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 A 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

X. Textbook

The textbook adopted for this course is:

Optional Texts:


Web Resources
• Class Notes and Assignments: http://www.tamucc.edu
• Current Students SAIL / Blackboard
• Counseling Listserve: 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 for your new e-mail account)

XI. Bibliography


Council for Accreditation of Counseling and Related Educational Programs. (2009).


Neukrug, E.S. (2011). Counseling and theory and practice (1st ed.) Belmont,

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.
         http://www.odu.edu/~eneukrug/therapists/survey.html 3 Pts/Points Earned ___

         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
      • 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/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/Points 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 (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 _____
      Possible Points 100 / Actual Points ______
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 five case studies that are found on page 12-14 in the syllabus. After you reach case #5 your start the case #1, 2, 3, etc. again until you have gone through every theory. Case study assignments are to be done 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.

**C. Case Study Worksheet**

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: ___________________________________________
What do you think are the major issue(s) with this case?:

Why might using this theory be helpful to this case?

List the questions you would like to ask this specific client using the theory paradigm

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**
- **Key Concepts**
- **Goals of Counseling**
- **Role and Function of Family Therapists**
- **Techniques and Approaches**
- **Considerations (include strengths and weaknesses)**

Define Key terms: