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COUN 511.01: Counseling Theories and Techniques

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COUN 511: COUNSELING THEORIES & TECHNIQUES

COURSE SYLLABUS – UNIVERSITY OF MONTANA – Fall 2022

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SCHEDULED CLASS MEETINGS: Class meets IN PERSON on Mondays from 4:00pm to 6:50pm, beginning Monday, August 29

COURSE CONTENT AND DESCRIPTION: This course is an overview of major theories of counseling and psychotherapy with a special focus on gender, culture, counselor preparation, and common theory-based assessment and case formulation strategies. Because the purpose of counseling and psychotherapy is to help individuals make personally meaningful changes in their lives, we will consistently examine the means through which traditional theories attempt to produce such changes. Students will read about historical and intellectual foundations of major counseling theories, including contemporary cultural and indigenous modifications, while at the same time, observing how practitioners enact skills derived from these theoretical perspectives. There will be opportunities, through assignments and class discussions, for students to analyze clients as well as themselves through the various lenses of psychological theories. Overall, students are encouraged not only to explore all the major theoretical orientations, but also to explore their personal beliefs and values in an effort to develop and deepen their understanding of counseling and psychotherapy process and outcome.

TEXTBOOK: Required: **Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice* (3rd ed). Hoboken: NJ: Wiley.** **Please note that you'll need to buy or rent the textbook in order to have access to the accompanying video recordings . . . and the video recordings are required viewing for the course.**

Recommended: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2012). *Counseling and Psychotherapy Theories in Context and Practice: Study Guide* (2nd ed). Hoboken: NJ: Wiley.

COURSE OBJECTIVES: The purpose of this course is to introduce you to theories and techniques used by a variety of mental health professionals, school counselors, and other human service providers. We will explore and discuss the major theories, their contemporary and cultural relevance, and their practical application.

CACREP-Related Course Objectives: This course is a first Fall semester requirement for graduate students in Counseling at the University of Montana. The course includes content related to CACREP Core Standards and CACREP Specialty Standards. Specific key performance indicators are evaluated through course assignments, midterm and final examinations, and via an oral examination at the end of the semester. The oral examination focuses on the content of counseling theories and their application. The goals of the assessments in this course are to determine (a) how well the Counselor Education

faculty is teaching specific CACREP-related objectives, (b) students' ability to articulate and apply counseling theories, and (c) student readiness to enroll in counseling practicum (COUN 530).

DISABILITY ACCOMMODATIONS: I am happy to do my best to make this course maximally accessible. Please be advised I may request that you provide a letter from the Office for Disability Equity (ODE) verifying your right to reasonable modifications, but I am also open to working with you in more informal ways. If you have not yet contacted Disability Services, please do so to gain clarity regarding your rights and to coordinate modifications. For more information, visit the ODE website at <https://www.umt.edu/disability/>. It's important to remember that the formal accommodation process is designed to have people with the relevant training determine the needs, which can then be implemented in a consistent and fair way.

COVID: Below is the current campus guidance for the fall semester as it relates to COVID-19.

- The University encourages COVID-19 vaccines and boosters, which are offered for both students and employees at the Health Services Pharmacy inside Curry Health Center.
- Masks are only required inside Curry Health Center and in some medical/research laboratories on campus. This requirement will be clearly posted. Required or not, we respect those choosing to wear a mask to reduce spread of respiratory viruses.
- COVID-19 testing for students is available at Curry Health Center. For employees, contact your primary care provider or visit a walk-in clinic. Free at-home tests can be ordered online, or there may be tests available through the Health Services Pharmacy by calling 243-5171.

The Department of Counseling is an in-person program. As we continue the transition from Covid, we are aware that the pandemic continues to present risk for some. Should you have health concerns preventing in-person learning, we will work with you to make accommodations.

Because nearly all classes are designed for an in- person curriculum, arrangements for continuous remote learning must be approved by the faculty. Should short term, immediate needs require remote learning (travel due to the loss of a family member, quarantine, illness) please consult with your instructor as soon as possible. Remote learning will not be used to facilitate convenience, accommodate vacations, or the like.

We look forward to having you in class and creating rich learning environments together.

ACADEMIC INTEGRITY: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/vpsa/policies/student_conduct.php.

IN-CLASS BEHAVIOR STANDARDS AND LEARNING ENVIRONMENT: In the Department of Counseling and at the University of Montana we strive to establish and maintain a positive learning environment. The expectation is that we will strive to treat one another with respect . . . even when we disagree. This also means that students (and faculty) will speak with sensitivity and tact, turn off their cell phones, and not engage in internet shopping/surfing/social networking during class. If calls and texting are necessary, you should either step out of class or take care of your calling and texting at class break. If you need to be on-call due to employment responsibilities, please let me know.

TEACHING METHODS: 1. Lectures/class demonstrations.

2. Guest lectures/student presentations.
3. Video/DVD/Film presentations.
4. Class activities.
5. Class discussions.

GRADING PROCEDURES: Grades are based on completion of class assignments, midterm and final examination scores, and class participation/attendance. **Course assignments are listed and described in a separate section.** The grading scale is below:

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

APPROXIMATE SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS

Week	Date	Assigned Reading and Viewing	Lecture Topics	Assignments Due
1	8/29	Ch. 1 In future weeks, read chapters before class	Syllabus overview and introduction to counseling and psychotherapy.	Be sure to login to Moodle and get oriented
XX	9/5	None	Labor Day No Class	Take the long form of Theoretical Orientation Test this week and submit your scores.
2	9/12	Ch. 2	Psychoanalytic Theory and Therapy.	
3	9/19	Ch. 3	Individual psychology and Adlerian therapy	Quiz 1 (chapters 1, 2, & 3) Grad Lab 1: Adlerian
4	9/26	Ch. 4	Existential theory and therapy	No Labs
5	10/3	Ch. 5	The person-centered approach.	"Multicultural Competence, Multicultural Humility, and Me" Paper (50 points): due 10/5 Grad Lab 2: PCT
6	10/10	Ch. 6	Gestalt theory and therapy	Quiz 2 (chapters 4, 5, & 6) Grad Lab 3: Gestalt
7	10/17	Ch. 7	Behavioral theory and therapy.	Grad Lab 4: Relaxation Training

8	10/24	Ch. 8	Cognitive approaches (or CBT).	Grad Lab 5: Five Columns
9	10/31	Ch. 9	Choice theory and reality therapy Guest Lecture	Quiz 3 (chapters 7, 8, & 9) No Labs
10	11/7	Ch. 10	Feminist theory and therapy.	No Labs
11	11/14	Ch. 11	Constructive theory and therapy.	Lab 6: Feminist Approach
12	11/21	Ch. 12	Family systems theory and therapy.	Quiz 4 (chapters 10, 11, &12) No Labs
13	11/28	Ch. 13	Multicultural theory and therapy	Lab 7: Solution Focused and Closing (Final Lab)
14	12/5	Ch. 14	Counseling Integration and Final Review	Theoretical Orientation Test and Paper due by 12/12. Bonus Lab, If needed
15	12/12	Final Exam	The final exam (Quiz 5—Oral final for graduate students	Quiz 5 (Chapters 13, 14, and other class content)

OFFICIAL ASSIGNMENT DESCRIPTIONS

There are 405 possible points in this class.

- 5 Quizzes (30 points each; 150 total points):** These will be standard multiple choice and short answer quizzes. In most cases they will cover content from three lectures and three chapters. I know quizzes can feel onerous, but frequent quizzes generally help with knowledge retention. You'll be expected to take the quizzes at their scheduled times; if you have a time conflict, you should contact us (Dan and the TAs) in advance and we'll set up an alternative exam time. If you have a last-minute crisis (e.g., an accident, illness, or emergency) contact us ASAP and we'll be flexible. Except for in extenuating circumstances, you'll need to arrange a make-up quiz time within one week of the original exam date or you'll get a zero. We will be flexible the first time. If a pattern of missing quizzes emerges we will work with you in good faith in an effort to address the pattern.
- “Multicultural Competence, Multicultural Humility, and Me” Paper (50 points):** In this 3-page paper you will define multicultural competence and multicultural humility and discuss how these concepts are similar and different. Then you will write about the relevance of both of these concepts to you and your development as a counselor. Be sure to include information about your personal culture/heritage, your attitudes toward culture, and your beliefs and understandings of

cultural diversity. Also comment on how you have come to hold the cultural views you hold and how your cultural views influence how you view others. One professional journal citation (in addition to the textbook) is required.

The paper will be graded in the following areas: (a) attention to detail/typos, etc. (5 points; 10%); (b) following APA style (5 points; 10%); (c) writing skills/grammar/organization (10 points; 20%); (d) accuracy in the statements you make about the multicultural competencies, multicultural humility, and other content, as well as integration of your citation (20 points; 40%); (e) inclusion of some original and interesting thoughts about how you are continuing on a path toward multicultural competence (10 points; 20%).

3. Theoretical Orientation Test and Paper (50 points): This is a three-part assignment. First, during week 2 of class, you will take the long form of the Theoretical Orientation Test and score it yourself. Second, during week 14 of class, you will take the long form of the TOT and score it again. Then, you'll write about your theoretical orientation. In your 2-3 page paper, you should be sure to: (a) declare your theoretical orientation (note: you're limited to naming only three!), (b) include your pre- and post-class theoretical orientation test scores and discuss why they changed (or didn't change) and why they fit or why they don't fit, (c) describe how implementing your theoretical orientation will look in your counseling work, (d) discuss ways in which you can see yourself integrating more than one theoretical orientation into your work, (e) describe what you will do to continue developing your theory-based knowledge and skills, and (f) cite at least one professional journal article about your theory and find a way to integrate it into your paper.

The paper will be graded in the following areas: (a) attention to detail/typos, etc. (5 points; 10%); (b) following APA style (5 points; 10%); (c) writing skills/grammar/organization (10 points; 20%); (d) accuracy in the statements you make about your theoretical orientation and integration of your citation (20 points; 40%); (e) inclusion of some original and interesting thoughts about how you developed/chose your theory (10 points; 20%).

4. Graduate Skills Lab (80 points): All students enrolled in COUN 511 will participate in a Counseling Skills Lab. The TA will work with you to schedule eight small group lab meeting times outside of our usual class time. The lab will include a short introduction by your lab leader, followed by you practicing a counseling skill with a partner and then time for debriefing. If you miss one Grad Lab, you lose 10 points. If you miss two Grad Labs, you lose 30 points. If you miss three labs, you lose all 80 Grad Lab points. Note: The live Grad Lab is often one of the most fun and meaningful components of this class and I strongly recommend that you take it in the "live" format. That said, if you're unable to fit a Grad Lab time into your personal and professional schedule, I can offer you an alternative, self-paced assignment to take place throughout the semester.

5. Final Oral Examination (50 points): For all graduate students, we will have a small (about 10 students) 90-minute group comprehensive oral final examination. At least one week prior to the exam, you will be given a list of short answer questions to help you prepare and study. During the exam, you'll be asked, at random, several questions from the questions you've been given (and hopefully have studied). This exam format is designed to help orally articulate and apply some of the theories concepts we've studied during the semester.

6. Class Attendance/Participation (25 points): To earn attendance points you either need to be in attendance. Attendance will be taken in class each week. Attendance may also be based on whether you answer online polls or email me with comments on the class material. We don't expect perfect participation every week, but we do expect to see your names and engagement in the

course. For your first absence you will not lose any points, but you'll lose 5 points for absences 2, 3, and 4, and all the rest of your points (10 points) for a 5th absence.

CACREP KPIs for Core and Specialty Counseling Competencies

All courses in the Department of Counseling include content related to our national Counseling and Counseling-Related Educational Programs (CACREP) accreditation. CACREP identifies specific Core Standards as well as Specialty Standards. The following Table includes a listing of the CACREP Core and Specialty Standards covered by COUN 511 course content. Additionally, some of the standards listed below are the focus of Key Performance Indicators (KPIs). KPIs are specific CACREP standards that are systematically evaluated in order to determine whether students are learning key CACREP-related course content.

Core Standard	Content Found	Key Performance Indicator
2. SOCIAL AND CULTURAL DIVERSITY		
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	COUN 511 – Students read about how each theory addresses culture, sexuality, and spirituality.	None
c. multicultural counseling competencies	COUN 511 – Students read about the MCCs in Chapter 1 and Chapter 13 of the textbook. MCCs are also covered in class lectures.	None
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others	COUN 511 – Students read about this content in Chapter 13 and participate in a classroom activity.	Students complete a “Multicultural competencies, multicultural humility, and me” paper/project.
5. COUNSELING AND HELPING RELATIONSHIPS		
a. theories and models of counseling	COUN 511 – Students read about theories and models of counseling in their textbook and practice techniques linked to the theories in their counseling labs.	Seven quizzes and one oral final examination are used to measure student knowledge during the course.
f. counselor characteristics and behaviors that influence the counseling process	COUN 511 – Students read about specific counselor characteristics and behaviors that influence counseling process and outcomes in the textbook.	

g. essential interviewing, counseling, and case conceptualization skills	COUN 511 – Students read about how to engage in case formulation and treatment planning in every theories chapter of the textbook.	
i. development of measurable outcomes for clients	COUN 511 – Students read about measuring outcomes in every theories chapter of the textbook.	
j. evidence-based counseling strategies and techniques for prevention and intervention	COUN 511 – Students read about evidence pertaining to counseling strategies and techniques associated with each theory in the textbook.	
n. processes for aiding students in developing a personal model of counseling	COUN 511 – Students read about how to integrate their personal ideas with existing theoretical models in the textbook.	Students take a theoretical orientation test and write a two-page reflection on their initial preferred model of counseling.
8. RESEARCH AND PROGRAM EVALUATION		
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	COUN 511 – Students read about research linked to each theory presented in the textbook.	Research questions from all course quizzes are compiled to measure student research competence.
b. identification of evidence-based counseling practices	COUN 511 – Students read about evidence-based counseling practices in every chapter of the textbook.	
d. development of outcome measures for counseling programs	COUN 511 – Students read about theory-based counseling outcome measures in every theories chapter.	
e. evaluation of counseling interventions and programs	COUN 511 – Students read about theory-based counseling outcome measures in every theories chapter.	