# EDCO 6685 Counseling Theory

# Autunm Quarter

# (3 credit; CRN 11269)

**Online (Meetings on Tuesdays)**

**Instructor:**

Office:

Phone:

Email:

Office Hours: by appointment

**University Mission Statement:**

Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

**School of Education Mission Statement:**

The mission of the Seattle Pacific University School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

**School Counseling Program Mission Statement:**

Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.

**Course Description:**

This course offers an overview of major counseling theories and provides for the development of theoretical framework will be used to counsel K-12 populations and their families effectively. The course is designed to address the following knowledge base criteria for the CACREP standards (2016) and Washington State ESA certification in school counseling according to the WAC 181-78A-270 (5a). Retrieved from: [http://apps.leg.wa.gov/WAC/default.aspx?cite=181-](http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270) [78A-270](http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270)

**Course Objectives: At the end of the course, students will**

1. Demonstrate knowledge of major counseling theories; its main concept, structures, technics, strength, and limitation.
2. Understand individual and family developmental stages across the lifespan and explain how children and adolescents learn differently by their developmental stage.
3. Develop counseling and consultation strategies based on theoretical framework by reflecting on students’ developmental stage, family structure, and their social/emotional/behavioral/academic issues.
4. Compare and contrast the essential constructs and strategies of different theoretical models
5. Use computer-based technologies (e.g., access relevant websites, use email to communicate, conduct searches) to enhance learning and knowledge base (Knowledge and Skills; Analysis and Problem Solving; Communication; competence)

**CACREP Standards (2016)**

This course will address the following CACREP standards (2016):

2.F.3.a. theories of individual and family development across the lifespan

2.F.3.b. theories of learning

2.F.5.a. theories and models of counseling

2.F.5.c. theocrries, models, and strategies for understanding and practicing consultation

2.F.5.h. developmentally relevant counseling treatment or intervention plans

**Technology Integration:**

As identified in section A.14. of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes both the Google Sites and Canvas to integrate technology.

If you have questions, regarding canvas or topics related to technology (not course specific), please contact [etmhelp@spu.edu](mailto:etmhelp@spu.edu) or call 206.281.2170.

This course does require that you are familiar with Canvas as indicated in the syllabus.

**Required Textbooks:**

Smith-Adcock, S., & Tucker, C. (Eds.). (2016). *Counseling children and adolescents: Connecting theory, development, and diversity transforming the school counseling profession.* SAGE Publications.

Sommers-Flanagan, J., & Sommers-Flanagan, Rita. (2012). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (2nd ed.). Wiley. (Available as ebook in SPU library. The permanent link will be provided on the Canvas course site)

**Learning Outcomes and Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Reflections** | **Quizzes** | **Article Review** | **Team Presentation** | **Theory Grid** |
| 1. Demonstrate knowledge of manjor counseling theories; its main concept, structures, techniques, strengths, and limitations. (CACREP: 2.F.5.a; 2.F.5.c) | **x** | **x** | **x** |  | **x** |
| 2. Understand individual and family developmental stages across the lifespan and explain how children and adolescents learn differently by their  developmental stage (CACREP 2.F.3.a.; 2.F.3.b.) |  |  | **x** | **x** |  |
| 3. Develop counseling and consultation strategies based on theoretical framework by  reflecting on students’ developmental stage, family structure, and their social/emotional/behavioral/academic issues. (CACREP 2.F.5.c; 2.F.3.a; 2.F.5.h) |  |  |  | **x** |  |
| 4. Compare and contrast the essential constructs and strategies of different theoretical models (CACREP 2.F.5.c) |  |  |  |  | **x** |
| 5. Use computer-based technologies (e.g., access relevant websites, use email to communicate, conduct searches) to enhance learning and knowledge base. | **x** | **x** | **x** | **x** | **x** |

**Grading Scale**

Please note that you need to get the B level of grading for the core assignments (CACREP standards are addressed). Passing grade for the courses in the school counseling program is B or higher.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 96-100 | A | 87-89 | B+ | 77-79 | C+ |
| 90-95 | A- | 84-86 | B | 74-76 | C |
|  |  | 80-83 | B- | 70-73 | C- |

**Course Requirements and Evaluation**

In a glance:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Item | Percentage | Due date |
| 1 | Reflection Assignments/Weekly Activities | 30% | On-Going |
| 2 | Quizzes | 20% | Weekly |
| 4 | Team presentation: counseling and consultation for client(s) and their caregivers regarding developmental  stages of the client(s). | 30% | Week 10 |
| 5 | Theory grid | 20% |  |
| **Total** | | **= 100%** |  |

1. **Reflection Assignment and Weekly Activities.** You will post your reflection on Flipgrid. Please keep a reflection “journal” throughout the course. The process of reflection is critical to learning new concepts, and applying those concepts to your practical experiences. See the Canvas course site for more information on weekly activities.
2. **Quizzes** will be assigned on CANVAS after readings about each theory. The quiz must be completed by Friday at midnight of the week it is assigned. Please refer to Modules on canvas for all due dates. The quizzes will cover not only the contents from Corey’s book chapters, but information in lectures and slides. Students can take quizzes by open-book, and there is no time limit. Studying your notes and book chapters before taking quizzes is strongly recommended.
3. **Team presentation: Counseling and consultation for the client(s) and their caregivers regarding developmental stages of the client(s)** is a pair activity that requires researching and presenting to the class about developmental stages of the lifespan of your future students and their family. You will present 1) how individuals learn differently by their brain and cognitive development (CACREP 2.F.3.a., 2.F.3.b.), 2) what counselors, teachers, and caregivers need to learn about social, emotional, behavioral, and academic issues/concerns, and 3) how counselors can support students, teachers, and family regarding the issues/concerns (CACREP 2.F.3.a., 2.F.3.b., & 5.G.3.h.).

Please choose from the developmental stages and counseling theories:

* 1. Young children (5-8) – Behavioral/Person-Centered
  2. Older children (9-11) – Cognitive Behavioral/Adlerian
  3. Young adolescents (12-14) – Gestalt/Existential
  4. Older adolescents (15-19) – REBT/Solution-Focused

As a team, you will:

1. Pick one person to send an **e-mail** the instructor with the developmental stage you will research and present and who the group's members are.
2. Develop a multimedia (PowerPoint, video, role-play, etc.) presentation for your classmates (presentation length should be about ***30 minutes***). Your classmates should be able to watch this presentation.
3. Your presentation must include:
   1. A summary of what you will be covering
   2. A description of developmental considerations of your population (physical & brain development, cognitive development, emotional/psychosocial/behavioral development, and expected academic/intellectual issues/concern)
   3. Multimedia component (video, role play, etc.) which symbolically shows the developmental stage.
   4. Highlighted issues/concerns or developmental disorders by the developmental stage.
   5. Multimedia component which shows at least one issue/concern/developmental disorder
   6. Counseling suggestions/ keystones
   7. Suggestions for developmentally appropriate intervention/parenting
   8. Resources and references
4. Utilize your textbook (Smith-Adcock & Tucker, 2016) and additional articles, texts, and on-line resources
5. Provide appropriate handouts and post your presentation on Canvas by Sunday, November 15th. Students who belong to other groups may want to save it for their future resources. You will be responsible for watching all of the other power point presentations and providing feedback for your peers. **From November 16th, there will be a discussion board open for comments and feedback regarding the group projects you watch. Please reference the Power Point title for each feedback/ comment you provide. You must respond to three other groups.**
6. Make your presentation as “real” as possible assuming the same kind of professional appearance and demeanor as if you were really presenting to teachers, school staff, peer counselors, and caregivers. You will take responsibility to educate them in the near future.

All group members must work together and be present in the presentation, and you must use technology in your presentation.

1. **Theory Grid.** This is an activity for you to summarize, as well as compare and contrast the theories covered this quarter. If you would like to, you can add more theories than those covered during the class, but this is not required. The assignment should be completed by 4:30 PM on Friday, November 13th. The form for the grid will be posted on Canvas. You are more than welcome to work on this as an ongoing activity, filling in each section as you progress throughout the quarter. Grading criteria for the theory grid activity will be based on:

**Course Outline:**

Below is a schedule of the course sessions. However, changes to the schedule, pre-course work and assignments may be modified over the course of the quarter based on our progress, emergencies, etc.

Week 1 (Tuesday,)

* Course Introduction
* Five forces of counseling

Week 2

* Psychodynamic theory
* F&F Chapter 2; S&T Chapter 5

Week 3

* Humanistic Approaches (Person-Centered; Existential)
* F&F Chapters 4&5; S&T Chapters 6

Week 4

* Adlerian Counseling Theory
* F&F Chapter 3; S&T Chapters 5

Week 5 (Tuesday,)

* S&T Chapters 11-14

Week 6

* Gestalt Counseling Theory
* F&F Chapter 6; S&T Chapter 6

Week 7

* Behavior Therapy
* F&F Chapter 7; S&T Chapter

Week 8

* Cognitive Behavior Therapy; REBT
* F&F Chapter 8; S&T Chapter 7

Week 9

* Reality Therapy; Solution Focused Brief Therapy
* F&F Chapter 9; S&T Chapter 9

Week 10 (Tuesday,)

* Submit the pair presentation
* Peer Feedback

**Emergency Preparedness Information**[[1]](#footnote-1)

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security (OSS) at 206-281-2911 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the OSS Dispatcher will contact the police and/or fire department with the exact address of the location of the emergency.

**SPU‐Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text messages, emails, electronic reader boards, computer pop-ups (for SPU computers), loudspeakers, and recorded cell phone messages. In order to receive text messages from SPU-Alert, your cell phone number must be entered in the Banner Information System on the web, <https://www.spu.edu/banweb/>. To check if your number is entered, select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk (206-281-2982) if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown and you are NOT in immediate visible danger:

* Stay inside and await instruction.
* Move to a securable area (such as an office or classroom) and lock the doors and silence your phone.
* Close the window coverings then move away from the windows and get low on the floor.
* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are in a building at the time of a lockdown and you ARE in immediate visible danger: Run to escape or hide in a securable area, and plan to defend yourself if necessary.

* If you are outside at the time of a lockdown: Leave the area and seek safe shelter off campus. Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Everyone should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In an evacuation, gather your personal belongings quickly and safely proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use an elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. The assembly sites are also listed online at: <https://emergency.spu.edu/campus-emergency-procedures/evacuation-and-assembly-areas/>. Check in with your instructor or a BEC (they will be recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**Additional Information**

Additional information about emergency preparedness can be found on the SPU website at <https://emergency.spu.edu/>.

1. This section is official language from the University’s Risk Management Department (8/26/2019) – Do not edit. You can include in your syllabus or post as a separate document with your syllabus) [↑](#footnote-ref-1)