Instructor: A. Stephen Lenz, Ph.D., LPC  
Email: Stephen.Lenz@tamucc.edu  
Office: ECDC 152  
Phone: 361-825-3467  
Office Hours: M Noon-4pm; T 6-7pm

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. Course Objectives

The course objectives are designed to address the needs of Doctoral Level Counseling Students in our CACREP accredited program. Accordingly, the course will emphasize the application of knowledge gained from research and best practices in counseling. Students will be exposed to the latest research on best practices associated with each theory in both lecture and experiential formats designed to prepare them for professional practice of training and supervising counselors in a variety of settings. This emphasis is based on the following 2016 CACREP standards:

CACREP Doctoral Standard VI-B-3-a Demonstrates understanding of the major roles, responsibilities, and activities of counselor educators.
CACREP Doctoral Standard VI-B-1-a; VI-B-1-f
Demonstrates knowledge of the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.

CACREP Doctoral Standard VI-B-1-c
Demonstrates ability to conceptualize and apply theory from multiple perspectives

CACREP Doctoral Standard VI-B-1-e
Demonstrates knowledge of methods for evaluating counseling effectiveness

CACREP Doctoral Standard VI-B-1-d
Demonstrates understanding of the evidence base for existing counseling theories.

CACREP Doctoral Standard VI-B-1-f
Demonstrates understanding of theories of individual and family development and transitions across the lifespan and cultures

B. Student Learning Outcomes:

1. Students demonstrate learning of theories pertaining to the principles and practice of counseling, group work, and crisis/trauma as evidenced by scores on class presentations and responses on a comprehensive exam.

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.

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

4. Students will demonstrate understanding of the research base for existing counseling theories by a seminal works presentation 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

Instruction will be primarily lecture and seminar format supplemented with group discussions, participation, and class exercises. Given the focus on theory-based counseling interventions, students will be expected to engage in discussion and process.

1. Complete reading assignments and participate in seminar discussions.

2. **Reading Quizzes:** Students will 10 complete reading quizzes via BlackBoard prior to the beginning of each class, starting the second class meeting. Each quiz will consist of 10 items that reflect the main points, terminology, and concepts detailed in the reading.

COURSE ASSIGNMENTS

1. **Class Activities.** Students will begin to develop their pedagogical skills and resources through completing class activities associated with content modules for the theories covered in this course. Class activities will include two parts: (a) a single-page handout depicting [a] name of activity, [b] purpose of the presentation, [c] overview of the activity, [d] learning outcomes; and (b) the activity materials themselves. Activities should be brief in nature (20 minutes) and similar to that which you may implement during when teaching masters-level counseling students. All activities will be compiled into a compendium for students to reference upon completion of this course and as a support for teaching activities beyond this course. This assignment is worth 50 points toward your overall course grade.

2. **Theory, Assessment, and Research Literature Reviews.** Each student will identify and review two of the counseling theories covered in the course- 1 during the first half, 1 during the second half. Your paper should address the following topics: (a) describe the theory’s major constructs and identify the major and minor contributors, (b) from this theoretical perspective, how are problems started, maintained, and mitigated?, (c) identify and describe some of the assessments have been developed based on this theory, (d) describe the current state of the theory in terms of outcome research and acceptance within the scholar-practitioner community, (e) identify cultural groups or populations that appear to be underrepresented in the research for this theory, (f) identify the client populations and clinical settings that applications of this theory appear to be most appropriate for, and (g) considerations for providing training to counseling students who wish to use this theory in their practice.

   The paper should be 10-20 pages, including reference list, use a theory covered in class, and use APA formatting and style guidelines depicted in the sixth edition of the APA publication manual. You will be writing two papers and must select a different theory for each paper.

3. **Reading Quizzes.** Students will 10 complete reading quizzes at the beginning of each class starting the second class meeting. Each quiz will consist of 10 items that reflect
the main points, terminology, and concepts detailed in the reading.

VIII. Evaluation and Grade Assignment

COURSE EVALUATION AND GRADE ASSIGNMENT

<table>
<thead>
<tr>
<th>Class Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Activity (50 points)</td>
<td>50</td>
</tr>
<tr>
<td>HW: Preparation Checks (10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Theory, Research, &amp; Assessment Paper #1</td>
<td>100</td>
</tr>
<tr>
<td>Theory, Research, &amp; Assessment Paper #2</td>
<td>100</td>
</tr>
<tr>
<td>Participation in Class Discussions and Activities</td>
<td>50</td>
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<tr>
<td><strong>Maximum</strong></td>
<td><strong>400</strong></td>
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FINAL GRADE GUIDELINES

Grades assignment will be based on the following scale:

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<tbody>
<tr>
<td>400 - 350</td>
<td>90% - 100%</td>
<td>A</td>
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<td>349 - 300</td>
<td>80% - 89%</td>
<td>B</td>
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<td>299 - 250</td>
<td>70% - 79%</td>
<td>C</td>
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<tr>
<td>249 - 200</td>
<td>60% - 69%</td>
<td>D</td>
<td></td>
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<tr>
<td>&lt; 199</td>
<td>&lt; 59%</td>
<td>F</td>
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Grade Dispute Policy

If you do not understand the reason you received a specific grade on any assignment, please feel free to contact me so that we can clear up any confusion or uncertainty. If you believe a grade should be reconsidered, take time to review my comments and follow the instructions below:

1. Wait at **least 24 hours** after receiving the grade, but **no more than one week** to talk with me. We will arrange a meeting for this discussion. This discussion will **not** be via email.
2. Your specific reasons for receiving another grade must be written in a memo to me (2 page max).
3. The original copies of the evaluation and all associated assignments must be included with your written memo.

*Please note that there is no guarantee that a reconsideration of your work will yield a higher grade. Any grade given during one semester cannot be reconsidered in the subsequent semester (i.e. a grade given in the fall semester cannot be reconsidered in the spring semester).*
IX. Course Policies and Schedule

Participation & Professionalism

Like any class, this class may be considered a rather large group. As in any group, commitment—as reflected by attendance and active participation—is vital. Because of the strong experiential component (role play, group exercises, etc.) in this class, your attendance is important not only for your own learning but for the learning of others and for class spirit. Therefore, in order to receive points, you must both attend and participate (i.e., talk) in class discussions about readings and in other activities. This will require that you read assigned material prior to the class period in which the reading is discussed. It is also expected that your cell phones be turned off or on vibrate and not visible for the duration of the class. More than two unexcused absences will result in non-credit for the course.

Late Work Policy

One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in by the beginning of class on the due day. I do not accept any late work that is not accompanied by documentation (e.g. medical professional, computer technician report, etc.); however, I will accept incomplete work and score what work has been completed.

Classroom Climate

The classroom is a place to facilitate a climate of professionalism and respect at all times. Please be cognizant that classroom discussion and sharing benefits personal and professional growth. It is imperative that you remember to respect other opinions regardless of whether they are similar or very divergent from your own. Talking while others are sharing, holding side conversations with your neighbors during class discussions, talking negatively about the course, and providing negative commentary about those teaching the course, all contribute to a negative classroom climate. Any student actively participating in negative classroom climate behaviors, will impact their ability to obtain a professor recommendation for future jobs and may result in formal documentation in the student’s permanent file. 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.
**Diversity**

The Department of Counseling and Educational Psychology aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Department courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

**Disability 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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Written Assignments and Academic Misconduct**

All written work submitted must be the student’s original work and conform to the guidelines format and style indicated within the *American Psychological Association (APA) Publication Manual*, Sixth Edition available online and via their publications catalog. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and Human Development.
Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you are required to submit electronic copies of your written work or may be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topics/ Assignments</th>
<th>Readings</th>
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</table>
| 28-Aug  | Orientation Definitions and Importance of Theory/ Personal Practice  
           Theory Introduction to Blackboard, Assignments |          |
| 4-Sep   | **Psychodynamic Theory**-Psychoanalysis  
           *Prep Check 1* | Freud Ch. 1-4 |
| 11-Sep  | **Psychodynamic Theories** Psychoanalysis  
           *Class Activity (Lenz):* Identifying Defense Mechanisms | Freud Ch. 5-8 |
| 18-Sep  | **Psychodynamic Theories** Individual Psychology  
           *Class Activity 1*  
           *Prep Check 2* | Sweeney 1, 3, 4, 6 |
| 25-Sep  | **Psychodynamic Theories** Relational-Cultural Theory  
           *Prep Check 3* | Jordan Ch. 1, 2, 3, 4 |
| 2-Oct   | **Behavioral Theory & Solution Focused Brief Therapy**  
           *Class Activity 2*  
           *Prep Check 4* | O’Connell Ch. 1, 2, 3 |
### Theory, Research, & Assessment Paper #1 Due

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource/Readings</th>
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<tbody>
<tr>
<td>9-Oct</td>
<td><strong>Humanistic Theory</strong></td>
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<td></td>
<td>Our Predicament &amp;</td>
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<td></td>
<td>Rediscovering Selfhood</td>
<td>May Ch. 1-4</td>
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<td></td>
<td><em>Prep Check 5</em></td>
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<td>16-Oct</td>
<td><strong>Humanistic Theory</strong></td>
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<td></td>
<td>The Goals of Integration</td>
<td>May Ch. 5-8</td>
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<td>23-Oct</td>
<td><strong>Humanistic Theory</strong></td>
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<td></td>
<td>Person-centered Counseling</td>
<td>Rogers (1957)</td>
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<td></td>
<td>Maslow’s Theory of Needs</td>
<td>Maslow (1943)</td>
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<td></td>
<td><em>Class Activity 3</em></td>
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<td><em>Prep Check 6</em></td>
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<td>30-Oct</td>
<td><strong>Cognitive-Behavioral Theory</strong></td>
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<td></td>
<td>Choice Theory/ Reality Therapy</td>
<td>Beck Ch. 1, 2, 3</td>
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<td><em>Prep Check 7</em></td>
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<td>6-Nov</td>
<td><strong>Cognitive-Behavioral Theory</strong></td>
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<td></td>
<td>Third-Wave CBT- Dialectical Behavior Therapy</td>
<td>Koerner Ch.s 1,2, 3</td>
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<td><em>Class Activity 4</em></td>
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<td><em>Prep Check 8</em></td>
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<tr>
<td>13-Nov</td>
<td><strong>Eclectic &amp; Wellness-based Approaches</strong></td>
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<td><em>Prep Check 9</em></td>
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<tr>
<td>20-Nov</td>
<td><strong>Positive Psychology and Positive Counseling Approaches</strong></td>
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<td></td>
<td><em>Class Activity 5</em></td>
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</tbody>
</table>

*Seligman*
X. Required Reading


**SUPPLEMENTAL TEXTBOOK:**


XI. Selected Bibliography


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


U. S. Department of Health and Human Services. (2000). *Children and Mental Health: A report of the surgeon general*. Select here to read on Line and click on any Chapter such as 3 for children.


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 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**

<table>
<thead>
<tr>
<th>Theory, Assessment, and Research Literature Review</th>
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<tbody>
<tr>
<td><strong>Domain</strong></td>
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<tr>
<td>Theory description (10 points)</td>
</tr>
<tr>
<td>Theory of problem development and change (10 points)</td>
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<tr>
<td>Description of assessments (10 points)</td>
</tr>
<tr>
<td>Description of theory acceptance and research (10 points)</td>
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<tr>
<td>Cultural considerations (10 points)</td>
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<tr>
<td>Clinical applications (10 points)</td>
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<tr>
<td>Considerations for training (10 points)</td>
</tr>
<tr>
<td>APA Format and Style (15 points each, 30 total)</td>
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</tbody>
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*Total Grade:*