

### Theory Chart

Theory	Key Figures	Basic Framework and Concepts Underlying the Theory	Explanation of How Change Occurs within the Theory	Role of the Counselor within the Theory	Theory's Applicability with Members of Non-Dominant Social and Cultural Groups	Techniques Used in this Theory
<b>Psychoanalytic</b>						
<b>Adlerian</b>						
<b>Existential</b>						
<b>Person-Centered</b>						
<b>Gestalt</b>						
<b>CBT</b>						
<b>REBT</b>						
<b>Behavioral</b>						
<b>Reality</b>						
<b>DBT</b>						
<b>Family Systems</b>						
<b>Solution-Focused</b>						

**COUN 512-11: Theories of Counseling**  
**University of Bridgeport**  
**Fall 2022**

**Instructor:** Fredrick Dombrowski, PhD, LMHC, CASAC, LPC, LADC, NCC, CCMHC, MAC, ACS, BC-TMH, HS-BCP, ICADC, DCMHS

**Course Day/Time:** Monday, 6:30-9:00pm

**Class Location:** Mandeville Hall Room 308

**Zoom Room:** <https://bridgeport.zoom.us/j/97480717882>

**Contact Information:** fdombrow@bridgeport.edu | 203.576.2386

**Office:** 304 Bates Hall

**Office Hours:** Tuesdays, 2:00-3:30pm, Thursdays, 11:00am-12:30pm, by appointment

**Text(s):**

Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: An integrative approach* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

**Course Description:** This course surveys the major theories of counseling including the psychoanalytic, behavioral, humanistic-existential, cognitive, and systems approaches. The student will gain an understanding of the role of theory, the philosophical basis of the theories, the divergent methods utilized, and the utility of each perspective.

**Course Objectives:** As the result of this course, through satisfactory performance, students will demonstrate the following:

1. Multicultural counseling competencies (CACREP.II.F.2.c.)
2. Theories of learning (CACREP.II.F.3.b.)
3. Theories of normal and abnormal personality development (CACREP.II.F.3.c.)
4. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP.II.F.3.g.)
5. Theories and models of counseling (CACREP.II.F.5.a.)
6. A systems approach to conceptualizing clients (CACREP.II.F.5.b.)
7. Processes for aiding students in developing a personal model of counseling (CACREP.II.F.5.n.)
8. Identification of evidenced-based counseling practices (CACREP.II.F.8.b.)

9. Theories and models related to clinical mental health counseling (CACREP.V.C.1.b.)

**CACREP Standards Matrix**

<b>UB Learning Outcomes</b>	<b>CACREP 2016 Standards</b>	<b>Curriculum Experience</b>	<b>Outcome Assessment</b>
Describe the counselor's role in the therapeutic process according to diverse theoretical models	II.F.5.a. II.F.5.b.	<ul style="list-style-type: none"> <li>• Students will engage in didactic lecture, discussion, case studies, and role plays related to the role of the counselor through various theories and models of counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Online Quizzes</li> <li>• In-Class Experiential Theory Role-Playing Assignment (see rubric)</li> <li>• Theoretical Conceptualization Paper (see rubric)</li> <li>• Final Exam</li> </ul>
Describe components and techniques of at least five major theoretical approaches to counseling	V.C.1.b.	<ul style="list-style-type: none"> <li>• Students will be exposed to counseling theories through lecture, course readings, discussion and in-class experiential exercises</li> <li>• Students will identify key figures, basic frameworks and concepts, and techniques of various theories and models of counseling</li> <li>• Students will develop their own experiential activities to demonstrate effective utilization of basic principles and techniques of a/multiple counseling model(s)</li> <li>• Students will practice case conceptualization related to each theory through case studies and role plays in class</li> <li>• Students will develop a chart that includes all of the major theories discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Online Quizzes</li> <li>• In-Class Experiential Theory Role-Playing Assignment (see rubric)</li> <li>• Qualitative Assessment of Theoretical Orientation Interview and Reflection (see rubric)</li> <li>• Theoretical Conceptualization Paper (see rubric)</li> <li>• Final Exam</li> </ul>
Defend at least one personality theory in explaining personality development	II.F.3.b. II.F.3.c. II.F.3.g.	<ul style="list-style-type: none"> <li>• Students will be exposed to various theories of personality development through didactic lecture, discussion, and case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Online Quiz</li> <li>• Theoretical Conceptualization Paper (see rubric)</li> <li>• Final Exam</li> </ul>
		<ul style="list-style-type: none"> <li>• Students will become</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Online Quizzes</li> </ul>

Assess the effectiveness of at least one theoretical approach to counseling based on current research	II.F.8.b.	<p>exposed to evidenced-based counseling strategies and techniques through various theoretical frameworks through assigned course readings, didactic lecture, and experiential in-class exercises.</p> <ul style="list-style-type: none"> <li>• Students will explore effective interventions for prevention and intervention through various theoretical models through discussion and utilization through class assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• In-Class Experiential Theory Role-Playing Assignment (see rubric)</li> <li>• Theoretical Conceptualization Paper (see rubric)</li> <li>• Final Exam</li> </ul>
Discuss how clients from diverse cultures are impacted by counseling theories	II.F.2.c.	<ul style="list-style-type: none"> <li>• Students will engage in didactic lecture, discussion, case studies and role plays related to integrating MCCs into various theories and models of counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Online Quizzes</li> <li>• In-Class Experiential Theory Role-Playing Assignment (see rubric)</li> <li>• Theoretical Conceptualization Paper (see rubric)</li> <li>• Final Exam</li> </ul>
Choose a theoretical approach to counseling to use in practice	II.F.5.n.	<ul style="list-style-type: none"> <li>• Students will become informed of techniques for identifying a personal model of counseling through class readings, discussion, and critical reflection</li> <li>• Students will be exposed to a variety of theoretical counseling models through assigned readings and didactic lectures, allowing them to make informed decisions regarding the development of a personal model of counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative Assessment of Theoretical Orientation Interview and Reflection (see rubric)</li> <li>• Theoretical Conceptualization Paper (see rubric)</li> </ul>

### Course Policies:

**1) Attendance:** Weekly attendance is expected. As such a maximum of two absences are permitted. Students missing more than two unexcused course meetings will be reduced one full letter grade in the course.

*Excused absence:* An excused absence requires that a student provide written request to his/her faculty member. An excused absence is limited to the circumstances and deadlines narrowly defined below:

- **Religious Holidays:** must be requested in writing to the faculty member at least three (3) days before the religious holiday. Ex post facto (after the fact) notice is not accepted;
- **Known Medical or Legal Reason for Student:** must be requested in writing at least three (3) days before the absence. Documentation may be required by the faculty member. Ex post facto notice is not accepted;
- **Death in Immediate Family:** includes death of significant other, child, mother, father, siblings and/or grandparents. Written notice must be provided within three (3) days of the absence;
- **Medical:** unplanned medical or health issue, including without limitation: car accident, illness, injury to body, etc. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member; or
- **Miscellaneous Extenuating Circumstances:** unexpected or unplanned circumstances, including without limitation: inclement weather or serious illness of dependent. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member.

Any missed assignment or examination must be made up within one week of the excused absence. If the student fails to timely do so, s/he shall receive an automatic grade of zero for the missed work.

*Unexcused Absence:* An unexcused absence is defined as follows:

- An absence which, in the faculty member's discretion, does not qualify as excused absence (as defined above); or
- Any instance where a student arrives to class more than 20 minutes late to class or leaves class more than 20 minutes early. It is the student's responsibility to confirm with the faculty member that s/he has been marked present.

**2) Late/Make-up Policy:** Coursework submitted late will have the opportunity to earn a portion of the total original worth of the assignment.

- **One** day late: 10% deduction from the total original worth of the assignment
- **Two** days late: 20% deduction from the total original worth of the assignment
- **Three +** days late: 25% deduction from the total original worth of the assignment

For example, a 100-point assignment submitted late can earn up to 90 total points (1 day); 80 total points (2 days); 75 total points (3+ days).

**3) Academic Integrity & Honesty:** The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect, and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior, and commits to upholding these standards. These principals guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities.

In addition to the guidelines outlined in the Key to UB and the Catalog of University of Bridgeport, note that student that are found to be responsible for plagiarism may be separated from the counseling program immediately.

Minimally, university policy calls for the following:

1<sup>st</sup> offense – fail the assignment

2<sup>nd</sup> offense – fail the class

3<sup>rd</sup> offense – separation from school

A record of student plagiarism cases in the Provost's Office in order to determine 1 – 3 offenses.

**4) Drop/Add:** Please refer to the current school catalog for policy related to schedule changes, dropping and/or adding classes, dates and deadlines.

**5) Disability Accommodation Policy and Procedure:** The University of Bridgeport is committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. Student Accessibility Services (SAS) offers a private and confidential atmosphere for students to talk about their disabilities and accommodations requests. All accommodations are determined on an individual basis. To receive services or accommodations, students are advised to provide appropriate documentation well in advance of the beginning of the semester, preferably at least two months prior to the beginning of each academic semester. While every effort will be made to arrange accommodations in a timely fashion, failure to provide sufficient advance notice may impede delivery service. In order to begin the process of requesting accommodations, students can contact Student Accessibility Services (SAS) at 203-576-4454 or email [accessibilityservices@bridgeport.edu](mailto:accessibilityservices@bridgeport.edu).

Students who have not yet addressed and need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If there is a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me through email. I aim to work collaboratively with students and UB Student Accessibility Services in order to ensure students are learning in an environment conducive for their success.

**6) Extra Credit Policy:** Occasionally, extra credit opportunities may be provided. Points earned as a result of extra credit may only be used to improve a student's overall passing final course grade. Extra credit points may not be used to improve a non-passing final course grade (i.e. C+) to a passing final course grade (i.e. B-). As such, final grades will be determined without the

inclusion of extra credit points and will then be applied to students who earned passing final scores.

### **7) Information on Class Contact Hours:**

The federal government and NEASC both define credit hours and contact hours in the following ways:

1. This class meets for two and a half hours each week for approximately fifteen weeks for one semester. This means there are approximately 36 hours of direct contact time – either face-to-face classroom or direct faculty instruction.
2. An additional 6 hours of work (i.e., assignments) outside of class are required per week for this 3-credit course.

### **8) Program Assessment for CMHC Students:**

During the first 1-2 weeks of the semester, Clinical Mental Health Counseling (CMHC) students will be reminded to request evaluation for each of their courses via Tevera (**instructions are uploaded on Canvas**). This allows for assessment of UB's CMHC program, as required by CACREP (2016). CMHC students must request evaluation for each of their classes by the end of the semester.

### **Course Requirements/Evaluation Criteria:**

#### **Weekly Online Quizzes:** (15 points each x 12 quizzes = 180 points total)

Weekly online quizzes will be available on Canvas following class and are to be completed by the beginning of the next week's class meeting. Students will have only one chance to complete the timed quiz. Late quizzes are subject to the make-up policy.

#### **In-Class Pop Culture Theoretical Role-Play** (30 points)

During the **first in-class meeting (9/12)**, each student will be paired with a partner and we will identify a list of pop-culture figures (i.e., television, movies, books) that could potentially serve as a client for utilizing various theoretical counseling models. During the **second in-class meeting (9/19)**, we will select and agree on a "pop-culture client" for the semester. Each pair will then sign up for a presentation week to demonstrate working with this client from a specific theoretical framework.

Rules:

- ***Presentations should last approximately 10 minutes***
- The presentation will occur at the beginning of class the week following the assigned theory's lecture
- The pop-culture client will present with the **same presenting problem(s)** each week, regardless of theory

- Refer to your textbook to ensure essential components of the theory are demonstrated (see rubric)

**Qualitative Assessment of Theoretical Orientation:** (50 points)

Students will be given a semi-structured interview format to use as a guide to interview a clinician with regard to theoretical orientation. The individual interviewed must be a LPC, LCSW, LMFT, psychiatrist, or a professor of counseling outside of the UB Department of Counseling. Interview responses are to be compiled into an APA formatted paper inclusive of the student’s personal reflection of findings.

**Theoretical Conceptualization Paper** (100 points) – Students will submit a paper describing the counseling theory with which they most closely align. Additional assignment details and rubric to be provided in-class and posted to Canvas. **Due Dec 1st NO LATE SUBMISSIONS ALLOWED!**

***\*Extra Credit Opportunities:***

Opportunities for extra credit will arise throughout the semester. These opportunities may consist of attending a CCA meeting, a CSI, meeting, or other counseling events.

(5 points)

**Theory Chart**

- Attached to the bottom of this syllabus is a counseling theory and model chart
- Use this throughout the semester to assist you in identifying key aspects of major theories
- If you turn a copy of this completed chart in at the end of the semester (through email, in-person during final class meeting of the semester, or on Canvas), you will receive ***five points extra credit***

**Grading Scale**

A	90-100%	324-360 Points
B	80-89.99%	288-323 Points
C	70-79.99%	252-287 Points
F	60-69.99%	0-251 Points

1. <u>Weekly Online Quizzes</u> .....	180 points
2. <u>Pop Culture Theoretical Role Play</u> .....	30 points
3. <u>Qualitative Assessment of Theoretical Orientation</u> .....	50 points
4. <u>Theoretical Conceptualization Paper</u> .....	100 points

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**360 points**

Grade	% of Total Points	Grade	% of Total Points
A	93-100	B-	80-82.99
A-	90-92.99	C+	75-79.99
B+	86-89.99	C	70-74.99
B	83-85.99	F	≤ 69.99

### Tentative Course Schedule

CLASS DATE	TOPIC	READINGS/ASSIGNMENTS DUE	2016 CACREP STANDARDS	
9/12/22	Introductions Syllabus Review			
9/19/22	Person-Centered Therapy	Jones-Smith – Chapter 8 <b>Quiz 1 (due 9/23)</b>	II.F.2.c. II.F.3.b. II.F.3.c.	II.F.5.a. II.F.8.b. V.C.1.b.
9/26/22	Motivational Interviewing Stages of Change Theory	Jones-Smith – Chapter 10 <b>Quiz 2 (due 10/1)</b>	II.F.2.c. II.F.3.b. II.F.3.c.	II.F.5.a. II.F.8.b. V.C.1.b.
10/3/22	Behavior Therapy	Jones-Smith – Chapter 4 <b>Quiz 3 (due 10/7)</b>	II.F.2.c. II.F.3.b. II.F.3.c. II.F.3.g.	II.F.5.a. II.F.8.b. V.C.1.b.
10/17/22	REBT Cognitive Therapy	Jones-Smith – Chapter 5 (p.159-188) <b>Quiz 4 (due 10/21)</b>	II.F.2.c. II.F.3.b. II.F.3.c. II.F.3.g.	II.F.5.a. II.F.5.n. II.F.8.b. V.C.1.b.
10/24/22	Dialectical Behavior Therapy (DBT) Trauma-Focused CBT	Jones-Smith – Chapter 5 (p.188-208) and online reading <b>Quiz 5 (due 10/28)</b>	II.F.2.c. II.F.3.b. II.F.3.c. II.F.3.g.	II.F.5.a. II.F.5.n. II.F.8.b. V.C.1.b.
10/31/22	Solution-Focused Therapy	Jones-Smith – Chapter 15 <b>Quiz 6 (due 11/4)</b>	II.F.2.c. II.F.3.b. II.F.3.c.	II.F.5.a. II.F.8.b. V.C.1.b.
11/7/22	Reality/Choice Therapy	Jones-Smith – Chapter 6 <b>Quiz 7 (due 11/11)</b>	II.F.2.c. II.F.3.b. II.F.3.c.	II.F.5.a. II.F.8.b. V.C.1.b.
11/14/22	Adlerian	Jones-Smith – Chapter 3	II.F.2.c.	II.F.5.a.

	Psychotherapy	<b>Quiz 8 (due 11/19)</b> <b>Theoretical Orientation due by midnight 11/19</b>	II.F.3.b. II.F.3.c.	II.F.8.b. V.C.1.b.
11/21/22	Gestalt Theory	Jones-Smith – Chapter 9 <b>Quiz 9 (due 11/25)</b>	II.F.2.c. II.F.3.b. II.F.3.c.	II.F.5.a. II.F.8.b. V.C.1.b.
11/28/22	Existential Therapy	Jones-Smith – Chapter 7 <b>Quiz 10 (due 12/2)</b>	II.F.2.c. II.F.3.b. II.F.3.c.	II.F.5.a. II.F.8.b. V.C.1.b.
12/5/22	Psychoanalytic and Psychodynamic Theories	Jones-Smith – Chapter 2 <b>Quiz 11 (due 12/9)</b> <b>In-Class Presentations</b>	II.F.2.c. II.F.3.c. II.F.3.b. II.F.5.a.	II.F.5.b. II.F.5.n. II.F.8.b. V.C.1.b.
12/12/22	Family Systems Theory	Jones-Smith – Chapter 19 <b>Theoretical Conceptualization Paper due by midnight</b> <b>Quiz 12 (due 12/16)</b> <b>In-Class Presentations</b>	II.F.2.c. II.F.3.c. II.F.3.b. II.F.5.a.	II.F.5.b. II.F.5.n. II.F.8.b. V.C.1.b.

NOTE: I reserve the right to make changes to the syllabus. All changes will be announced in class or through e-mail. If class is canceled for any reason, continue with assignments and readings as listed on the syllabus AND look for an email from me with any additional changes. If you are absent, you are still responsible for any assignments due.

