

Texas A&M University - Central Texas
COUN 5353 – Personality & Counseling Theories and Applications
Fall 2018

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jeremy J. Berry, Ph.D., LPC-S, NCC
Class Time: 6:00 - 8:45pm Tuesdays
Office: 318F Email: jeremy.berry@tamuct.edu
Office hours: Monday: 3-6pm; Tuesday 4-6pm; Wednesday 3-6pm

COURSE INFORMATION

Course Overview and description: This course is designed to provide an understanding of the major counseling theories and practices. Major theories of counseling will be examined with an emphasis on four areas: key concepts of the theory, its beliefs about the therapeutic process, the role of the counselor, and how to apply the theory to helping a client change. Each theory will be analyzed for its uniqueness and similarity with the other approaches and applied to case examples. In addition, there will be opportunities to practice some basic principles of each theory (i.e., role-plays) and when possible see the theory in action (i.e., videotapes, class examples).

STUDENT LEARNING OUTCOMES:

1. Student will demonstrate an understanding of various models to conceptualize client presentation of issues and of appropriate counseling interventions.
2. Students will demonstrate an understanding of the significance of current professional research and practice in the field so they begin to develop a personal counseling model.
3. Students will demonstrate awareness of the self as a helper, the goals of counseling including wellness and prevention, characteristics and behaviors that impact the helping process, human behavior, and strategies for optimizing human potential.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF5: Counseling and Helping Relationships)- Studies that provide an understanding of the counseling process in a multicultural society, including the following:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Midterm/Final	SLO1
b. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Midterm/Final	SLO1
c. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Midterm/Final	SLO1
d. multicultural competencies (IIF2c);	Midterm/Final	SLO1
e. impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d); and the impact of spiritual beliefs on clients' and counselors' worldviews (IIF2g)	Midterm/Final	SLO1
f. strategies of identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Midterm/Final	SLO1
g. developing relevant counseling treatment or intervention plans (IIF5h);	Role Play Assignment	SLO2
h. Counselor characteristics and behaviors that influence helping processes (IIF5f);	Role Play Assignment	SLO3
i. theories and models of counseling (IIF5a); a systems approach to conceptualizing clients (IIF5b); process for aiding students in developing a personal model of counseling (IIF5n)	Research Paper	SLO2
j. systemic and environmental factors that affect human development, functioning, and behavior (IIF3f)	Research Paper	SLO2
l. Theories for facilitating optimal development and wellness over the life span (IIF3i);	Research Paper	SLO2
l. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);	Research Paper	SLO2
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Theories and models related to clinical mental health counseling (CMHC:VC1b);	Chapter Presentation Research Paper Mid-Term/Final	SLO1

Required Reading - Textbooks:

Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy (9th ed.)*. United States: Brooks/Cole Cengage Learning.

Supplemental Reading:

Student Manual for Theory and Practice of Counseling and Psychotherapy (9th ed.).

Helpful Resources:

American Psychological Association. (2008). *Publication manual of the American Psychological Association 6th ed.*. Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)

<http://owl.english.purdue.edu/owl/resource/560/01/>

Other readings as assigned and supplied by professor

Course Requirements/Methods of Evaluation Employed**I will not accept late work without penalty.****Your requirements for the course include the following:**

- **Research Paper (25%)** - Students are to write a 12-15 page paper (including title page and bibliography) in which you compare two of the theories outlined in the text. You can choose any two theories, provided they are not the theory you are presenting in class. The paper should (1) summarize the basic tenets of the theories, (2) give a historical background on the theorists, (3) and discuss it's applications with specific mental health issues or counseling related concerns. Each paper must be written in the **current APA format** and have a minimum of 10 references no more than 5 years old.
- **Chapter Presentation (30%)** – Each student will be assigned one chapter (theory) from the textbook to present to the class. For your presentation, you will have 1 hour to present to the class. Please see the rubric. You must use this time to cover specific elements from the chapter. See the assignment description below.
- **Theory Role Play (15%)** – During the week in which you lead in the chapter presentation, you will role play a mock counseling session in which you will utilize the theory from the text that you are covering. This will provide you the opportunity to showcase that you understand the materials from the chapter (presentation) and that you can apply them (role play). Your mock session should be approximately 30 minutes. You will choose a classmate to role play as the client and you will be the counselor.

Students in the client role may either role play or real play. When role playing, students are encouraged to use scenarios from real life: the struggles of a family member or friend, for example. When real playing, students are encouraged to choose a topic or issues that feels “contained” or safe for them.

- (1) Assume your client has already signed a release and requisite paperwork.
 - (2) Begin by structuring with a confidentiality statement, and informed consent (format to be provided via canvas).
 - (3) Structure appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate. If one technique does not work out, try another.
 - (4) Close with a final summary of the session and a discussion with the client about how his/her new knowledge/learning/skill will be carried over to “real life”.
- **Exams (30%)** – Two exams worth 15% each will be given during the course. You will have a midterm and a final. The final will not be comprehensive. The midterm will cover the first 7 chapters. The final, the remaining chapters. The exams will be multiple choice and will be taken on canvas. Each test will be timed. You will have no more than 90 seconds per question on the exam. This is equivalent time to what is allotted you during your comp exam and national licensure exam. You will not have time to look up every answer in the textbook. You will need to read and be prepared to take these tests.

Course Calendar

Date	Topics	Readings	Assignments
Week 1 August 28th	Intro/The Counselor	Chapters 1&2	
Week 2 September 4 th	Ethical Issues	Chapter 3	
Week 3 September 11 th	Psychoanalytic Therapy	Chapter 4	
Week 4 September 18th	Adlerian Therapy	Chapter 5	
Week 5 September 25th	Existential Therapy	Chapter 6	
Week 6 October 2 nd	Person-Centered Therapy	Chapter 7	
Week 7 October 9th	Gestalt Therapy	Chapter 8	Midterm (Covering first 7 Chapters)

Week 8 October 16 th	Behavior Therapy	Chapter 9	
Week 9 October 23 rd	Cognitive Behavior Therapy	Chapter 10	
Week 10 October 30 th	Reality Therapy	Chapter 11	
Week 11 November 6 th	Feminist Therapy	Chapter 12	
Week 12 November 13 th	Postmodern Approaches	Chapter 13	
Week 13 November 20 th	*No Class This Date.	Online Week/Supplemental Reading	Research Paper Due
Week 14 November 27 th	Family Systems Therapy	Chapter 14	
Week 15 December 4 th	An Integrative Perspective & Case Illustrations	Chapter 15 Chapter 16	
Week 16 December 11 th	*No Class Final Exam Week		Final Exam

Student Learning Outcomes (SLOs) Grading Rubrics

SLO 1:	Competence				
Ten Summaries	No	Some	Basic	Above Aver- age	Superior
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);					
Multicultural competencies (IIF2c);					
Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d); and the impact of spiritual beliefs on clients' and counselors' worldviews (IIF2g)					
Strategies of identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);					
Theories and models related to clinical mental health counseling (CMHC:VC1b);					

SLO 2:	Competence				
	No	Some	Basic	Above Average	Superior
Developing relevant counseling treatment or intervention plans (IIF5h);					
Theories and models of counseling (IIF5a)					
A systems approach to conceptualizing clients (IIF5b)					
Process for aiding students in developing a personal model of counseling (IIF5n)					
Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f)					
Theories for facilitating optimal development and wellness over the life span (IIF3i);					
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);					

SLO 3:	Competence				
	No	Some	Basic	Above Average	Superior
Counselor characteristics and behaviors that influence helping processes (IIF5f);					

INSTRUCTIONS FOR THE CHAPTER PRESENTATION:

For this assignment you will create a PowerPoint or Prezi and complete a presentation to the class about the theory/chapter you are assigned. Although everyone is required to do the reading, it is your job to further explain and teach the class. Once the presentation is complete, we will discuss the chapter further and I will fill in any missing components and answer questions.

The presentation should be a minimum of 1 hour and a maximum of 70 minutes. This does NOT include any discussion that will take place. Yes, I will actually time you. Yes, you will be penalized to some degree for going over, or under the time limit. Bring note cards or whatever you need to guide your presentation, but you are to be knowledgeable about the material. Simply reading note cards or reading from the PowerPoint/Prezi will not result in a satisfactory grade. At the end of your PowerPoint, you should have at least TWO discussion questions for the class. You will conduct a discussion; asking questions, getting conversation started, etc.

Your PowerPoint should include (but is not limited to) key terms and key points. The slide show should be uncluttered and simple. I do not want to see paragraphs and long sentences. Slides are to be brief with phrases and key points, unless you are directly quoting someone. The font choice, design, and layout are up to you. Be sure to spell-check! The amount of slides you use is up to you, some people can get by with 10, while others may have more. You are allowed to use photos, charts, clip art, etc for the presentation. You may also use a video to assist you in your presentation; however, it may not exceed 5 minutes of the presentation time. The video must relate to your topic and either before or after you must explain how this video ties in. You will need to make an outline that you will pass out to the class. This outline is to guide students through your presentation. It should be simple and brief as it is an OUTLINE, being sure not to write sentences and paragraphs. This will allow your classmates to take and add notes as you present. Be sure to bring copies of your handout to class. The outline should have 1" margins, 12-point font, and either Times New Roman or Arial font please!

Please make sure to bring your presentation on a flash drive, so it is readily and easily accessible. In addition, double check to make sure your presentation works on another computer with your flash drive. You do not want the nightmare of panicking when it does not work in the class. Lastly, you will submit a copy of your PowerPoint via canvas under the assignment tab labeled "presentation". The presentation must be uploaded to canvas before you present to the class.

There is a rubric attached to the syllabus to give you some direction related to my expectations.

Here are some additional guide points:

- **PowerPoint** – uncluttered, neat, flows well, no spelling errors, submits PowerPoint via Canvas PRIOR to presentation
- **Time limit** – minimum of 60 minutes, maximum of 70 minutes (1 point reduction per minute under/over)
- **Handout** –handouts for classmates outlining section with key terms and is clear, and simple
- **Discussion questions** – creates TWO discussion questions for the class, is able to facilitate classroom discussion
- **Presentation** – student is knowledgeable about materials, able to answer and discuss questions addressed to them, does not read directly off of handout/slides

Mode of instruction and course access:

This course meets face to face on Tuesday evenings.

Important University Dates:

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes

October 30, Last day to drop 2nd 8-week classes with no record

November 10, Veteran's Day

November 10, Last day to drop with a Q or withdraw with a W (16-week classes)

November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

November 23-24, Thanksgiving, CAMPUS CLOSED

December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 15, Last day to file for Degree Conferral (Registrar's Office)

December 15, Commencement (End of Fall Term)

December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT**Technology Requirements.**

With regard to the use of audio or video equipment. If you are unable to access any audio or video recording devices for your role play assignment. Please contact Dr. Berry to arrange an alternative to meet the requirements of the course. Please do not wait until the last minute to do so.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In

accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and

82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

I do not accept late work without penalty. That doesn't mean I will not accept it at all, it means I won't without penalty. As a matter of record, any student turning in an assignment late will be penalized, regardless of the reasons for the late submission, with the lone exception being something that effects the Texas A&M University – Central Texas Canvas site which makes submitting work impossible. Typical penalty for late submission is a letter grade for each day beyond the due date for the assignment.