COUN 510: Counseling Theories & Techniques
Course Syllabus

AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

INSTRUCTOR INFORMATION

Instructor: Ofori Charles Asante, PhD, LPC-S, NCC
Office Location: Dallas
Office Hours: (By Appointment)
University Email Address: Asante.Ofori@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: 24 hours, Monday Friday

COURSE INFORMATION

Textbook(s) Required.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th edition).
    Cengage, CA: USA.

Suggested Textbook:

American Psychological Association. (2019). *Publication manual of the American Psychological Association.* (7th ed.). Author.

Required Supplemental Readings:

Ivey, A. (2000). *Developmental Therapy*. Micro training Associate, Inc. Maddi, S. (1980). *Personality theories: A comparative analysis*. Dorsey Press.

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

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

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

Ansbacher, H. L., & Ansbacher, R. R. (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*. Gilford 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. 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, M., & Wigren, J. (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.* W. W. Norton & Company.

Optional Texts and/or Materials

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

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):

Quizzes and Journals will evaluate the students' knowledge base and understanding of each

theory. Measurement 2 (Skills):

Theory Paper. 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	Assessment Rubric	Benchmark
2.F.3.c. theories of normal and abnormal personality development	• Reading (Corey, 2017) • Additional resources related to the nature of humans, normal and abnormal. behavior	Chapters reviews (1-4) Journal Quiz	Covering all 5 questions asked by the instructor on the theory chapter review	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

	according to specific theory			
2.F.5.a. theories and models of counseling	• Reading (Corey, 2017) • Discussion post questions • Additional resources related to specific theory	Chapters reviews (5-8) Journal Quiz	Covering all 5 questions asked by the instructor on the theory chapter review	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.b. a systems approach to conceptualizing clients	Reading (Corey, 2017) • Additional resources related to the role of the counselor	Chapter reviews (9-14) Journal Quiz	Covering all 5 questions asked by the instructor on the theory chapter review	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.n. processes for aiding students in developing a personal model of counseling	Reading (Corey, 2017) • Discussion post questions • Additional resources related to personal values and worldview	Chapter reviews (9-14) Theory comparison paper Journal Quiz	Covering all 5 questions asked by the instructor on the theory chapter review Compare and contrast two counseling theories	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

Course Objectives include, but are not limited to, the following:
1. The student will identify, explain, and/or describe generally accepted characteristics of
2. effective helpers.
3. Students will differentiate counseling from traditional interpretations of guidance,
4. psychotherapy, and consultation via explanation, description, or the identification of
5. descriptive statements.
6. Students will distinguish between the outcome and process goals of counseling and
7. consultation via explanation, description, or the identification of descriptive statements.
8. Students will identify, generate responses, and/or demonstrate appropriate behaviors.

9. which are consistent with the Ethical Standards and Standards of Practice of the
10. American Counseling Association, including differentiating between ethical and legal.
11. issues.
12. 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.
13. Students will identify, describe, and/or apply appropriate counseling skills to
    client/consultees who are different from the counselor in terms of race, culture.
14. background, gender, age, physical abilities, lifestyle, and/or other criteria.
15. Students will identify, describe, and/or apply appropriate counseling skills to clients who
    are reluctant or resistant.
16. Students will identify, describe, and/or apply appropriate counseling skills to clients who are
    suicidal.
17. Students will identify and/or list and describe the typical stages of counseling initial interview
    through termination.
18. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic listening,
    empathy, genuineness, unconditional positive regard, concreteness, immediacy,
19. confrontation, self-disclosure, structuring, use of silence, nonverbal communication, and
20. communication leads such as interpretation, probes, reassurances, questions, and
21. restatements and reflections.
22. Students will identify, explain, or demonstrate behaviors congruent with currently accepted,
    psychodynamic, cognitive-behavioral, and affective counseling theories,
23. techniques, and practices, including, but not limited to Psychoanalytic, Adlerian,
24. Existential, Person-centered, Gestalt, Behavioral, Cognitive-behavioral, Reality, Family
25. 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.

<center>**COURSE REQUIREMENTS**</center>

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 lectures, 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 always display professionalism. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete 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 discussions. 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.
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<center>**COURSE ASSIGNMENTS/ASSESSMENTS**</center>

Quizzes (80 points)

Students will take four quizzes online based on the text; the chapters will be discussed in class as well. Students are encouraged to read the book before taking the quiz. Each quiz will contain a cluster of chapters discussed in class. Each quiz will carry 20 points, this is a open book quiz.

Journal (20 points)

Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe the material you are reading that week, your conceptualization of the theory or theories being studied, the portions of the theory that make sense to you, the parts you wonder about, and your perceived congruence and dissonance with the theory or theories based on your observations, life experience, and interactions with your classmates. Each journal entry should be no more than two pages long. Entries will be submitted through D2L in two parts. Follow the course schedule for more information.

Theory Paper (100 points)

Choose two major theories of interest to explore in depth. For each theory, use at least two original sources (e.g., articles written by the theory's creator(s) published in professional, peer reviewed journals or books written by the theory's creator(s)). There should be at least two original sources for the first theory and at least two original sources for the second theory. You must have at least five total references and may have more. This paper must follow American Psychological Association (APA, 7th ed) guidelines, minimum of 10 pages (excluding cover and reference page, no Abstract is necessary).

 For each theory, please describe the following:
- Theorist's biography and influences (What about the theorist's life and characteristics might have led her/him to create her/his theory?)
- Beliefs about human nature
- Why do people have problems.
- Role of the counselor
- Role of the client
- Therapeutic goals
- Multicultural considerations
- A summarization of the major points of each theory
- Similarities and differences between the theories (compare/contrast)

Grading Scale

90-100	=	A
80-89	=	B
70–79	=	C
60–69	=	D
59>	=	F

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 orgreater.
- 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.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release ofthat major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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-bitdisplay 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 issupported.*
    - *Pop-ups are allowed.*
    - *JavaScript is enabled.*
    - *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:
    - Adobe Reader https://get.adobe.com/reader/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player https://get.adobe.com/shockwave/
    - Apple Quick Time 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.

COMMUNICATION AND SUPPORT

Brightspace 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). http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.as px

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

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 based on race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination based on 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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

Web url: http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet yOfEmployeesAndStudents/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.

COURSE OUTLINE / CALENDAR

Notes:
1. Course Assignments issues will be discussed during every classsession.
2. An option (and not a requirement) – if you have a laptop, please bring it with you to every class session.
3. The agenda outline is tentative and subject to change.

Tentative Course Schedule
Extra readings will be posted and reading instructions will be posted in announcements.

Date	Chapter	Assignment

Week 1: 9/2	Introduction and overview	
Week 2: 9/9	Person and Professional	
Week 3: 9/16	Ethics and *Psychoanalytic Therapy*	
Week 4: 9/23	Adlerian Therapy	
Week 5: 9/30	Existential Therapy	Quiz 1 (chapters 1-4): **10/2**
Week 6: 10/7	Person-Centered Therapy	
Week 7: 10/14	*Gestalt Therapy*	Journal Part 1: **10/16**
Week 8: 10/21	Behavior Therapy	
Week 9: 10/28	Cognitive-Behavior Therapy	*Quiz 2 (chapters 5-7): 10/30*
Week 10: 11/4	**SACES: No class** Self-reading: Feminist Therapy	
Week 11: 11/11	**TCA: No Class** Self-reading: Reality Therapy	
Week 12: 11/18	Reality and feminist therapy will be discussed. Rational Emotive Behavior Therapy	Quiz 3 (chapters 8-11): **11/20**
Week 13: 11/25	**Thanksgiving Break, Enjoy**	
Week 14: 12/2	Case conceptualization	
Week 15: 12/9	Family Systems Therapy *Post Modern Approaches*	
Week 16: 12/15	Finals Week	*Quiz 4 (chapters 12-15): 12/15* Journal part 2: **12/15** Theory paper: **12/15**

THEORY PAPER RUBRIC

Content	Points
Theory 1	30
Theory 2	30
Summary of Theory 1 & 2	10
Similarities and Differences	10
References	5
Page limit and timely	5
APA	10
Total	100

1 – Does Not Meet Expectation (0-69 points)	2 – Meets Expectation (70-89)	3 – Exceeds Expectations (90-100)
Did not submit the assignment or missed a entire theory or other sections described in the course assignment section.	Described 2 theories, missing description under each section as described in the syllabus. The content has minimum organization and APA style. References are adequate.	Described 2 theories and presented each section as described in the syllabus. The content is organized and formatted with APA style. References include seminal and recent literature.