COUN 6653 Counselor Identity: Integration of Theory and Practice  
Summer, 2014

I. **Catalog description:** Study of emerging theories of and approaches to counseling, and integration with personal and professional knowledge and experience, culminating in each student’s identification and articulation of one’s guiding theory of counseling and counselor education. Prerequisite(s): COUN 6652. 3 hours.

II. **Goal of the course:** Through both self-awareness and critical analysis of emerging counseling theories, each student will develop one’s own guiding theory of counseling and communicate about it in a scholarly fashion.

III. **Knowledge and skills outcomes:** The student can

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<th>Outcome</th>
<th>CACREP</th>
<th>Evaluation</th>
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<td>1. Demonstrate doctoral level involvement in seminar discussions, including arriving promptly, being prepared for discussion, and making meaningful contributions that demonstrate self-awareness, higher order and critical thinking, and active engagement in professional dialog through both listening and speaking.</td>
<td>Doctoral I.C.1.</td>
<td>Instructor assessment of weekly discussions; 7Cs papers</td>
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<td>2. For each emerging counseling theory/approach studied (Gestalt, analytic, interpersonal neurobiology (IPNB), Integral, narrative), assess its strengths and weaknesses, including research base, efficacy, applicability to multicultural populations, and ethical/legal considerations.</td>
<td>Doctoral IV.G.1., G2., &amp; G3.</td>
<td>“Chapter” Paper; 7Cs Papers</td>
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<td>3. Write in scholarly, APA format and make scholarly presentations on a variety of topics related to counseling theory, including critical analysis of each theory in relationship to other theories, application of theories to case conceptualizations, and the extent to which one identifies with each theory studied.</td>
<td>Doctoral IV.F.3, F.4, G.1., H.1., H.2., &amp; H.3.</td>
<td>“Chapter” Paper; Professional Development and Identity presentation</td>
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4. Make a presentation of one’s comprehensive and internally consistent guiding theory of counseling as it relates to one’s development as a counselor, counselor supervisor, and counselor educator, including an illustrative segment from a recent counseling session with a case conceptualization.

IV. **Methods of instruction.** Instruction will be through assigned readings, seminar discussion, lecture, audiovisual presentation, and feedback on papers and presentations.

V. **Required text(s) and/or reading(s):**


VI. **Student performance evaluation criteria and procedures:**

50 pts **Attendance and class participation.** 5 pts per class for:

- Being physically present. If you’re absent from more than one class, I reserve the right to lower your grade by one letter.
- Being psychologically present with attention to and participation in class activities. In addition to contributions to discussion and other class activities,
  - During theory portion of class (1st half of semester), participation for students other than those teaching includes preparation of a **7Cs paper**; submit one copy to Blackboard prior to class and bring one paper copy to class.
  - During the presentation portion of class (2nd half of semester), participation includes a **comment** when we “make the rounds” after each presentation and a **written response** to each other classmate the week after the classmate’s “Professional Development and Identity Presentation” (recorded, not evaluated). Write at least three brief paragraphs:
    1) What I most identified with from your presentation,
    2) What I most admire about you from what you disclosed in your presentation,
    3) My greatest wish for you in your continuing development as a counseling professional.
100 pts  **“Chapter” Paper**

Congratulations! You have been pretend-invited to submit a co-authored chapter for publication consideration in the next edition of *Theoretical Models of Counseling and Psychotherapy*. Your theory, co-author team, and suggested resource person(s) are:

Analytical Psychotherapy: Barcenas, Webster; doctoral students Michael Paz (Analytical is his theory) and Darlene Chen, Kara Hurt, and Rochelle Ritzi, who wrote this chapter in 2012. You may use their material as a starting place: If you are using the graded material, use my feedback as a starting place to improve their work; if not the graded material, be aware that it’s the ungraded version, to which you will likely want to make numerous conceptual and APA improvements. Credit them appropriately in all of your scholarly products.

Narrative Therapy: Otting, Smith; doctoral students Tiffany Andresen, Sarah Blalock, Lakaavia Taylor, and Brittany Wilson, who taught the class on this topic last Summer (including Powerpoint). You may use their material as a starting point, crediting them appropriately.

Interpersonal Neurobiology (IPNB): Cantu, Jimenez, Spellings; doctoral student Julia Smith (here) and recent graduate Dr. Raissa Miller (now at Boise State University; you might consider Skyping with her). Siegel claims that IPNB is not a theory; Raissa’s not so sure. For the purpose of this chapter paper, to the extent possible, treat the approach as a theory. At the end of the chapter, using the definition of a counseling theory provided in Chapter 1 of the text, address the question of whether or not, in your view, IPNB constitutes a theory of counseling, and why. If you use Raissa’s and/or Julia’s material, be sure to credit them appropriately.

Organize your chapter according to the chapter outline presented in Chapter 1 of Fall et al. (2010). No specific page limit, but aim for no more than about 30-40 pages. Grading will be based on the Grading Rubric for “Chapter” Paper.

50 pts  **Teaching**

You and your chapter paper co-author(s) will teach the class in which we address the theory about which you wrote. Your teaching may include: lecture with or without Powerpoint, discussion of 7Cs papers or other topic(s), DVD or live demonstration, activity(s), and/or guest speaker. Grading will be based on the Instrument for Evaluating Teaching.
100 pts  **Presentation of your development and identity as a counseling professional from the perspective of your guiding theory.** 1 hour and 40 minutes. Include aspects of personal development and how you identified your guiding theory of counseling including the influence of traditional and emerging counseling theories. Also provide a brief case conceptualization of an adult client and show a recorded counseling session segment of not less than 10 minutes with that client in which you demonstrate your use of your guiding theory in the role of counselor. Discuss how your lifelong development has culminated in your strengths and areas for growth as a counselor effectively enacting your guiding theory. Explain how your guiding theory applies to your practice as a counselor supervisor and future counselor educator. Evaluation will be based on the Professional Development Presentation Rubric.

**Final Grade:** 90-100% = A; 75-89% = B; 60-74% = C; 50-60% = D; < 50% = F

**VII. Calendar:**

See attached.