**Campbellsville University**

**School of Education**

**G6, 2017**

**SGC 500-01 Counseling Theory & Practice**

**Tuesdays 6:00 - 7:15 pm**

**Instructor**: Dr. Rahsheeno Griffith

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**Office Hours**: Schedule an Appointment

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Adobe Connect Classroom—

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# “Empowerment for Learning”

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**Textbook**:

Murdock, N. (2013). *Theories of Counseling and Psychotherapy: A Case Approach.* Upper

Saddle River, NJ: Pearson

**Pre-requisites**: None

**Course Description**: provides candidates with counseling theories and model(s) to conceptualize client presentation in order to select appropriate counseling intervention. Experiences will include an examination of the historical development of counseling theories and an exploration of affective, behavioral, and cognitive theories that are consistent with current professional research and practice in the field. Systems theories and the relationship among and between community systems, family systems, and school systems as well as theories regarding individual learning and personality development will also be addressed.

**PROFESSIONAL STANDARDS addressed in this course:**

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| **Aligned with** **Assessment** **(point values)** | **Kentucky Standards for Guidance Counseling Programs** | **Kentucky Guidance Counselor Program Objectives and Curriculum** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** | **CACREP Common Core Areas** | **CACREP School Counselor Professional Knowledge, Skills, and Practices** |
| Class Participation80 pts.Obj. 1-5 | C.2.g, b | 2.e, 3.a, b | 2.a, d, e | 5 d, f, g | 6 | III A, B, C, D, E, F | 3 B, C | A.1.1, A.1.2 | 2.c, 3.a, b, d, 5.d, e | C.1  |
| Discussion Forums 80 pts.Obj. 1-5 | C.2.g, b | 2.e, 3.a, b | 2.a, d, e | 5 d, f, g | 6 | III A, B, C, D, E, F | 3 B, C | A.1.1, A.1.2 | 2.c, 3.a, b, d, 5.d, e | C.1 |
| Weekly Quizzes80 pts.Obj. 1-5 | C.2.g, b | 2.e, 3.a, b | 2.a, d, e | 5 d, f, g | 6 | III A, B, C, D, F | 3 B, C | A.1.1, A.1.2 | 2.c, 3.a, b, d, 5.d, e | C.1 |
| Research Paper 150 pts.Obj. 1, 2, 5 | C.2.g, b | 2.e, 3.a, b | 2.a, d, e | 5 d, f, g | 6 | III A, B, C, D, F | 3 B, C | A.1.1, A.1.2 | 2.c, 3.a, b, d, 5.d, e | C.1 |
| Theory Presentation100 pts.Obj. 1, 2, 3, 5  | C.2.g, b | 2.e, 3.a, b | 2.a, d, e | 5 d, f, g | 6 | III A, B, C, D, E, F | 3 B, C | A.1.1, A.1.2 | 2.c, 3.a, b, d, 5.d, e | C.1 |
| Field Experience Assignment100 pts.Obj. 1, 2, 5 | C.2.g, b | 2.e, 3.a, b | 2.a, d, e | 5 d, f, g | 6 | III A, B, C, D, E, F | 3 B, C | A.1.1, A.1.2, A.2.1, A.2.2 | 2.c, 3.a, b, d, 5.d, e | C.1 |

**Kentucky Standards For Guidance Counseling Programs Addressed:**

C.2.g. systems theories and relationship among and between community systems,

 family systems, and school systems, and how they interact to influence

 the student and affect each system;

 C.3.b. theories, models, and processes of consultation and change with teachers,

 administrators, other school personnel, parents, community groups,

 agencies, and students as appropriate.

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

2.e. theories of multicultural counseling, theories of identity development, and

 multicultural competencies;

 3.a. theories of individual and family development and transitions across the

 life-span;

 3.b. theories of learning and personality development.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

 2.c. theories of multicultural counseling, identity development, and social

 justice;

 3.a. theories of individual and family development and transitions across the life

 span;

 3.b. theories of learning and personality development, including current

 understandings and neurobiological behavior;

 3.d. theories and models of individual, cultural, couple, family, and community

 resilience;

 5.d. counseling theories that provide the student with models to conceptualize

 client presentation and that help the student select appropriate counseling

 interventions. Students will be exposed to models of counseling that are

 consistent with current professional research and practice in the field so

 they begin to develop a personal model of counseling;

 5.e. a systems perspective that provides an understanding of family and other

 systems theories and major models of family and related interventions.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) School Counselor Professional Knowledge, Skills, and Practices Addressed:**

 C.1. Knows the theories and processes of effective counseling and wellness

 programs for individual students and groups of students.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

2. a. Understands multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

2.d. Understands the 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 to the growth of the human spirit, mind, or body.

2.e. Utilizes theories of multicultural counseling, theories of identity development, and multicultural competencies.

**Interstate Teacher Assessment and Support Consortium (*InTASC*) Addressed:**

 InTASC 5 Application of Content

**International Literacy Association (*ILA*) Addressed:**

 Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*) Standards for Advanced Programs Addressed:**

Standard A.1 Content and Pedagogical Knowledge

Standard A.2 Clinical Partnerships and Practice

**Technology Standards for School Administrators (TSSA) Addressed:**

 Standard III. Productivity and Professional Practice

**Educational Leadership Policy Standards (ISLLC) Addressed:**

Standard 3 Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment

**COURSE OBJECTIVES**

During this course, candidates will:

1. explore and a variety of major theoretical systems of counseling and psychotherapy;
2. evaluate strengths and weaknesses of the various theoretical systems of counseling and psychotherapy;
3. begin to utilize classmates for practical consultation regarding real life situations;
4. practice simulated counseling situations for the purpose of teaching and sharpening basic counseling techniques and skills;
5. reflect personally and begin to develop some sense of their individual counseling tastes and preferences.

**COURSE TASKS/Requirements:**

**Class Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

**Field Experiences (100 pts.)** Candidates will observe school counselors counseling students individually and/or in pairs/groups paying attention to the counseling theory utilized. Candidates will conduct follow up interviews to confirm observations about theory utilized and to discuss follow up services that will be provided. (7 hours of observation; 2 hours of follow up interviews)

**and**

Candidates will observe school counselors counseling diverse students (e.g. students receiving free/reduced lunch, students with disabilities, students with giftedness, etc.) individually and/or in pairs/groups paying attention to the counseling theory utilized. Candidates will conduct follow up interviews to confirm observations about theory utilized and to discuss follow up services that will be provided. (5 hours of observation; 1 hour of follow up interviews) Candidates turn a completed field hours summary form and a written reflection of the experiences.

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **candidates will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Weekly Quizzes (80 pts.)** Candidates will take weekly quizzes based on the assigned readings for the course.

**Research Paper (100 pts.)** Each candidate will be required to write a research paper on a primary school of psychotherapy that s/he will choose in class during the first class session. Demonstrating that they have gone beyond the class textbooks, candidates will present the basic tenets of the theory and then respond to a list critical evaluative questions provided in the scoring guide. (Paper to be 18-20 pages, double-spaced, 12 point, APA style, Times New Roman). The bibliography should document substantive use of at least five references other than class textbooks. The bibliography should contain at least ten references.

**Theory Presentation (100 pts.)** Each student will receive 30 minutes of class time to teach a school of psychotherapy that they have chosen to research. Students will: 1) present the basic tenets of their theory (15 minutes); 2) show a digital recording of them acting out one brief counseling scenario (10 minutes) demonstrating the relative merits of the theory and respond to class questions, reflection, and critique on the recording and presentation (5 minutes).

**EVALUATION Process and expectations:**

Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

 B 80-89%

 C 70-79%

 D 60-69%

 F 0-59%

 **RUBRICS:**

**Research Paper Scoring Guide**

A. Adequately presents basic tenets of the theory—30 points possible

B. Deals with critical questions listed below—60 points possible

1. Within what historical context did this school evolve and how does the theory reflect the life situation and worldview of its founder(s)? **BIOGRAPHY**
2. What does it mean to be human and possess a self? **ANTHROPOLOGY**
3. What is the relationship of conscious to unconscious in this school? **PSYCHIC STRUCTURE**
4. How does change and growth occur within this theory? **CHANGE**
5. What is the goal or definition of “healthy personality”? How might this theory deal with the concepts of salvation and sin? **HEALTH**
6. In therapy, what is the role of the therapist to the client? **ROLE OF THERAPIST**
7. What are the methods used in this therapy? **METHODS**
8. What success does this theorist claim? How well researched are the claims? **SUCCESS**
9. What place does this theory give to an awareness of God and the role of Christian faith in a person’s life? **FAITH**
10. How does this theory deal with differences in gender and culture? Does it claim to have universal applicability? **GENDER/CULTURE**
11. What is the definition of illness and what is dysfunctional? **PATHOLOGY**

C. Evidence of Critical Reflection—20 points possible

D. Adequate bibliography and references (10 references, 5 which are not part of the class)—20 points possible

E. Form and Style—20 points possible

**150 Total Points possible**

**Theory Presentation Scoring Guide**

**Items to be Evaluated:**

1. **Grasp of Basic Theory--**30 points possible
2. **Clarity of Presentation--**20 points possible
3. **Counseling Demonstration Video--**20 points possible
4. **Evidence of Critical Reflection--**20 points possible
5. **Creativity in Presentation--**10 points possible
6. **Responsiveness to Class Questions--**10 points possible

**110 Total Points possible**

**Field Experience Reflection**

 **Scoring Guide**

**100 pts.**

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| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment****KSGCP:** C.2.g, b**KSGCPOC:** 2.e, 3.a, b**InTASC:** 5 d, f, g**CAEP Advanced Standards:** A.1.1, A.1.2, A.2.1, A.2.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience.  |
| **General Assignment** | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Five or more full pages of content | Four to five full pages of content | Three to four full pages of content | Less than three full pages of content |
| **Support****KSGCP:** C.2.g, b**KSGCPOC:** 2.e, 3.a, b**InTASC:** 5 d, f, g**CAEP Advanced Standards:** A.1.1, A.1.2, A.2.1, A.2.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections****KSGCP:** C.2.g, b**KSGCPOC:** 2.e, 3.a, b**InTASC:** 5 d, f, g**CAEP Advanced Standards:** A.1.1, A.1.2, A.2.1, A.2.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Discussion Forum Scoring Guide**

**100 pts.**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment****KSGCP:** C.2.g, b**KSGCPOC:** 2.e, 3.a, b**InTASC:** 5 d, f, g**CAEP Advanced Standards:** A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support****KSGCP:** C.2.g, b**KSGCPOC:** 2.e, 3.a, b**InTASC:** 5 d, f, g**CAEP Advanced Standards:** A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections****KSGCP:** C.2.g, b**KSGCPOC:** 2.e, 3.a, b**InTASC:** 5 d, f, g**CAEP Advanced Standards:** A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

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| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment****KSGCP:** C.2.g, b**KSGCPOC:** 2.e, 3.a, b**InTASC:** 5 d, f, g**CAEP Advanced Standards:** A.1.1, A.1.2 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences.  | **1-2** sentences. |

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

#### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**REFERENCES:**

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 psychoanalysis, threat simulation theory. *Modern Psychanalysis*, 35(2), 182-204.

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Karkouti, I. (2014). Examining psychosocial identity development theories: A guideline for

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Malott, K., Paone, T., Schaefle, S., Cates, J., & Haizlip, B. (2015). Expanding white racial identity

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Mason, C. (2016). Using reality therapy trained group counselors in comprehensive school

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Ratts, M., Singh, A., Nassar-McMillen, S., Butler, S., & McCullough, J. (2016). Multicultural and

social justice counseling competencies: Guidelines for the counseling profession. *Journal of*

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Villares, E., Lemberger, M., Brigman, G., & Webb, G. (2011). Student success skills: An

 evidence based school counseling program grounded in humanistic theory. *Journal of*

 *Humanistic Counseling*, 50(1), 42-55.

Warren, J. & Gerler, Jr., E. (2013). Effects of school counselors’ cognitive behavioral consultation

 on irrational and efficacy beliefs of elementary school teachers. *Professional School*

 *Counselo*r, 3(1), p. 6-15.