



COUN 410: Intro to Counseling Theory and Methods

COURSE SYLLABUS: Spring 2026
Tuesdays and Thursdays, 9:30-10:45

INSTRUCTOR INFORMATION

Instructor: Jenny Gagnon, M.Ed., LPC-S

Office Location: by appointment

Office Hours: by appointment

University Email Address: jenny.gagnon@etamu.edu

Preferred Form of Communication: email

Communication Response Time: 24 hours; M-F

COURSE INFORMATION

Required Text: Corey, G. (2024). Theory and practice of counseling and psychotherapy (11th edition). Cengage, CA: USA. ISBN – 13: 978-0357764428

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

This course provides an overview of theory, practice, methods, basic principles, and concepts used in educational settings and community agencies by counselors. The purpose of this course is to have students gain an overview of the counseling profession through readings, discussion, experiential activities, and site visits. By the end of the course, students will understand what it entails to be a counselor and be able to distinguish a counselor from related mental health professions.

Student Learning Outcomes:

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.

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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.

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. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. Complete all required and supplemental readings and be

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prepared to discuss in class. Complete all class assignments within specified time frames. No late assignments will be accepted.

ASSESSMENTS

Assignment	Percentage of Grade
Chapters 1-3 Quiz	15
Integrative Perspective Class Assignment	10
Chapters 4-9 Quiz	15
Chapters 10-14 Quiz	15
Theory Review Essay	15
Class Participation/ Attendance	10
Final Exam (cumulative)	20

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

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 Spring 2026:

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 and discussions. Complete any and all readings in a timely manner.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Attend classes. Participate. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition standards.
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.

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10. Be open to the process. This degree takes time, work, effort, and growth.

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

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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
- 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.

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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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Students are expected to log in to D2L for all assignments. No late assignments will be accepted.

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.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

East Texas A&M Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#) webpage and
<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 required to maintain high standards of integrity and honesty in all of their scholastic work. **Use of A.I. content as your own, and improperly citing or failing to cite a quote or reference is academic dishonesty, and will result in disciplinary action up to and including failing the assignment, and in severe cases, failing the course and a recommendation for further university disciplinary response.** If you have questions about requirements or academic integrity, please, always contact your instructor first. For more details and the definition of academic dishonesty, see the following procedures:

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

Syllabus/schedule are subject to change.



<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

AI use in course [Draft 2, 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

Students with Disabilities-- ADA Statement

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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

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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/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.

East Texas A&M Supports Students' Mental Health

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Week/Date	Topic	Reading	Assignment
Week 1 (1/13/26)	Chapter 1	Introduction to and Overview	View Lectures View PowerPoints View Intake Video Gwen
Week 2 (1/20/26)	Chapter 2	The Counselor: Person and Professional	View Lectures View PowerPoints View Demonstration video: Case of Gwen: Multicultural Perspectives
Week 3 (1/27/26)	Chapter 3	Ethical Issues in Counseling Practice Basic Issues in Counseling Practice Chapters 1-3 Quiz	View Lectures View PowerPoints View Demonstration videos: Case of Stan - Gift Giving: The Vase; Case of Gwen: Informed Consent
Week 4 (2/3/26)	Chapter 15	An Integrative Perspective Review Tables 15.1, 15.2, 15.3,15.4, 15.5, 15.6, 15.7, 15.8, 15.9 and 15.10 Integrative Perspective Class Assignment	Review tables as an introduction to the theories. Each theory will be covered in depth in the upcoming chapters.
Week 5 (2/10/26)	Chapter 4	Psychodynamic Approach Psychoanalytic Therapy	View Lectures View PowerPoints View Demonstration videos: Case of Gwen: Psychoanalytic Therapy; Case of Stan: Psychoanalytic Therapy
Week 6 (2/17/26)	Chapter 5	Psychodynamic Approach Adlerian Therapy	View Lectures View PowerPoints View Demonstration videos: Case of Stan: Adlerian Therapy; Case of Gwen: Adlerian Therapy
Week 7 (2/24/26)	Chapter 6	Experiential & Relationship Oriented Therapies Existential Therapy	View Lectures View PowerPoints View Demonstration videos: Case of Stan: Existential Therapy; Case of Gwen: Existential Therapy



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Week 8 (3/3/26)	Chapter 7	Experiential & Relationship Oriented Therapies Person-Centered Therapy	View Lectures View PowerPoints View Demonstration videos: Case of Stan: Person-Centered Therapy; Case of Gwen: Person-Centered Therapy
Week 9 (3/10/26)		**SPRING BREAK**	
Week 10 (3/17/26)	Chapter 8	Experiential & Relationship Oriented Therapies Gestalt Therapy Theories and Techniques of Counseling Chapters 4-8 Quiz	View Lectures View PowerPoints View Demonstration videos: Case of Stan: Gestalt Therapy; Case of Gwen: Gestalt Therapy
Week 11 (3/24/26)	Chapter 9:	Cognitive Behavior Approach Behavior Therapy	View Lectures View PowerPoints View Demonstration videos: Case of Stan: Behavior Therapy; Case of Gwen: Behavior Therapy
Week 12 (3/31/26)	Chapter 10	Cognitive Behavior Approach Cognitive Behavior Therapy	View Lectures View PowerPoints View Demonstration videos: Case of Stan: Cognitive Behavior Therapy; Case of Gwen: Cognitive Behavior Therapy
Week 13 (4/7/26)	Chapter 11	Cognitive Behavior Approach Choice Theory/Reality Therapy	View Lectures View PowerPoints View Demonstration videos: Case of Gwen: Choice Theory/Reality Therapy; Case of Stan: Choice Theory/Reality Therapy
Week 14 (4/14/26)	Chapter 12	Systems and Postmodern Approach Feminist Therapy	View Lectures View PowerPoints View Demonstration videos: Case of Gwen: Feminist Therapy; Case of Stan: Feminist Therapy
Week 15 (4/21/26)	Chapter 13 Chapter 14	Systems and Postmodern Approach Postmodern Approaches Systems and Postmodern Approach Family Systems Therapy Theories and Techniques of Counseling Chapters 9-14 Quiz	View Lectures View PowerPoints View Demonstration videos: Case of Gwen: Solution-Focused Brief Therapy; Case of Stan: Narrative Therapy Case of Gwen: Family Systems Therapy

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Week 16 (4/28/26)	Chapter 15	An Integrative Perspective Exam Review Theory Summary Review Due April 28th	View Lectures View PowerPoints View Demonstration video: Case of Gwen: An Integrative Perspective; Case of Stan: An Integrative Perspective
April 30 th -May 2 nd		Final Exam	

Assignment

Theory Summary Review (15%):

Complete a summative review of the 2 theories covered throughout this course. The review must be submitted in D2L by midnight on the due date. Reviews submitted after the due date will not be accepted. All reviews must be uploaded in Microsoft Word format.

	Does Not Meet Expectation	Meets Expectations	Exceeds Expectation
Theory Overview Appendix A	Missed basic concepts; writing is shallow and lacks in-depth exploration of theories	Most basic concepts are covered, evidence of possessing knowledge about the theories but missing one or two key points	All basic concepts are covered. In depth review of related concepts. evidence of possessing knowledge about topic without missing key information.