



COUN 8200 | COUNSELING THEORIES | SPRING 2022

PREREQUISITES

N/A

COURSE DESCRIPTION

This course is the first of the clinical mental health applications to provide the prospective mental health counselor with interactive instruction in counseling theories. Students will continue to develop counseling skills and will become immersed in the work of a professional counselor. Students practice, develop and improve counseling theory skills in an environment of professional and constructive peer feedback.

COURSE WEBSITE

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

LEARNING OUTCOMES AND CACREP STANDARDS CHART

CACREP Standards Chart

Clinical Mental Health Standard(s)	Assignment/Learning Activity
1.b Theories and models related to clinical mental health counseling	On-going throughout the semester through lectures and course readings
Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.5.a Theories and models of counseling	On-going throughout the semester through lectures and course readings
F.5.f Counselor characteristics and behaviors that influence the counseling process	On-going throughout the semester through lectures and course readings
F.5.n Processes for aiding students in developing a personal model of counseling	On-going throughout the semester through lectures and course readings
F.8.a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	On-going throughout the semester through lectures and course readings ; annotated bibliography assignment



COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- 1.b Theories and models related to clinical mental health counseling
- F.5.a Theories and models of counseling
- F.5.f Counselor characteristics and behaviors that influence the counseling process
- F.5.n Processes for aiding students in developing a personal model of counseling
- F.8.a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

COURSE REQUIREMENTS

Required Text

Murdock, N. L. (2017). *Theories of counseling and psychotherapy: A case approach*. New York, NY: Pearson Education. (4th Edition)

Recommended Text

Halbur, D. A. & Halbur, K. V. (2018). *Developing your theoretical orientation in counseling and psychotherapy*. New York, NY: Pearson Education

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser

TECHNICAL SUPPORT

You may also receive support from



- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Eppley Administration Building, Room 104
Monday – Friday 8:00 to 5:00 pm

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

QUIZZES (15 POINTS EACH)

You will have five quizzes in this class. The quizzes will be based on the readings and the lectures, they will assess your foundational knowledge of the counseling theories.

FINAL EXAM QUIZ (30 POINTS)

You will have a final exam quiz that covers all of the theories in the course. We will have final exam prep for the last class of the semester, but the best preparation will be to review for each of the group quizzes, take note of the concepts you struggled with so you can study those more before the final, and pay attention during the group quiz review sessions. The final exam will cover foundational knowledge concepts presented in the book and lectures.

ANNOTATED BIBLIOGRAPHY (20 POINTS)

You will be required to turn in an annotated bibliography with 4-5 sources that help you better understand your theory. Only two of those sources can be books, the rest need to be published conceptual or empirical articles (no more than 10 years old). I suggest articles from the following journals: Journal of Counseling and Development; Journal of Mental Health Counseling; Professional School Counseling; Counseling and Values; Journal of College Counseling; Journal of Humanistic Counseling; Journal of Counseling Psychology; Journal of Multicultural Counseling and Development (other peer-reviewed journals are fine). I will provide more guidance on the annotated bibliography in class and on canvas.

CASE STUDY (30 POINTS)

You will be required to choose a character from a movie or television show for your case study. Please choose a movie or television show that is relatively mainstream so that the instructor is familiar with the character. You must choose a single counseling theory, you cannot combine theories for this assignment. There are two parts to this assignment. You will be required to conceptualize the client from the perspective of your theory, create 2-3 treatment goals for this client, choose a couple interventions that you would use from this theory and describe why you



choose them, and finally describe how from the perspective of this theory you will know this client is getting better. You will be able to choose to write a 2-3 page paper (double spaced) or submit a 5-10 minute video. Both methods are required to have the same information, but it is your preference what method you choose for this assignment.

DISCUSSION BOARD (10 POINTS)

You will have one reflective discussion board assignment. One focused on how you believe people change/grow. You will have one week to make your initial post and an additional week to meaningfully respond to two peers. Your post and response can be in writing or a video, just make sure if you do video that the sound works. The aim of this assignment is to reflect on your own beliefs and values about growth/change.

PARTICIPATION (90 POINTS)

Participation is an integral part of this course. We will use large group discussion, small group discussion, talk in pairs to reflect on course material, and interactive pass/fail assignments on the asynchronous weeks. You will be asked to be active participants during lectures by asking questions, adding information from your readings, and sharing your personal reactions.

CULTURAL ADAPTATIONS (20 POINTS EACH)

During the semester you will complete two cultural adaption reflections of theories of your choice. These cultural adaptation reflections should include (1) the assumptions of the theory; (2) the limitations of the theory as they pertain to diverse populations; (3) examples of how you could simplify the concepts; (4) examples of how you would diversify interventions. I would suggest choosing two theories that are interesting to you and that you can imagine yourself using in the future. You can think of diversity broadly which can include but isn't limited to: race, ethnicity, age, geographic location, socioeconomic status, gender and/or affectual orientation, developmental or intellectual disabilities, and religion/spirituality.

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment	Points
Quizzes	75 total/15 points each
Annotated Bibliography	20 points



Case Study	30 points
Discussion board	10 points
Participation	90 points
Cultural Adaptations	40 total/20 points each
Final Exam	30 points
Total	295 points

GRADING SCALE
90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F
Note: If you are on track for a D, you are failing the course.

UNIVERSITY POLICIES

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with [Accessibility Services Center](#) (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Academic and Student Affairs](#) for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services](#) (CAPS) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to



ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

GRADING POLICIES

GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook:

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript.

Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.



COURSE EXPECTATIONS

CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

PARTICIPATION AND ABSENCE

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course. Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature.

Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

LATE WORK

Assignments are due at the time provided on canvas. At the beginning of the semester, I recommend going through and noting all of the times for submissions. Late assignments will not be accepted unless you have explicit permission for an extension prior to the assignment due date. I typically am willing to provide an extension on an assignment as long as you are proactive in asking for one. Please consult with the instructor as early as possible if there are extenuating circumstances.

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.



PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Dr. Adams is prohibited. All copies and recordings remain the property of UNO and Professor Dr. Adams. UNO and Professor Dr. Adams reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Ongoing asynchronous and face-to-face, synchronous active participation and attendance for course lectures, class discussions, and guest speakers.
2. Ongoing asynchronous and face-to-face, synchronous group collaboration for the group presentation project, including active remote synchronous participation and attendance for group presentations;
3. Consistent online access to Canvas, VidGrid, Zoom, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.
4. Due dates on assignments that require peer interaction, including but not limited to: group assignments, discussion boards, peer reviews, and video discussions are inflexible and do not qualify for an extension or modified due date

*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.