



**Syllabus**  
**Counseling 610.01, Advance Counseling Theories and Techniques**  
**Fall 2015**

**TIME:** Tuesdays, 4:30-7:10 P.M.

**Instructor :** Amir Abbassi, Ph.D., LPC, LMFT (903) 468-3272 (Office)

**E-mail:** [amir.abbassi@tamuc.edu](mailto:amir.abbassi@tamuc.edu)

**Office Hours:**

**In McKinney** on Tuesdays from 1:00 to 4:00 pm

**In Commerce**, by appointment only

**CATALOG DESCRIPTION OF COURSE**

610. *Advanced Counseling Theories and Techniques*. Three semester hours.

Advanced study of various theories of counseling approaches with opportunities for demonstration and evaluation of each student's counseling skills. Prerequisite: Doctoral status or consent of the instructor.

**GENERAL COURSE INFORMATION**

This course is designed to provide the student with advanced exploration and analysis of current counseling theories. The student will be expected to demonstrate the ability to analyze, synthesize, critique, and discuss, in verbal and written form, the key concepts of traditional and contemporary counseling theory and practice.

**COURSE OBJECTIVES include, but are not limited to, the following.**

Beyond entry-level requirements, the student will demonstrate understanding of:

1. theories pertaining to the principles and practice of counseling
2. theories pertaining to the principles and practice of systems theory

**CONTENT AREAS include, but are not limited to, the following theories:**

- I. Psychodynamic
- II. Behavioral
- III. Cognitive
- IV. Reality Therapy
- V. Adlerian
- VI. Person-Centered
- VII. Existential
- VIII. Gestalt
- IX. Systems
- X. Postmodern
- XI. Other contemporary approaches

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**METHOD OF INSTRUCTION**

Lecture, discussion,

**REQUIREMENT AND EVALUATION:**

- **Attendance:** All students are required to attend classes (students are required to attend the entire class to avoid absence). If for some reason you will not be able to attend, please notify the instructor prior to the absence, preferably by email. The TAMU-C attendance policy is outlined in the Graduate Catalog. After 2 unexcused absences students will be dropped from the class. Students are responsible for all material covered in the class. If a student is tardy it is his/her responsibility to ensure the instructor is aware of his/ her presence.

- **Class presentation and participation:** Students are expected to make presentation and an **active and personal effort to contribute to class discussion**. In order to gain full benefit of the material covered, participation is” essential (25% of your grade, 15% on your own presentation, 10% participation on others presentation)

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedure, Conduct). All phones, pagers, and other communication devices are to be turned off or place on silent mode during class.

- **Complete All Assignments on Time:** Students are expected to complete all assignments as instructed and ON TIME. Late assignments will be considered only in cases of exceptional circumstances. In all cases, it is the student’s responsibility to contact the instructor to discuss special considerations/ modifications of assignments or completion of missed work.

- **Written work:** The ability to communicate both orally and in writing is the hallmark or an educated person. Written assignments must be typed, double spaced, Times New Roman, 12 pt. font. Proper syntax and spelling are required and failure to meet this standard will result in a grade of F on the assignment.

- Weekly brief quizzes, no makeup, 10% of grade).

- Written statement of your personal mode of counseling (based primarily on one of the major counseling models we study in this class) and how your mode of counseling is related to your own personality, values, and basic beliefs (Position paper 15% content, 10% APA style, total 25% of grade,).

- Cross Comparison of all theories (10% of grade)

In Summary:

- Class participation 25%
- Quizzes 10%

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- Midterm (15%, in class, NOT OPEN BOOK)
- Final exams (15%)
- Cross Comparison 10%
- Final Paper (25% in class, NOT OPEN BOOK)

**Instructional / Methods / Activities Assessments**

Lecture, discussion and writing

**Required Text Books:**

Corsini, R.J. & Wedding, D. (2000). *Current psychotherapies* (current ed.). Itasca IL: F.E. Peacock..

Rychlak, J. (1981). *Introduction to personality and psychotherapy* (2<sup>nd</sup> ed.). Boston: Houghton Mifflin.

Corsini, R.J. & Wedding, D. (2001). *Case Studies in Psychotherapy* (current ed.). Itasca IL: F.E. Peacock.

Ellenberger, H. (1981). *The Discovery Of The Unconscious: The History And Evolution Of Dynamic Psychiatry*. New York. Basic books.

**Supplemental Reading List**

Ivey, A. (2000). *Developmental Therapy*. North Amherst, MA: Microtraining Associate, Inc.

Maddi, S. (1980). *Personality theories: A comparative analysis*. Homewood, IL: Dorsey Press.

Barclay, J. (1971). *Foundations of counseling strategies*. New York: Wiley.

Barclay, J. (1968). *Counseling and philosophy: A theoretical exposition*. Boston: Houghton Mifflin.

Adler, A (1930) *Problems of Neurosis*. Capricorn

Adler, A (1930) *What Life Should Mean to You*. Capricorn

Ansbacher & Ansbacher (1964) *Individual psychology of Alfred Adler*. Harper Perennial

Bandura, A. (1977). *Social Learning Theory*. Prentice Hall

Skinner, B. (1957) *Science and Human Behavior*. Macmillan

Barlow, D. (2002) *Anxiety and its Disorder*. Guilford Press

Beck, A. (1976). *Cognitive Therapy and Emotional Disorders*. Meridian

Beck, A, Rush, J. Shaw, B. & Emery, G. (1987) *Cognitive Therapy of Depression*. Guilford Press

Beck, J. (1995), *Cognitive Therapy Basics and Beyond*. Guilford Press.

Bowen, M. (1978) *Family Therapy in Clinical Practice*. Janson Aronson

Frankl, V. ( 1967) *The Doctor and the Soul*. Bantam

Freud, S. (1949) *An Outline of Psychoanalysis* (J. Strachey Trans) Oxford Press

Haley, J (1987). *Problem Solving Therapy*. Josey Bass

Hall, C. (1999) *Primer of Freudian Psychology*. Meridian

Kohut, H. (1977). *The Restoration of Self*. International University Press

Kohut, H. (1971). *The Analysis of Self*. International University Press

Minuchin, S (1974) *Families and Family Therapy*. Harvard University Press

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May, R (1961) *Existential Psychology*. Random House  
May, R (1950/1977) *The Meaning of Anxiety*. Norton  
Perls, F. (1992) *Gestalt verbatim Real People*  
Rogers, C (1989) *The Carl Rogers Reader*. Mariner Books  
Rogers, C. (1977) *On Personal Power* Delacorte Press  
Rogers, C. (1961) *On Becoming a Person*. Houghton Mifflin  
Yalom, I. (1980) *Existential psychotherapy*. Basic Books  
St Clair (2003) *Object Relations & Self psychology*. Brooks/Cole  
Watzlawick, P. Beavin, J. & Jackson, D. (1967). *The Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes*.

**Flexible Course Calendar**

September 01 Introduction  
  
September 08 Psychoanalysis  
  
Facilitator:  
  
15 Analytical Psychotherapy  
  
Facilitator:  
  
22 Individual Psychology  
  
Facilitator:  
  
29 Person-Center Therapy  
  
Facilitator:  
  
October 06 Gestalt Therapy  
  
Facilitator:  
  
13 Existential Therapy  
  
Facilitator:  
  
20 **Midterm Exam**  
  
27 Behavior(al) Therapy  
  
Facilitator:  
  
November 03 TCA Conference

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Facilitator:

November 10 Cognitive Therapy

Facilitator:

17 Rational-Emotive Behavior Therapy (REBT)

Facilitator:

18 Realty Therapy

Facilitator:

**Final Paper Due**

24 Happy Thanksgiving

December 01 Cross Comparison

Facilitator: Amir Abbassi

December 08 Solution Focused Therapy

Facilitator:

**15 Final Exam**

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

**CONDUCT AND ACADEMIC HONESTY**

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide

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Handbook, Policies and Procedures, Conduct) “Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

**UNIVERSITY CLOSING DUE TO WEATHER**

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

**Elements for Development, construction and Presentation of the Final Theory Position**  
**Paper**

1. Introduction: Present a brief description of your family background and development and discuss how they relate to your present beliefs, values and counseling theory.
2. Discuss the system of philosophy that supports your personal beliefs and your theory of counseling and explain their implications for your counseling.
3. What elements of your theory are found in other theories? Explain?
4. Explain how development, personality, learning (or, the theories of choice) are integrated into (or support) your theory. Include a discussion of the nature of the person, innate capacities/capabilities, and the motivation for behavior.
5. Discuss how your theory accounts for the wide variety of individual behavior found in humanity.
6. Discuss how your theory provides for the culturally/socioeconomically different client.
7. Define maladjustment according to your theory.
8. Explain the conditions necessary for constructive personality and/or behavior change to take place according to your theory.
9. Discuss goal setting in counseling according to your theory.
10. Define client improvement according to your theory and goals for counseling.
11. Describe your role as a counselor. Include in discussion: (1) major counseling techniques you use and why you use them; (2) techniques you use with various types of clients (i.e. substance abusers, spouse/child abusers, delinquents, depressives, perfectionists, eating disorders, etc.), and why you use them; and (3) your position on the use of history taking, diagnosis, and appraisal and explain why you take your position.

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12. Would you accept for treatment clients whose value systems are opposed to your own? Why? (involuntary clients).
13. Summarize (1) research that supports your theoretical position (include references).

Note: You must have read at least four primary sources and four journal articles related to your theory before completing the paper and those sources must be included on your reference list.

**For this paper student must demonstrate:**

1. An understanding of the writings and ideas of selected counseling theory, theorist philosophical orientations and basic beliefs about the nature of the person and clients in counseling.
2. An understanding of your values, personal convictions about human beings, and mode of interactions with others.
3. An understanding of the relationship between the philosophical base of selected counseling approach and your own personality, values and basic beliefs about human nature and behavior change.