

COURSE SYLLABUS

EDCE 505: COUNSELING THEORIES & TECHNIQUES INTENSIVE (IN-RESIDENCE)

COURSE DESCRIPTION

This experiential and didactic course provides students an understanding of major theories of counseling and their related techniques from individual, relational, & systems perspectives. Emphasis is on both theory and practical application. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, & families. Students are encouraged to examine personal characteristics and their impact on the therapeutic relationship.

RATIONALE

An understanding of key theories of counseling and psychotherapy and the application of those theories in practice is essential to effective counseling.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASES

Required Materials

Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy* 9th. Cengage (ISBN: 978-0-8400-2854-9).

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy, DVD: The Case of Stan and Lecturettes* (9th edition). Brooks/Cole (ISBN: 978-113-3-30-9130).

Thomas, J. C., & Sosin, L. (2011). *Therapeutic expedition: Equipping the Christian counselor for the journey*. B&H Publishing. (ISBN: 978-143-3-67-2361).

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

LiveText subscription to www.LiveText.com. This is your self-assessment and benchmark assignment portal, which is required for all courses in the school counseling program. This is a one-time purchase and needs to be taken care of immediately so as to be fully prepared to submit work by established deadlines in this course. Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Bb, including those submitted to SafeAssign.

Digital video recording equipment. Students will be taping two pseudo counseling sessions during the week of intensives and one a week follow the final intensive class meeting. If you do not have video recording equipment, check with friends, family, and other students about borrowing some. If you can't borrow equipment and are looking for inexpensive video recording

equipment, the Kodak Playsport Zx5 (or similar version if now replaced, they change a lot!) might be a good device to consider, along with a 32 GB class 10 SDHC card, a tripod, and USB 2.0 card reader for easy transfer of files to your computer and flashdrive, and a blue tooth microphone. Some online vendors (such as Amazon) have an “essential accessories bundle kit” for the Playsport Zx5 (or updated versions that replace it) that might be worth investigating.

NOTE: The video equipment listed above are suggestions only. You must come to class with some sort of recording device. This device must be able to record, producing a viewable video with clarity of sound. You must be able to transfer your recorded session onto your computer in order to compress the video and then post it on Livetext. The recording device you use is your choice.

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify and conceptualize major theoretical approaches used in the counseling profession with diverse populations, including systems perspectives.
(CACREP – II.G.5.d, G.5.e; SC: C.1, M.4); assessed with Quizzes 1-5, Personal Theory of Counseling Paper, and Theory Conceptualization.
- B. Discuss personal beliefs, the nature of the helping process, and begin to develop and personal counseling philosophy.
(CACREP – II.G.5.d; SC: D.1); assessed with Quizzes 1-5, Theory Conceptualization, and Personal Theory of Counseling Paper.
- C. Demonstrate an understanding of the counseling process and the nature of assessment, and wellness and prevention as a part of therapeutic goals.
CACREP – II: G.5.a;G.7.a, G.7.g; SC: C.1, D.3, G.3, H.1, I.3); assessed with Quizzes 1-5, Pseudo Counseling Session #1 and #2, and Personal Theory of Counseling Paper.
- D. Apply, synthesize, and evaluate a variety of interviewing and counseling skills associated with key theoretical approaches in a professional, ethical, legal, and culturally sensitive manner.
(CACREP – II.G.2.b, G.2.c, G.5.c; SC: D.1, E.4, H.1); assessed with Pseudo Counseling Sessions #1, #2, and #3, Theory Conceptualization, and Personal Theory of Counseling Paper.

- E. Identify a general framework for practicing consultation.
(CACREP – II.G.5.f; SC:C.5, M.2); assessed with *Personal Theory of Counseling Paper*.
- F. Identify counselor behaviors and characteristics that impact the therapeutic relationship and helping process.
(CACREP II: G.5.b); assessed with *Quizzes 1-5 and Pseudo Counseling Sessions #1, #2, and #3*.
- G. Demonstrate an understanding of crisis counseling and suicide prevention approaches to include psychological first aid strategies.
(CACREP – II.G.5.g; SC:C.6, D.4); assessed with *Personal Theory of Counseling Paper*.
- H. Understand ways in which counseling theories can be integrated with Biblical principles.
(CACREP – II.2.b; SC:E.4); assessed with *Personal Theory of Counseling Paper*.

V. METHODS OF INSTRUCTION

Student-led discussions, case presentations, DVD lecturettes, DVD theories and techniques applications, taped individual pseudo counseling sessions, role play, group activities, and in-residence instructor lectures and modeling, and article/text readings.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, lecture presentations, DVDs, and articles
- B. Class Participation and Attendance

Participation in all in-residence classes is critical to evaluating the mastery of the learning objectives for this course; by demonstrating understanding and the ability to apply knowledge gleaned from course texts, lecture presentations, and assigned research articles. Students **will not use work from other classes** to satisfy requirements for this course. Please know that you must be present for the full day for all intensive class meetings in order to pass the course. So, please do not schedule appointments during the dates you plan to be in-residence for the intensive. And, since homework is a part of the intensive week, please do not make plans after class meetings that would interfere with your ability to complete homework assignments. Students must also complete the self-assessment in **LiveText**.

This course requires a significant amount of role-playing and practice interviewing. Naturally, during a pseudo counseling session, it is possible for a pseudo client/fellow student to say something personal and confidential. It is your duty to maintain confidentiality unless your professional ethical code calls for a breach of confidentiality. It is your right to share only as deeply as you desire.

Depending on the total number of students enrolled in this course, you will be paired with another classmate to “practice” specific skills on designated days throughout intensive class meetings. The professor will select the classmate pairs at the end of the first week of class. You will not be allowed to “pick” your and classmate for these practice sessions. In reality, you will not pick your clients and so this is a great time for you to learn how to work with someone who might be new to you. Students must read and sign the *Student Consent Agreement*.

*During the intensive class meeting: Student A is the “counselor” for 20 minutes. Student B is the “client” for 20 minutes and Student C is the “observer.” This will rotate until all members have the opportunity to be the counselor.. During these times, students will practice, practice, practice a specific skill set introduced during class sessions. **Read the assignment instructions sheet and rubric carefully.***

C. Pseudo Counseling Sessions

Each student must sign the *Student Consent Agreement* located in Blackboard. Pseudo clients who are not classmates in this course must sign the *Counseling Skills Training Tape Consent Form* provided in Blackboard.

Pseudo Counseling session #1

Students will submit a verbatim transcript and video recording to the instructor via LiveText of a 10 minute pseudo counseling session. Students should follow the assignment instructions and rubric carefully in order to cover the skill sets for this session.

Pseudo Counseling Session #2

Students will submit a verbatim transcript and video recording to the instructor via LiveText of a 15 minute pseudo counseling session. Students should follow the assignment instructions and rubric carefully in order to cover the skill sets for this session.

Pseudo Counseling Session #3 (Benchmark)

Students will submit a verbatim transcript and video recording to the instructor via LiveText of a 20 minute pseudo counseling session. This final session serves as your benchmark for the skills development portion of this course. Students should follow the assignment instructions and rubric carefully in order to cover the skill sets for this session.

D. Theory Conceptualization (Benchmark)

Students will complete a theories conceptualization form for each of the twelve theories presented in your course textbook. This assignment serves as the benchmark for the theories portion of this course. Students DO NOT submit this assignment to Bb gradebook or via email. Students submit each theory using the template in LiveText or the assignment will not be accepted. There are 12 templates in LiveText—one for each theory. Contact LiveText if you have any

issues. LiveText support is available and can walk you through submission. Please become familiar with LiveText prior to the date of your submission.

Personal Theory of Counseling Paper

Students will write a 10-page paper, not including the title page, abstract, and references in APA style (6th edition). The purpose of this paper is to aid you in developing and applying your own evolving personal counseling style and theoretical orientation. When writing this paper, consider the (or those) counseling theories that fit best with your own characteristics, experiences, values, and beliefs. **Read the assignment instructions sheet and rubric carefully.**

F. Reading Quizzes (5)

Students complete five multiple choice, timed quizzes that cover content from the Corey textbook. Students will be allowed 2.5 hours for each quiz. Each quiz can only be accessed and taken one time. Students have access to all quizzes from the first day of the course. The quizzes must be completed by the due date detailed on the course chart.

Students may use the textbook. Only material covered in the Corey textbook will be on the quizzes. Please read and study your textbook material prior to the quizzes. Once you access the quiz the timer begins. Students will know their scores immediately and the correct responses will be given to promote student learning. Students should anticipate technological issues and have a back-up plan in place prior to starting each quiz. There are 50 items per quiz. Each item is worth 1 point for a total of 50 points per quiz. Students who exceed the allotted timeframe: 1 point will be deducted for every 5 minutes over the allotted timeframe. Each quiz can only be accessed and taken one time.

Quiz #1: Corey, Chapters 1-3

Quiz #2: Corey, Chapters 4-6

Quiz #3: Corey, Chapters 7-9

Quiz #4: Corey, Chapters 10-12

Quiz #5: Corey, Chapters 13-15

VII. COURSE GRADING AND POLICIES

A. Points

Class Participation (self-assessment worth 25 points)	50
Pseudo Counseling Session #1	50
Pseudo Counseling Session #2	100
Theory Conceptualization (Benchmark)	200
Pseudo Counseling Session #3 (Benchmark)	200
Personal Theory of Counseling Paper	150
Reading Quizzes (5 at 50 pts ea)	250
Total	1000

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
D- = 730–749 F = 729 and below

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

E. Notice of Non-Discrimination

Liberty University does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. Liberty University maintains its Christian character and reserves its right to discriminate on the basis of religion to the extent that applicable law respects its right to act in furtherance of its religious objectives. The following persons have been designated to coordinate Liberty University's compliance with certain anti-discrimination laws: Coordinator of LU Online Disability Academic Support at (434) 592-5417 or luoodas@liberty.edu; Director of Disability Academic Support (Residential) at (434) 582-2159 or odas@liberty.edu; Title IX Coordinator at (434) 582-8948 or TitleIX@liberty.edu.

F. Sexual Violence Consultation & Counseling Policy

Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex -based discrimination, which can include: acts of sexual violence, sexual misconduct and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university's Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence and/or sexual violence. Thus, **if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the faculty member will make a referral to the Title IX office.** This process is in place so that the university can help ensure that students are offered both the support and resources needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though the faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources or information.

VIII. BIBLIOGRAPHY

- American Counseling Association. (2005). Code of ethics. Alexandria, VA: Author.
- American Counseling Association. (2008). *The ACA encyclopedia of counseling*. Alexandria, VA: Author.
- Aten, J. D. (2004). The college campus ministry internship site: Interfacing religion and counseling. *Counseling and Values*, 49(1), 64-68.
- Barrio, C. A. (2007). Preview assessing suicide risk in children: Guidelines for developmentally appropriate interviewing. *Journal of Mental Health Counseling*, 29(1), 50-66.
- Clarke, L. K. (2013). Counseling and Christianity: Five approaches. *Christian Scholar's Review*, 42(4), 440-443.
- Clemens, E. (2007). Developmental counseling and therapy as a model for school counselor consultation with teachers. *Professional School Counseling*, (4), 352-359.
- Dye, L. (2015). School counselors' activities in predominantly African American urban schools: An exploratory study. *Michigan Journal of Counseling*, 41(1), 18+.
- Echevarria-Doan, S. (2001). Resource-based reflective consultation: Accessing client resources

- through interviews and dialogue. *Journal of Marital and Family Therapy*, 27(2), 201-212.
- Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling and Development*, 88(3), 363-371.
- Hansen, J.T. (2014). Talking about Counseling: A plea to return to humanistic language. *Journal of Humanistic Counseling*, 53(1), 22-33.
- Harper, F. D., Harper, J. A., Stills, A. B. (2003). Counseling children in crisis based on maslow's hierarchy of basic needs. *International Journal for the Advancement of Counselling*, 25(1), 11-25.
- Horne, S. G., & Mathews, S. S. (2004). Collaborative consultation: International applications of a multicultural feminist approach. *Journal of Multicultural Counseling and Development*, 32, 366-378.
- Isaki, E., Brown, B., Aleman, S., & Hackstaff, K. (2015). Therapeutic writing: An exploratory speech-language pathology counseling technique. *Topics in Language Disorders*, 35(3), 275-287.
- Kim, S.M. (2014). Virtual reality therapy for Internet gaming disorder. *Alcohol and Alcoholism*, Oxford, 49.
- Laux, J. M. (2002). A primer on suicidology: Implications for counselors. *Journal of Counseling and Development*, 80(3), 380-383.
- Lee, J. H., Nam, S. K., Kim, A., Kim, B., & Lee, M. Y. (2013). Resilience: A meta-analytic approach. *Journal of Counseling and Development*, 91(3), 269-279.
- Mellin, E. A. (2009). Responding to the crisis in children's mental health: Potential roles for the counseling profession. *Journal of Counseling and Development*, 87(4), 501-506.
- McMahon, H.G., Mason, E.C.M., Daluga-Guenther, N., Ruiz, A. (2014). An ecological model Of professional school counseling. *Journal of Counseling and Development*, 92(4), 459+.
- Myer, R. A., Lewis, J. S., James, R. K. (2013). The introduction of a task model for crisis intervention. *Journal of Mental Health Counseling*, 35(2), 95-107.
- Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling and Development*, 86(4), 482-493.
- Sangganjanavanich, V. F., & Lenz, A. S. (2012). The experiential consultation training model. *Counselor Education and Supervision*, 51(4), 296-307.

- Shaw, L. R., Lane, F. J. (2008). Ethical consultation: Content analysis of the advisory opinion archive of the commission of rehabilitation counselor certification. *Rehabilitation Counseling Bulletin*, 51(3), 170-176.
- Strong, T., Massfeller, H. (2010). Negotiating post-consultation homework tasks between counselors and clients. *International Journal for the Advancement of Counselling*, 32(1), 14-30.
- Strunk, C.M. (2014). Effectiveness of the surviving the teens suicide prevention and depression Awareness program. *Health and Education & Behavior*. 41(6). 605-613.
- Sue, D. W., Arrendondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70(4), 477-486.