



**CMHC 5100**  
**Counseling Theories**  
**Fall**

Course Syllabus

- Instructor:** Rachel Brejcha, PhD, LPC, NCC  
**Email:** [rbrejcha21@catawba.edu](mailto:rbrejcha21@catawba.edu)  
**Telephone:** 704.637.4301  
**Office:** Ketner Hall, Room 206  
**Office Hours:** Tuesdays and Thursdays, 1-4pm, Office hours are also available by appointment.
- Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
- Textbook:** Corey, G. (2017). *Theory and practice of counseling and psychotherapy (10<sup>th</sup>)*. Boston, MA: Cengage. ISBN# 9781305263727.
- Course Description:** The purpose of this course is to introduce the theoretical approaches to understanding human behavior and the application of theory-driven practice in psychotherapy. Traditional theoretical orientations, as well as postmodern eclectic models, will be examined, and connection to clinical objectives within the counseling experience will be addressed.
- Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
- Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS	ASSESSMENTS
2.1.A) History/Philosophy of Counseling Profession and Specialty Areas	Quizzes and Final Examination
2.2.B) Theories and Models of Multicultural Counseling, Cultural Identity Development, and Social Justice	Quizzes, Discussion Boards, and Final Examination
2.3.B) Theories of Learning	Quizzes and Final Examination
2.5.A) Theories and Models of Counseling	Quizzes, Discussion Boards, Theoretical Orientation, Theoretical Critique, and Final Examination
2.5.C) Theories, Models, and Strategies for Understanding/Practicing Consultation	Quizzes, Discussion Boards, Theoretical Critique, and Final Examination
2.5.F) Counselor Characteristics and Behaviors that Influence Counseling Process	Quizzes, Discussion Boards, Theoretical Orientation, and Final Examination
2.5.N) Processes of Aiding Students in Developing Personal Model of Counseling	Quizzes, Discussion Boards, Theoretical Orientation, and Final Examination
2.8.B) Identification of Evidence-Based Counseling Practices	Theory Critique and Final Examination
5.1.C) Theories and Models Related to Clinical Mental Health Counseling	Quizzes, Discussion Boards, Theoretical Orientation, Theoretical Critique, and Final Examination
5.2.A) Roles and Settings of Clinical Mental Health Counselors	Quizzes and Final Examination
5.2.J) Cultural Factors Relevant to Clinical Mental Health Counseling	Quizzes, Discussion Boards, and Final Examination

- 1) Students will acquire the knowledge and understanding of a variety of counseling theories and their utilization for therapeutic intervention with a diverse client population.
- 2) Students will develop an understanding for specific theoretical approaches for suicide prevention.
- 3) Students will establish an initial foundation in their personal counseling model.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Twelve quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus

calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in multiple choice format. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.

- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of two substantial posts to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.
- C) One theoretical orientation paper will be required for this course. The paper will provide an opportunity to reflect and express a personal preference to a specific theoretical approach to counseling. The paper must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the theoretical orientation report in order to maximize points earned for this assignment:

	<b>“A” Quality Work</b>	<b>“B” Quality Work</b>	<b>Below “B” Quality Work</b>
<b>Reflection of Theories (6 points)</b>	A reflective synopsis of at least three major theoretical orientations covered in class is provided, with a brief depiction of why select theories, although valid, are not aligned with personal viewpoints of human behavior.	The synopsis does not indicate why select theories are not personally aligned. A clear rationale for the personal orientation is not clearly provided.	There is no real synopsis of the theoretical orientations, and no means of determining why the personal preference was chosen.

	There is rationale for why theories were not selected for the personal reflection provided.		
<b>Personal Orientation (6 points)</b>	A counseling theory (or more than one if desired) is indicated as a personal orientation, and a narrative for how this orientation was selected is provided. Substantial rationale is present and is congruent with the principles of the theory.	A vague rationale for the chosen theory is provided. There is an incongruence noted between the reasoning for the personal orientation and the principles of the given theory.	No theory is indicated as a personal orientation. No rationale is provided beyond simply “agreeing” with it or “liking” it. The theory chosen does not align with rationale that is provided, or the rationale is absent.
<b>Writing Mechanics (3 points)</b>	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

D) A theoretical critical analysis will be required for this course. The report will allow for an empirical review of a chosen counseling theory, specifically examining the theory’s application in current counseling practice. The report must be written in APA style, as indicated by the APA Publication Manual, 7<sup>th</sup> Edition. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the report in order to maximize points earned for this assignment:

	<b>“A” Quality Work</b>	<b>“B” Quality Work</b>	<b>Below “B” Quality Work</b>
<b>Theory Summarization (4 points)</b>	A brief description of the counseling theory being analyzed is provided, including core tenets, the historical development, and proposed theoretical	A minimal depiction of the counseling theory is provided, as necessary components are missing.	No description of the counseling theory is provided beyond identification.

	applications.		
<b>Theory Critical Analysis (6 points)</b>	A comprehensive literature review and accompanying critical analysis of the counseling theory is present. Empirical findings are provided to support the determined conclusion of the analysis, which include clear indications of data-driven applications and specific populations if needed. A minimum of ten peer-reviewed sources is included in the literature review.	A marginal literature review is present. There are insufficient empirical findings provided and the analysis is questionable. Any specific criteria pertaining to the application is missing or vaguely presented.	There is no literature review present. Most if not all of the evidence utilize din the analysis is lacking empiricism, and the analysis carries no credibility. Less than ten peer-reviewed sources were present in the literature review.
<b>Writing Mechanics (4 points)</b>	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error. APA 7 <sup>th</sup> edition is appropriately utilized.	One grammatical, punctuation, spelling, or APA error is present.	More than one grammatical, punctuation, spelling, or APA errors are present.

E) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice and open-ended question format. The examination date and time is scheduled on the course calendar. Students absent at the time of administration will not be able to complete the examination without valid documentation.

**9. Course Evaluation:**

Twelve quizzes @ 3 points each =	36 points
Seven discussion board entries @ 2 points each =	14 points
One theoretical orientation report @ 15 points =	15 points
One theory critique report @ 15 points =	15 points
One final examination @ 20 points =	20 points

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100 points

100-96 points = A    95-90 points = A-    89-87 points = B+    86-84 points = B  
83-80 points = B-    79-77 points = C+    76-74 points = C    73-70 points = C-  
69-67 points = D+    66-64 points = D    63-60 points = D-    Under 60 points = F

### LEAVE NO DOUBT

10. **Extra Credit Policy:** Extra credit will not be provided during this course.

11. **Attendance/Valid Documentation Policy:** Please refer to the Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:

*Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:*

A) Each student is personally responsible for regular and punctual class attendance.

B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.

C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.

D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.

E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.

F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.

G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for

*arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.*

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

- 12. Academic Honesty Policy:** Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

*In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: **"As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal."** The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.*

- 13. Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-

professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.

- 14. Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
- 15. Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

<b>Week of Course</b>	<b>Agenda &amp; Requirements For Specific Week</b>
Week 1	<b>Discussion 1</b> , Introduction to Course, Review of Syllabus, Introduction and Overview, <i>Chapter 1</i> , The Counselor: Clinician and Consultant <i>Chapter 2</i>
Week 2	<b>Quiz 1</b> , <b>Discussion 2</b> , Psychoanalytic Theory, <i>Chapter 4</i> , <b>Quiz 2</b> , Adlerian Theory, <i>Chapter 5</i>
Week 3	<b>Quiz 3</b> , <b>Discussion 3</b> , Existential Theory, <i>Chapter 6</i> , <b>Quiz 4</b> , Person-Centered Theory, <i>Chapter 7</i>
Week 4	<b>Quiz 5</b> , <b>Discussion 4</b> , Gestalt Theory, <i>Chapter 8</i> , <b>Quiz 6</b> , Behavior Theory, <i>Chapter 9</i>
Week 5	<b>Quiz 7</b> , <b>Discussion 5</b> , Cognitive Behavior Theory, <i>Chapter 10</i> , <b>Quiz 8</b> , Choice Theory/Reality Theory, <i>Chapter 11</i>
Week 6	<b>Quiz 9</b> , <b>Discussion 6</b> , Feminist Theory, <i>Chapter 12</i> , <b>Quiz 10</b> , Postmodern Approaches, <i>Chapter 13</i>
Week 7	<b>Quiz 11</b> , <b>Theory Critique Report</b> , <b>Discussion 7</b> , Family Systems Theory, <i>Chapter 14</i> , An Integrated Perspective, <i>Chapter 15</i> , <b>Quiz 12</b>
Week 8	<b>Theoretical Orientation Paper</b> , <b>Final Examination</b>