INSTRUCTOR INFORMATION:

Instructor: Manuel X. Zamarripa, Ph.D, LPC-S

Office Hours: T:11-12, W:1-6, H:11-12 and by appt.

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I. Course Description

CNEP 5308 Counseling Theories 3 semester hours
This course provides an overview of the major theories and techniques in
counseling practice. 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 licensing.

II. Rationale

This course is designed to give students an overview of the counseling profession and to
help examine personal motives for becoming helpers. It should be taken early in a
student’s counselor preparation program.

III. State Adopted Proficiencies for School Counselors

1. Understanding the counseling and consultation theories and practices, career
development theories, and assessment.
2. Creating an environment which supports creative problem solving.
3. Promoting the worth dignity, individuality and potential of individuals.
4. Using theories of individual and group counseling.
5. Understanding of needs assessment.
6. 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 meets 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. **CACREP 2009 Standards**

CACREP Standard II G-2-c theories of multicultural counseling, identity development, and social justice;
CACREP Standard II G-3-g theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;
CACREP Standard II G-5-b counselor characteristics and behaviors that influence helping processes;
CACREP Standard II G-5-c essential interviewing and counseling skills;
CACREP Standard II G-5-d counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to 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.

**Clinical Mental Health Counseling Core Areas**

CACREP 2009 Standard A. 2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
CACREP 2009 Standard A. 5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
CACREP 2009 Standard C. 1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
CACREP 2009 Standard 2. 8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
CACREP 2009 Standard D. 2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
CACREP 2009 Standard D. 5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
CACREP 2009 Standard E. 1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
CACREP 2009 Standard E. 2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
CACREP 2009 Standard E. 3. Understands 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 2009 Standard F. 3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
CACREP 2009 Standard G. 1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

Marriage and Family Counseling Core Areas
CACREP 2009 Standard A. 5. Understands a variety of models and theories of marriage, couple, and family counseling.
CACREP 2009 Standard D. 1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
CACREP 2009 Standard F. 4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

School Counseling Areas
CACREP 2009 Standard C. 1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
CACREP 2009 Standard D. 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
CACREP 2009 Standard M. 5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

VI. Course Objectives/Learning Outcomes (LO)
This course is designed to meet CACREP II, 2009 standards and infuses the State Adopted proficiencies and the TExES competencies listed above to enable students to:

1. Know counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills. (CACREP Standard II-K-5-a A)
   LO: Recognizes counselor and consultant characteristics and behaviors that influence helping processes and becomes aware of personal characteristics, orientations, and skills as measured by a self-inventory.

2. Understand essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. (CACREP Standard II-K-5-b B.)
LO: Demonstrates interviewing and counseling skills through role-plays and classroom practice.

3. Examine the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and have an opportunity to apply the theoretical material to case studies.
   LO: Applies theoretical material for each of the theories to case studies and discusses weekly in small group.

4. Explore models of counseling that are consistent with current professional research and practice in the field and will develop a personal model of counseling. (CACREP Standard II-K-5-c C)
   LO: Begins to develop a personal model of counseling as measured by end of semester project, developing a Personal Counseling Model.

5. Explain a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. (CACREP Standard II-K-5-d D)
   LO: Gains knowledge of family and other systems theories using case studies.

6. Have a general framework for understanding the historical development and practicing of consultation. (CACREP Standard II-K-5-e E)
   LO: Recognizes essential concepts related to the consultation's history, its practice measured by the Midterm Examination

7. Integrate technological strategies and applications within counseling and consultation processes. (CACREP Standard II-K-5-f F)
   LO: Uses technology to enhance applications within counseling and consultation

VII. 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.

VIII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; value clarifications)
C. Field Experiences (community resource use; case studies;)

IX. Evaluation and Grade Assignment
Quizzes (3—20 pts ea.) 60 points
Theory Paper 45 points
Presentation 20 points
Total 125 points

WRITING ASSIGNMENTS:

To get full credit on written assignments, use American Psychological Association Publication Manual (6th Ed.) guidelines. All written assignments should use 12 point font, Times New Roman, 1” margins on top and bottom; 1” to 1.25” (default on MS Word) for left and right margins.

Written assignments are weighted equally across three categories: content, structure, and style.

All assignments due for a given day will be collected at the beginning of class. Any assignment not turned in at the time of collection will be considered late. All late assignments receive a letter grade deduction. No late assignment will be accepted one week after due date. Any assignments not turned in by the last day of class will not be graded.

I understand that unforeseen circumstances occur. Stay on top of your work. Life events happen, computers break down, etc. If your plan is to print a document on its due date, you are taking increased risks. Please take care of yourselves in this regard.

1. Theory Paper: Choose two theories of most interest to you. Using your textbook and 2 original sources for each theory (that is a total of 5 references), write a comparison/contrast paper. You will cover the following topics (as separate headings) as you compare and contrast two theories:

   Nature of person
   Emotional maladjustment or development of Psychopathology
   Counselor/client relationship
   Role of the Counselor
   Role of the Client
   Therapeutic goals
   Multicultural Considerations
   The theory that you feel more personally aligned with and why

   *The paper must follow APA guidelines* and should not exceed 5 – 7 pages (excluding the title page and references. You will be graded according to APA style, writing and organization, content, and references. Original source is defined as a journal article or book authored or co-authored by a major contributor of that particular theory.

2. Exams: Three exams will be administered and will be based on course objectives, readings and class notes. Each exam is worth 20 points. Think of them as little quizziepoos.

3. Presentation: Working in teams of two or three, you will present three techniques from one theory that is covered in class that demonstrates:
a. How the technique fits with the theory
b. The purpose of the technique (what you/client are hoping to learn, highlight, change, etc…by using the technique)
c. When you would use the technique & with whom
d. Contraindications (when not to use the technique)
e. Multicultural considerations
f. How to do the technique (role playing)

A 3-7 page paper will be turned in to the instructor and a copy for each classmate on the day of your presentation covering the previously mentioned information (with the exception of (f)). Each paper will use the mentions subjects as headings in the paper. Each presentation will be about 20 – 40 minutes long.

X. Tentative Course Schedule and Policies

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tr>
<td>6/5</td>
<td>Introduction: How to critique a theory.</td>
<td>Chapter 1</td>
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<td>Counselor as a Person Ethics</td>
<td>Chapters 2-3</td>
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<td>6/7</td>
<td>Freudian Psychoanalytic Theory</td>
<td>Chapter 4</td>
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<td>Adlerian Individual Psychology</td>
<td>Chapter 5</td>
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<td>6/12</td>
<td>Exam #1</td>
<td>Chapters 1-5</td>
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<td>Existential</td>
<td>Chapter 6</td>
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<td>Person Centered Therapy</td>
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<td>Gestalt Therapy</td>
<td>Chapter 8</td>
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<td>6/14</td>
<td>Behavior Therapy</td>
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<td>Cognitive Therapy</td>
<td>Chapter 10</td>
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<td>6/19</td>
<td>Exam #2</td>
<td>Chapters 6-10</td>
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<td>6/21</td>
<td>Reality Therapy</td>
<td>Chapter 11</td>
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<td>6/26</td>
<td>Postmodern Approaches</td>
<td>Chapter 13</td>
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<td>6/28</td>
<td>Feminist Therapy</td>
<td>Chapter 12</td>
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<td>Presentations</td>
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<td>7/3</td>
<td>Systemic/Family Therapies</td>
<td>Chapter 14</td>
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<td>Presentations</td>
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<tr>
<td>7/5</td>
<td>Paper due</td>
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My attendance policy:
- Upon your second absence, you will have a 10% deduction in your grade.
  Three absences will result in an administrative drop or failing grade.
XI. Textbook

The textbook adopted for this course is:

Optional Texts:


XII. Bibliography


Neukrug, E.S. (201) Assessment of your theoretical and conceptual orientations from http://www.odu.edu/~eneukrug/therapists/survey.html

XIII. 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.

XIV. 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.