

Advanced Counseling Theories

CNED 772 (3 credits)
Fall 2007
Course Location: FLC 212
701-231-8523

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Course Description

CNED 772 Advanced Counseling Theories (3 credit hours). An exploration of what constitutes the human condition. Appropriate components of good theory will be addressed and the major schools of thought within counseling theory will be surveyed. Prerequisite: admission to the doctoral program and completion of master's program courses.

Learning Objectives

This class builds on students' basic knowledge of counseling theory and is designed to examine and integrate additional theoretical constructs that serve as the foundation for counseling practice as well as counselor education and supervision. Students will identify their primary philosophical stances on human nature and will clearly articulate their current theoretical orientation. A deeper exploration of how theory relates to a number of aspects relevant to counseling is an important process throughout this course. Specific objectives for the class include:

1. To demonstrate a sound understanding of the purpose and function of a philosophical orientation in the practice of counseling.
2. To review current theory knowledge base, raise questions, and identify areas to examine more deeply within that theoretical orientation.
3. To explore how theory relates to significant counseling practices, counseling education and counseling supervision.
4. To study additional contemporary philosophies and theories related to the counseling profession.
5. To present a current version of one's chosen theoretical approach.

Required Text and Journal Articles

Seligman, L. (2006). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (2nd ed.). New Jersey: Pearson.

Publication Manual of the American Psychological Association, 5th edition. (2001). Washington, DC. American Psychological Association.

Gerber, S. (2001). Where has our theory gone? Learning theory and intentional intervention. *Journal of Counseling & Development*, 79 (3), 282-291.

Nelson, M. (2002). An assessment-based model for counseling strategy selection. *Journal of Counseling & Development*, 80 (4), 416-421.

Wilks, D. (2003). A historical review of counseling theory development in relation to definitions of free will and determinism. *Journal of Counseling & Development*, 81 (3), 278-284.

Myer, R.A. & Moore, H.B. (2005). Crisis in context theory: An ecological model. *Journal of Counseling & Development*, 84 (2), 139-147.

Hansen, J. (2006). Counseling theories within a postmodernist epistemology: New roles for theories in counseling practice. *Journal of Counseling & Development*, 84 (3), 291-297.

Other readings will be assigned.

Academic Honesty Statement

Students in the courses offered by NDSU are required to abide by the code of ethics of the American Counseling Association. Failure to abide by this code can result in a grade of "F" and possible expulsion from the program. All work in this course must adhere to the Code of Academic Responsibility and Conduct as cited in "Rights and Responsibilities of Community: A Code of Student Conduct" (1998). Every student should have received copy of this document. If you need to review, you can find this policy at: <http://www.ndsu.nodak.edu/policy/335.htm>. Violating this code will result in a penalty to be determined by the instructor depending on the seriousness and circumstances of the offense.

Class Format

This class will include a combination of instructional methods. Since this is a Ph.D. level course, I consider my role to be that of facilitator/participant within a collaborative learning environment. When necessary I will provide brief lectures on content and direction with structure. Questioning will be essential as well as intellectual analysis and debate. **IT IS ABSOLUTELY NECESSARY THAT STUDENTS COMPLETE ALL REQUIRED READINGS (PRIOR TO CLASS) IN ORDER TO FULLY PARTICIPATE IN THE DISCUSSIONS.**

The format for the course will be divided into three major parts: (1) A review of the major (or basic) counseling theories, (2) An analysis of emerging theoretical approaches and application to counseling constructs, (3) An integration and development of a personally preferred theoretical orientation.

Course Requirements

Beginning the second week of class each student is expected to bring a list of 3-4 questions, comments, concerns, areas of debate for class discussion regarding the reading assignment for that week.

Specific Assignments

1. Each student will prepare a 40 minute “**lesson**” on a basic counseling theory of her choice. As part of that lesson (but not the entire 40 minutes) there must be at least one technological demonstration utilized to illustrate an important concept or technique related to the theory (some ideas would be to include a film clip, pod cast, internet site.....).
2. **Paper #1** Each student will explore a relevant counseling construct (group work, lifespan development, multicultural competency, assessment, supervision within an emerging theoretical approach). This will require readings about the basic concepts as well as journal and research articles that address the area of choice within the theoretical framework. (5-7 pages).
3. **Paper #2** (15-20 pages). This paper is an integration of your pre-class theoretical philosophy, your in-class learning and your unanswered aspects of counseling theory...in other words, you current philosophical orientation regarding the human condition. It should reflect thought on the following and should include primary sources to support your position.
 - Assumptions and view regarding human nature related to theory
 - Theories/theorists who have influenced your orientation and why
 - Primary counseling constructs. Think about perspectives on wellness
 - the counseling relationship, nature of change, healing,
 - Examples of theoretical application and intervention
 - Integration of theoretical model to various counseling areas such as
 - group, career, human development, multicultural competency
 - Linkages of your theory to research and evaluation theory and methods
 - Evaluation of your theory’s strengths and weaknesses
 - Areas of unanswered questions, additional study

NOTE: YOU MUST BE BUILDING THIS PAPER THROUGHOUT THE SEMESTER TO COMPLETE A SATISFACTORY FINAL PRODUCT.....PLEASE BEGIN YOUR PROCESS FOR THIS ASSIGNMENT EARLY.....

Assignments will be evaluated both on content and format.

- **Thoughtfulness of concepts and knowledge included in paper**
- **Clarity to ideas and analysis**
- **Sufficient use of original primary resources to support your position**
- **Deep level of self-exploration and reflection demonstrated**
- **Quality of materials used (in presentation)**
- **Quality of writing (APA format, good grammar and spelling, organization)**

Student Evaluation

Theory Lesson	25 points
Paper #1	25 points
Paper #2	50 points
Course grade	91-100 A 81- 90 B 71- 80 C

The grade you earn is the grade you will receive.

Advanced Counseling Theories Course Outline Fall 2007

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
August 21	Class Orientation, Review, Planning	
August 28	Framework for theory Initial exploration of theory	Chapters 1, 24 Nelson (02), Wilks (03)
Sept. 4	Contexts of Theories	Chapter 2 Gerber (01)
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Sept. 11	<i>Theory Lesson</i>	
Sept. 18	<i>Theory Lesson</i>	
Sept. 25	<i>Theory Lesson</i>	
Oct. 2	<i>Theory Lesson</i>	
Oct. 9	<i>Theory Lesson</i>	
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Oct. 16	Emerging Theory	Chapter 13 Hansen (06)
Oct. 23	Emerging Theory	Chapter 17
Oct. 30	Emerging Theory	Myer & Moore (06)
Nov. 6	Emerging Theory Paper #1 Due	Student Papers
Nov. 13	Emerging Theory	TBA
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Nov. 20	Integration and Eclectic Systems	Chapters 22,23
Nov. 27	Integration and Eclectic Systems	TBA
Dec. 4	Personal Theory Discussion Paper # 2 Due	
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