



UNIVERSITY of MARYLAND  
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS  
Department of Rehabilitation

## Course Syllabus RECN 622: Theories and Counseling Techniques

### General Information

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Program	:	Master in Rehabilitation Counseling
Academic Term	:	
Course Code	:	RECN 622
Course Title	:	Theories and Counseling Techniques
Credit Hours	:	3 (45 contact hours)
Learning Modality	:	
Meeting Days and Time	:	
Room	:	
Instructor	:	
Email	:	
Phone	:	
Office Location	:	
Office Hours	:	
Program Assistant	:	
Email	:	
Phone	:	

### Course Description

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This course is a survey and practice course in counseling and psychotherapy. The course covers the theoretical approaches and best practices of counseling with a focus on individuals with disabilities. The underlying assumptions of human nature and personality are covered in addition to the specific techniques associated with each. Students are encouraged to develop their own theory and practice of counseling centered around a thorough reflection on the individual's belief system, particular target populations they envision working, and individual traits, strengths, and weaknesses. Significant time is spent on experiential activities including dyads, triads, and role-playing. Ethical, legal, multicultural and research issues are also covered in depth.

### Add/Drop

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Process	Last day
Add/drop period ends	
Withdrawal period ends	

See Academic Calendar Spring [2022](#) for further important dates and deadlines.

## University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

## Course Objectives and Key Performance Indicators

**KPI5:** Graduates will recognize, understand, and apply theories and models of counseling to conceptualize and provide a treatment plan recognizing the client’s needs and subjective world view and feelings, and maintaining an empathic healing alliance during a counseling process.

**KPI10:** Demonstrate competence in essential interviewing, counseling, case conceptualization skills, and case management within the scope of practice in rehabilitation counseling.

Course Objective	CACREP Standard	Assessment
1. Develop a thorough understanding of the major counseling theories in a diverse culture.	2F-2c, 2F-5a	Exam  Counseling Theories Presentation
2. Develop essential individual interviewing and counseling skills and techniques in a variety of approaches.	2F-5c, 2f-5g	Case conceptualization video
3. Demonstrate effective strategies to help clients understand the available community-based resources and develop the skill to access said environmental resources.	2F-5k	Case conceptualization video
1. Employ developmentally relevant evidence-based preventive and interventive counseling treatment plans based on the client’s needs.	2F-3f, 2F-5h, 2F-5j	Exams  Counseling Theories Presentation
2. Generate measurable outcomes for clients during the counseling process (2F-5i).	2F-5i	Case conceptualization video
3. Differentiate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted counseling relationships.	2F-5d, 2F-5g	Exams  Counseling Theories Presentation
1. Demonstrate effective application of individual and/or system counseling approaches, models, and strategies for understanding and practicing counseling with different types of clients.	2F-3f, 2F-5b, 2F-5c, 2F-5g	Case conceptualization video
1. Select, judge, and defend a personal theory model of counseling based on the	2F-5f, 2F-5n	Theoretical orientation paper

Course Objective	CACREP Standard	Assessment
student's particular strengths, weakness, and value system.		
2. Recognize and connect the role of supervision in the professional counseling field.	2F-1m	Counseling Theories Presentation
3. Recognize and effectively apply self-care strategies appropriate to the counseling role.	2F-1l	Theoretical Orientation Paper

## Resources

<b>Required textbook</b>	Murdock, Nancy L. (2017). <i>Theories of counseling and psychotherapy: A Case Approach</i> (4th ed.). Pearson.
<b>Complimentary texts</b>	Halbur, D. & Halbur, K. (2019). <i>Developing your theoretical orientation in Counseling and Psychotherapy</i> (4th ed.). Pearson.  Kress, V., Seligman, L., & Reichenberg, L. (2021). <i>Theories of Counseling and Psychotherapy</i> (5th ed.). Pearson.  Gehart, D. (2016). <i>Theory and treatment planning in counseling and psychotherapy</i> (2nd ed). Cengage learning.
<b>Recommended References and Resources</b>	Fischer, J. & Mendez, D. M. (2019). Increasing the use of evidence-based practices in counseling: CBT as a supervision modality in private practice mental health. <i>Journal of Counselor Preparation &amp; Supervision</i> , 12(4), 1-33. Gutierrez, D., Foxx, S.P., & Kondili, E. (2018). Investigating the effectiveness of a motivational interviewing group on academic motivation. <i>Journal of School Counseling</i> , 16(14), EJ1185874. Kolbert, J. B., Happe, B. L., Hyatt-Burkhart, D., Crothers, L. M., & Capuzzi, M. (2017). Motivational interviewing, the transtheoretical model of change, and academic development. <i>Journal of School Counseling</i> , 15(7), EJ1146196. Kupczynski, L., Garza, K., & Mundy, M. (2018). Counselor self-efficacy: The effects of online preparatory counseling programs. <i>Journal on Educational Psychology</i> , 12(1), 107. Petko, J. T., Kendrick, E., Young, M. E. (2016). Selecting a theory of counseling: What influences a counseling student to choose? <i>Universal Journal of Psychology</i> , 4(6), 285-291. doi:10.13189/ujp.2016.040606 Wootton, A. R., McCuistian, C., Legnitto Packard, D. A., Gruber, V. A., & Saberi, P. (2019). Overcoming technological challenges: Lessons learned from a telehealth counseling study. <i>Telemedicine and e-Health</i> . <a href="http://doi.org/10.1089/tmj.2019.0191">http://doi.org/10.1089/tmj.2019.0191</a> . Wubbolding, R. E., Casstevens, W. J., & Fulkerson, M. H. (2017). Using the WDEP system of Reality Therapy to support Person-Centered

	<p>treatment planning. <i>Journal of Counseling &amp; Development</i>, 95(4), 472-477.</p> <p>Yoosefi Jooybari, F., Hassanzadeh, R., Fakhri, M. K. (2018). Comparison of the effectiveness of creativity therapy training and group counseling based on choice theory on students' motivation improving. <i>International Clinical Neuroscience Journal</i>, 5(2), 67-71. doi: 10.15171/icnj.2018.13</p> <p>Ægisdóttir, S., Leach, M.M., Romano, J.L., Tomlinson-Clarke, S., &amp; Canel-Çinarbaş, D. (2019). The sociopolitical, cultural, and historical context that influence counseling practice in four countries. <i>The Counseling Psychologist</i>, 47(4), 578-607.</p>
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## Evaluation strategies

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### 1. Examinations (200 pints/ 100 points each)

Two (2) examinations are given on the dates specified in the course outline; 100 points possible on each exam; exam content will cover material from assigned readings and class lectures since the previous exam.

**Due dates:**

### 2. Counseling Theories Presentation (100 points)

Students will explain and demonstrate one of the theoretical approaches discussed in the text and complementary books.

For the demonstration, students will present a video recording of a counseling session based on the theoretical approach previously selected or assigned by the professor. The counseling session will be 5 to 10 minutes long and should address an issue manageable and appropriate for the assigned task, incorporating one specific technique of the counseling theory. All recordings will be reviewed by the professor and presented in class. The student will receive feedback from the professor and peers.

**Due date:**

### 3. Case conceptualization video (100 points)

As counselors, students will analyze a case with the assigned theoretical approach. In a video recording, the student must apply all the basic assumptions of the theory to the problem presented in the case. The student must describe the problem of the client, a case conceptualization base on the theoretical approach, and at least 1 treatment goal and intervention for the client. It should include a self-evaluation on his or her strength applying the theory. Detail instructions and a rubric are available to students at the beginning of the semester.

**Due date:**

### 4. Theoretical Orientation Paper (100 pts.)

This paper consists of two parts: a) self-evaluation of personal growth, and 2) theoretical orientation self-evaluation. In the first part, the students will evaluate all the pieces that make up the person each one is today: that is, the personal views, opinions, values, and

rules that drive each student throughout life. Some guideline questions: 1) How would you define yourself? 2) How do you define or characterize what it means to be a human being? 3) Could you identify the “givens” or your “truths” in life? 4) How do all those factors guide your actions and your decision-making process? 5) Does it help you move ahead or is it holding you back?

The second part is intended to allow students to explore and synthesize what has been learned over the length of this course by formulating their own theoretical working model of counseling. First, students must complete the *Theoretical Orientation Scale* (Smith, 2010; [Theoretical Orientation Scale Online 0.pdf \(sagepub.com\)](#)), and compute the subscales values. For this paper, students will consider the highest value as their theoretical framework. This part requires demonstrating the applicability of the theory through self-analysis of a life stage (i.e., childhood, adolescence, adulthood) of the student’s choice. The student must describe how his/her theory conceptualizes the individual, how therapeutic change occurs, and what constitutes psychopathology, using supplemental resources as necessary. At least five (5) scientific/peer-review resources must be used and cited appropriately. Writing should conform to APA style (7th ed.) and include citations and references. This paper is to be written in the third person. Please, follow the instructions and a rubric available in Canvas.

**Due date:**

**NOTE:** Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

**Grading scale: The academic achievement of a student for this course is rated as follows:**

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the
F	0-299	below 60	expectations

**Late submissions:** Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

## Policies and Norms

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- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and

Compliance ( <https://wwwcp.umes.edu/oie/> ), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 ( <https://wwwcp.umes.edu/oie/about-the-office/> ). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- E. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit [www.umes.edu/OIE](http://www.umes.edu/OIE) or call us at 410-651-6135 or through email at [titleIX@umes.edu](mailto:titleIX@umes.edu).

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- G. Incomplete grades:** The grade of “I” (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of “I” be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 70% of the work**). In cases in which this grade is given, the student may not re-register for the course until the “I” is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the “I” defaults to the Default Grade on the Incomplete Grade Contract.  
<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>
- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- I. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

### **Technical Disclaimer**

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This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or <https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

### COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment w/course and CACREP objectives
Week 1	<ul style="list-style-type: none"> <li>Course welcome and overview: Introduction to the course</li> <li>Syllabus discussion</li> <li>Assignment of oral presentation/conceptualization theory</li> <li>What is a theory</li> </ul>	Course syllabus  Chapter 1		
Week 2	<ul style="list-style-type: none"> <li>Understanding the use of theory in counseling and helping professions</li> </ul>	Chapter 1		2F-5f, 2F-5n
Week 3	<ul style="list-style-type: none"> <li>Psychoanalysis</li> <li>Neoanalytic approaches</li> </ul>	Chapters 2 and 3	Concept maps	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k
Week 4	<ul style="list-style-type: none"> <li>Individual Psychology</li> <li>Person-Centered Therapy</li> </ul>	Chapters 4 and 5	Theory didactic video	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k
Week 5	<ul style="list-style-type: none"> <li>Existential Therapy</li> <li>Gestalt Therapy</li> </ul>	Chapters 6 and 7	Cartoon	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k
Week 6	<ul style="list-style-type: none"> <li>Behavior Therapy</li> <li>Rational Emotive Behavior Therapy</li> <li>Cognitive Therapy</li> </ul>	Chapters 8, 9, and 10	Theory chart	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k
Week 7	<ul style="list-style-type: none"> <li>Behavior Therapy</li> <li>Rational Emotive Behavior Therapy</li> <li>Cognitive Therapy</li> </ul>	Chapters 8, 9, and 10	Midterm exam Chapters 1 to 8	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k
Week 8	<ul style="list-style-type: none"> <li>Reality Therapy</li> <li>Feminist Therapy</li> </ul>	Chapters 11 and 12	Discussion board	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k
Week 9	<ul style="list-style-type: none"> <li>Family System Theory</li> </ul>	Chapters 13	Concept map	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment w/course and CACREP objectives
Week 10	<ul style="list-style-type: none"> <li>● Solution-Focused Therapy</li> </ul>	Chapter 14	Concept map	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k
Week 11	<ul style="list-style-type: none"> <li>● Narrative Therapy</li> <li>● Mindfulness approaches</li> </ul>	Chapters 15 and 16	Concept map	2F-2c, 2F-5a, 2F-5c, 2F-5g, 2F-5k
Week 12	<ul style="list-style-type: none"> <li>● Theoretical integration and case conceptualization</li> </ul>	Chapters 15 and 16 (Gehart, 2016) *The professor will provide a digital copy of these chapters	Exam #2 Chapter 9 to 16	2F-5d, 2F-3f, 2F-5g, 2F-5h, 2F-5i, 2F-5j,
Week 13	<ul style="list-style-type: none"> <li>● Role of supervision</li> <li>● Self-care</li> </ul>		Case Conceptualization Video	2F-5f, 2F-5l, 2F-5m, 2F-5n
Week 14	<ul style="list-style-type: none"> <li>● Conclusions</li> </ul>	Chapters 17		
Week 15	<ul style="list-style-type: none"> <li>● Final Exam/Project</li> </ul>		Theoretical Orientation Paper	

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.

### Topics for Independent Study

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 2	€	€		
Week 6	●	●		

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 8	•	•		
Week 9	•	•		