



COLLEGE OF HEALTH
AND HUMAN SERVICES

THE UNIVERSITY OF TOLEDO

Advanced Theories of Counseling and Consultation

The University of Toledo
College of Health and Human Services
COUN 7530-901
4 CR HRS

Instructor: Madeline Clark, PhD, LPC (VA), NCC, ACS
Office Hours: Wednesday 1:30–4p, Thursday 9:30a–12:00p
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Term: Fall 2019

Class Location/Times: Online Asynchronous

*office located on occupied Maskwahki-asa-hina (Fox), Peoria, Bodewadmiakiwen (Potawatomi), and Miami territories (<https://native-land.ca/>)

COURSE/CATALOG DESCRIPTION

This course is designed to provide advanced instruction in the theory related to individual, group, and career counseling.

COURSE OVERVIEW

The purpose of this course is to provide you with the opportunity for in-depth study of the major counseling theories. It is assumed that you have been introduced and are well-versed in these theories; this class will focus on the historical, philosophical, cultural, and integral elements of the theories. You will also examine some of the relevant research on each theory and integrate this research with current mental health and emotional disorders.

This course is meant to be thought-provoking, inducing critical thinking and insight into your philosophy of counseling and pedagogy. It is meant to assist in your identity as a counselor educator, practitioner, and supervisor. Success in this class will consist of the integration of information gleaned from the readings along with your prior learning of theories in order to address the treatment of mental and emotional disorders.

CACREP STANDARDS ADDRESSED

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Students will conduct a scholarly examination of theories relevant to counseling.	B.1.a. scholarly examination of theories relevant to counseling	Modules 2- 12	1) Discussion Board Posts 2) Final Theoretical Orientation Paper
Students will be able to integrate theories relevant to counseling.	B.1.b. integration of theories relevant to counseling	Modules 2- 12	1) Discussion Board Posts 2) Teach A Theory Activity 3) Final Theoretical Orientation Paper

Students will be able to identify evidenced-based counseling practices.	B.1.d. evidence-based counseling practices	Modules 2- 12	1) Discussion Board Posts 2) Final Theoretical Orientation Paper
Students will be able to identify and apply ethical and culturally relevant counseling in multiple settings.	B.1.f. ethical and culturally relevant counseling in multiple settings	Modules 2- 12	1) Discussion Board Posts 2) Final Theoretical Orientation Paper

TEACHING STRATEGIES

This course will be taught online asynchronously; we do not have a class or online meeting time. Your learning in this course will be primarily self-directed. It will be necessary for you to stay current with readings and assignments in order for you to be successful in this course.

Blackboard will be used as a course enhancement tool. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high speed Internet connection with latest versions of Microsoft Internet Explorer or Mozilla Firefox are recommended as these two browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

WORKWEEK

In this fully online course, weeks run from Mondays through Sundays: specifically, they begin at 12:01 AM Monday morning and end at 11:59 PM on Sunday night. All assigned work for any week is to be completed by the end of Sunday in that week. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate module folder. Begin each week on Monday by checking the schedule and then viewing the content for the week under Weekly Content.

PREREQUISITES

Completion of a Master's Degree in Counseling, or instructor consent.

REQUIRED TEXTS AND MATERIALS

Neukrug, E. (2018). *Counseling theory and practice* (2nd ed.). San Diego, CA: Cognella.
ISBN: 978-1-5165-0630-9

TECHNOLOGY REQUIREMENTS

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. [The Browser Check Page](#) will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with [Blackboard](#), the learning management system that hosts this course.

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the [UT Online Download Center](#).

- Word Processing Software
- Adobe Acrobat Reader
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Google Chrome Browser - **Recommended**

Internet Service

High-speed Internet access is recommended, as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available on the [Open Lab for Students](#) webpage.

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser.

The virtual labs are open 24/7 and 365 days a year at [VLAB: The University of Toledo's Virtual Labs](#).

COURSE AND INSTITUTIONAL POLICIES

Nondiscrimination on the Basis of Disability

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

Academic Dishonesty

Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

Diversity and Inclusion

In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extracurricular activities. Hence, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others
- Demonstrate accountability, integrity and honor in all course-related activities
- Promote a collaborative and supportive educational environment
- Treat every individual with kindness, dignity, and respect regardless of:
 - o Gender
 - o Race / Ethnicity
 - o Religion
 - o Sexual Orientation, Gender Identity (including pronouns), Gender Expression
 - o Impairment(s) / Disability(ies)
 - o Political Views
 - o Social Class / Socioeconomic Status
 - o Linguistic Diversity
 - o Nationality / Country of Origin
 - o Other Element(s) of Uniqueness

GRADING POLICIES

Learners will be assessed as follows. Specific guidelines and grading criteria will be provided with each assignment. Grades and instructor feedback for each assignment will be posted to the Grade Book within one week, if not earlier, after each assignment has been completed.

Assignments/Assessments	Total Points
Weekly Discussion Board Posts (12 total, 4 points each)	48
Teach a Theory Assignment	12
Final Theoretical Orientation Paper	40
Total	100

Learners are expected to complete and submit all assignments and tests by the due date listed in the Course Schedule. Late assignments will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email or by phone if you do not understand an assignment. Due to the nature of this course, no extra credit will be offered.

COURSE ASSIGNMENTS

Students will complete the following assignments over the course of the semester:

- 1) Weekly Module Discussion Board Posts (4 points each x 12 modules = 48 points, due weekly within modules)
 - Students will respond to weekly discussion board prompts as listed in the module. On weeks where a Teach a Theory is submitted by a classmate, students will give classmates constructive feedback and/or ask questions about the Teach a Theory activity. Please see blackboard/module pages for details on weekly discussion board posts. Discussion board posts are due no later than 11:59p on Sunday of the module week. Discussion board posts are expected to be at least a paragraph in length and use appropriate grammar, mechanics, etc. Students are encouraged to critically evaluate course content and readings to guide their discussion board posts (that are not associated with TaT activities).

**This assignment meets CACREP standards B1a, B1b, B1c.*

- 2) Teach a Theory Activity (Dates as assigned, see syllabus, 12 points)
 - On selected weeks students will create an activity that can be utilized to teach the assigned week's theory to a masters-level theories course (in class). Students will create a "lesson plan" that includes the following:
 - o The title of the activity
 - o Three learning objectives for this activity
 - o CACREP (2016) standard(s) addressed in this activity
 - o Materials needed
 - o Notes for the activity facilitator (to include logistics, time spent on components of the activity, and/or process questions).
 - o Any worksheets or other materials needed as appendices
 - o Supporting citations (if utilized)

Students will upload their TaT activities to the discussion board no later than **Friday morning at 9:00a** the week they are due for classmate review and comments by the Sunday deadline. Activities and supporting documents will be uploaded in the appropriate week's discussion board.

**This assignment meets CACREP standards B1a, B1b, B1c.*

The rubric for this assignment:

Teach a Theory Rubric	
Three Learning Objectives Clearly Addressed with appropriate CACREP (2016) standards.	/3
Clear outline of materials needed to complete activity.	/1
Facilitator notes/lesson plan, detailed enough another counselor educator could complete the activity.	/6
Worksheets and supporting appendices	/1
Titled and formatted professionally & appropriately	/1
Total	/12

3) Final Theoretical Orientation Paper (40 points, due December 8th)

- Students will submit an eight to 12-page APA formatted paper (not including cover, abstract, or references) on any counseling theory of their choice that outlines the following:
 - o A reflection on their view of human nature and how it has impacted their selection of theory. This should include a brief synopsis of the student's selected theory's view of human nature and how it is congruent with their own.
 - o The historical background of selected theory to include relevant chronology, important figures, and sociopolitical influences on theory development.
 - o Primary theoretical underpinnings; that is, students should clearly articulate the primary components of the selected theory as presented by original authors (e.g., Freud) and how those tenets have continued to develop over time.
 - o A brief review of scholarly literature outlining treatment issues/presenting concerns and populations the selected theory can be used to treat
 - o Students will present three (3) evidenced-based interventions grounded in their selected theory.
 - o Students will briefly outline the multicultural and social justice implications, strengths, and weaknesses associated with their selected theory.

**This assignment meets CACREP standards B1a, B1b, B1d, B1e, B1f*

The rubric for this assignment:

Final Theoretical Orientation Paper Rubric	
A robust discussion of: <ul style="list-style-type: none"> - The student's view of human nature - The theory's view of human nature and - The congruence that lead to the selection of this theory. 	/6
A detailed historical background of the theory to include (with appropriate citations): <ul style="list-style-type: none"> - Chronology - Important figures - Sociopolitical influences 	/6
The primary theoretical underpinnings and core components as outlined by original creators and subsequent experts.	/6
A brief review of scholarly literature outlining: <ul style="list-style-type: none"> - treatment issues/presenting concerns and populations the selected theory can be used to treat effectively 	/6
Students will present three (3) evidenced-based interventions grounded in their selected theory in detail and with appropriate citations.	/9

Students will briefly outline the multicultural and social justice implications, strengths, and weaknesses associated with their selected theory.	/5
Appropriate APA format with citations.	/1
<8 pages >12 pages (excluding cover & references)	/1
Total	/40

The grading scale for this course is as follows:

A	95-100	C	73-76.9
A-	90-94.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
C+	77-79.9	F	59.9 or less

AMERICANS WITH DISABILITIES ACT

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

COMMUNICATION GUIDELINES

Email:

Students are expected to check their UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

Netiquette:

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#).

TECHNICAL SUPPORT

****If you encounter technical difficulties with Blackboard, please contact the [UT Online Help Desk](#)** at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and a UT Online staff member will respond on the next business day.**

****Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's [IT Help Desk](#)** at (419) 530-2400 or ithelpdesk@utoledo.edu.**

LEARNER SUPPORT

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services

[The Ohio eTutoring Collaborative](#), in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

eLibrary Services Portal

The [eLibrary](#) is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Student Disability Services

[Student Disability Services](#) provides accommodations and support services to students with disabilities.

Counseling Center

[The Counseling Center](#) is The University's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

Military Service Center

UT's [Military Service Center](#) recognizes the sacrifices of our service members and their families and is dedicated to helping them achieve continued success in life. They provide accessible educational and degree completion opportunities and a wide range of customized support services, including educational benefit processing, mentoring, advocacy, and networking.

Services for Online Students

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the [Resources for Current Students](#) webpage to learn more about the wide range of services for online students.

Course Outline

Module	Date	Topic
1	8/26-9/1	An introduction to COUN 7530 Review of the Syllabus for COUN 7530 Readings: CH 1: Introduction Discussion Board 1 due by Sunday night at 11:59pm *Please email with your selected dates for your Teach a Theory Activity by Sunday
2	9/2-8	Readings: CH 2: Psychoanalysis Discussion Board 2 due by Sunday night at 11:59pm TaT #1- Psychoanalysis
3	9/9-15	Readings: CH 3: Analytical Psychology CH 4: Individual Psychology Discussion Board 3 due by Sunday night at 11:59pm TaT #2- Analytical Psychology OR Individual Psychology
4	9/16-22	Readings: CH 5: Existential Therapy Discussion Board 4 due by Sunday night at 11:59pm TaT #3- Existential Therapy
5	9/23-29	Readings: CH 6: Gestalt Therapy Discussion Board 5 due by Sunday night at 11:59pm TaT #4- Gestalt Therapy
6	9/30-10/6	Readings: CH 7: Person Centered Counseling Discussion Board 6 due by Sunday night at 11:59pm TaT #5- Person Centered Counseling
---	10/7-13	No readings, modules, or assignments this week. Fall Break and ACES Conference.
7	10/14-20	Readings: CH 8 Behavior Therapy CH9: Rational Emotive Behavior Therapy Discussion Board 7 due by Sunday night at 11:59pm TaT #6- Behavior Therapy OR REBT
8	10/21-27	Readings: CH 10: Cognitive Behavior Therapy

Module	Date	Topic
		Discussion Board 8 due by Sunday night at 11:59pm TaT #7- CBT
9	10/28-11/3	Readings: CH 11: Reality Therapy Discussion Board 9 due by Sunday night at 11:59pm TaT #8- Reality Therapy
10	11/4-10	Readings: CH 12: Narrative Therapy Discussion Board 10 due by Sunday night at 11:59pm TaT #9- Narrative Therapy
11	11/11-17	Readings: CH 13: Solution Focused Brief Therapy Discussion Board 11 due by Sunday night at 11:59pm TaT #10- SFBT
12	11/18-24	Readings: CH 14: Relational Cultural Therapy Discussion Board 12 due by Sunday night at 11:59pm TaT #11- SFBT
---	11/25-12/1	No readings, modules, or assignments this week. Thanksgiving break!
---	12/2-8	Final Paper due by Sunday night at 11:59pm (December 8th).

****The above schedule and procedures are subject to change at the discretion of the instructor.**