



TEXAS A&M UNIVERSITY

COMMERCE

COUN 510: Counseling Theories & Techniques Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Kathryn A. Oden, PhD, LPC

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Preferred Form of Communication: email

Communication Response Time: 24-48 hours

Main Office Location: Collin Higher Education Center (CHEC)

Office Hours: By appointment only

COURSE INFORMATION

REQUIRED TEXTS & READINGS

Required Texts:

Fall, K., Holden, J., & Marquis, A. (2017). Theoretical models of counseling and psychotherapy (3rd ed.). Taylor & Francis.

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Recommended Text:

Wedding, D., & Corsini, R. (2019). Current psychotherapies (11th ed.). Cengage.

Course Description

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.

General Course Information

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, 528, and 516 (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

Student Learning Outcomes

Measurement 1 (Knowledge):

Exams, Paper, and Literature Circles will evaluate the students knowledge based on understanding of each theory.

Measurement 2 (Skills):

Theory Paper, Literature Circles. In the application portion of this assignment, students will apply theoretical learning to case conceptualization, diagnosis, and treatment planning.

2016 CACREP Standards Addressed in COUN 510

Masters Standard	Learning Activity	Assignment	Benchmark
<p>2.F.3.c. theories of normal and abnormal personalit</p>	<ul style="list-style-type: none"> Reading Fall, Holden & Marquis 2017 Additional resources related to nature of the human, normal and abnormal behavior according to specific theory 	<p>Chapters reviews (1-13) Literature Circles Personality Self Study paper Exams</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>

<p>2.F.5.a. theories and models of counseling</p>	<ul style="list-style-type: none"> Reading Fall, Holden & Marquis 2017 Additional resources related to specific theory 	<p>Chapters reviews (1-13) Theory Identification Baseline Work Literature Circles Personality Self Study paper Exams</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p>2.F.5.b. a systems approach to conceptualizing clients</p>	<p>Reading Fall, Holden & Marquis 2017</p> <ul style="list-style-type: none"> Additional resources related to the role of the counselor 	<p>Chapter review (13) Exams</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>

<p>2.F.5.n.</p> <p>processes for aiding students in developing a personal model of counseling</p>	<p>Reading Fall, Holden & Marquis, 2017</p> <ul style="list-style-type: none"> • Additional resources related to personal values and worldview 	<p>Chapter reviews (1-13)</p> <p>Literature Circles</p> <p>Self Study paper</p> <p>Theory Identification</p> <p>Baseline Work</p> <p>Exams</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
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Course Objectives 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 which 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, describe, and/or apply appropriate counseling skills to clients who are suicidal.
9. Students will identify and/or list and describe the typical stages of counseling initial interview through termination.
10. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic 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.
11. 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 Solution-focused.

TEXES COMPETENCIES

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

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

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions,

and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in class assignments, coupled with experiential learning and practical application. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course includes the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/ activities. This is crucial to your learning.
6. Writing style APA 7th edition (refer assignment guidelines)
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

COURSE GRADING STRUCTURE

Assignment	% of Grade	Due
Attendance, Attitude, and Participation Reading Insights (12)	10%	Viewed Throughout Term
Theory Identification Baseline Work	5%	1/24
Counseling Forces Literature Circles (5)	10%	See Course Schedule
Personality Self Study Paper	25%	4/25
Midterm Exam	25%	2/28
Final Exam	25%	5/9
Total:	100%	

Attendance, Attitude, and Participation

Attendance and participation are required at each class.

- Please notify the instructor in advance by phone or email of any potential problems with attendance.
- If a student must miss class, it is the student's responsibility to contact a classmate to get all material and assignments covered during the absence.
- Final grade can be impacted if an unexcused absence occurs and/or if attendance is inconsistent (i.e., showing up to class late, returning from breaks late).

Students are expected to come to class prepared to discuss the assigned reading material as outlined in the weekly schedule. Not actively engaging in class discussions will affect your participation score. Your classroom contribution should reflect knowledge of texts and other assigned reading/viewing materials.

Additionally, students are expected to display an attitude and demeanor that is consistent with being a professional counselor. Instructors will observe and assess interactions with peers and faculty and will look for professional dispositions (respect, warmth, openness, empathy, humility, etc.) that are congruent with being a helping professional.

Electronic media & distractions. In order to have all students and instructor present for our learning, ALL CELL PHONES AND WATCH PHONES ARE TO BE TURNED OFF AND PUT AWAY DURING CLASS. If there is an urgent situation that cannot wait until the break or after class for which you need to have access to your cell phone during class, you will need to notify

your instructor of the urgent situation before class. Please notify your family and others who may be affected by this policy. Your cooperation with this for the benefit of your classmates, your instructor, and your self is sincerely appreciated. Please do not use laptops for non-class related activities during class out of respect for your classmates and your instructor.

ASSIGNMENTS

Note: Unless otherwise specified, all assignments must be typed. Grading rubrics for assignments may be found in the Appendix to this syllabus. See the COURSE SCHEDULE elsewhere in this handout for dates and chapters of reading assignments.

Theory Identification Baseline Work

Students will answer questions to identify and organize their thoughts about human functioning. This will help students become more aware of their beliefs regarding different questions that counseling theories aim to answer. Students will then complete a theoretical orientation assessment. After completing the assessment, students will write a reflection (no longer than five pages, APA format, abstract not required) about the exercises (answering questions and completing the assessment) and what they learned from completing them. Do the assessment results seem to align with what they wrote as answers to the questions? What do students think about the results of the assessment? What questions do students have after completing these exercises?

Counseling Forces Literature Circles

Students will be presented with readings for each of the five major forces of counseling and need to come prepared to discuss the readings in class. Students will be assigned particular roles for each literature circle (discussion director, literary luminary, connector, theory captain, artful adventurer, or vocabulary enricher). Students will be graded on their preparation for and participation during the discussions.

Theory Paper

Objective: The purpose of this assignment is for students to demonstrate greater understanding and extended research into one particular theory with which they most identify. Additionally, students will expand upon personal experiences and/or beliefs that influence their affinity for the particular theory. Students will demonstrate an ability to apply theoretical concepts to real life experiences.

You will reflect upon your personal experiences and beliefs that inform/influence your affinity for this theory. When you look back on the “movie” of your life up to this point, what specific experiences in your life demonstrate major concepts of this theory? See outline on p. 14 of Fall, Holden, and Marquis text and use these headings:

- Personality development
 - Function of the psyche
 - Structure of the psyche
- Role of the environment
 - Familial environment
 - Extrafamilial factors
- Personality change process
 - How do people change? What influences personality change?
 - What is the “prime mover” of change?
 - What is the major point of intervention for change to occur?

Your job is to clearly connect the concepts of the theory using the terminology/language of the theory to your specific life experiences.

This paper must be written in APA format. The paper should be a maximum of 12 pages (excluding title page and references). I do not require an abstract. There should be a minimum of three references that are from the founding theorists or individuals who have written prolifically about the theory.

ASSESSMENTS

Midterm Exam

Students will take a midterm exam over the first half of course material.

Final Exam

Students will take a final exam over the second half of course material.

Grading Scale

90-100 = A

80-89 = B

70–79 = C

60–69 = D

59> = F

Late assignments will have 10% deduction per day late from the final score.

TECHNOLOGY REQUIREMENTS Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers.

However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A

maintenance browser becomes officially unsupported after one year. Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- o 512 MB of RAM, 1 GB or more preferred
- o Broadband connection required courses are heavily video intensive
- o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

- You must have a:

- o Sound card, which is usually integrated into your desktop or laptop computer
- o Speakers or headphones.
- o *For courses utilizing video-conferencing tools and/or

an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>
- *Current anti-virus software must be installed and kept up to date. Running the browser check will ensure your internet browser is supported.*
 - o *Pop-ups are allowed.*

o *JavaScript is enabled.* o *Cookies are enabled.*

• You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

o [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>

o [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/> o [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>

o [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: *Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.*

Brightspace Support

COMMUNICATION AND SUPPORT

Need Help? Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

*If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.*

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

[Example]

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions.

Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>



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>

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 162
Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148

Email: studentdisabilityservices@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/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.

TENTATIVE COURSE SCHEDULE

Class Meeting	Topics	Readings & Experiences	Assignments Due
Week 1 Jan 17	Introductions Syllabus Theory Overview	FHM (Fall, Holden & Marquis) Ch. 1	
Week 2 Jan 24	Psychoanalysis	FHM Ch. 2	Theory Identification Baseline Work
Week 3 Jan 31	Adlerian Counseling	FHM Ch. 4 Literature Circle #1	Literature Circle 1 Role Sheet
Week 4 Feb 7	Existential Counseling	FHM Ch. 5	
Week 5 Feb 14	Person-Centered Counseling	FHM Ch. 6 Literature Circle #2	Literature Circle 2 Role Sheet
Week 6 Feb 21	Gestalt Counseling	FHM Ch. 7	
Week 7 Feb 28			Midterm Exam
Week 8 Mar 7	Behavioral Counseling	FHM Ch. 8 Literature Circle #3	Literature Circle 3 Role Sheet

Mar 14			SPRING BREAK
Week 9 Mar 21	Cognitive Counseling	FHM Ch. 9	
Week 10 Mar 28	REBT	FHM Ch. 10 Literature Circle #4	Literature Circle 4 Role Sheet
Week 11 Apr 4	Reality Therapy	FHM Ch. 11	
Week 12 Apr 11	Family Systems Therapy	FHM Ch. 13 Literature Circle #5	Literature Circle 5 Role Sheet
Week 13 Apr 18	Internal Family Systems	Readings Assigned	
Week 14 Apr 25	Feminist Therapy Relational-Cultural Theory	Articles Assigned Personal Theory Discussion	Theory Paper
Week 15 May 2		Material not covered	
Week 16 May 9			Final Exam

Rubric for Attendance and Participation

	Exemplary	Accomplished	Developing	Needs Improvement
Preparation for class/class discussion/writing assignments	Regularly asks questions or makes observations that indicate thorough and in-depth preparation for	Occasionally asks questions or makes observations that indicate good preparation for class; turns in all writing	Rarely asks questions or makes comments that indicate need for more preparation for class; turns in all	Does not ask questions or make comments that indicate preparation for class; turns in most writing assignments
Small group participation	Participates actively and provides leadership in	Participates actively in small groups in class	There is minimal participation in small groups in class	Does not participate in small groups in class
Class absences	Attends class regularly (no missed classes)	Misses 1 class with prior arrangement	Misses no more than 2 classes without prior arrangement	Misses class often

Rubric for Theory Paper

	Above Expectations	Meets most Expectations	Below Expectations
<i>Depth of Thought & Analysis</i> 20% 2.F.5.n	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.
<i>Synthesis & Congruency</i> 20%	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.

<p>Thoroughness</p> <p>20%</p>	<p>The appropriate content is covered in depth without being redundant. There is a clear effort to integrate a personality theory into the student's personality development.</p>	<p>Pertinent content is not covered in as much depth, or as explicit, as expected. Some integration of theory with personality development.</p>	<p>Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated. Weak effort to integrate theory and development.</p>
<p>Personalization</p> <p>20%</p>	<p>Writer integrates examples from his or her own life in relation to the content.</p>	<p>There is some attempt on the writer's part to utilize personal examples within the content.</p>	<p>There are no examples from the writer's personal experience expressed in the content.</p>
<p>Clarity of Writing and Mechanics</p> <p>20%</p>	<p>Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made. No errors in APA format are made.</p>	<p>Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made. Paper contained a few errors in APA format.</p>	<p>It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent. Numerous errors in APA format.</p>