



COUN 510
Counseling Theories & Techniques
Fall 2016
Monday 7:20pm – 10:00pm
CHEC

INSTRUCTOR:

Stephen J. Freeman, Ph. D.

Professor

Texas A&M University—Commerce

College of Education

Department of Psychology, Counseling & Special Education

Commerce, TX 75429-3011

Office: CHEC

Office hrs: Mon. 3:00 – 4:30 (CCHE)

Tue. 6:00 - 7:20 (CHEC)

Other time by appointment

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Preferred Form of Communication: email

Communication Response Time: one day

COURSE INFORMATION

Textbooks: Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Thomson Brooks/Cole.

Software Required NA

Optional Texts and/or Materials NA

Course Description

CATALOG DESCRIPTION OF THE COURSE:

510. Counseling Theories and Techniques. Three semester hours. A study of the philosophical and theoretical bases of the helping process. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process.

The syllabus/schedule are subject to change.

GENERAL COURSE DESCRIPTION:

This course, along with COUN 501, serves as one of the basic introductory courses in the Counseling Department. It is a requirement for all degree options, and should be taken early in the student's preparation. A grade of "B" or higher must be earned in COUN 501, 510, 522, and 516 (or its equivalent for those seeking school counselor certification only), which is required before practicum level two courses.

Student Learning Outcomes

include, but are not limited to the following.

1. The student will identify explain, and/or describe generally accepted characteristics of effective helpers.
2. Students will differentiate counseling from traditional interpretations of guidance, psychotherapy, and consultation via explanation, description, or the identification of descriptive statements.
3. Students will distinguish between the outcome and process goals of counseling and consultation via explanation, description, or the identification of descriptive statements.
4. Students will identify, generate responses, and/or demonstrate appropriate behaviors that are consistent with the Ethical Standards and Standards of Practice of the American Counseling Association, including differentiating between ethical and legal issues.
5. Students will identify, explain, and/or describe characteristics and behaviors that influence helping processes, including, but not limited to age, gender, ethnicity, culture, race, lifestyle, verbal and nonverbal communication styles, personal characteristics, traits, capabilities and life circumstances.
6. Students will identify, describe, and/or apply appropriate counseling skills to client/consultees who are different from the counselor in terms of race, cultural background, gender, age, physical abilities, lifestyle, and/or other criteria.
7. Students will identify, describe, and/or apply appropriate counseling skills to clients who are reluctant or resistant.
8. Students will identify and/or list and describe the typical stages of counseling initial interview through termination.
9. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic interviewing, assessment, and counseling skills, including, but not limited to active listening, empathy, genuineness, unconditional positive regard, concreteness, immediacy, confrontation, self-disclosure, structuring, use of silence, nonverbal communication, and communication leads such as interpretation, probes, reassurances, questions, and restatements and reflections.
10. Students will identify, explain, or demonstrate behaviors congruent with currently accepted, psychodynamic, cognitive-behavioral and affective counseling theories, techniques, and practices, including, but not limited to Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Behavioral, Cognitive-Behavioral, Reality, Family systems, and Postmodern Approaches.

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (TEXES is the state examination required for school counselor certification.)

Competency 004 (Program Management)

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

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Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Minimal Technical Skills Needed NA

Instructional Methods

Lecture, discussion, and examination

Student Responsibilities or Tips for Success in the Course

Read the material assigned prior to class. Take notes in class. After class outline chapter and insert material from notes. Prior to test review chapter and outline.

OUTLINE FOR UNDERSTANDING AND EVALUATING THEORETICAL MODELS OF COUNSELING AND PSYCHOTHERAPY

1. Describe the philosophical assumptions or underpinnings of this theory.
2. Describe human nature from the view point of this theory... (deterministic, teleological, phenomenological, a choice, permeable, good or bad, ...???)
3. Describe/define personality from the view point of this theory. (What is it, how is it structured, what does it do and how does it do it...?)
4. Developmental process (How does personality develop...age stage, continuous, ???)
 - a. How does normal growth occur and what is the process?
 - b. How does pathology (abnormal development occur and what is the process?
 - c. What role, if any, does the environment play?
 - d. Describe how the interaction of human nature and the environment)
 - e. Describe the process resulting in healthy functioning.
 - f. Describe the process resulting in unhealthy functioning.
5. Describe how therapeutic personality change occurs.
 - b. What is the role and responsibilities of the client have in this process?
 - c. What is the role and responsibilities of the counselor/therapist in this process?
6. Describe, if applicable, the stages that occur in the therapeutic process from beginning to end. Are they static or fluid?
7. Describe the techniques associated with this theory and how they function to bring about therapeutic change.
8. What in your estimation are the strengths and weaknesses of this theory?

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GRADING

Assignments are due on the date stated on the tentative schedule. Late papers will not be accepted. In case of excused absences assignments due on the day of the absence will be due at the next class meeting unless prior arrangements have been made.

Tests and assignments will be given a numerical grade. Numerical grades are equivalent to the letter grades listed below.

100-90 = A

89-80 = B

79-70 = C

69-60 = D

Below 60 = F

Assessments

Exams: Four exams will be administered and will be based on readings and class lecture. Examinations comprise 75% of the final grade

Paper: Students are required to select a theory that they think best represents your views to date; using your book and 5 additional resources (journal articles & books) follow the outline below and write a paper (Times New Roman, double spaced 12 point font) appropriately 10 page in length. Paper will comprise 25% of the final grade

TECHNOLOGY REQUIREMENTS NA

ACCESS AND NAVIGATION NA

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Contact instructor outside of class using email (sfreeman@tamuc.edu). Queries will be answers within 24 hrs .

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Students are expected to attend all classes and arrive on time. Attendance in this class is critical and cannot be emphasized enough. More than 2 unexcused absences from class will result in your being dropped from the class.

Digital devices: It is inappropriate to text, email, check email or texts, use a laptop or go online during this course. Full attention and participation is expected. Confine your use of digital devices to breaks.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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ADA Statement

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

- 8/29 Orientation
Reading assignment for next week Chapter 4
- 9/5 Labor Day Holiday
- 9/12 Psychoanalytic Therapy
Reading assignment for next week Chapter 5
- 9/19 Adlerian Therapy
Reading assignment for next week Chapter 6
- 9/26 Exam
- 10/3 Existential Therapy
Reading assignment for next week Chapter 7
- 10/10 Person-Centered Therapy
Reading assignment for next week Chapter 8
- 10/17 Exam 2
- 10/24 Gestalt Therapy
Reading assignment for next week Chapter 9
- 10/31 Behavior Therapy
Reading assignment for next week Chapter 10 & 11
- 11/7 Exam 3
- 11/14 Cognitive Therapy & Choice Theory/Reality Therapy
Reading assignment for next week Chapter 12, 13
- 11/21
No class assigned time for paper completion
- 11/28 Feminist Therapy & Post Modern Approaches
Paper Due
- 12/5 Exam 4

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