I. **Course Description (3 semester hours)**

This course provides an overview of the major theories and techniques in counseling. Each theory is presented with its historical development, key concepts, therapeutic process, and application for appropriate counseling intervention. The focus is to help students begin to develop a personal model of counseling. The course also addresses basic issues in counseling practice, standards of preparation, legal considerations, certification, and licensure.

II. **Rationale**

This course is designed to set a theoretical foundation to help students apply theory to practice and begin to develop a personal model of counseling. It should be taken early in a student’s counselor preparation program.

III. **State Adopted Proficiencies for School Counselors**

- Understanding the counseling and consultation theories and practices, career development theories, and assessment.
- Creating an environment which supports creative problem solving.
- Promoting the worth dignity, individuality and potential of individuals.
- Using theories of individual and group counseling.
- Understanding of needs assessment.
- Understanding of consultation and mediation function of school counselors.

IV. **TExES Competencies**

- **Competency 001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.
- **Competency 008 (Collaboration with Families):** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.
- **Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
- **Competency 010 (Professionalism):** The school counselor understands and complies
with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives/Learning Outcomes

This course is designed to meet CACREP II 2009 Standards. The following standards are covered in this course. The standards shown in bold type are the targeted course objectives assessed throughout the semester. See XIV. Rubrics for details

A. Course Objectives

CACREP II 2009 Standards

Common Core

• Know theories of multicultural counseling, identity development, and social justice (CACREP Standard II-G-2-c)
• Understand theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment (CACREP Standard II-G-3-g)
• Know counselor characteristics and behaviors that influence helping processes (CACREP Standard II-G-5-b)
• Understand essential interviewing and counseling skills (CACREP Standard II-G-5-c)
• Know counseling theories that provide models to conceptualize client presentation and help with the selection of appropriate counseling interventions (CACREP Standard II-G-5-d.a)
• Know models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP Standard II-G-5-d.b)
• Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Standard II-G-5-e)
• Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CACREP Standard II E-3)

Clinical Mental Health Counseling

• Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (CACREP Standard III-A-5)

Marriage, Couple, and Family Counseling

• Understand a variety of models and theories of family counseling (CACREP Standard III-A-5)

School Counseling

• Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP Standard III-C-1)

B. Learning Outcomes
This course infuses the Learning Objectives of CACREP II Standards, the State Adopted proficiencies and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course students will:

1. **Know counseling theories** that provide models to conceptualize client presentation and that help the student select appropriate counseling interventions (CACREP Standard II-G-5-d.a) Achievement is evidenced by 100% of students developing a *Pre/Post Personal Counseling Model* and earning a grade of B or above.

2. **Know models of counseling** that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP Standard II-G-5-d.b) Achievement is evidenced by 95% of students completing a weekly *Case Study* applying a different theory with the same client and receiving a homework grade.

3. **Understand a systems perspective** that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Standard II-G-5-e) Achievement is evidenced by 95% of students completing a presentation assignment, *Family Systems Therapy Presentation*.

4. **Understand a variety of models and theories** related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (CACREP Standard III-A-5) Achievement is evidenced by 95% of students completing a weekly *Case Study* applying a different theory with the same client and receiving a homework completion grade.

5. **Know the theories and processes** of effective counseling and wellness programs for individual students and groups of students (CACREP Standard III-C-1) Achievement is evidenced by 85% of students earning a B or Above on *Final Examination*.

6. **Understand current literature** that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CACREP Standard II E-3) Achievement is evidenced by 95% of students completing a weekly *Theoretical Synopsis* for each theory and receiving a homework grade.

**VI. Course Topics**

*The major topics to be considered are:* Theoretical orientations including, philosophies of life, schools of thoughts, specific counseling theories, goals and techniques of counseling, and ethical, legal, and multicultural issues.

**VII. Instructional Methods and Activities**
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; online activities; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)
C. Field Experiences (Contact with professionals in the field)
D. The Theoretical Instructional Model (TIM) was designed to incorporate essential components of theoretical development; to place the instructor in a facilitative capacity; to provide peer/colleague collaboration, role-playing, and feedback; to allow for reflection opportunities; to support retention of theoretically-based language (vocabulary); and opportunities to learn from an auditory, visual, and kinesthetic modality. See the model on page 14.

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

Major Course Requirements

A. Class Attendance and Participation
Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, students are expected to be on time for all classes. Students with more than 2 days of absences (for any reason) will have their final grade dropped one letter grade for the semester. Additional absences will lower your grade by 5 points. It is your responsibility to sign the attendance sheet during each class session. If you forget to sign in, you will be counted as absent on that day. Use of electronic devices during class, tardies, or early departures will be reflected in your participation grade.

You are responsible for reading the chapters from your book and any additional assigned readings. The expectation is for all students to participate and fully engage in the TIM and to complete all assignments. Clear and elaborate evidence of your having read and understood each week’s assignment is expected to appear throughout your papers and to be clearly articulated during group & class discussions.

Note: All presentations are based on a collaborative model, students who are absent on a day they are scheduled to present will receive an automatic “0” for that assignment.

B. Examinations
There are two examinations, a midterm and a final. The midterm will cover chapters 1-8 and final examination will cover chapters 9-16. Questions are objective, in preparation for state licensure examination, such as multiple-choice, true and false, and case scenarios. There will be no make-up exams given unless documentation is provided by a professional stating the reason for the absence.

C. Pre/Post Personal Counseling Model Paper Guidelines
Pre-Personal Counseling Model Paper

The purpose of the Pre-Personal Counseling Model Paper is to communicate your personal experience in exploration of your theoretical perspective. This experiential assignment is designed to be written in a developmental format, demonstrative of your mental process, and written to reflect the suggested five stages:

**Stage One**- Is a personal statement on the importance of theory. You should include your opinion, things you have been told or learned previously, or research-driven perspectives.

**Stage Two**- Is a discussion of your theoretical preference/perspective. Describe what you are basing that on, and prove your present thought with facts, examples, or supporting details.

**Stage Three**- Please take the assessment of your theoretical and conceptual orientation at [http://www.odu.edu/~eneukrug/therapists/survey.html](http://www.odu.edu/~eneukrug/therapists/survey.html) and describe, in detail, your results (holistically). Please cut and paste the results of the assessment into/onto your paper. If unsuccessful, please recreate the results in the form of a graph or chart.

**Stage Four**- Please discuss the overall results from the assessment, highlighting your two highest scores. Discuss any hunches or interpretations you may have. This is an opportunity to revisit stage two and to make comparisons/contrasts between your original position and actual results.

**Stage Five**- Please describe how you will move these results forward throughout the duration of this class.

Post-Personal Counseling Model Paper

The purpose of the Post-Personal Counseling Model Paper is to communicate your preferred theoretical orientation once all of the perspectives have been addressed within the course. This assignment should reflect the following stages:

**Stage One**- Please reflect on your original statement on the importance of theory. Were you correct? Was the information previously shared with you about theory correct? Create a new statement on the importance of theory.

**Stage Two**- Please reflect on your overall experience taking this theories course. What about theories have you learned that has personally changed you and your opinion about theory? How has this course changed how you view others?
Stage Three- Please retake the assessment of your theoretical and conceptual orientation at [http://www.odu.edu/~eneukrug/therapists/survey.html](http://www.odu.edu/~eneukrug/therapists/survey.html). Briefly describe your previous results (place figure within the paper). Then describe your current results (place figure within the paper) and make comparisons between the old and new results. Please reference any consistencies, changes, and/or new outcomes.

Stage Four- Please revisit the purpose of the theoretical instructional model. Please discuss how that model has helped you to further develop your theoretical perspective and the advantages/disadvantages of using that model in a theories course.

D. Case Studies
Case studies are due weekly and should be submitted in class. Case studies are found in your book within each chapter and students should complete all questions for full credit. During class, a discussion among your classmates will take place via the TIM. At that time, students are encouraged to write-in additional information learned from the discussion with their classmates relative to that case-study. Creating additional lines on your word document is recommended.

E. Theoretical Synopsis
The theoretical synopses are due weekly and should be submitted at the end of each class. The synopses should be written in bulleted or numerical format and designed to capture an overview of each theory.

F. Family Systems Presentation
This presentation is designed for you to synthesize all of the family systems therapies. Your presentation should be created in two segments. The first segment is an Overview of Family Systems, should be included in your powerpoint, and will be discussed as a class. The second segment is your Personal Development of an Eclectic/Integrative Model to family systems. This segment will be presented to the class, as each person will offer a unique perspective. Your presentation should not exceed 15 minutes. Please use pages 418-419 as a quick reference in creating your presentation and provide me with one copy.

<table>
<thead>
<tr>
<th>Overview of Family Systems</th>
<th>Personal Eclectic/Integrative Family Systems Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Family Systems Approach</td>
<td>1. Choose a key figure you can closely relate to, and discuss why you feel the connection is present.</td>
</tr>
<tr>
<td>Multicultural Strengths/Weaknesses</td>
<td>2. Choose a time focus that seems most appropriate and explain your beliefs about the period of time counselors/ therapists</td>
</tr>
<tr>
<td></td>
<td>5. As the therapist/ counselor, what do you believe your primary role and function is?</td>
</tr>
<tr>
<td></td>
<td>6. What method(s) will you use implement the process of change?</td>
</tr>
</tbody>
</table>
G. Theories Research & Case Study Paper
This assignment is designed so that you will gain considerable understanding on one theory of your choice (selected the first day of class), and the application of this theory to a case study. The case study will consist of a movie chosen from the following list, which has relevance to the track you are currently enrolled in or population that you are interested in working with in the future.

<table>
<thead>
<tr>
<th>Community Counseling</th>
<th>Marriage and Family Counseling</th>
<th>School Counseling</th>
<th>College Student Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎭 About a Boy</td>
<td>🎭 Deep End of the Ocean</td>
<td>🎭 Dangerous Minds</td>
<td>🎭 With Honors</td>
</tr>
<tr>
<td>🎭 Beautiful Mind</td>
<td>🎭 Shall We Dance?</td>
<td>🎭 Breakfast Club</td>
<td>🎭 Mona Lisa Smile</td>
</tr>
<tr>
<td>🎭 A Man Without A Face</td>
<td>🎭 Spanglish</td>
<td>🎭 Basketball</td>
<td>🎭 Good Will Hunting</td>
</tr>
<tr>
<td>🎭 I am Sam</td>
<td>🎭 Life as a House</td>
<td>🎭 Diaries</td>
<td>🎭 All I Want</td>
</tr>
<tr>
<td>🎭 Hitch</td>
<td>🎭 Meet the Fockers</td>
<td>🎭 For Keeps</td>
<td>🎭 Dead Poet’s Society</td>
</tr>
</tbody>
</table>

Your research paper on a theory should be written in APA style (6th edition), and you should use a minimum of 5 sources. One can be your text book. The other sources can be original sources from the theory’s founder (e.g., Freud, Adler), research articles, or books. The paper is to be a maximum of 8 pages of text (not including title page or references). Staple the pages together and do not place them in a binder or folder.

On the first day of class, you will be asked to select a theory. This is the theory that you will use to write the Theories Research Paper. When watching the movie you are to select one character or one family to apply the selected theory to. I do not want a recap of the movie!
For the Theory Research Paper please turn in:

1. 8 page paper which:
   a. Discusses the client (character you chose)
      i. Demographics
      ii. Presenting Concern
   b. Discusses the theory that you will be using
   c. How you will apply the theory to your client
      i. How the client is viewed based on the theory’s view of mental health
      ii. Goals of treatment with the client (based on the theory)
      iii. Techniques from the theory that you will use to help client
   d. Does this theory easily apply to your client?
      i. Strengths
      ii. Weaknesses
      iii. Problems in applying the theory to this particular client
   e. A brief discussion of your thoughts regarding this theory (e.g., is this a theory that you feel fits you? Is this a theory that you will choose to work from with future clients? Why?)

The grading system is based on the accumulation of points.

<table>
<thead>
<tr>
<th>A. Method of Evaluation</th>
<th>B. Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td></td>
</tr>
<tr>
<td>45 points</td>
<td>15.0%</td>
</tr>
<tr>
<td>Pre-Personal Counseling Model</td>
<td></td>
</tr>
<tr>
<td>30 points</td>
<td>10.0%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>45 points</td>
<td>15.0%</td>
</tr>
<tr>
<td>Theories Research Paper (Movie)</td>
<td></td>
</tr>
<tr>
<td>39 points</td>
<td>13.0%</td>
</tr>
<tr>
<td>Post-Personal Counseling Model</td>
<td></td>
</tr>
<tr>
<td>30 points</td>
<td>10.0%</td>
</tr>
<tr>
<td>Case Studies/Theoretical Synopsis</td>
<td></td>
</tr>
<tr>
<td>33 points</td>
<td>11.0%</td>
</tr>
<tr>
<td>Family Systems Presentation</td>
<td></td>
</tr>
<tr>
<td>33 points</td>
<td>11.0%</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td>45 points</td>
<td>15.0%</td>
</tr>
</tbody>
</table>
| Total                                    | 300 points                      | 100%
### IX. Course Schedule and Policies

#### A. Course Schedule and Assignments

<p>| Week 1 | 8/30/2011 | ORIENTATION (Syllabus, Blackboard, Theoretical Instructional Model &amp; Group Formation…) CHAPTER 1 INTRODUCTION AND OVERVIEW THEAPEUTIC APPROACHES (11)/INTAKE INTERVIEW AND AUTOBIOGRAPHY OF CASE STUDY/STAN |
| Week 2 | 9/6/2011 | THE COUNSELOR: PERSON AND PROFESSIONAL Read Chapters 2 and 3 (Case Study) Assignment Due: Theories Research &amp; Case Study Movie Selection &amp; Submission Date (Netflix or Blockbuster) |
| Week 3 | 9/13/2011 | THE COUNSELOR: ETHICAL ISSUES Read Chapter 3 Assignment Due: Complete Pre-Personal Counseling Model and address all five stages. |
| Week 4 | 9/20/2011 | PSYCHOANALYTIC THERAPY CASE/LECTURE/VIDEO/EXPERIENTIAL ACTIVITIES/THEORETICAL INSTRUCTIONAL MODEL Read Chapter 4 Assignment Due: Complete Case Study and Theoretical Synopsis |
| Week 5 | 9/27/2011 | ADLERIAN THERAPY CASE/LECTURE/VIDEO/EXPERIENTIAL ACTIVITIES/THEORETICAL INSTRUCTIONAL MODEL Read Chapter 5 Assignment Due: Complete Case Study and Theoretical Synopsis and Theories Research Paper &amp; Case Study (1/3 of class) |
| Week 6 | 10/4/2011 | EXISTENTIAL THERAPY CASE/LECTURE/VIDEO/EXPERIENTIAL ACTIVITIES/THEORETICAL INSTRUCTIONAL MODEL Read Chapter 6 Assignment Due: Complete Case Study and Theoretical Synopsis |
| Week 7 | 10/11/2011 | PERSON-CENTERED THERAPY CASE/LECTURE/VIDEO/EXPERIENTIAL ACTIVITIES/THEORETICAL INSTRUCTIONAL MODEL Read Chapter 7 Assignment Due: Complete Case Study and Theoretical Synopsis |
| Week 8 | 10/18/2011 | GESTALT THERAPY CASE/LECTURE/VIDEO/EXPERIENTIAL ACTIVITIES/THEORETICAL INSTRUCTIONAL MODEL Read Chapter 8 Assignment Due: Complete Case Study and Theoretical Synopsis |
| Week 9 | 10/25/2011 | Midterm Exam Chapters 1-8 and Theories Research Paper &amp; Case Study (1/3 of class) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| Week 9 | 11/1/2011 | Behavior Therapy | Case/Lecture/video/experiential activities/theoretical instructional model  
Read Chapter 9  
Assignment Due: Complete *Case Study and Theoretical Synopsis* |
Read Chapter 10  
Assignment Due: Complete *Case Study and Theoretical Synopsis* |
| Week 11 | 11/15/2011 | Reality Therapy/Feminist Therapy | Case/Lecture/video/experiential activities/theoretical instructional model  
Read Chapters 11 and 12  
Assignment Due: Complete *Case Study and Theoretical Synopsis* |
| Week 12 | 11/22/2011 | Postmodern Approaches | Case/Lecture/video/experiential activities/theoretical instructional model  
Read Chapter 13  
Assignment Due: Complete *Case Study and Theoretical Synopsis* and *Theories Research Paper & Case Study (1/3 of class)* |
Read Chapter 14- Presentations  
Assignment Due: Complete *Case Study and Theoretical Synopsis*,  
*Family Systems Therapy Presentations (all)*, and *Post-Counseling Model Paper (1/2 of class)* |
| Week 14 | 12/6/2011 | Integrative Perspective -1 and 2 | Read Chapter 15  
Assignment Due: Complete *Case Study and Theoretical Synopsis*,  
*and Post-Counseling Model Paper (1/2 of class)* |
| Week 16 | 12/13/2011 | Final Exam | Chapters 8-15 |

**B. Class Policies**

- Students are expected to attend all class, be on time, and actively participate.
- Class attendance is an important aspect of the course and students are expected to be present for every class. Students are expected to sign-in on the attendance roster upon arrival to class. This is not the responsibility of the instructor. At 4:20 p.m., the signature line will be highlighted, which serves as an indication of being absent or late. If you are late, you will sign over the highlighted section.
- Students are expected to be courteous by turning off cell phones and/or other
electronic devices during class.

- Students are expected to notify the professor if an unavoidable absence is required and he/she should consult with small group members about class notes, handouts, and/or exercises.
- Students are expected to consult Blackboard to prepare for assignments ahead of time. All late assignments will receive a ten-percent late penalty.
- Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.
- Students please consult with professor before deciding to drop a class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check for the last day to drop a class with an automatic grade of “W” this term.
- All papers and assignments must be typewritten, in APA format. APA format is an expectation, and will be included on all rubrics. Students should strive for mastery of APA.
- This syllabus is a working document and may be adjusted within the course of the semester.

X. **Textbook**

*The textbook adopted for this course is:*


*Optional Texts:*


**Web Resources**

- Class Notes and Assignments: [http://www.tamucc.edu](http://www.tamucc.edu)
- Current Students SAIL / Blackboard
- Counseling Listserv: [http://listserv.tamucc.edu/mailman/listinfo/counsel-list](http://listserv.tamucc.edu/mailman/listinfo/counsel-list)
- ISLANDER e-mail account (First, go to S.A.I.L. for your new ID #,Next, go to [http://newuser.tamucc.edu](http://newuser.tamucc.edu) for your new e-mail account)
XI. Bibliography


XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2,01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Example Case Study Outline

Name:__________________________________ Date:_________________________________

Theory:________________________________________________________________________

Response to Question #1: As an example, your response is typewritten. If questions are double-barreled, make certain to answer each question within the main question. Keep your responses succinct and specific.

Additional Information from TIM: _________________________________________________
______________________________________________________________________________
______________________________________________________________________________
This portion is hand-written and will allow for the instructor to see additional information added from the TIM process.

Example Theoretical Synopsis

Name:__________________________________ Date:_________________________________

Name of theory: ________________________ Theoretical Paradigm: ________________________
Prominent Theorist (s) ________________________
Basic Assumptions of Human Nature:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Population Served:

Goals of Counseling
___________________________________________________________________________
___________________________________________________________________________

Techniques and Approaches
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Theoretical Instructional Model

- Vocabulary Development Station 15
- Role Play Station (Instructor & Students) 20
- Theoretical Overview (B) & Chapter Quiz (E) (Instructor) 30 and 15
- Multicultural/Limitations Station 15
- LPC/NCE Audio & Encyclopedia of Counseling Station 20
- Case Study (Stan) 20
- Reflection/Discussion 15

Considerations (include strengths and weaknesses)

Supporting Research