



**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

**COUN 515 Counseling Theories**

**Spring 2021**

**Advanced Studies in Education and Counseling Dept/School Counseling Program**

**Course Information**

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|--|---|
| <b>Instructor:</b> Jacob Olsen, Ph.D.  | <b>Email:</b> <a href="mailto:Jacob.Olsen@csulb.edu">Jacob.Olsen@csulb.edu</a>  |
| <b>Virtual Office Hours Days/Times:</b> Tues/Wed 3-4                                     | <b>Office Hours Zoom Link:</b><br><a href="https://csulb.zoom.us/j/3420988923">https://csulb.zoom.us/j/3420988923</a> |
| <b>Class Days/Times:</b> Jan 19; Feb 2; Feb 16; Mar 2; Mar 16;<br>Apr 6, Other dates TBD | <b>Class Zoom Link:</b> <a href="https://bit.ly/3bx3XbZ">https://bit.ly/3bx3XbZ</a>                                   |

**Catalog Course Description**

(3 units). Prerequisite/Corequisite: COUN 513. Marriage and Family Therapy Majors, School Counseling Majors, or Student Development in Higher Education Majors only. Some course sections may be reserved for specific student cohorts. Major counseling theories examined and the competencies of each developed for use in helping relationships. Letter grade only (A-F). Not open for credit to students with credit in EDP 515. Major counseling theories examined and the competencies of each developed for use in helping relationships. (CSULB Course Catalogue).

**Course Student Learning Outcomes and Goals**

The Course Student Learning Outcomes (SLOs) are aligned with the 2019 California Commission on Teacher Credentialing (CTC) Pupil Personnel Services (PPS) School Counseling Program Standards and Performance Expectations (SCPEs) and include the following:

As a result of this course, students will:

1. Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC). (SCPE 1.3; Introduced, Practiced, Assessed)
2. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement. (SCPE 5.1; Practiced, Assessed)

**Required Texts/Course Materials:**

Prout, H. T., & Fedewa, A. L., H. (2015). Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings (5th ed.). Wiley. ISBN 978-1-118-77268-3. Available online via Wiley Publishers, Amazon, Other websites where textbooks are sold.

**Mode of Delivery and Technical Requirements**

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

**Course Communication**

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

## Course Schedule

| Week                | Topics,  | Readings   | Assignments   |
|---------------------|--|--|---|
| 1 Jan 19            | Course overview; Review of prominent counseling theories<br><b>[Synchronous]</b> | NA   | NA  |
| 2 Jan 26            | The counselor: Person and professional<br><b>[Asynchronous]</b>                  | PowerPoint;<br>Prout & Fedewa ch. 1                                  | Complete Survey of Attitudes and Values pre<br>Complete Survey of Attitudes and Beliefs pre                                       |
| 3 Feb 2             | Ethical issues in theory application<br><b>[Synchronous]</b>                     | PowerPoint;<br>Prout & Fedewa ch. 2<br>Review ASCA Ethical Standards | NA  |
| 4 Feb 9             | Culturally Responsive Interpers. Therapy<br><b>[Asynchronous]</b>                | PowerPoint<br>Prout & Fedewa ch 3<br>Articles on BeachBoard          | Complete Theory Knowledge Assessment  |
| 5 Feb 16            | Cognitive Behavioral Approaches<br><b>[Synchronous]</b>                          | PowerPoint<br>Prout & Fedewa ch 4<br>CBT article                     | Complete Theory Knowledge Assessment  |
| 6 Feb 23            | Play Therapy<br><b>[Asynchronous]</b>  | PowerPoint<br>Prout & Fedewa ch 5<br>Play Therapy article            | Complete Theory Knowledge Assessment  |
| 7 Mar 2             | Solution-Focused Approaches<br><b>[Synchronous]</b>                              | PowerPoint<br>Prout & Fedewa ch 6<br>Solution Focused article        | Complete Theory Knowledge Assessment  |
| 8 Mar 9             | Rational Emotive Behavior Therapy<br><b>[Asynchronous]</b>                       | PowerPoint<br>Prout & Fedewa ch 9<br>REBT article                    | Complete Theory Knowledge Assessment  |
| 9 Mar 16            | Reality Therapy<br><b>[Synchronous]</b>  | PowerPoint<br>Prout & Fedewa ch 8<br>Reality Therapy article         | Complete Theory Knowledge Assessment  |
| 10 Mar 23           | Systems Theory<br><b>[Asynchronous]</b>  | PowerPoint<br>Prout & Fedewa ch 7<br>Systems Theory article          | Complete Theory Knowledge Assessment  |
| 11 Mar 30           | No class Spring Recess   | NA   | NA  |
| 12 Apr 6            | Students with Disabilities<br><b>[Synchronous]</b>                               | Prout & Fedewa ch 10<br>Students with Disabilities article           | Personal Counseling Theory Paper<br>Complete Survey of Attitudes and Values post<br>Complete Survey of Attitudes and Beliefs post |
| 13 Apr 13           | TBD<br>Case study presentations  |  | TBD   |
| 14 Apr 20           | TBD<br>Case study presentations  |  | TBD   |
| 15 Apr 27           | TBD<br>Case study presentations  |  | TBD   |
| 16 May 4            | TBD<br>Case study presentations  |  | TBD   |
| Finals Wk<br>May 11 | TBD  |  | TBD   |

# Course Evaluation Components and Grading

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## Evaluation Components

### 1. Attendance and Participation (30 points)

- Success in this course requires students to come to each class on time and stay for the duration of the class meeting. In addition, success in this course requires students to participate in class discussion and activities. As a result, a portion of the final grade will be based on attendance and participation and therefore, grades could be reduced based on class attendance and participation. If students must be late or miss a class, communication with the instructor is required. It is the responsibility of the student to make up any work or obtain materials and information missed from the class from classmates and/or the instructor. For more information see: [http://web.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2001/01](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01)
- **See Attendance Participation Document on BeachBoard for detailed description and grading criteria.**

### 2. Theory Knowledge Assessments (70 points total; 7 assessments, 10 points each)

- Due to the flipped learning structure of this course, students are expected to review all course presentations and readings prior to class. Reviewing assigned materials prior to class will ensure students are prepared to apply course content and theory to class activities. To assess students knowledge of each theory, assessments will be given as indicated on the Outline of Subject Matter and Schedule. The type of assessment will vary but may include quizzes, partner and group work, written responses, and/or class discussion activities.
- **See Theory Knowledge Assessments Document on BeachBoard for detailed description and grading criteria.**

### 3. Personal Counseling Theory Paper (50 points)

- Students will prepare a 7 to 9 page paper that describes their personal theory of counseling at this point in their professional development and integrates their learning in this course. This paper should reflect critical thinking about the theory(ies) students choose to integrate into their work. The purpose of this paper is not to simply summarize information from the course materials; this paper should reflect students synthesis of core concepts related to theory and theory application.
- Using APA style headings and citations, the following sections should be included in the Personal Counseling Theory Paper:
  1. A brief introduction that outlines (a) purpose of the paper, (b) rationale for developing a personal theory of counseling, (c) summary of what will be covered in the paper
  2. The basic philosophy of the theory(ies) chosen
  3. Key concepts of the theory(ies) chosen
  4. Goals of counseling according to the theory(ies) chosen
  5. A description of the therapeutic relationship and the role of the counselor according to the theory(ies) chosen
  6. Techniques associated with the theory(ies) chosen
  7. How theory(ies) can be applied in a culturally responsive manner
  8. Limitations to the theory(ies) chosen
  9. Research that supports the use of the theory(ies) in K-12 settings

- **See Personal Counseling Theory Paper Document on BeachBoard for detailed description and grading criteria.**

### 4. Case Study Presentation (50 points)

- In groups of 3-4, students will apply an assigned theory from class to a fictitious individual counseling situation. The group may select the individual case to use for this presentation from course readings or other outside sources (e.g., public figure, individual found online, etc.). The following should be included in Case Study Presentation:
  1. A brief overview of key concepts of the theory
  2. How you would apply key concepts and specific techniques from the theory over the course of 4-6 individual counseling sessions.
- The Case Study Presentation will be presented in class, and be 20 minutes or less. Presentations should be well organized, clear, and engaging. You must also provide appropriate handouts and use appropriate methods of technology during the presentation (e.g., PowerPoint, audio, video, pictures, etc.).
- **See Case Study Presentation Document on BeachBoard for detailed description and grading criteria.**

## Course Grading

| Assignment                          | Linked to SLO | Points (200 total points possible) | % of Course Grade |
|-------------------------------------|---------------|------------------------------------|-------------------|
| 1. Attendance and Participation     | 2             | 30                                 | 15%               |
| 2. Theory Knowledge Assessments     | 1             | 70                                 | 35%               |
| 4. Personal Counseling Theory Paper | 1             | 50                                 | 25%               |
| 5. Case Study Presentation          | 1,2           | 50                                 | 25%               |

## Grading Scale

| Letter Grade | Points        |
|--------------|---------------|
| A            | 180-200       |
| B            | 160-179       |
| C            | 140-159       |
| D            | 120-139       |
| F            | 138 and below |

## Course Policies

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### Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 15% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

### Late Work/Make-up Policy

If you have any concerns about meeting a deadline, please communicate with the instructor in advance of the deadline.

### Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

### University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

### Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

## Additional Information

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### **Student Support Services**

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **Syllabus Changes**

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.