

Counseling Theories
COUN 5005
Fall Semester 2023
Three Credit Hours

Contact Information

Instructor: Morgan Wallbrown

Email Address: Wallbrown@ulm.edu

Phone:

Office Hours: By appointment (please use CT time zone when scheduling)

Virtual Zoom Office: By appointment

Please Note: All students are asked to use university-provided e-mail accounts when emailing their professor. personal e-mail accounts should not be used in this case, as [University Policy](#) must be followed. Emails will receive a response within 48 hours (during university operating hours).

Course Description

Identifying a guiding theory of counseling brings coherence to clinical practice and ensures that the decisions counselors make in their work with clients/students are connected to a clear rationale. In fact, professional counselors are charged with the ethical imperative of utilizing counseling approaches that are grounded in theory and/or science (ACA Code of Ethics, 2014, **C.7.a**). This course provides an overview of foundational theoretical models of counseling. Students will develop an understanding of core counseling theories and their origins, philosophical tenets, (t)7(he)7(or)-20(i)7(e)7(s)JTJETQq0.00000912 0 612 792 reW* nBT6/F1 12 Tf1 0 0 1 .

Commitment to

Course Content, Objective,

Student Performance Evaluation: Criteria and Procedures

1. Personal Theory Reflection Paper (50 points)

Due on Sunday the week it is posted by 1159pm CT

Students will write a **4-6 page** reflection paper exploring their personal beliefs related to human nature, the environment, mental health, and the counseling process. This assignment is designed to support students in taking the first step towards identifying a guiding theory of counseling. While the content is expected to be reflective in nature (first-person, no citations), the formatting will adhere to APA 7th edition, including a cover page. Full assignment instructions and rubric will be posted in Moodle.

2. Video Discussion Board (50 points)

Due Thursdays and Sundays @ 11:59pm CT weekly

least two others' video posts for that week. These responses should push the conversation forward by asking challenging questions and/or bringing new ideas to the conversation. These responses will occur in Flipgrid and can be video or written responses.

Students who want to post a dialogue (2-4 students) must record their discussion in Flipgrid. Students who choose this option do not have to respond to others' posts for that

A = 100-90 points
B = 89 80 points
C = 79 70 points
D = 69 60 points
F = 59-0 points

Class Policies and Procedures

Required Textbooks:

Sommers-Flanagan, J., & Sommers Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice*. 3rd edition, John Wiley & Sons

*Both hard copy and electronic copy are acceptable

Other Materials:

Supplemental reading materials and media will be posted on Moodle

15	November 27 th - December 4 th	Social Justice and Advocacy	3.E.1; 3.E.21	Chapter 13	<ul style="list-style-type: none"> ○ Discussion Post <li style="padding-left: 20px;">Theory <li style="padding-left: 20px;">Conceptualization <li style="padding-left: 20px;">Group <li style="padding-left: 20px;">Presentation
16	December 5 th -10 th	<i>Finals Week, no new content</i>	3.E.2; 3.E.21		<ul style="list-style-type: none"> ○ Discussion Post ○ Comprehensive Exam

passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Su 1 252.85 501.65 Tm0 gpPpF5,25 501.65 Tm00 g0 612 792 reW* nB1 0 0 c7JETQq0.000009p* nBTS:

educational program or activity that receives federal funds, including federal

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core	
	2.F.	
theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1	
critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2	
processes for developing a personal model of counseling grounded in theory and research	3.E.21	

This evaluation will be recorded in Tevera.