price is based on the average MSRP of Cengage hardcopy textbooks)

Also, students are given the option to purchase a loose-leaf copy to keep after they activate their digital course for anywhere between $20-and $50 (price dependent on title).

If you purchased Cengage Unlimited last semester with either the 1- or 2-year option, there is no additional cost for this course.

**Important things to know about what you need to buy to pass this course:**

MindTap is required to do your reading, homework, and quizzes; and therefore required to pass this course. However, MindTap contains an ebook, so you have a less expensive option to buy.

**10. OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Southern State Community College offers technical support for students. Please see the following information about technology requirements and how to access assistance. Please note that your Instructor does not have access to the systems that support email, MyCanvas, and other publisher platforms for online learning. Therefore, you need to utilize the information below to resolve any technical issues related to your education at SSCC.

[Click Here for Student Technology Resources](https://www.sscc.edu/academics/student-technology-resources.shtml)

**11. GRADING SCALE\*\*\*:**

## The grading scale will follow the policy in the college catalog:

## A 100 – 90

B 89 – 80

C 79 – 70

D 69 – 60

F 59 – 0

**12. GRADING PROCEDURES OR ASSESSMENTS:**

|  |  |  |
| --- | --- | --- |
| **Assessment Tool** | **Points** | **Totals** |
| Four Exams | 100 each | 400 |
| Comprehensive Exam | 100 | 100 |
| Unannounced Quizzes (6) | 100 each | 600 |
| Discussion Boards - 15 | 15 each | 225 |
| My Theory Paper – First Copy | 100 | 100 |
| My Theory Paper | 225 | 225 |
| Where I Come From | 100 | 100 |
| MindTap Assignments | 100 | 100 |
| Attendance | 100 available for perfect attendance | 100 |
| Total Possible | = | 1850 |

1. Exams will be multiple choice and true/false format
2. The comprehensive exam will cover content from the entire class.
3. Unannounced Quizzes – there are no make-ups for quizzes.
4. Discussion Boards – Answer each of the questions posted for the assigned readings or videos. Your answers must be thorough, coherent, and demonstrate critical thinking to earn all points.
5. Where I Come From Poem – Write a poem about you. Who are you? Where do you come from? What makes you YOU? What are your roots? What put you on your current path? Write whatever you want to answer the overall question Where I come from?
6. My Theory Paper First Copy – this will be a rough draft of your paper. It needs to follow ALL of the elements indicated below in the final paper submitted. This is the means for me to give you feedback. The submission needs to be thorough so you can receive an appropriate amount of feedback.
7. My Theory – This cumulative paper is designed to assist you in reflecting and synthesizing what you learned in the class. In this paper, you will articulate your theoretical orientation to counseling. Select the theories that you plan to integrate into your approach to counseling. What is it about these theories that drew you to them? Explain your rationale for choosing each of these theories. Which aspects of each theory do you find most useful? Which elements of each theory do you find least useful? How do the theories you selected go together? The major theories also make assumptions about how people change and tailor treatment approaches based on these assumptions. Therefore, it is also important for you to describe your understanding of how people change in your own words. Also, keep in mind the following elements:

• key concepts of your approach

• view of Your Role as a counselor

• therapeutic goals and how you would decide upon goals

• relationship issues you are likely to consider

• central techniques you are likely to employ

• how you would address issues of cultural diversity

The paper should be 7-10 pages, APA format. Page numbers do not include the cover sheet, abstract, and reference pages. Use at least three external resources, i.e., journal articles no more than five years old, for additional resources beyond the textbook.

Plagiarism checkers will be used on the papers.

1. MindTap Assignments – these are through the Cengage Publisher, but you access them via MyCanvas.
2. A student who misses more than six classes must withdraw. Students who fail to withdraw from the class officially will receive an F or WI.

|  |  |
| --- | --- |
| **Attendance** | |
| No Absences | 100 |
| One absence | 90 |
| Two absences | 80 |
| 3 absences | 70 |
| Four absences | 60 |
| Miss 4 or more classes | 0 and at risk of receiving an F if you fail to withdraw |

At the Instructor's discretion, the evaluation may be based on any or all of the following: exams, final exams, mid-term exams, chapter tests, quizzes, term papers and themes, class projects, attendance, class participation, and other assignments.

**13. COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course will utilize lectures, case studies, class discussions, small group projects, and group discussions. This course will also use power points to supplement the material in the textbook. Videos (i.e., movies, Tedtalks, music, or otherwise) may be used in addition to the textbook and power points for the class to supplement the primary textbook. Interactive class discussion is encouraged, and staying current on reading assignments is necessary to participate in class discussions adequately. These may be viewed in class or assigned throughout the semester to view and be prepared to discuss in class. The Instructor may post links to videos in the learning management system, MyCanvas. In addition, the Instructor may require the students to write a reflective paper on any video, music, or otherwise, shown in class or directed to be viewed outside of class hours.

The course is sensitive. Various topics, including trauma, are personal and relevant to all individuals. The Instructor will advise students on self-care during the class. Confidentiality is expected, and if it is not respected, students may be dropped from the course.

Attendance:

One of the greater expectations of this course is fulfilling your obligation of attendance. While your readings cover a substantial proportion of the course content, classroom participation is the most integral part of this course. As attendance will be taken every day and is part of your overall grade, you must minimize the number of absences you may have. You will start with a 100-point attendance pool. For each absence, you will lose points from the attendance pool. For example, the student would need to withdraw from the course with seven absences. If you do not withdraw from the course, you will receive an "F" as your final grade. It is your responsibility to sign the attendance sheet as it is passed. If you request the Instructor add your name to the attendance sheet after class because you missed it as when passed around, you will be counted as tardy. See more information below on tardiness. If you are absent a day, you must ask the Instructor the next class day if you missed a handout, as these may contain information that can be included on quizzes and exams.

Tardiness:

Tardiness is a significant issue as well. It deprives you of needed classroom participation time; it is incredibly disruptive to the overall classroom flow and dynamic. Occasional lateness is understandable; consistent tardiness is not. For every three occurrences of tardiness, you will be given an absence. Treat this course as a serious learning endeavor and come to class on time. Tardiness will be defined as being late for the scheduled start of the class. For example, if the class begins at 3:00 pm and you arrive at 3:01 pm, you will be considered tardy. If the Instructor is late due to unforeseen events and you arrive later than the scheduled class, you will not be counted as tardy before the Instructor.

Cell Phones:

There is no reason for cell phones in class. Therefore, there is a simple rule: NO CELL PHONES ARE ALLOWED IN CLASS. Put them away from your visibility. The only exception is if you have an occupation that requires you to be on call. If that is the case, you must inform me for consent to have a cell phone.

Despite the attempted subterfuge, it is easy to spot when someone is texting. Don't have your cellphone out. If you have a cell phone out, an absence may be recorded.

Children in Class: Please do not bring children into Human Services classes, regardless of the reason. Many of the discussions held in Human Services classes feature mature topics and may not be suitable for children. Additionally, some students may feel uncomfortable engaging in class discussions on mature topics when children are in the room. So, please do not bring children to class.

Sleeping:

Sleep at home, not here. If you sleep, you are not present. If you are caught sleeping, you will be marked as being absent.

Disruptive Behavior:

Any behavior that distracts other students from learning and participating is disruptive. The disruptive behavior most commonly occurs in holding loud conversations during class (but not limited to such). If you are disruptive, you may be asked to leave the class and an absence recorded.

Academic Honesty:

Academic honesty is a must in an institution of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, the student may receive an automatic failing grade for the assignment or course at the Instructor's discretion.

Reading:

Students are expected to complete the assigned reading before class to be prepared for class. Likewise, your writing assignments and exams will cover a significant portion of the assigned readings. In the tentative outline, you will see when readings are due. Looking at the chart, you will see a corresponding day with each textbook chapter. If there are additional readings, the Instructor may include these within the syllabus, post an announcement in MyCanvas, or have the reading title available on a specific assignment in the learning management system. If reading is posted in MyCanvas, you will need to locate the electronic version of the article (typically a journal article) if a PDF is not posted. The necessary information about the article – author, name of the journal, date, page numbers, etc. will be noted in the MyCanvas system. It is your responsibility to read all assigned items beyond the required textbook for the course.

**14. COURSE OUTLINE: *This outline must be followed per the endorsement of the HSSR 435 A Program.***

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| --- | --- | --- | --- | --- |
| **HSSR 2210 Counseling Theories OCDP Board Content Hours** | | | | |
| **Week of…** | **Lecture and Class Discussion** | **Assessment/Assignment** | **Student Learning Outcome** | **OCPD Board Educational Required Hours** |
| One | Review Syllabus and expectations  What does it mean to have a theoretical orientation?  Overview of theories presented  Where do you stand?  Counseling theories versus the traditional disease model of addiction and how the course of treatment varies, and where they merge with medication-assisted treatment for mental health disorders and addiction | Textbook: Introduction and Overview and Chapter One  Discussion One | 1 - 4 | **C1 – 2 hours** |
| Two | Techniques versus contextual factors  Characteristics of effective counselors  Professional issues faced as you begin  Being in Recovery and being a counselor – pros and cons  Barriers to being effective  Multicultural Competence  Your Role as a counselor | Textbook: Chapter Two  Discussion Two  Poem – Where I Come From | 1 - 4 | **C2 – 3 hours** |
| Three | Ethical Issues  Ethical Decision Making  Codes of Ethics for Chemical Dependency Counselors, ACA, NASW  Ethical issues in the assessment process  Managing multiple relationships | Textbook: Chapter Three  Discussion Three | 1 - 5 | **C9 – 3 hours** |
| Four | Psychoanalytic Therapy  Key concepts  The structure and development of personality  Defense mechanisms – DENIAL and how it is assessed in the chemical dependency treatment  The therapeutic process  Techniques  Application to group work for chemical dependence – a recreation of the family of origin  Jung's Perspective on Personality Development  Object-relations theory  Awareness of countertransference and the social and cultural contexts that perpetuate stereotypes – the "addict" versus the "drunk" versus the "bipolar" versus the "crazy person." | Exam One  Textbook: Chapter Four  Discussion Four | 1, 2, 4, 5 | **C1 – 1 hour**  **C2 – 2 hours** |
| Five | Adlerian Therapy  The unity of personality – growth model in the treatment  Motivated by social relatedness  Social learning theory – values clarification: why does the addict keep using?  Family of origin - assessing the perception of birth order  Family roles – ACOA and the addicted family  Role of the therapist  Assess how the environment influences lifestyle and health | Textbook: Chapter Five  Discussion Five | 1, 2, 4, 5 | **C1 – 1 hour**  **C2 – 1 hour**  **C5 – 1 hour** |
| Six | Existential therapy – philosophical approach  View of human nature  Freedom and responsibility  Alternatives Exist  Application to chemical dependency  I/thou relationship  The search for meaning | Textbook: Chapter Six  Discussion Six | 1, 2, 4, 5 | **C2 – 1 hour** |
| Seven | Person-centered Therapy  Application to individuals and organizations  Existentialism and Humanism  Maslow's Hierarchy of needs  Application to chemical dependency  View of human nature  Role of the therapist  Motivational Interviewing  Expressive arts therapy | Textbook: Chapter Seven  Discussion Seven | 1, 2, 4, 5 | **C2 – 2hours** |
| Eight | Gestalt therapy  Awareness  Here and Now  View of Human Nature  Principles  Role of the therapist  Mind, body, connection  Grounded  Exercises versus experiments  Preparation for experiments | Textbook: Chapter Eight  Discussion Eight | 1, 2, 4, 5 |  |
| Nine | Behavior Therapy  Four areas of development  Characteristics and assumptions  Functional assessment  Operant conditioning techniques  Other techniques  Self-management Programs | Exam Two  Textbook: Chapter Nine  Discussion Nine | 1, 2, 4, 5 |  |
| Ten | Cognitive Behavior Therapy  Rational Emotive Behavior Therapy  ABCDE  Realistic goals  Application to Chemical Dependence case examples  Role of the therapist  Beck's Cognitive Therapy  Negative cognitive triad  Stinkin' thinkin' in AA  Strengths-based CBT  Meichenbaum – CBM  Cognitive Narrative Approach  Techniques used | Textbook: Chapter Ten  Discussion Ten  Motivational Interviewing and Stages of Change | 1, 2, 4, 5 | **C2 – 1 hour** |
| Eleven | Choice theory – what is it?  Reality therapy  Relationships  Choosing to behave  Definition of mental illness  Application to chemical dependence  Application to criminal justice  Five needs  All behavior is purposeful – why does the addict continue to use when there are negative consequences?  What is a relapse telling us?  WDEP  Application of WDEP with substance use disorders | Textbook: Chapter Eleven  Discussion Eleven | 1, 2, 4, 5 | **C2 – 3 hours** |
| Twelve | Feminist Therapy  Probably not what you think  Power  Gender and socialization  Messages we internalize and act out  Perspective on personality development  Relational – Cultural Theory  Social Justice and Advocacy  Techniques used | Exam Three  DUE: My Theory Paper  Textbook: Chapter Twelve  Discussion Twelve | 1, 2, 4, 5 |  |
| Thirteen | Postmodern Approaches  Social Constructivism  The "not-knowing" position  What stories do we tell ourselves?  Solution-Focused Brief Therapy  Narrative Therapy  The use of language and culture: the language of AA versus the language of those still using  Fake it 'til you make it!  Influence of language on feelings, thoughts, and behaviors  Turn the page and co-author a new story | Textbook: Chapter Thirteen  Discussion Thirteen  Discussion Fourteen | 1, 2, 4, 5 | **C2 – 2 hours** |
| Fourteen | Family Systems Therapy  Family Systems Perspective versus individual therapy  Structural-strategic family therapy  Understanding families within the social and cultural context  Conducting a Family assessment  Application to chemical dependence  How addiction affects the family | Textbook: Chapter Fourteen  Discussion Fourteen  Exam Four | 1, 2, 4, 5 | **C1 – 1 hour**  **C5 – 1 hour** |
| Fifteen | An integrative approach  Techniques are not a "bag of tricks."  Spirituality and religion in counseling  Knowing how the approaches you choose fit together – mosaic  What makes the most sense to you based on your personality and values | Textbook: Chapter Fifteen  Discussion Fifteen | 1, 2, 4, 5 |  |
| Finals Week | Comprehensive Exam |  | 1 - 5 |  |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Communication Policy**

MyCanvas is the primary communication tool in this course. Students must check the course site for announcements and monitor their email in MyCanvas regularly. In addition, emails to the Instructor must be sent from the email system in MyCanvas. The email in MyCanvas is the most efficient means to contact the Instructor for this course. Canvas has an application for iPhone and Android systems, enabling communication to be more efficient for students and instructors.

***Failure to read course announcements, instructor emails, or the course assignment schedule does not justify late assignments or failure to comprehend due dates.***

All assignment submissions are via MyCanvas. Written assignments must be submitted using the MyCanvas course assignment links. The assignments include submitting your papers or answers using a survey or test instrument. Other written assignments may be submitted in any of the following formats: Microsoft Word (.doc) preferred; Rich text format (.rtf); Plain text (.txt); Adobe Acrobat PDF (.pdf). All written assignments must be one document that is one attachment, not multiple attachments. Multiple attachments submitted for one written assignment will not be accepted and will result in a zero for the assignment even if submitted before the due date.

**ACADEMIC MISCONDUCT (Student Handbook, Page 38)**

[Click Here for a Link to Student Handbook](http://www.sscc.edu/students/assets/student-handbook.pdf)

**Southern State is committed to providing educational opportunities that promote students' academic, professional, and personal growth.  To these ends, all members of the College are expected to uphold the highest academic and ethical standards.**

Types of Misconduct are

1. Any unauthorized use of material (books, notes of any kind, and so forth) during an

examination, test, or quiz.

2. Copying from another student's work or permitting one's work to be copied during

an examination, test, or quiz.

3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).

4. Permitting a person to pose in one's place during an examination, test, or quiz or

posing as another person during an examination, test, or quiz.

5. Altering an examination, test, or quiz, or any other type of evaluated work in an effort to have the work re‐evaluated for a higher grade.

6. Plagiarizing or permitting one's work to be plagiarized.

7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.

8. Unauthorized use of computer software during an examination, test, or quiz.

9. Submitting as one's own work a work of art, speech or oral report, a musical composition, a computer program, a laboratory project, or any other creation done by another person.

For further definition, student responsibilities, charges, sanctions, and the appeal process, visit:

[Click here for a Link to Academic Misconduct and Regulations](http://www.sscc.edu/academics/regulations.shtml#academic‐misconduct)

**Further clarification on plagiarism**

Understanding plagiarism can be confusing. Violations of these standards include cheating, plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials, using materials in an unauthorized manner; misrepresenting academic records; or facilitating academic dishonesty.

To clarify, copying word for word from any source without enclosing the material in quotation

marks and citing the source and page number of the quote is considered plagiarism. Re-writing original ideas in your own words without citing the source of the ideas is also considered plagiarism. **You can again not turn in previous assignments for other courses to meet the requirements for this course. If you do, you will receive a zero (0) on the assignment and risk the possibility of failing the course automatically.**

**16. FERPA:\***

Students need to understand that others may see your work. For example, others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes.

Students also need to know that there is a strong possibility that their work may be submitted to other entities for plagiarism checks.

**17. DISABILITIES:\***

**Accessibility and Accommodations:** Southern State Community College is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

**Students with disabilities:** If you seek classroom accommodations under the Americans with Disabilities Act, you must register with the Disability Services Office.

If you have a condition or situation that would make it difficult for you to carry out the work as outlined, please notify the Instructor as soon as possible. In addition, students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431 ext. 2604. You can also use the following link to check out the web page for the College and more information for more information.

[Click Here for a Link to Disability Services](http://www.sscc.edu/services/disability-services.shtml)

If you have a disability, you are responsible for providing all instructors with a letter indicating the reasonable accommodations necessary to support your academic success. A representative from the Disabilities Service Office creates the letter, but it is your responsibility to provide the Instructor with a copy of the letter.

**18. OTHER INFORMATION:\*\*\***

*The Instructor reserves the right to modify the course syllabus and content to enhance the learning of individual students and the class as a whole. Modifications may include additional assignments that are not listed in the syllabus but are conducive to learning and in the best interest of developing professional skills.*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.