



COUN 610: Advanced Counseling Theories and Techniques

Course Syllabus: Summer 2026

Tuesdays 7:00-9:00 PM, Synchronous Online

<https://etamu-edu.zoom.us/j/7421321052>

INSTRUCTOR INFORMATION

Instructor: Dr. Robyn L. Flores

Office Location: Dallas #2058 (19th floor, then take 20th floor elevator)

Office Hours: Wednesdays 9:00-2:00 PM

University Email Address: robyn.flores@etamu.edu

“ClassZoom” link: <https://etamu-edu.zoom.us/j/7421321052>

Preferred Method of Communication: email

Communication Response Time: In the summer, it can take up to 24 business hours for a response.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Reading

Required Textbooks:

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

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

Seminal Source Reading List

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

Adler, A. (1930). *What Life Should Mean to You*. Capricorn.

Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.

Skinner, B. (1957). *Science and Human Behavior*. Macmillan.

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.

Summer/2026

Syllabus/schedule are subject to change



- 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.
- 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. (2003). *Object relations & self-psychology*. Brooks/Cole.

COURSE DESCRIPTION

Catalog Description of the Course

610. *Advanced Counseling Theories and Techniques*. Three semester hours.
Advanced study of various theories of counseling approaches, with opportunities for demonstration and evaluation of each student's counseling skills. Prerequisite: Doctoral status or consent of the instructor.

General Course Information

This course is designed to provide the student with advanced exploration and analysis of current counseling theories. The student will be expected to demonstrate the ability to analyze, synthesize, critique, and discuss, in verbal and written form, the key concepts of traditional and contemporary counseling theory and practice. In addition, students will be expected to demonstrate understanding of the principles and practices of counseling and systems theories.



2024 CACREP Standards Addressed in COUN 610

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.1.a. scholarly examination of the evidence base for counseling processes and theories	Lecture, readings, in-class activities and asynchronous content	Integration Paper Trauma Treatment Project Student-led Theory Presentations	Integration Paper Trauma Treatment Project Student-led Theory Presentations	≥ 80% of average rubric scores will either meet (2) or exceed (3) the expectation
6.B.1.b. integration of theories relevant to counseling	Lecture, readings, in-class activities and asynchronous content	Integration Paper Trauma Treatment Project	Integration Paper Trauma Treatment Project	≥ 80% of average rubric scores will either meet (2) or exceed (3) the expectation
6.B.1.c. conceptualization of clients from multiple theoretical perspectives	Lecture, readings, in-class activities and asynchronous content	Integration Paper Trauma Treatment Project Student-led Theory Presentations	Integration Paper Trauma Treatment Project Student-led Theory Presentations	≥ 80% of average rubric scores will either meet (2) or exceed (3) the expectation
6.B.1.d. scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities	Lecture, readings, in-class activities and asynchronous content	Integration Paper Trauma Treatment Project Student-led Theory Presentations	Integration Paper Trauma Treatment Project Student-led Theory Presentations	≥ 80% of average rubric scores will either meet (2) or exceed (3) the expectation



6.B.1.e. methods for evaluating counseling effectiveness	Lecture, readings, in-class activities and asynchronous content	Integration Paper Trauma Treatment Project Student-led Theory Presentations	Integration Paper Trauma Treatment Project Student-led Theory Presentations	≥ 80% of average rubric scores will either meet (2) or exceed (3) the expectation
6.B.1.f. legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities	Lecture, readings, in-class activities and asynchronous content	Integration Paper Trauma Treatment Project Student-led Theory Presentations	Integration Paper Trauma Treatment Project Student-led Theory Presentations	≥ 80% of average rubric scores will either meet (2) or exceed (3) the expectation

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will use the Learning Management System (LMS) D2L for instructional and learning activities, including submitting assignments, participating in online discussions, and completing quizzes. You will need to use other technologies, such as Microsoft Word and PowerPoint. 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, discussions, 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 include the following:

1. You are expected to display professionalism at all times. Be respectful to 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. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check it 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.

Assignments/Assessments

Treating Trauma Project (30 points): Each student will present a scholarly research project examining the effectiveness of current theoretical models and treatment strategies as applied to crises, disasters, and other trauma-causing events. Students can choose to discuss trauma in a specific way (e.g., sexual abuse, natural disasters, exposure to war) or more broadly. Students will provide a brief overview of the existing research base for two (2) contemporary counseling approaches to treating trauma. Students must choose theories that are fundamentally different than those chosen for the Integration Paper. Students may complete this assignment in writing or by presenting a video that explains their findings. The paper must be 4-8 pages of content in APA style. The video must be 30-40 minutes (of content) in length, and an audience must be present.

Commented [A1]: Do not delete the CACREP KPI Assignment. Feel free to edit the other assignments as you see fit, Brian.



Treating Trauma Project Rubric

	1 – Does Not Meet Expectation (0-39 points)	2 – Meets Expectation (40-44 points)	3 – Exceeds Expectation (45-50 points)
Discussion of Trauma - Whether broad or focused, this would include the discussion of trauma as it relates to your chosen theories.	Shows a limited understanding of the chosen trauma-related topic, as evidenced by a less-than-satisfactory discussion of the available literature, utilizing outdated resources (or missing key resources), minimally defining the topic and/or explain key concepts, with many influential aspects missing, interjecting opinion/anecdotal evidence frequently	Shows an understanding of the chosen trauma-related topic, as evidenced by a satisfactory discussion of the available literature, utilizing contemporary resources to define the topic and explain key concepts, with some influential aspects missing, interjecting opinion/anecdotal evidence on occasion	Shows an advanced understanding of the chosen trauma-related topic, as evidenced by an in-depth discussion of the available literature, utilizing several contemporary resources to fully define the topic and explain key concepts
Discussion of Theory #1 - Includes an overview of your chosen theory with a discussion of the effectiveness of treatment strategies for trauma.	Shows a limited understanding of the chosen theory and/or its effectiveness as an intervention for treating trauma as evidenced by a less-than satisfactory discussion inclusive of key concepts, therapeutic process, application, multicultural	Shows an understanding of the chosen theory and its effectiveness as an intervention for treating trauma, as evidenced by a satisfactory discussion inclusive of key concepts, therapeutic process, application, multicultural	Shows an advanced understanding of the chosen theory and its effectiveness as an intervention for treating trauma, as evidenced by an in-depth discussion inclusive of key concepts, therapeutic process, application, multicultural perspective, etc.



	perspective, etc., with many details missing	perspective, etc., with some details missing	
Discussion of Theory #2 - Includes an overview of your chosen theory with discussion of the effectiveness of treatment strategies for trauma.	Shows a limited understanding of the chosen theory and/or its effectiveness as an intervention for treating trauma as evidenced by a less-than satisfactory discussion inclusive of key concepts, therapeutic process, application, multicultural perspective, etc., with many details missing	Shows an understanding of the chosen theory and its effectiveness as an intervention for treating trauma as evidenced by a satisfactory discussion inclusive of key concepts, therapeutic process, application, multicultural perspective, etc., with some details missing	Shows an advanced understanding of the chosen theory and its effectiveness as an intervention for treating trauma as evidenced by an in-depth discussion inclusive of key concepts, therapeutic process, application, multicultural perspective, etc.
Presentation: This includes formatting, grammar, spelling, writing style, meeting page requirements, etc. for papers. This includes professionalism, delivery skills, formatting reference list, meeting time requirements, etc. for videos.	Writing is somewhat clear and is somewhat organized, although rereading to solidify understanding is occasionally necessary. It demonstrates an attempt at ethical scholarship in accurate representation and attribution of sources, but errors are occasional or minor. Writing has good spelling, grammar, and punctuation, but errors somewhat interfere with readers' comprehension. Citations in text and at the end of the document are mostly in the correct APA format. Page requirements are just short of being met. Video organization/presentation is somewhat clear,	Writing is generally clear and in an organized manner. It demonstrates ethical scholarship in accurate representation and attribution of sources; and generally displays accurate spelling, grammar, punctuation. Errors are few, isolated, and do not interfere with reader's comprehension. Citations in text and at the end of the document are in correct. Many useful ideas are present. APA format is correct. Page requirements are fully met. Video is generally well-constructed, well-presented, and well-organized; demonstrates ethical scholarship in accurate representation and	Writing is clear, concise, and in an organized manner; demonstrates ethical scholarship in accurate representation and attribution of sources; and displays accurate spelling, grammar, and punctuation. Citations in text and at the end of the document are in correct APA format. Page requirements are fully met. Video is very well-constructed, well-presented, and well-organized; demonstrates ethical scholarship in accurate representation and attribution of sources; it is both reflective and scholarly. The student's work clearly illustrates a sense of professional self in addition to professional knowledge of theory and intervention.



	although reviewing sections to follow is needed at times; demonstrates an attempt at ethical scholarship in accurate representation and attribution of sources, but errors are occasional or minor; the student's work at times not reflective and/or scholarly; the student's work does not consistently illustrate a sense of professional self in addition to professional knowledge of theory and intervention.	attribution of sources; it is generally reflective and scholarly. The student's work illustrates a sense of professional self in addition to professional knowledge of theory and intervention.	
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2. Class presentation (20 points): Each student will facilitate a 30-minute presentation of one of the major theories that are studied in this class. Please include the following:

Class Presentation and Cross-Comparison Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectations
Theory information accuracy	Information about the theory (including underpinnings, interventions, philosophical stance, history, tenets, efficacy across various presenting concerns and populations, limitations, strengths, and ethical considerations) is somewhat clear and organized, though occasional requests for clarification are necessary	Information about the theory (including underpinnings, interventions, philosophical stance, history, tenets, efficacy across various presenting concerns and populations, limitations, strengths, and ethical considerations) is mostly clear and organized.	Information about the theory (including underpinnings, interventions, philosophical stance, history, tenets, efficacy across various presenting concerns and populations, limitations, strengths, ethical considerations) is exceptionally clear and organized.



	to solidify understanding.		
Creative learning activity	Little to no focus on creative activity, poorly organized and/or executed, or non-inclusive.	Appropriate creative activity, mostly organized and/or executed, inclusive and encouraging experience for student learning.	Out of the box creative activity, very organized and/or executed, an inclusive and encouraging experience for student learning.
Appropriate use of visual aid	Student demonstrates an attempt at development of representation and attribution of sources, but errors are occasional or abundant; the student's work does not consistently illustrate a sense of professional self in addition to professional knowledge of theory and intervention.	Visual aid is generally well-constructed, well-presented, and well-organized; the student demonstrates ethical scholarship in accurate representation and attribution of sources; it is generally reflective and scholarly. The student's work demonstrates a sense of professional self, as well as professional knowledge of theory and intervention.	The visual aid is very well-constructed, well-presented, and well-organized; demonstrates ethical scholarship through accurate representation and attribution of sources; and is both reflective and scholarly. The student's work clearly illustrates a sense of professional self, as well as professional knowledge of theory and intervention.

3. CACREP 2024 KPI: Integration Paper (50 points): Each student will conduct an *analysis of the literature* in order to successfully complete the following:

- Choose three theories relevant to counseling and provide a scholarly examination of each. This examination can include, but is not limited to, discussion of their basic constructs and assumptions, strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.
- Create a client and conceptualize this client from each of the three theoretical perspectives discussed.
- Discuss how the three theories would be integrated to address the client's specific needs.
- Discuss the evidence-based counseling practices, derived from the above chosen theories, that would be applied to the client's needs.
- Discuss the various methods of evaluating the effectiveness of this integrated approach.

Commented [A2]: This assignment is a CACREP KPI Assignment. Please do not delete.



This scholarly research project is designed to increase your scope of practice and develop an area of expertise for your future in teaching, research, and clinical practice. This paper must adhere to APA 7th edition style and be 20-25 pages of text, not including the abstract, title page, references, appendices, etc.

Integration Paper – KPI Assignment

KPI 1: Students Will Demonstrate the Ability to Conceptualize Clients' Issues from Multiple Counseling Theories and Frameworks

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Choose three theories relevant to counseling and provide a scholarly examination of each. This examination can include, but is not limited to, discussion of their basic constructs and assumptions, strengths and weaknesses, theoretical bases for efficacy, applicability to various presenting concerns and populations, and ethical/legal considerations.	Shows a limited understanding of the chosen theories, as evidenced by a less-than-satisfactory discussion of the available literature, utilizing outdated resources (or missing key resources), minimal explanation of key concepts, with many influential aspects missing, and interjecting opinion/anecdotal evidence frequently.	Shows an understanding of the chosen theories, as evidenced by a satisfactory discussion of the available literature, using some contemporary resources when appropriate to explain key concepts, though some influential aspects are missing, and interjecting opinion/anecdotal evidence on occasion.	Shows an advanced understanding of the chosen theories, as evidenced by an in-depth discussion of the available literature and by the use of contemporary resources when appropriate to fully explain key concepts.
Create a client and conceptualize this client from each of the three theoretical	Shows a limited understanding of the chosen theories and/or is somewhat able to conceptualize the client through	Shows an understanding of the chosen theories and an ability to conceptualize the client and their needs	Shows an advanced understanding of the chosen theories and the ability to conceptualize the client and their needs through these therapeutic lenses, as



Counseling

EAST TEXAS A&M

<p>perspectives discussed.</p>	<p>these therapeutic lenses, as evidenced by a less-than-satisfactory discussion involving key concepts, therapeutic process, application, etc., with many details missing.</p>	<p>through these therapeutic lenses, as evidenced by a satisfactory discussion that includes key concepts, therapeutic process, application, various populations and presenting concerns perspective, etc., though some details are missing.</p>	<p>evidenced by an in-depth discussion that includes key concepts, therapeutic process, application, various populations and presenting concerns perspective, etc.</p>
<p>Discuss how the three theories would be integrated to address the client's specific needs.</p>	<p>Shows a limited understanding of theoretical integration, as evidenced by a less-than-satisfactory discussion of a systematically selected counseling approach, inclusive of theory and treatment methods, supported by the available literature, utilizing outdated resources to explain how the chosen integrated approach assists with counseling, with many influential aspects missing and/or interjecting opinion/anecdotal evidence frequently</p>	<p>Shows a detailed understanding of theoretical integration, as evidenced by a satisfactory discussion of a systematically selected counseling approach, inclusive of theory and treatment methods, supported by the available literature, utilizing some contemporary and/or seminal resources to explain how the chosen integrated approach assists with counseling</p>	<p>Shows an advanced understanding of theoretical integration, as evidenced by an in-depth discussion of a systematically selected counseling approach, inclusive of theory and treatment methods, supported by the available literature, utilizing contemporary and/or seminal resources to fully explain how the chosen integrated approach assists with counseling</p>
<p>Discuss the evidence-based</p>	<p>Shows a limited understanding of the</p>	<p>Shows a detailed understanding of the</p>	<p>Shows an advanced understanding of</p>



<p>counseling practices, derived from the above chosen theories, that would be applied to the client's needs.</p>	<p>application of evidence-based counseling practices, as evidenced by a limited discussion of the available literature, utilizing outdated resources to explain the efficacy of the interventions, as well as the applicability within the integrative approach, with many influential aspects missing and/or interjecting opinion/anecdotal evidence frequently</p>	<p>application of evidence-based counseling practices, as evidenced by a satisfactory discussion of the available literature, utilizing contemporary and/or seminal resources to explain the efficacy of the interventions, as well as the applicability within the integrative approach, with some influential details missing, interjecting opinion/anecdotal evidence on occasion</p>	<p>appropriate application of evidence-based counseling practices, as evidenced by an in-depth discussion of the available literature, utilizing contemporary and/or seminal resources to fully explain the efficacy of the interventions, as well as the applicability within the integrative approach.</p>
<p>Discuss the various methods of evaluating the effectiveness of this integrated approach</p>	<p>Shows a limited understanding of various methods of evaluating the effectiveness of an integrated approach, as evidenced by a less-than-satisfactory discussion of the available literature, utilizing outdated resources, to explain the place of the chosen approach within current mental health practice, with many influential details missing, and interjecting</p>	<p>Shows a detailed understanding of various methods of evaluating the effectiveness of an integrated approach, as evidenced by a satisfactory discussion of the available literature, utilizing contemporary and/or seminal resources, to explain the place of the chosen approach within current mental health practice, with some influential details missing, interjecting</p>	<p>Shows an advanced understanding of various methods of evaluating the effectiveness of an integrated approach, as evidenced by an in-depth discussion of the available literature, utilizing contemporary and/or seminal resources, to fully explain the place of the chosen approach within current mental health practice</p>



	opinion/anecdotal evidence frequently	opinion/anecdotal evidence on occasion	
Academic Writing: Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e., APA 7); and display accurate formatting, spelling, grammar, and punctuation	Writing is somewhat clear and organized, though re-reading to solidify understanding is occasionally necessary. It demonstrates an attempt at ethical scholarship through accurate representation and attribution of sources, but occasional or minor errors occur. Writing has good spelling, grammar, and punctuation, but errors somewhat interfere with readers' comprehension. Citations in text and at the end of the document are mostly incorrect APA 7 format.	Writing is generally clear and organized. It demonstrates ethical scholarship in accurate representation and attribution of sources, and generally displays accurate spelling, grammar, and punctuation. Errors are few, isolated, and do not interfere with the reader's comprehension. Citations in text and at the end of the document are mostly correct. Many useful ideas are present. APA 7 format is correct.	Writing is clear, concise, and in an organized manner; demonstrates ethical scholarship in accurate representation and attribution of sources; and displays accurate spelling, grammar, and punctuation. Citations in text and at the end of the document are in correct APA 7 format.

GRADING

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

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

Assignment/Assessment	Point Value
Treating Trauma Project	30
Class Presentations/active participation	20
Integration Paper	50

Summer/2026

Syllabus/schedule are subject to change



Total points possible = 100. Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 100.

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 versions of browsers that are tested against the latest 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, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
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 \(version 17 or later\)](https://get.adobe.com/flashplayer/) <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 ETAMU campus open computer lab, etc.



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.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).
<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>



Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

ETAMU 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 East Texas A&M University 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

East Texas A&M University
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Summer/2026

Syllabus/schedule are subject to change



Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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 East Texas A&M 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 Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

Summer/2026

Syllabus/schedule are subject to change



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.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University 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



COURSE OUTLINE / CALENDAR

Date	Topic/Theories	CACREP 2024 Standard(s)	Readings	Assignments
Week 1	Introduction, Course Overview and Expectations	6.B.1.a, b, c, d, e, f	Wedding & Corsini (2019) Ch. 1	Review Syllabus
Week 2	Psychoanalysis, Adlerian	6.B.1.a, b, c, d, e, f	Wedding & Corsini (2019) Ch. 2 & 3	
Week 3	Person/Client-Centered / Existential	6.B.1.a, b, c, d, e, f	Wedding & Corsini (2019) Ch. 4 & 8	
Week 4	REBT, Behavior, and Cognitive	6.B.1.a, b, c, d, e, f	Wedding & Corsini (2019) Ch. 5-7	
Week 5	Gestalt & Interpersonal	6.B.1.a, b, c, d, e, f	Wedding & Corsini (2019) Ch. 9 & 10	
Week 6	Family Systems / Emotionally Focused Therapy	6.B.1.a, b, c, d, e, f	Wedding & Corsini (2019) Ch. 11	
Week 7	Feminist / Relational Cultural Therapy (RCT)	6.B.1.a, b, c, d, e, f	Articles in D2L	
Week 8	Social Constructivist (Narrative, SFBT)	6.B.1.a, b, c, d, e, f	Articles in D2L	
Week 9	Integrative Psychotherapies	6.B.1.a, b, c, d, e, f	Wedding & Corsini (2019) Ch. 14;	
Week 10	Trauma and Mindfulness/Ethics	6.B.1.a, b, c, d, e, f	ACA (2014), NBCC (2023) codes of ethics	

Commented [A3]: the number of weeks need to be adjusted to 10.

Commented [A4]: Chapters need to be updated to reflect Wedding & Corsini's 11th edition.