



TEXAS A&M UNIVERSITY
COMMERCE

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COUN 510: Counseling Theories & Techniques
Course Syllabus, Spring 2024
1/29/2024- 5/10/2024

INSTRUCTOR INFORMATION

Instructor: Ajitha Chandrika Prasanna Kumaran, PhD, NCC

University Email Address: Ajitha.Kumaran@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Monday – Friday

Main Office Location: Commerce

Office Hours:

Tuesday: noon to 4 pm at McKinney

Virtual

Email for appointment

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*. Microtraining 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*. 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. 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	• Reading (Corey, 2017) • Additional resources	Chapters reviews (1-4) Journal	Covering all 5 questions asked by the	≥ 80% of average rubric scores will either meet (2) or

personality development	related to nature of the human, normal and abnormal behavior according to specific theory	Quiz	instructor on the theory chapter review	exceed (3) expectation
2.F.5.a. theories and models of counseling	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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 effective helpers.
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
13. influence helping processes, including, but not limited to age, gender, ethnicity, culture,
14. race, lifestyle, verbal and nonverbal communication styles, personal characteristics, traits,
15. capabilities and life circumstances.
16. Students will identify, describe, and/or apply appropriate counseling skills to
17. client/consultees who are different from the counselor in terms of race, cultural
18. background, gender, age, physical abilities, lifestyle, and/or other criteria.
19. Students will identify, describe, and/or apply appropriate counseling skills to clients who
20. are reluctant or resistant.
21. Students will identify, describe, and/or apply appropriate counseling skills to clients who
22. are suicidal.
23. Students will identify and/or list and describe the typical stages of counseling initial
24. interview through termination.
25. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic
26. listening, empathy, genuineness, unconditional positive regard, concreteness, immediacy,
27. confrontation, self-disclosure, structuring, use of silence, nonverbal communication, and
28. communication leads such as interpretation, probes, reassurances, questions, and
29. restatements and reflections.
30. Students will identify, explain, or demonstrate behaviors congruent with currently
31. accepted, psychodynamic, cognitive-behavioral and affective counseling theories,
32. techniques, and practices, including, but not limited to Psychoanalytic, Adlerian,
33. Existential, Person-centered, Gestalt, Behavioral, Cognitive-behavioral, Reality, Family
34. systems, and Solution-focused.

TE_xES 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 ASSIGNMENTS/ASSESSMENTS

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 cluster of chapters discussed in class. Each quiz will carry 20 points, this is a open book quiz.

Journal/class reading discussion (20 points)

For this class format, we will meet twice each week and you will be discussing the chapters you reading every week; refer to tentative schedule (pg. 14). This assignment will be done during vitural class time.

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, peerreviewed 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 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

Late assignments will have 15% 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.

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 of that major version). For example, as of June 7, 2017, D2L supports 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:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - 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:
 - Sound card, which is usually integrated into your desktop or laptop computer

- Speakers or headphones.
 - *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)
<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.*
 - *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/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [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.*

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>

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/>

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/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 class session;*
- 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.

COURSE OUTLINE / CALENDAR

Read the chapters before class: review the highlighted rows.

7/11/2022 through 8/11/2022

Date	Chapter	Assignment
Week 1	Introduction and overview Person and	
Week 2	Professional Ethics in counseling	
Week 3	<i>Psychoanalytic Therapy</i>	
Week 4	<i>Adlerian Therapy</i>	
Week 5	<i>Existential Therapy</i>	<i>Quiz 1 (chapters 1-4)</i>
Week 6	<i>Person-Centered Therapy</i>	
Week 7	Gestalt Therapy	Journal part 1
Week 8	Behavior Therapy	
Week 9	<i>Spring Break</i>	Quiz 2 (chapters 5-7)
Week 10	<i>Cognitive-Behavior Therapy</i>	
Week 11	Feminist Therapy	<i>Quiz 3 (chapters 8-11)</i>
Week 12	Reality Therapy	
Week 13	Family Systems Therapy	
Week 14	Post Modern Approaches	<i>Quiz 4 (chapters 12-15)</i>

Week 15	An Integrative Perspective	<i>Journal part 2 Theory paper</i>
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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 othr sections described in the course assignment section.	Described 2 theories, missing description under each section as described in the syllbus. The content has minimum organization and APA style. References are adequate.	Described 2 theories and presented each section as described in the syllbus. The content is organized and formated with APA style. References include seminal and recent literature.

