

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

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jeremy J. Berry, Ph.D., LPC-S, NCC
Class Time: Online
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Office hours: Monday & Wednesday 10-6

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); | Journal 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.

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

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

Each week will have a different module labeled on Canvas which will provide instructions, resources and compile everything that is due for that week. Week begin first thing Monday morning and end at 11:59pm, cst on the following Sunday. I will not accept late work without penalty.

Your requirements for the course include the following:

- **Research Paper (35%)** - 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. 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.
- **Weekly Journal (10%)** - Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe the material you are reading that week, your conceptualization of the theory or theories being studied, the portions of theory that make sense to you, the parts you wonder about, and your perceived congruence and dissonance with the theory or theories based on your observations, life experience, and your daily interactions. Each journal entry should be at least half a typed page. Entries will be submitted through canvas each week and will be due by the end of the week.
- **Theory Role Play (10%)** – By the end of week 7 (so, before the start of the final week), you will upload an audio/video of a role play mock counseling session in which you will utilize one of the theories from the text. Your mock session should be approximately 30 minutes. You can choose a classmate or a friend or family member to role play as the client, and you will be the counselor.

- **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 7 chapters. The exams will be multiple choice.
- **Discussion Board (15%)** – Discussion Board Forums: Every week students will respond to a graded discussion board assignment by submitting 3 different posts (1 Initial Post and 2 Feedback Posts, which are responses to your classmates). Students will support each part of their analyses with citations and proper references. All discussions and replies must be in the Discussion Board in Canvas. ****Missed time deadlines will be given a “0” grade****
 1. **Initial Post (6.25 points) DUE Thursdays by 11:59 p.m.:** *Requirements:* Include 2 or more citations from your required readings. Finalize your *Initial Post* by including all references at the end.
 2. *Practice:* Academic writing in third person, applying critical thinking, presenting a concise objective analysis, and citing primary references.

Feedback Post (6.25 points) DUE Sunday by 11:59 p.m.: Identify and describe a helpful improvement or idea to 1 of your classmates’ *Initial Post*.

 Requirements: Compose a 50-word minimum *Feedback Post*. Include 1 or more in-text citations from your required readings. Finalize your *Feedback Post* by including all references at the end.
 Practice: Showing respect to your fellow students and applying critical thinking, presenting a concise objective analysis, and citing primary references.

Course Calendar

| Date | Topics | Readings | Assignments |
|--------|----------------------------------|-----------------|-----------------------------------------------|
| Week 1 | Intro/The Counselor | Chapters 1&2 | Discussion Read Syllabus Weekly Journal |
| Week 2 | Ethics & Psychoanalytic Therapy | Chapter 3 & 4 | Discussion Weekly Journal |
| Week 3 | Adlerian & Existential | Chapters 5 & 6 | Discussion Weekly Journal |
| Week 4 | Person-Centered Gestalt | Chapters 7 & 8 | Discussion Weekly Journal Mid-Term Exam |
| Week 5 | Behavior Cognitive-Behavioral | Chapters 9 & 10 | Discussion Weekly Journal |

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|--------|-------------------------------|------------------|---------------------------------------------------------------------------------|
| Week 6 | Reality & Feminist Theory | Chapter 11 & 12 | Discussion Weekly Journal |
| Week 7 | Postmodern Family Systems | Chapters 13 & 14 | Discussion Weekly Journal Role Play Assignment Theories Research Paper |
| Week 8 | Integrative Cast Illustration | Chapters 15 & 16 | Discussion Weekly Journal Final Exam |

Student Learning Outcomes (SLOs) Grading Rubrics

| SLO 1: | comptence | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|--------------|----------------------|-----------------|
| | No | Some | Basic | Above Average | Superior |
| Ten Summaries | | | | | |
| 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); | | | | | |

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|-------------------------------------------------------------------------------|--|--|--|--|--|
| Theories and models related to clinical mental health counseling (CMHC:VC1b); | | | | | |
|-------------------------------------------------------------------------------|--|--|--|--|--|

| SLO 2: | comptence | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|-------|---------------|----------|
| | 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: | comptence |
|---------------|-----------|

| | No | Some | Basic | Above Average | Superior |
|-----------------------------------------------------------------------------------|----|------|-------|---------------|----------|
| Counselor characteristics and behaviors that influence helping processes (IIF5f); | | | | | |

Mode of instruction and course access:

This course meets online.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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 lmdavis@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 [WConline](https://tamuct.mywconline.com/) [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/].

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.

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. Typically penalty for late submission is a letter grade for each day beyond the due date for the assignment.