

COUN 510.41W: Counseling Theories & Techniques Syllabus Spring 2013, Online

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I do not utilize the virtual office online

This is an online class, so the expectations are a bit different than courses taught face-to-face. Students need to feel comfortable working from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. In a 15 week semester, students may spend 2 hours and 40 minutes per week in a lecture class plus additional time for driving and study/preparation. During a 5 week summer semester, students may spend up to 8 hours per week in a lecture class plus additional time for driving and study/preparation. During a 2.5 week May-mini, students may spend up to 17.5 hours per week in a lecture class plus additional time for driving and study/preparation. So, for an online class, it is important to schedule your time wisely. While you do not have the driving time, it is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different. The lectures are quite a bit shorter, and will not take up the amount of time as it does face-to-face.

Office Hours: The instructor is accessible for out-of-class advisement and professional consultation relative to course performance and academic achievement. I will make every effort to resolve any problems, and I am available by telephone within 24 hours generally. If you need to speak with me, e-mail me and we will schedule a conference. My classes this semester are taught in Mesquite and online. So, if you call my office in Commerce, I may not receive the message. The best way to reach me is via email.

IMPORTANT: Please use the e-college e-mail system. E-mails sent outside the provided secure system are not confidential, and I assume no responsibility for protecting the information within them. All my announcement and initial contact to you will be through ecollege. If you send me an email outside of ecollege, I will reply to it but will not take responsibility for protecting the information shared with you.

Texas A & M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

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.

PROFESSIONAL CONDUCT

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (See Student's Guide Handbook, Policies and Procedures, Conduct).

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Required Textbooks:

Corey, G. (1996). Theory and practice of counseling and psychotherapy (Current edition). Pacific Grove, CA: Brooks/Cole.

Corey, G. (1996). Student manual for theory and practice of counseling and psychotherapy (Current edition). Pacific Grove, CA: Brooks/Cole.

Suggested Textbook:

American Psychological Association. (1994). Publication manual of the American Psychological Association. (6th ed.). Washington, D.C.: Author.

CATALOG DESCRIPTION OF COURSE

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).

Course Objectives include, but are not limited to, the following:

1. The student will identify, explain, and/or describe generally accepted characteristics of effective helpers.
2. Students will differentiate counseling from traditional interpretations of guidance, psychotherapy, and consultation via explanation, description, or the identification of descriptive statements.
3. Students will distinguish between the outcome and process goals of counseling and consultation via explanation, description, or the identification of descriptive statements.
4. Students will identify, generate responses, and/or demonstrate appropriate behaviors which are consistent with the Ethical Standards and Standards of Practice of the American Counseling Association, including differentiating between ethical and legal issues.
5. Students will identify, explain, and/or describe characteristics and behaviors that influence helping processes, including, but not limited to age, gender, ethnicity, culture, race, lifestyle, verbal and nonverbal communication styles, personal characteristics, traits, capabilities and life circumstances.
6. Students will identify, describe, and/or apply appropriate counseling skills to client/consultees who are different from the counselor in terms of race, cultural background, gender, age, physical abilities, lifestyle, and/or other criteria.
7. Students will identify, describe, and/or apply appropriate counseling skills to clients who are reluctant or resistant.
8. Students will identify, describe, and/or apply appropriate counseling skills to clients who are suicidal.
9. Students will identify and/or list and describe the typical stages of counseling initial interview through termination.
10. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic listening, empathy, genuineness, unconditional positive regard, concreteness, immediacy, confrontation, self-disclosure, structuring, use of silence, nonverbal communication, and

communication leads such as interpretation, probes, reassurances, questions, and restatements and reflections.

11. Students will identify, explain, or demonstrate behaviors congruent with currently accepted, psychodynamic, cognitive-behavioral and affective counseling theories, techniques, and practices, including, but not limited to Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Behavioral, Cognitive-behavioral, Reality, Family systems, and Solution-focused.

Course Requirements and Grading:

1. Theory Reviews: You will be required to complete a theory review on each theory prior to covering the theory (please see the outline in this syllabus for more info.) . ***This review needs to be dropped to the appropriate Drop Box for the week on the Ecollege by midnight on the day that is due in order to receive the two-point credit.*** Please see the Tentative course Calendar for the due dates. Please note that I will give no credit to those theory reviews which are uploaded after the due date. You will do a total of 11 theory reviews for a total of 20 points. I will drop the lowest mark on one theory. That means you get to drop the lowest mark or skip a theory review and still receive the full 20 % credit.
All your review must be uploaded in Microsoft Word format (MSWord). If you do not have the software on your computer, you need to obtain a copy of it.
2. Comparison Research Paper: Choose two theories of most interest to you from the theories we studied during this class. Using your Text book and 4 original sources for each theory, write a compare/contrast paper. Topics to compare and contrast should include the following: nature of person, personality development, emotional maladjustment, counselor/client relationship, techniques, therapeutic goals, etc. Research paper must follow American Psychological Association (APA) guidelines and should not exceed 12 pages (including cover and reference page, no Abstract is necessary). You will be graded according to APA style (10 points), writing and organization, content (80 points), and references (10 points). Original source is defined as journal article or book authored or co-authored by a major contributor of that particular theory. ***This research paper needs to be dropped in the appropriate drop box on the Ecollege by the due date at the end of the semester in order to receive credit.*** This paper needs to be in the MSWord format as well.
3. Exams: There will be three multiple-choice exams. The exams will cover your readings and lecture material. The exams will be online and each exam is timed. ***If you think you are going to have problem with taking a time limited exam online, you may want to switched this from an online class to regular 510.*** There will be no make up test on any of the exams.

Academic Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The instructor will adhere to all University policies pertaining to attendance, make-up tests, cheating, plagiarism, withdrawal, incompletes, and final exams. Students are expected to be familiar with these policies and procedure and follow them as they apply to an online course of instruction.

Cheating on examinations, submitting work of other students as your own or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the university (See Student's Guide Handbook, Polices and Procedures, Conduct).

Professional Conduct: Students are expected to adhere to the Code of Ethics of the American Counseling Association. Any behavior, which is deemed unethical, will be grounds for review of the student by the program faculty.

Attendance: This course is totally online and you will study it on your own schedule, however, there are deadlines for reading and writing assignments that you have to follow. Each week you will get an assignment and new materials will be placed online for you to review (usually on Wednesday night). **All materials in this course are copy righted and you are not allowed to print, copy or save any of the material without the instructor written permission.** Your active participation in answering questions is required. I will be asking question online and expect you to fully participate in answering the questions. Even though, you are not required to be at your computer at certain hours of the day or week, I do expect to hear from you on the discussion area. You need to give feedback to other students on their work.

Grading: An instructor does not give grades. Students earn grades. If you approach your class with this understanding, it is the beginning of taking responsibility for your education and being a great student.

There are no extra credit assignments.

3 Exams (20 points each) =	60
Professional Paper =	20
Theory review paper =	20
Total	100

Grading Scale

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

This course is online. I do not keep any paper record (including a grade book) on this class. This means that your work have to be

uploaded on the “Ecollege” online in order for you to receive credit. If you email any of your work to me, I will read it but will not be able to give you the credit until it is posted online. Please make sure that you are familiar with the Ecollege. I am technology expert. Please forward all your technology questions to support services in “Ecollege”. No excuse is accepted for technology not working on your computer.

Tentative Course Calendar

The instructor reserves the right to change the calendar as needed.

Date	Chapter	Assignment
01/17 Week 1	Text (Chapter 1)	Introduction and overview
01/24 Week 2	Text (Chapter 2) Manual (Chapter 2)	The Counselor: Person and Professional
01/31 Week 3	Text (Chapter 3) ACA website: www.counseling.org	ACA Code of Ethics
02/07 Week 4	Text (Chapter 4) Manual (Chapter 4)	Psychoanalytic Therapy (Review Due)
02/14 Week 5	Text (Chapter 5) Manual (Chapter 5)	<u>FIRST EXAM (chapters 1-4)</u> Adlerian Therapy (Review Due)
02/21 Week 6	Text (Chapter 6) Manual (Chapter 6)	Existential Therapy (Review Due)
02/28 Week 7	Text (Chapter 7) Manual (Chapter 7)	Person-Centered Therapy (Review Due)
03/07 Week 8	Text (Chapter 8) Manual (Chapter 8)	Gestalt Therapy (Review Due)
03/14 Week 8		<i>Happy Spring Break</i>
03/21 Week 9	Text (Chapter 9) Manual (Chapter 9)	Behavior Therapy (Review Due)
03/28 Week 10	Text (Chapter 10) <i>Manual (Chapter 10)</i>	<u>SECOND EXAM (chapters 5-9)</u> Cognitive-Behavior Therapy Rational Emotive Behavior Therapy (Reviews Due)
04/04 Week 11	Text (Chapter 11) Manual (Chapter 11)	Reality Therapy (Review Due)
04/11 Week 12	Text (Chapter 12) Manual (Chapter 12)	Feminist Therapy (Review Due)
04/18 Week 13	Text (Chapter 13) Manual (Chapter 13)	Post Modern Approaches (Review Due)
04/25 Week 14	Text (Chapter 14) Manual (Chapter 14)	Family Systems Therapy (Review Due)
05/02 Week 15		TERM PAPERS DUE
05/09 Week 16		<u>THIRD EXAM (chapters 10-14)</u>

THEORY REVIEW AND TERM PAPER WRITE-UP

Points to cover in the theory review write-up and the final position paper on a selected theory (the following points need to be included as a minimum in your final paper).

1. Founder(s) of the theory.
2. Nature of the person including innate capacities and/or capabilities, if any, and motivational constructs according to the theory.
3. Nature of maladjustment (how do people develop mental illness) according to the theory.
4. Goals of counseling therapy according to the theory.
5. Role and activity of the counselor, including:
 - a. major techniques used in the therapy
 - b. diagnosis and appraisal devices
 - c. evaluation of client progress in therapy

APA Pet Peeves

pp. 67-68, 3.08, Economy of Expression
p. 69, 3.09, Editorial “we”—“we” only refers to authors—also refers to “us,” “our,” etc.
pp. 77-78, 3.18, Use the past tense
pp. 79, 3.20, a pronoun must agree in number
pp. 81-82, 3.21, misplaced and dangling modifiers
pp. 84-86, 3.23, parallel construction
pp.73-74, 3.12, gender (use plural pronouns)
p.76, 3.15, disabilities (people before disabling condition)
pp. 88-89, 4.03, use a comma between elements
pp. 91-92, 4.07, quotation marks—do not hedge
pp.62-63, 3.02-3.03, headings
pp. 63-64, 3.04, seriation
pp. 170-171, 6.03, quotation of sources
pp.111-112, 4.31 a, b, and especially 112 e—numbers
p. 118, 4.45, use symbol for percent when it is preceded by a number
pp. 174-179, 6.11-6.21, Reference citations in text
p. 198, 7.01, general form of citation for a periodical (examples p. 198, 7.01)

Other important notes:

Do not use contractions

Do not objectify people—use participants instead of subjects

Do not overuse direct quotations

Avoid secondary citations

Avoid anthropomorphism

Avoid linear literature reviews (study by study)

Italicize technical or key terms

Italicize Likert scale descriptors—e.g. *totally disagree* (1)...*highly agree* (5)

For 3 to 6 authors, cite all authors first time and then use et al. e.g.—Brown et al. (1998)

Numbers—if under ten, write it out unless it is modifying—e.g. 3%

References to time use numbers

When comparing numbers below ten to above 10, use numbers instead of writing it out