I. Course Description

The course will examine the historical, theoretical, ethical, and philosophical foundations in counseling. We will explore major theories of counseling and psychotherapy including an in depth study of one’s personal practice theory. Projects may include development, research, utilization, and evaluation of theoretical applications in school and community settings. We will address the relevance of theories in counselor education and supervision. Admission to doctoral program required for enrollment.

II. Rationale

This course serves as one of the foundation courses of the Ph.D. program in Counselor Education and is designed to address the history, research, efficacy and current use of individual and group theories.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counseling

NA

IV. TExES Competencies

NA

V. This course is designed to meet the following CACREP Doctoral Standards for content areas and Student Learning Outcomes.

A. CACREP Standards:
   1. II-C-1. Theories pertaining to the principles and practice of counseling, group work, and crisis/trauma.
   2. IV-G-1. Knowledge of the major counseling theories, including their strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations.
   4. IV-G-3. The research base for existing counseling theories.

B. Student Learning Outcomes:
   1. Students will learn theories pertaining to the principles and practice of counseling, group work, and crisis/trauma as evidenced by scores of a class presentation and responses on a comprehensive exam (see rubrics)
   2. Students will demonstrate knowledge of the major counseling theories, including their strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and
ethical/legal considerations as evidenced by class presentations, responses on a comprehensive examination, and a theory paper. (see rubrics)

3. Students will learn various methods for evaluating counseling effectiveness as evidenced by class discussion and responses on a comprehensive exam. (see rubrics)

4. Students will demonstrate understanding of the research base for existing counseling theories by a seminal works presentation (see rubrics) and a theory paper.

VI. Course Topics

Major topics or projects will be related to the following theories and themes in individual and group counseling and psychotherapy: psychodynamic, person-centered and existential, cognitive and behavioral, affective humanistic/experiential and multicultural systems. Special topics may include multicultural issues in counseling, postmodern influences, eclectic approaches vs. integrated theories, counseling efficacy, and current theories of trauma resolution.

VII. Instructional Methods and Activities

The course will be taught in seminar fashion and include readings, discussion, research, projects, student presentations, and examination. Activities will include the following:

1. Complete reading assignments and participate in seminar discussions.

2. Theory Presentation: Students will each present a group and individual theory in a manner appropriate for a master’s level course session. It is expected that you will present information, promote dialogue, and facilitate learning. Active learning exercises are encouraged. Each session should be at least 1.5 hours. You will turn in your preparation materials (which may include Power Point slides, handouts, activities directions, etc.) and a theory outline by posting them to Blackboard. In addition, you will provide 2 essay questions with grading rubric or 5 multiple choice questions with answers provided. Assignments for presentations will occur in the first class period.

3. Each student will evaluate each theory presentation using the form provided on Blackboard and the syllabus. Feedback should be constructive, professional, and designed to assist your colleagues in developing effective teaching skills. All forms will be turned in to the instructor first, and will be distributed to presenters after review.

4. Seminal Works Facilitation: Each student will read a seminal work of their choice for two theories covered in the course. Using Blackboard, notify the instructor of your top four choices prior to the 2nd class meeting, excluding the topic of your theory presentation. Assignment of seminal works facilitation will occur in the 2nd class. Facilitators will review key concepts and ideas from the seminal work and facilitate a dialogue of reactions and reflections on those ideas and how they relate to current understanding and implementation of counseling approaches. Students will notify professor about their reading choices the week prior to the relevant theory.

5. Research Paper: A literature review paper, appropriate for professional publication and using APA format must be completed. The paper should be 15-20 pages, including bibliography, and may address either (1) a non-traditional theoretical approach or other approach not covered in the text, including major points of the theory, research, attention to issues of diversity, and potential applications or (2) a specific theory covered in class, including major research about that theoretical orientation in terms of outcome and effectiveness,
applications, and diversity concerns. Either choice should include implications for counselor educators. You must turn run your paper through www.turnitin.com Due Dec 2.

7. Contribute to annotated bibliography for class by collaborating with fellow students to research literature for theoretical applications of counseling in a variety of settings as well as other topics addressed in class. Submit via Blackboard to instructor and class. Due Dec. 5

8. Complete in-depth examination. Completion date: 12-5

9. Class participation as measured by the enclosed rubric.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
<td>20 pts. total</td>
</tr>
<tr>
<td>Theory Presentation</td>
<td>25%</td>
<td>100 pts. total</td>
</tr>
<tr>
<td>Seminal Works Facilitation</td>
<td>15%</td>
<td>50 pts. total</td>
</tr>
<tr>
<td>Theory Paper</td>
<td>25%</td>
<td>100 pts. total</td>
</tr>
<tr>
<td>Midterm</td>
<td>10%</td>
<td>30 pts. total</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
<td>200 pts. total</td>
</tr>
</tbody>
</table>

Total 100% 500 pts. Total

A student must achieve 350 of the above points to receive credit for this course. Grades will be assigned based on cumulative points: 500-450 A, 449-400 B, 399-350 C. Students who do not reach minimal levels of competency may be given the option of continuing their learning experience in an attempt to upgrade skills to an acceptable level.

IX. Course Schedule and Policies

A. Instructor:

B. Because this course is taught as a seminar and is shared by participants, it is not possible to make up material missed in class. Plan to attend all class meetings. Students are expected to adhere to the Ethical Guidelines of the American Counseling Association and the Association for Counselor Education and Supervision when engaged in counseling, teaching, and/or scholarly activities. Unethical conduct may result in grade penalty or other consequences according to departmental guidelines. All written assignments are to follow APA (6th ed.) style. Failure to follow APA style and failure to adequately proofread your assignments will result in non-acceptance of the assignment or grade reduction.

B. Class Schedule of CNEP 6310 Advanced Theories in Individual and Group Counseling
Each theory presentation will address the theory’s strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-29</td>
<td>Orientation, Definitions and Importance of Theory, Introduction to Blackboard, Assignments, Personal Practice Theory</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>
| 9-5    | Contemporary Issues  
Psychoanalysis (individual and group)                                | Chapter 15  
Seminal Works Dialogue            |
| 9-12   | Adlerian Therapy(individual and group)                                  | Chapter 3  
Seminal Works Dialogue            |
| 9-19   | Analytical Therapy(individual and group)  
Chapter 4                                    | Seminal Works Dialogue      |
| 9-26   | Client Centered Therapy(individual and group)  
Chapter 5                                    | Seminal Works Dialogue      |
| 10-3   | Gestalt Therapy(individual and group)                                   | Chapter 10  
Seminal Works Dialogue            |
| 10-10  | Behavioral Therapy(individual and group)  
Chapter 7                                    | Seminal Works Dialogue      |
| 10-17  | Rational Emotive Therapy(individual and group)  
Chapter 8                                    | Seminal Works Dialogue      |
| 10-24  | Reality Therapy(individual and group)                                   | Chapter 11  
Seminal Works Dialogue            |
| 10-31  | Contemplative Therapies (individual and group)  
Chapter 13                                    | Seminal Works Dialogue      |
| 11-7   | Trauma Resolution Theories(Individual and group)  
Chapter 13                                    | Seminal Works Dialogue      |
| 11-14  | Integrative Psychotherapies (individual and group)  
Chapter 14                                    | Seminal Works Dialogue      |
| 11-21  | Multicultural Approaches(individual and group)  
Theory Paper Due                                    | Seminal Works Dialogue      |
| 11-28  | Postmodern and Feminist Theories                                       |                             |
| 12-5   | **Final Exam** (comprehensive)                                         | Annotated Bibliography Due |

X. Textbooks
Other reading as assigned.

XI. Selected Bibliography


DeShazer, S. (1994). Words were originally magic. New York: W. W. Norton.


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 Rule 13.02.99.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 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.

Evaluation Rubrics
Class Participation

Each person will be encouraged to participate in all learning activities. You will be provided choices in order to address your learning style and comfort with self-disclosure. While I will solicit input from peers regarding your contribution to group activities, you will not be evaluated by fellow students. We will embrace a collaborative rather than a competitive model for group interactions. Each person makes contributions; each person receives feedback and support.

Participation will be measured in the following manner. Overall class participation will be determined by a score assigned by the instructor based upon input from the entire class and one’s self evaluation. At the end of the course, all class members will submit a list of major participants (at least three persons) with corresponding brief descriptions of their contributions. The instructor will review the lists and contributions and compile anonymous feedback for participants. Each person will score her or his own level of participation, providing a paragraph in support of the rating. The instructor will use the self evaluation and peer input to assign a score for participation according to the following criteria. Students can also use the attached rubric for feedback.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-50</td>
<td>Made significant contributions and offered input during each class meeting</td>
</tr>
<tr>
<td>30-39</td>
<td>Made one or more significant contributions and offered input during half of the class meetings</td>
</tr>
<tr>
<td>20-29</td>
<td>Offered input during at least half of the class meetings</td>
</tr>
<tr>
<td>10-19</td>
<td>Offered input during less than half of the class meetings</td>
</tr>
<tr>
<td>&lt;10</td>
<td>Rarely offered input during class meetings</td>
</tr>
</tbody>
</table>

Theory Presentation

See attached rubrics (one for professor, one for the students)
Percent correct out of 200 objective items, based primarily on the textbook.

**Theory Paper**

1. Abstract and introduction 0-10 points ______

2. Literature review pertinent 0-10 points ______

3. Literature review focused 0-10 points ______

4. Research critiqued 0-10 points ______

5. Conclusions drawn 0-10 points ______

6. Recommendations 0-10 points ______

7. Implications pertinent to counselor education readership and diversity concerns 0-10 points ______

8. Sufficient detail provided so Approach can be implemented or evaluated 0-10 points ______

9. Writing style/grammar 0-10 points ______

10. APA format (including references) 0-10 points ______

TOTAL 0-100 points ______
## Classroom Participation Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree to which student integrates course readings into classroom participation</td>
<td>often cites from readings; uses readings to support points; articulates &quot;fit&quot; of readings with topic at hand (4 points)</td>
</tr>
<tr>
<td>Interaction/participation in classroom discussions</td>
<td>always a willing participant, responds frequently to questions; routinely volunteers point of view (4 points)</td>
</tr>
<tr>
<td>Interaction/participation in classroom learning activities</td>
<td>always a willing participant; acts appropriately during all role plays; etc., responds frequently to questions; routinely volunteers point of view (4 points)</td>
</tr>
<tr>
<td>Demonstration of professional attitude and demeanor</td>
<td>always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class (4 points)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
</tr>
</tbody>
</table>

16 points = a score of 50 for **Classroom Participation Grade**
9 points = a score of 29
### Oral Presentation Rubric
(Professor’s Assessment)

**Teacher Name:**

**Student Name:** _____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Stays on Topic</td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td>Use of Activity</td>
<td>Activity show considerable preparation and is explained clearly and adds to the understanding of the topic.</td>
<td>Activity is well thought out and adds to the understanding of the topic and is explained clearly.</td>
<td>Activity shows a good understanding of parts of the topic and is explained with some difficulty.</td>
<td>Activity does not seem to relate to the topic very well and is poorly explained.</td>
</tr>
<tr>
<td>Use of Power Point</td>
<td>Student uses a power point that shows considerable work/creativity and which makes the presentation better.</td>
<td>Student uses power point that shows work/creativity and which makes the presentation better.</td>
<td>Student uses power point which makes the presentation better.</td>
<td>The student uses a power point that shows little work and which detracts from the presentation.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest topic being presented.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td>Practicality</td>
<td>The information presented is highly practical and easily used in a master’s level theories counseling course</td>
<td>Information is mostly practical and could be helpful in a master’s level theories counseling course</td>
<td>Information might be useful in a master’s level theories counseling course.</td>
<td>Information is not at all practical for use in a master’s level theories counseling course.</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28 to 32=91 to 100 pts., 24 to 27=81 to 90 pts, 20 to 23=71 to 80 pts, 16 to 19=61 to 70 pts, <16 = 0 pts; Student Feedback Factored in as well.
# Evaluations for Oral Presentations (Student Feedback)

**Key**

- **SA** = Strongly Agree
- **A** = Agree
- **U** = Undecided
- **D** = Disagree
- **SD** = Strongly Disagree
- **NA** = Not Applicable

<table>
<thead>
<tr>
<th></th>
<th>The instructor seemed enthusiastic about the material that was presented.</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>I gained a good understanding of concepts and principles in this lecture.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>I believe this instructor was an effective teacher.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Grading rubric seemed fair.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>The instructor seemed well prepared for this class</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>The instructor treats students with respect.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>The instructor sets high standards for students.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>The instructor's presentation added to my understanding of the material.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>The instructor is sensitive to student difficulties in understanding this presentation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>The experiential portion of this presentation was helpful.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>On the whole, this is a good instructor.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>On the whole, this was a good presentation.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
13. Please comment on the degree of personal challenge you experienced as a student in this presentation.

14. Please comment on the way this presentation was managed and organized and on media if used.

15. Please comment on the quality of the learning environment in this presentation. Did the instructor establish a good atmosphere for learning?

16. Please comment on the overall effectiveness of this instructor. How might this instructor enhance his/her teaching effectiveness?

17. Please comment on both activities and handouts if used. What did you find helpful or interesting? What was not helpful or interesting?

THANK YOU FOR HELPING THE PRESENTER