CNEP 5308:002  
Meet: Thursday 7:00 - 9:30
Instructor: Frederick Capps, Ph.D., LPC-S, NCC, ICAADC  
Office and office hours: By appointment  
Location: OCNR 255  
Semester: Fall 2013  
Office telephone: (361) 825-2442 (Shannon Jackson)  
Email: dr.fred@cappsand.com

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 *Personal Counseling Model* and earning a grade of B or above. See Rubric B in section XIV.

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 completion grade. See Rubric C in section XIV.

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 homework assignment, *Family Systems Therapy* and receiving a homework completion grade. See Rubric A in section XIV.

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. See Rubric C in section XIV.

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 *Theory Outline* for each theory and receiving a homework completion grade. See Rubric D in section XIV.
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. The Theoretical Instructional Model 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 auditory, visual, and kinesthetic modalities. Students will rotate through the 20 minute stations first, and then through the 15 minute stations.

B. The Lecture Model is a traditional instructional method which includes discussion and PowerPoint slides.

C. The Integrative Case Study Approach includes individual case preparation, small and large group discussion, mini-lecture, video presentation of theory, reflection, and role-play.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

Major Course Requirements

A. Examinations:

There are two examinations, a midterm and a final. 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.

B. Personal Counseling Model Paper Guidelines

1. Take the Pre and Post Assessment of Your Theoretical and Conceptual Orientations: (Neukrug, E.S. (2011)

2. Develop Personal Counseling Model

3. Create a fictitious client and apply your model

4. See Rubric 2 in section XV for details.

C. Homework:

Case studies and theory outlines are prepared in advance of the class session to ensure full class participation and to earn a homework grade and other assignments as needed.

The grading system is based on the accumulation of points.

A. Method of Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>16.7%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>33.3%</td>
</tr>
<tr>
<td>Personal Counseling Model</td>
<td>100</td>
<td>33.3%</td>
</tr>
<tr>
<td>Homework/Case Studies</td>
<td>36</td>
<td>12.0%</td>
</tr>
<tr>
<td>Group/Class Participation</td>
<td>14</td>
<td>04.7%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
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B. Grading Scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>270 - 300</td>
<td>A</td>
</tr>
<tr>
<td>240 - 269</td>
<td>B</td>
</tr>
<tr>
<td>210 - 239</td>
<td>C</td>
</tr>
<tr>
<td>180 - 209</td>
<td>D</td>
</tr>
<tr>
<td>160 - 179</td>
<td>F</td>
</tr>
</tbody>
</table>
### IX. Course Schedule and Policies

#### A. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Course Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5</td>
<td>Week 1</td>
<td>Orientation (Syllabus, Blackboard, Instructional Models, Class Structure, Group Formation…) Chapter 1 Introduction and Overview</td>
</tr>
<tr>
<td>September 12</td>
<td>Week 2</td>
<td>The Counselor: Person and Professional/Ethical Issues Read Chapters 2 and 3 (Experiential Class Activity)</td>
</tr>
<tr>
<td>September 19</td>
<td>Week 3</td>
<td>Psychoanalytic Therapy Read Chapter 4 (Case Study and Theory Outline)</td>
</tr>
<tr>
<td>September 26</td>
<td>Week 4</td>
<td>Adlerian Therapy Theoretical Instructional Model (TIM) Groups/Station/CASE STUDY Read Chapter 5 (Case Study and Theory Outline)</td>
</tr>
<tr>
<td>October 3</td>
<td>Week 5</td>
<td>Existential Therapy Theoretical Instructional Model (TIM) Groups/Station/CASE STUDY Read Chapter 6 (Case Study and Theory Outline)</td>
</tr>
<tr>
<td>October 10</td>
<td>Week 6</td>
<td>Person-Centered Therapy Theoretical Instructional Model (TIM) Groups/Station/CASE STUDY Read Chapter 7 (Case Study and Theory Outline)</td>
</tr>
<tr>
<td>October 17</td>
<td>Week 7</td>
<td>Gestalt Therapy Lecture Discussion Model Read Chapter 8 (Case Study and Theory Outline) Take home Midterm Exam Chapters 1-7 Distributed</td>
</tr>
<tr>
<td>October 24</td>
<td>Week 8</td>
<td>Take home Midterm Exam Chapters 1-7 Due Behavior Therapy Lecture Discussion Model Read Chapter 9 (Case Study and Theory Outline)</td>
</tr>
<tr>
<td>October 31</td>
<td>Week 9</td>
<td>Cognitive Behavior Therapy Lecture Discussion Model Read Chapter 10 (Case Study and Theory Outline)</td>
</tr>
<tr>
<td>November 7</td>
<td>Week 11</td>
<td>Reality Therapy/Integrative Model Case/Lecture/Video/Experiential Activities Read Chapters 11 and 12 (Case Study and Theory Outline)</td>
</tr>
<tr>
<td>November 14</td>
<td>Week 12</td>
<td>Feminist Therapy/Postmodern Approaches Integrative Model Case/Lecture/Video/Experiential Activities Read Chapter 12 and 13 (Case Study and Theory Outline)</td>
</tr>
<tr>
<td>November 21</td>
<td>Week 13</td>
<td>Family Systems Therapy Integrative Model Case/Lecture/Video/Experiential Activities Read Chapter 14 (Case Study and Theory Outline) Presentations Due</td>
</tr>
<tr>
<td>December 5</td>
<td>Week 14</td>
<td>Integrative Perspective -1 Read Chapter 15 (Case Study) Take home Final Exam Distributed</td>
</tr>
<tr>
<td>December 12</td>
<td>Week 15</td>
<td>Take home Final Exam Due @ 7:00 PM</td>
</tr>
</tbody>
</table>

Note: November 15 Last Day to Drop a Class-December 9 Last Day to withdraw from the University December 10 Last Day to Apply for May 2014 Graduation
B. Class Policies

- Students are expected to attend all class and to be on time.
- 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. Points (15) will be deducted from the final grade for three or more absences except in extenuating circumstances.
- Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty. All late assignments will receive a 10% late penalty.
- Students are expected to participate actively in class and complete journal assignments.
- 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.(See Course Schedule)

X. Textbook

*The textbook adopted for this course is:*


*Optional Texts:*


*Web Resources*

1. Class Notes and Assignments: [https://bb9.tamucc.edu/webapps/login/](https://bb9.tamucc.edu/webapps/login/)

2. Counseling Listserve: [http://listserv.tamucc.edu/mailman/listinfo/counsel-list](http://listserv.tamucc.edu/mailman/listinfo/counsel-list)

3. 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](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.

XIV. Emergency Contingency Plan
In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.

XV. Assignments and Rubrics

1. Family Systems Therapy
   Group Assignment:
   • Name of theory: Family Systems Therapy
   • Theoretical Paradigm: Systems
   • Prominent Theorists as Assigned: Alfred Adler, Murray Bowen, Rudolf Dreikurs, Salvador Minuchin, Virginia Satir, Carl Whitaker, Other
   • Provide the following information for the theorist:
     Major Focus
     Basic Assumptions of Human Nature
     Key Concepts
     Goals of Counseling
     Role and Function of Family Therapists
     Techniques and Approaches
     Considerations (include strengths and weaknesses)
   • Define Key terms:
     Boundary
     Coaching, Coalition, Conjoint family therapy
     Differentiation of self, Disengagement
     Enactment, Enmeshment, Experiential therapy
     Family dysfunction, Family life cycle, Family life-fact chronology, Family of origin
     Family rules, Family sculpting, Family structure, Functional family
     Genogram
     Hierarchical structure, Human validation process model
     Identified patient
     Joining
     Metaframeworks, Multigenerational transmission process, Multilensed process of Family Therapy
     Paradoxical directive
     Reframing
Strategic therapy, Structural therapy
Triangle, Triangulation
Create a visual presentation
Present in class

**Homework Grade:** Credit/No Credit

*Rubric for Credit: Completed all questions as assigned.*
2. **Personal Counseling Model Paper Guidelines/Rubric**

**A. Complete steps 1 and 2 below.**

   [http://www.odu.edu/~eneukrug/therapists/survey.html](http://www.odu.edu/~eneukrug/therapists/survey.html)  **3 Pts/Points Earned ____**

   [http://www.odu.edu/~eneukrug/therapists/survey.html](http://www.odu.edu/~eneukrug/therapists/survey.html)  **3 Pts/Points Earned ____**

**B. Use APA style (Title page, font, double-spaced, outline, and references)**  
   **5 Pts/Points Earned ____**

**C. Apply Halbur and Halbur’s (2011) Intentional Theory Selection Model, (ITS):**

   a. **LIFE PHILOSOPHY** - Examine your views, beliefs, and values through which you see the world around you. Include:
      - What has shaped your life?  **3 Pts/Points Earned ____**
      - How do you see others?  **3 Pts/Points Earned ____**
      - What keeps you going?  **3 Pts/Points Earned ____**
      - What gives you inspiration?  **3 Pts/Points Earned ____**

   b. **SCHOOL OF THOUGHT**
      - Identify the theoretical paradigm that fits your worldview.  **2 Pts/Pts Earned ____**

   c. **THEORIES**
      - Describe two theories for each paradigm  **1 Pt each=10 Points/Pts Earned ____**
      - Identify the theory or theories that best fit your view of human nature, values, and beliefs.  **2 Pts/Pts Earned ____**
      - Comparing and contrasting two theories within the school of thought you identified with above.  **6 Pts/Pts Earned ____**

   d. **GOALS AND TECHNIQUES**
      - Explain goals and techniques for your theoretical model.  **5 Pts/Pts Earned ____**
      - Describe five techniques you will consider using with your clients  **5 Pts/Pts Earned ____**

**D. Create a fictitious client and apply your model.**

   a. Write a Case. (Client description, presenting problem, intervention, session #).  **8 Pts/Points Earned ____**

   b. Respond to the following questions:
      - How does your life philosophy affect your view of your Client?  **2 Pts/Points Earned ____**
      - What theory or theories will you use with your Client?  **2 Pts/Points Earned ____**
      - What goals will you set?  **2 Pts/Points Earned ____**
      - What techniques will you use in your work with your Client?  **2 Pts/Points Earned ____**

   c. Write a dialogue with 10 counselor responses from any place in the session
E. Compare and contrast the Pre and Post results of the Assessment of Your View of Human Nature and Theoretical Orientation.

a. Write a one-page summary
   Address: consistencies, changes, and surprises 3 Pts each =9 Pts/Pts Earned _____

b. Attach the hard copies of the Pre and Post Assessments at the end of your final project.
   2 Pts/Points Earned _____

Note: Thanks and enjoy the process of discovering self!

3. Case Studies
Eleven theories will be assigned as homework throughout the semester. Each theory will be applied to the same case study. Case studies are prepared in advance of the class session to ensure full class participation and to earn a homework grade: Credit/No Credit.

Rubric for Credit: Completed all questions as assigned.

Example:
Case 1 Stan (Psychoanalytic Therapy)
The psychoanalytic approach focuses on the unconscious psychodynamics of Stan’s behavior.

At the present time Stan (35) works in construction. He likes building houses, but probably won’t stay in construction for the rest of his life. He says he has always had difficulty getting along with people. He could be called a “loner”. Stan likes people in his life, but he does not seem to know how to stay close to people. He thinks that is probably the reason he drinks. He is not good at making friends or getting close to people. He stresses that he probably drinks a bit too much because he is scared when it comes to socializing. Stan doubts that others find him interesting. He feels anxious much of the time. He thinks about suicide when he feels hopeless. He wants to turn his life around and he has enrolled in college part-time. He plans to major in psychology. Stan has taken the first step and comes to you for counseling.

   1. How much interest would you have in Stan’s early childhood?
   2. What are some ways you would like to help Stan see patterns between his childhood issues and current problems?
   3. Consider the transference relationship that is likely to be established between you and Stan. How might you react to his making you into a significant person in his life?
   4. In working with Stan, what countertransference issues might arise for you?

4. Theory Outline
Name: ___________________________ Date: ___________________________

Name of theory: ___________________________

Theoretical Paradigm or School of Thought: ___________________________

Prominent Theorist(s) ___________________________

Key Concepts of Theorist(s): ___________________________

Therapeutic Goals of Counseling: ___________________________

Techniques and Approaches: ___________________________

Considerations (include contributions, strengths, weaknesses, and multicultural perspectives unique to this theory): ___________________________