



Syllabus
Counseling 610.01, Advance Counseling Theories and Techniques
Fall 2018

TIME: Tuesdays, 4:30-7:10 P.M.
Instructor : Amir Abbassi, Ph.D., LPC, LMFT

E-mail: 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

METHOD OF INSTRUCTION

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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 of 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 15%
- Midterm (15%, in class, NOT OPEN BOOK)

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- Final exams (15% in class, NOT OPEN BOOK)
- Cross Comparison 5%
- Final Paper 25%

Instructional / Methods / Activities Assessments

Lecture, discussion and writing

Required Text Books:

Corsini, R.J. & Wedding, D. (2000). *Current psychotherapies* (10th, 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.

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

Corsini, R.J. & Wedding, D. (2001). *Case Studies in Psychotherapy* (10th, ed.). Itasca IL: F.E. Peacock.

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*.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

I am available to meet in person or talk on the phone. I do accept text message from students as well. I check my email couple times a day. Please allow 24 hours to get a response back on your emails. If you do not hear from me within 24 hours, please send another email to make sure I have received your email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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>

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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>

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/>

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-

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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.

Flexible Course Calendar

August	28	Introduction
September	04	Library Assignment
		Facilitator:
	11	Psychoanalysis
		Facilitator:
	18	Individual Psychology
	25	Analytical Psychotherapy
		Facilitator:
October	02	Person-Center Therapy
		Facilitator:
	09	Gestalt Therapy
		Facilitator:
	16	Existential Therapy
		Facilitator:
	23	Midterm Exam

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30 Behavior(al) Therapy

Facilitator:

November 06 Cognitive Therapy

Facilitator:

13 Rational-Emotive Behavior Therapy (REBT), TCA Conference (11/15)

Facilitator:

20 Realty Therapy

Facilitator

27 System Theory

Facilitator:

Final Paper Due

December 04 Post Modern Theories

Facilitator:

Cross Comparison

Facilitator: Amir Abbassi

December 11 **Final Exam**

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.

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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.
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.