



| CACREP Standard   | Activity  | SLOs |
|---|---|------|
| <b>Common Core for all students:</b>  |   |      |
| a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);   | Quizzes About Ethical, Legal & Professional Standards | SLO1 |
| b. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);  | Quizzes about 10 Theories                             | SLO1 |
| c. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);   | Quizzes about 10 Theories                             | SLO1 |
| d. multicultural competencies (IIF2c);  | Quizzes about 10 Theories                             | 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) | Quizzes about 10 Theories                             | SLO1 |
| f. strategies of identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);  | Quizzes about 10 Theories                             | SLO1 |
| g. developing relevant counseling treatment or intervention plans (IIF5h);  | Research Paper or Grant Proposal                      | SLO2 |
| h. Counselor characteristics and behaviors that influence helping processes (IIF5f);  | Demonstration Theory/Role Plays                       | 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 or Grant Proposal                      | SLO2 |
| j. systemic and environmental factors that affect human development, functioning, and behavior (IIF3f)  | Research Paper or Grant Proposal                      | SLO2 |
| l. Theories for facilitating optimal development and wellness over the life span (IIF3i);   | Research Paper or Grant Proposal                      | SLO2 |
| l. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);   | Research Paper or Grant Proposal                      | SLO2 |
| <b>Standards for Clinical Mental Health Counseling (CMHC) track</b>   |   |      |

|  |                           |      |
|--|---------------------------|------|
| 1. Theories and models related to clinical mental health counseling (CMHC:VC1b); | Quizzes about 10 Theories | SLO1 |
|--|---------------------------|------|

**Required Reading - Textbooks:**

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy (9<sup>th</sup> ed.)*. United States: Brooks/Cole Cengage Learning.

American Psychological Association. (2011). *Publication manual of the American Psychological Association 6<sup>th</sup> ed.*. Washington, D.C.: American Psychological Association.

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

Other readings as assigned and supplied by professor.

**Course Requirements/Methods of Evaluation Employed**

**Class Participation/Role Plays: Professionalism and participation to class discussions: (10 Points)**

The more involved a student becomes, the more a student will learn. In addition, the material discussed in this course is best learned through class discussions and various class activities. As such, it is important to come to class prepared having read the material and developed questions about the topic of the week.

Students show professionalism when they: (a) attend all classes and activities **on time** and remain in class for the duration; (b) are prepared for class discussions; (c) attend to class discussions and role plays (in class) and timelines for assignments; (d) are flexible to schedule changes; (e) and respect the opinion and rights of others.

It is imperative that a student does not miss any class time. **Attendance** to class is very important for the learning outcomes. Due to the limited amount of time we have together, attendance for every class is mandatory. In case of an emergency, **absence from class can be two times maximum, if excused; otherwise, third absence will lead the student to get a zero (0) from the course.** If there is an emergency, please contact me through the email as soon as possible to make alternate plans.

Students should be able to demonstrate the application of various theories and techniques through **Role Plays in classroom**. Because of the nature of the class, at times, students may be engaged in some self-disclosure. Trust, openness, emotional connection, being non-judgmental and empathy are very important therapist qualities in the counseling profession as well as the **confidentiality (ACA Code of Ethics, 2014)**; therefore, each student is asked to maintain confidentiality. When disclosed, a secret of the client (or student) belongs to the client (or student) so counselors-in-training should not reveal any confidential information to others outside the classroom.

**Midterm Exam/Short Essay (100 points)**

This exam will cover assigned readings including the required text, power-points, and class discussions/notes covered up to the point of the exam. Students will examine each theory covered, its similarities and differences, its development and us-

es for counseling. The exam will be in **10 short essay questions** and students will have **two hours** to complete it. Students are expected to take the exam as scheduled. It is the student's responsibility to contact the professor to arrange alternative times to take the exams/quizzes in case of an emergency.

### **Theory Position Paper and Presentation of the Paper: (50 points)**

This paper should be no longer than **10 pages**. The paper needs to follow APA style of writing, double-spaced, 12 pnt. font, Times New Roman style fonts and one inch margins from everywhere. It must have a minimum of five (5) scholarly references (not the textbook) not older than 1995. The goal of this paper is for students to research, read, and explore in-depth a particular theory/approach that appeals to them and their personality the most. This is a written statement of the student's personal mode of counseling (based primarily on one of the major counseling models/theories) and how this theory of counseling is related to the student's own personality, values, and basic beliefs. Students should be able to explain the key concepts of their theory; therapist's role, the therapeutic goals, and central various counseling techniques according to this theory. Students should conclude with their ideas about how they want to use this theory in their future counseling practice and with what kind of clients (i.e. "I will use this theory mainly for clients who suffer from depression and anxiety).

The students will be able to present their research papers either alone or in groups based on the theory they have chosen and other students have chosen to research and present.

### **Take-Home Quizzes: (50 points)**

There will be **four take-home quizzes** in total. Each exam will be **12.5 points** and will cover two or three theories and ethical, legal and professional standards in each quiz. The student will be able to describe various parts of the theories based on the questions by giving examples of the techniques as well.

### **Final Exam: (100 points)**

The final exam will cover the remaining theories covered after the midterm in this course. This exam will include **10 Short Essay questions**. The exam will be given in class, no open book or notes and students will have **two hours** to complete it. Students may not use each other or the professor as a resource. Any attempt to do so will result in a grade **of zero (0)** for the exam.

### **Grading Criteria and Conversion**

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

**Grade Distribution****Grading System**

269 – 310 points = **A** 90 – 100%  
 229 – 268 points = **B** 80 – 89%  
 187 – 228 points = **C** 70 – 79%  
 146 – 186 points = **D** 60 – 69%  
 145 points and < = **F** 59% < =F

|   |                                      |
|---|--------------------------------------|
| <b>Midterm (Short Essay)</b>  | <b>(100 points)</b>                  |
| <b>Take-home Quizzes about 10 major theories X 4</b>                                | <b>(12.5 points each; 50 points)</b> |
| <b>Class Participation (Role Plays) and Attendance</b>                              | <b>(10 points)</b>                   |
| <b>Theory Position Research Paper &amp; In Class Presentation or Grant Proposal</b> | <b>(50 points)</b>                   |
| <b>Final Exam (Short Essay)</b>   | <b>(100 points)</b>                  |
| <hr/>   |                                      |
| <b>Total:</b>   | <b>(310 points)</b>                  |

**Complete Course Calendar**

**Course Calendar SPRING 2018 (Tuesdays, 6:00-8:45pm)**  
**Jan. 16<sup>th</sup>-May. 8<sup>th</sup>**

| <b>Date</b> | <b>Where</b> | <b>Topics</b>   | <b>Readings</b>   |
|-------------|--------------|---|---|
| 1/16        |              | Syllabus/Introductions<br>Overview<br>&<br>Effective Counselors                     | Chapters 1 - 3<br><br>The Counselor as Person and Professional, |
| 1/23        |              | Ethical Issues in Counseling<br>(ACA Code of Ethics, 2014)<br>&<br>Adlerian Therapy | Ch. 2   |
| 1/30        |              | Psychoanalytic Therapy  | Chapters 4 & 5<br><br><b>Take Home Quiz 1</b>                   |
| 2/6         |              | Existential Therapy<br>Readings   | Chapters 6<br><br><b>Take Home Quiz 2</b>                       |
| 2/13        |              | Person-Centered Therapy   | Chapters 7 & 8  |
| 2/20        |              | Gestalt Therapy   |   |
| 2/27        |              | Behavior Therapy  | <b>Take Home Quiz 3</b>   |

|             |  |   |                                   |
|-------------|--|---|-----------------------------------|
| 3/6         |  | Cognitive Behavioral Therapy (CBT); Rational Emotive Behavior Therapy (R.E.B.T.);   | <b>Take Home Quiz 4</b>           |
| <b>3/13</b> |  | <b>SPRING BREAK!</b>  |                                   |
| 3/20        |  | <b>Exam Review</b>  | <b>Ch. 1–8</b><br>Chapters 9 & 10 |
| 3/27        |  | <b>Mid-Term Exam (In- Class)</b>  |                                   |
| 4/3         |  | Reality Therapy;<br>Solution Focused Brief Therapy (S.F.B.T.)<br><br><b>Theory Position Paper is due</b><br><b>Student Group Presentations (In Class)</b> | Chapters 9 & 11                   |
| 4/10        |  | Family Systems Therapy  |                                   |
| 4/17        |  | Postmodern Approaches &<br><b>Test Review</b>   | Chapters 12 - 15                  |
| 4/24        |  | <b>FINAL EXAM/Short Essay</b>   | <b>Remaining Chapters</b>         |
| 5/1         |  | Feminist Therapy  | <b>Remaining Chapters</b>         |
| 5/8         |  | <b>Last Class Day</b>   | Students' Feedback                |

**Note:** The instructor has the right to make minor changes in the syllabus and final grading structure when deemed appropriate. All changes will be provided to currently enrolled students either in class or in writing.

## Student Learning Outcomes (SLOs) Grading Rubrics

| <b>SLO 1:</b>  | competence |             |              |                      |                 |
|--|------------|-------------|--------------|----------------------|-----------------|
| Take-Home Quizzes  | <b>No</b>  | <b>Some</b> | <b>Basic</b> | <b>Above Average</b> | <b>Superior</b> |
| 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);  |            |             |              |                      |                 |

| <b>SLO 2:</b>  | competence |             |              |                      |                 |
|--|------------|-------------|--------------|----------------------|-----------------|
|  | <b>No</b>  | <b>Some</b> | <b>Basic</b> | <b>Above Average</b> | <b>Superior</b> |
| 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); |  |  |  |  |  |

| <b>SLO 3:</b>   | competence |             |              |                      |                 |
|---|------------|-------------|--------------|----------------------|-----------------|
|   | <b>No</b>  | <b>Some</b> | <b>Basic</b> | <b>Above Average</b> | <b>Superior</b> |
| Counselor characteristics and behaviors that influence helping processes (IIF5f); |            |             |              |                      |                 |

**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

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**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](mailto: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/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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](mailto: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/].

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### **OPTIONAL POLICY STATEMENTS:**

#### **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.**

All assignments should be turned at the beginning of the class **on the day they are due** or via email. Assignments turned in after such times are considered **late. 10% will be deducted** for each day the assignment is late. Special circumstances need to be discussed with the instructor ahead of time, when possible.

#### **Copyright Notice.**

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