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. 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)

### 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 mode
4. See Rubric featured on pages 9-10 for this assignment

C. Case Studies:
There are five case studies will be your homework to illuminate the theory that is featured for that week. Please refer to the course schedule to see which case study you will use for that week. The case studies will be uploaded to blackboard on January 31, 2013. Please see pages 10-12 of the syllabus to see an example of how to do this assignment.

D. Group Conceptualization Project:
This assignment is designed to help you conceptualize the issues your clients present to you as well as aid you in better understanding of your future clients worldview, values, norms, and challenges. Assigned groups will present on one person (either alive or deceased) Each group is required to create and turn in (1) a treatment plan for the selected client using the case conceptualization worksheet; (2) a timeline documenting the client’s issues that lead them to counseling; (3) compose 5 counseling probes that are based on the counseling theory featured for that week to ask your selected client. You must be able to discuss why you believe those probes would be beneficial for the client and why those probes will allow you to gather the information you need. The group can use resources provided in class, movies, articles, online media and books. The group should be able to provide concrete examples that will illuminate various concerns you have about your selected client. In an effort to be green, all required items must be emailed it via blackboard before the case presentation so students can follow along during the presentation. Failure to have any of the required items will result in a point deduction from your overall group grade.
Points to remember:
• Your classmates will grade your presentation as a group
• You must show why and how you picked your theory and probes used in your role play
• You must use a different theory for each presentation and your probes must be based on theory
• Use the case conceptualization worksheet as your guide on page 13 of the syllabus
• An example of the case conceptualization is available via blackboard

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>50</td>
<td>16.7%</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>Class Participation</td>
<td>14</td>
<td>04.7%</td>
</tr>
<tr>
<td>Group Conceptualization</td>
<td>50</td>
<td>16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Grading Scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<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>
</tbody>
</table>

IX. Course Schedule and Policies
### A. Course Schedule and Assignments
*(note course schedule is subject to change by the professor)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activities</th>
<th>Home Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 23</td>
<td><strong>Orientation</strong> (Syllabus, Blackboard, Class Structure, Group Formation...)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 1 Introduction and Overview</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Therapeutic Approaches (II)/Intake Interview</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework: Read Chapters 2 and 3; Bring in an ethical dilemma for next class</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 30</td>
<td>Class Activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Counselor: Person and Professional/Ethical Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Assessment of Your View of Human Nature and Theoretical Orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> Read Chapter 4 (Case Study #1)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Feb 6</td>
<td><strong>Class Activities:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychoanalytic Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Event/ Quiz/Lecture/Role Play/Group Conceptualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework: Read Chapter 5 (Case Study #2)</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 13</td>
<td><strong>Class Activities:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adlerian Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Event/ Quiz/Lecture/Role Play/Group Conceptualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> Read Chapter 6 (Case Study #3)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 20</td>
<td><strong>Class Activities:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Existential Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Event/ Quiz/Lecture/Role Play/Group Conceptualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> Read Chapter 7 (Case Study #4)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 27</td>
<td><strong>Class Activities:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Person-Centered Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Event/ Quiz/Lecture/Role Play/Group Conceptualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> Read Chapter 8 (Case Study #5)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>March 6</td>
<td><strong>Class Activities:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gestalt Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Event/ Quiz/Lecture/Role Play/Group Conceptualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> Study for Mid-Term Chapters 1-9</td>
<td></td>
</tr>
</tbody>
</table>
### 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 ten-percent late penalty.
• Students are expected to participate actively in class

• 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.

• **Classroom Climate:**

  The counseling profession is one that requires discussion and sharing of sensitive materials, hence we should strive to keep what is discussed and shared in class within the classroom. Students should be cognizant that classroom discussion and sharing is to benefit the growth of students, clients, and the professor. Remember to respect opinions despite whether they are divergent from your own. The classroom is a place to facilitate a climate of professionalism and respect at all times. The nature of this course is to provide a venue to train to be professional counselor. In order to allow your future clients to step outside their comfort zones to learn and grow, you must be willing to do the same. It is imperative that you be willing to trust the process and be comfortable in the knowledge there are no right or wrong techniques, courses of action, or answers, rather a different lens to view and conceptualize. This course also requires you to give and receive feedback from your peers and the professor. Feedback is given to allow a different lens to emerge in an effort to conceptualize issues without feedback no growth can occur.

  “Be willing to be uncomfortable. Be comfortable being uncomfortable.”

• **Student professionalism and decorum:**

  You are expected to treat class as a job and as such you are expected to conduct yourself as a professional at all times. In addition you should be mindful of your behavior and when communicating (via in person, phone, or e-mail, etc.) with faculty, university personnel, fellow students, as your behavior and professionalism are being evaluated at all times. Inappropriate behavior, communication, and decorum of any kind that is observed, reported or discovered will impact your grade, ability to complete the course, ability to graduate from the counseling program and ability to obtain recommendations from faculty in the program and at the university. **Examples of inappropriate behavior, decorum, communication includes, but is not limited to:** speaking/e-mailing/participating in negative commentary about the university, university professors or classmates; speaking/e-mailing/participating in negative commentary about the counseling program; not showing up for class, coming to class late, or not participating in classroom discussion; sleeping in class, and talking on cell phone or sending text messages during class.

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 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 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. Rubrics
Examples:
A. Personal Counseling Model Paper Guidelines/Rubric

A. Complete steps 1 and 2 below.
1. Complete the Pre-Assessment of Your View of Human Nature and Theoretical
Orientation (Neukrug, E.S. (2011) by WEEK 2. Bring a hard copy to class.
http://www.odu.edu/~eneukrug/therapists/survey.html 3 Pts/Points Earned ____
2. Complete the Post-Assessment of Your View of Human Nature and Theoretical
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 ____

3
• What gives you inspiration? 3 Pts/Points Earned ____

b. SCHOOL OF THOUGHT
• Describe: Psychodynamic, Humanistic/Existential, Behavioral/Cognitive-Behavioral, Systems, and Postmodern/Emergent. 5 Pts/Points Earned ____
• Identify the theoretical paradigm that fits your worldview. 2 Pts/Points 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/Points 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/Points Earned ____

D. Create a fictitious client and apply your model.
  a. Write a Case. (Client description, presenting problem, intervention, session #). 8 Pts/Pts 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 (Beginning, middle, or end). Include: Goals and techniques you identified above. 5 Pts/Points Earned ____

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!

B. 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.
Examples:

**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?

**Case 7 Stan (Gestalt Therapy)**

Gestalt therapy focuses on the here and now, the what and how, and the relationship between client and therapist. Gestalt therapy gives special attention to existence as individuals experience it and affirms the human capacity for growth and healing through interpersonal contact and insight.

Stan tells you that he was married for a short period of time. He says his wife Joyce was a strong dominant woman who kept repeating how worthless he was. She told him she did not like being around him. Stan tells you he did not see his parents happily married. He thinks they should have divorced because they fought most of the time. His mother constantly criticized his father. Stan remembers his parents preferred his siblings. He tells you his father would often say to him, "Why can't you be like your sister and brother?"

1. How might you begin a session with Stan using the Gestalt approach?
2. What unfinished business can you identify in Stan's case?
3. What kind of experiment would you create to assist Stan in dealing with pain, resentment, and hurt over situations with his ex-wife?
4. What are some cultural messages Stan has accepted? How might your work with Stan's cultural messages?

**D. Theory Outline**

Name: ________________________________ Date: __________________________

Name of theory: ____________________________
Theoretical Paradigm: ______________________________________________________
Prominent Theorist (s) ____________________________
Basic Assumptions of Human Nature:
Population Served:

Goals of Counseling

Techniques and Approaches

Considerations (include strengths and weaknesses)

Supporting Research

**Homework Grade: Credit/No Credit**

*Rubric for Credit: Completed all questions as assigned.*

Example of Theory Outline:

**Family Systems Therapy**

- **Name of theory:** Family Systems Therapy
- **Theoretical Paradigm:** Systems
- **Prominent Theorists:** Alfred Adler, Murray Bowen, Rudolf Dreikurs, Salvador Minuchin, Virginia Satir, Carl Whitaker
- Provide the following information for each theorist: Major Focus, Basic Assumptions of Human Nature
Case conceptualization is a term used to describe how you view or “conceptualize” the issues that your client(s) present to you in session or by just reading the case folder. This “conceptualization” will impact how you begin planning your selected theory and interventions with that client(s), as well as begin thinking about how you might structure your first and subsequent counseling sessions. When you begin conceptualizing you should begin asking yourself the following questions:

1. If you had to guess what do you think is going on with the Client?
   a. How would you summarize the issues presented?
   b. What would you focus on first? Why?

2. Do you need to obtain records from another party? Why?
   a. School/University?
   b. Another counselor/mental health professional?

3. What research do you think you would have to do to effectively help this client?
   a. Do you need to interview parents?
   b. Immediate family members?
   c. Friends?
   d. Teachers/Professors (past/present)?
4. What do you think would be your biggest challenge? Why?
   a. How would you overcome this challenge?

5. Are there any ethical challenges?
   a. How would you overcome this challenge?

6. Are there any clashes with your values vs. your client’s values that may cause some challenges?
   a. How would you overcome this challenge?

7. If you had to use a specific theory with the client which theory would you use? Why?
   a. What does that theory state about client dysfunction?
   b. What would be your goals for counseling?
   c. How would you outline your steps using the selected theory?

---

CNEP 5308 Counseling Theories  
Dr. Frazier  
Spring 2014  
Syllabus Agreement of Understanding

Once you have studied the course syllabus and its contents, please initial each of the statements below. Then print your name and sign and date the document. Return it to me no later than next class period. Feel free to ask questions or request clarification.

_________ I have read the course syllabus and understand its contents.

_________ I understand the grading and attendance policies stated in the course syllabus.

My signature below indicates that I have read and understand the CNEP Counseling Theories

_______________________________________________________
Print your name

_______________________________________________________
Signature