



Graduate Course Syllabus

COU 530: Theories of Counseling

Center: Online

Course Prerequisites

Advisor registration required

COU 540

Course Description

This course surveys the major theoretical approaches used in counseling. Attention is paid to the nature of theory, and the process of building and validating theories of counseling. Learners begin process of formulating their own personal theory of counseling, taking into considering how their values influence who they are as counselors and how their backgrounds may inform their client relationships. Learners address essential questions such as, 'How do counselors facilitate change?', 'How does theory inform treatment?' and 'How do the theories that counselors use both clarify and limit their understanding of clients?'

Course Outcomes

- Examine counseling theory components and language for their appropriate application in a professional counseling setting
- Apply various counseling theories in a professional counseling setting for informing client case conceptualization
- Analyze various counseling approaches to inform the development of one's own preliminary integrated approach to counseling
- Demonstrate ethical and culturally sensitive counseling strategies through the application of one's integrated approach to counseling
- Demonstrate microskills in a professional counseling setting to guide client case conceptualization

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Counseling Theory: Guiding Reflective Practice

Richard D. Parsons and Naijian Zhang

Sage Publications, Inc.

2014

ISBN: 978-1-4522-4465-5

Bongo

The following equipment will be needed to complete the Bongo activities in this course:

- Mac or PC desktop or laptop (not a mobile device or tablet)
- Webcam
- Microphone

For more detailed technical requirements, refer to [this document](#).

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Start Here Assignment	1	5	5
Discussions	5	35	175
Practice Microskills Activities	4	35	140
Theory Outline Worksheets	3	40	120
Mesoskills Activities	3	10	30
Practice Quiz	2	15	30
Final Project			
Final Project I Submission	1	250	250
Final Project II Submission	1	250	250
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each week.

For more detailed information view the [Comprehensive Syllabus](#).

Concept One: Humanistic Counseling (Person-Centered Theory)

Week One	<i>Counseling Theory: Guiding Reflective Practice</i> , Chapters 1, 7, 15 <i>Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals</i> , Chapter 2 Start Here Assignment 1-1 Final Project Review 1-2 Discussion: Dissecting a Theory
Week Two	<i>Counseling Theory: Guiding Reflective Practice</i> , Chapters 1, 7, 15 <i>Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals</i> , Chapter 2 2-1 Practice Microskills Activity: Person-Centered Theory

Concept Two: Cognitive Counseling (Rational Emotive Behavioral Theory)

Week Three	<i>Counseling Theory: Guiding Reflective Practice</i> , Chapter 9 <i>Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals</i> , Chapter 6 3-1 Theory Outline Worksheet: Rational Emotive Behavioral Theory 3-2 Discussion: Rational Emotive Behavioral Theory
Week Four	<i>Counseling Theory: Guiding Reflective Practice</i> , Chapter 9 <i>Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals</i> , Chapter 6 4-1 Practice Microskills Activity: Demonstrate Rational Emotive Behavioral Theory 4-2 Mesoskills Instructor Discussion (Non-graded) 4-3 Mesoskills Activity: Introduction

Concept Three: Psychodynamic Counseling (Adlerian Theory)

Week Five	<i>Counseling Theory: Guiding Reflective Practice</i> , Chapter 5 <i>Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals</i> , Chapter 10 5-1 Theory Outline Worksheet: Adlerian Theory 5-2 Discussion: Adlerian Theory 5-3 Practice Quiz
Week Six	<i>Counseling Theory: Guiding Reflective Practice</i> , Chapter 5 <i>Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals</i> , Chapter 10 6-1 Practice Microskills Activity: Demonstrate Adlerian Theory 6-2 Mesoskills Activity: Continued

Concept Four: Feminist Counseling (Cultural-Relational Theory)

Week Seven	<i>Counseling Theory: Guiding Reflective Practice</i> , Chapters 2, 13, and 16 <i>Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals</i> , Chapter 14 7-1 Theory Outline Worksheet: Relational-Cultural Theory 7-2 Discussion: Relational-Cultural Theory
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Week Eight	<i>Counseling Theory: Guiding Reflective Practice</i> , Chapters 2, 13, and 16 <i>Counseling Theories and Techniques for Rehabilitation and Mental Health Professionals</i> , Chapter 14 8-1 Practice Microskills Activity: Demonstrate Relational-Cultural Theory 8-2 Mesoskills Activity: Wrap-Up 8-3 Final Project Reminder
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Concept Five: Final Projects and Reflection

Week Nine	9-1 Submit Final Project I Submission: Integrated Personal Approach to Counseling 9-2 Submit Final Project II Submission: Applied Client Case Conceptualization
Week Ten	10-1 Discussion: Sharing Your Counseling Approach 10-2 Practice Quiz 10-3 Comprehensive Assignment

CACREP Alignment Map

Week 1:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
1-1 Final Project Review				Not Graded
1-2 Discussion: Dissecting a Theory	2.F.1.a.; 2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b.; 5.C.1.a.; 5.C.1.b.	CO3, CO5	PO3; PO5	Bongo Discussion Rubric
Week 2:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
2-1 Practice Microskills Activity: Person-Centered Theory	2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.d; 2.F.5.g; 2.F.5.h; 2.F.5.n.; 5.C.1.a.; 5.C.1.b.	CO5	PO5	Bongo Discussion Rubric
Week 3:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
3-1 Theory Outline Worksheet: Rational Emotive Behavioral Theory	2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b; 5.C.2.g; 5.C.2.j.; 5.C.2.l.; 5.C.3.b.	CO1, CO3	PO3	Week 3 Theory Outline Rubric
3-2 Discussion: Rational Emotive Behavioral Theory	2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b.; 5.C.1.a.; 5.C.1.b.			Bongo Discussion Rubric
Week 4:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
4-1 Practice Microskills Activity: Demonstrate Rational Emotive Behavioral Theory	2.F.5.a; 2.F.5.g; 2.F.5.n.; 5.C.1.a.; 5.C.1.b.			Bongo Discussion Rubric

4-2 Mesoskills Instructor Discussion (Non-graded)	2.F.5.a; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b			Not Graded
4-3 Mesoskills Activity: Introduction	2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.d; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b	CO4	PO5	Week 4 Mesoskills Activity Rubric
Week 5:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
5-1 Theory Outline Worksheet: Adlerian Theory	2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b; 5.C.2.g; 5.C.2.j.; 5.C.2.l.; 5.C.3.b.	CO1	PO3	Week 5 Theory Outline Rubric
5-2 Discussion: Adlerian Theory	2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b.; 5.C.1.a.; 5.C.1.b.	CO3	PO3	Bongo Discussion Rubric
5-3 Practice Quiz				Quiz
Week 6:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
6-1 Practice Microskills Activity: Demonstrate Adlerian Theory	2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.h.; 5.C.1.a.; 5.C.1.b.			Bongo Discussion Rubric
6-2 Mesoskills Activity: Continued	2.F.3.b.; 2.F.5.g; 2.F.5.h; 2.F.5.n	CO4	PO5	Week 6 Mesoskills Activity Rubric
Week 7:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
7-1 Theory Outline Worksheet: Relational-Cultural Theory	2.F.2.a.; 2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.b; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b.; 5.C.2.g.; 5.C.2.j.; 5.C.2.l.; 5.C.3.b.	CO1	PO3	Week 7 Theory Outline Rubric
7-2 Discussion: Relational-Cultural Theory	2.F.2.a.; 2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.b; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b.; 5.C.1.a.; 5.C.1.b.	CO3	PO3	Bongo Discussion Rubric
Week 8:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
8-1 Practice Microskills Activity: Demonstrate Relational-Cultural Theory	2.F.2.a.; 2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.b; 2.F.5.d; 2.F.5.g; 2.F.5.h; 2.F.5.n; 5.C.1.a.; 5.C.1.b.	CO5	PO5	Bongo Discussion Rubric
8-2 Mesoskills Activity: Wrap-Up	2.F.2.a.; 2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.b; 2.F.5.d; 2.F.5.g; 2.F.5.h; 2.F.5.n	CO4	PO5	Week 8 Mesoskills Activity Rubric

8-3 Final Project Reminder	2.F.2.a.; 2.F.3.a.; 2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a.; 2.F.8.b.			Not Graded
Week 9:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
Week Nine 9-1 Submit Final Project I Submission: Integrated Personal Approach to Counseling	2.F.2.a.; 2.F.3.a; 2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a; 2.F.8.b.; 5.C.1.a.; 5.C.1.b.; 5.C.2.g.; 5.C.2.j.; 5.C.2.l.; 5.C.3.b.	CO2, CO4	PO3; PO5	Week 9 Final Project I Rubric
9-2 Final Project II Submission: Applied Client Case Conceptualization	2.F.2.a.; 2.F.3.a; 2.F.3.b.; 2.F.3.c.; 2.F.5.a; 2.F.5.d; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a.; 2.F.8.b.; 5.C.1.a.; 5.C.1.b.; 5.C.2.j.; 5.C.2.l.	CO5	PO5	Week 9 Final Project II Rubric
Week 10:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
Week Ten 10-1 Discussion: Sharing Your Counseling Approach	2.F.2.a.; 2.F.3. a; 2.F.3.c.; 2.F.5.a; 2.F.5.g; 2.F.5.h; 2.F.5.n; 2.F.8.a.; 2.F.8.b	CO1	PO3	Bongo Discussion Rubric
10-2 Practice Quiz				Quiz
10-3 Comprehensive Assignment				Week 10 Comprehensive Assignment Rubric

Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.

- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

Academic Integrity Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).