

Texas A&M University - Central Texas
COUN 5353 – Personality & Counseling Theories and Applications
Spring 2019

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: Tuesdays, 6:00 to 8:45 p.m.
Office: WH 318Q
Email: s.airhart-larraga@tamuct.edu
Office Hours: Monday & Tuesday 12:00 to 5:00 p.m.

This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Student-instructor interaction:

Instructor will be checking email daily and replying to student emails within 48 hours.

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas

911 Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911 Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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 understand 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; Summaries	SLO1
b. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Midterm / Final; Summaries	SLO1
c. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Midterm / Final; Summaries	SLO1
d. multicultural competencies (IIF2c);	Midterm / Final; Summaries	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)	Counseling Beliefs Paper	SLO1
f. strategies of identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Counseling Beliefs Paper	SLO1
g. developing relevant counseling treatment or intervention plans (IIF5h);	Summaries	SLO2
h. Counselor characteristics and behaviors that influence helping processes (IIF5f);	Counseling Beliefs Paper; Integrative Theory Paper	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)	Summaries	SLO2
j. systemic and environmental factors that affect human development, functioning, and behavior (IIF3f)	Summaries	SLO2
l. Theories for facilitating optimal development and wellness over the life span (IIF3i);	Summaries	SLO2
l. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);	Integrative Theory Paper	SLO2
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Theories and models related to clinical mental health counseling (CMHC:VC1b);	Counseling Beliefs Paper Midterm / Final Integrative Theory Paper Summaries	SLO1

Required Reading and Textbook(s):

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.)

Other readings as assigned and supplied by professor

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

Self-Reflection Counseling Beliefs Paper (10 points): Self-discovery and reflection are keystones of the counseling profession. The purpose of the self-reflection paper is to enable consideration of intersections among beliefs about yourself, your worldview (including concepts of spiritual and / or religious truths), your view of human nature, and the ethical obligations and responsibilities of professional counselors.

- Paper will be 4-5 pages (**APA formatting**);
- Address the following areas:
 - What role does the counselor play in the counseling process?
 - How do people change?
 - What are your personality characteristics and / or experiences that will make you an effective counselor?
 - What are your biases or judgments that may interfere with you becoming an effective counselor?

Integrative Theory Paper (30 points): Integrate your knowledge of theories and conceptualize an integrative theory that fits your personality and belief system (world view) about human growth and development. Reflect on how your personal counseling beliefs have changed or remained the same from your initial self-reflection counseling beliefs paper. Combining this reflection with your knowledge of counseling theories, describe and justify an integrative theory that fits with your personality and belief system (world view) about human growth and development.

- Paper should be 7-9 pages (**APA formatting**);
- Describe your integrative theory (should be 2 or more existing theories) in relation to the population you hope to work with:
 - Which existing theories influenced your integrative theory?
 - How does your integrative theory align / misalign with your worldview and how do you reconcile any areas of disconnection?
 - What aspects of your integrative theory do you find particularly relevant?
 - How do you see the therapeutic relationship forming within this theory?
 - How do you measure progress using your theoretical model?
 - How do you see your integrative theoretical model evolving over time?

Theory Summaries (3 points each x 10 theories = 30 points)

- Each summary should be 2-3 pages (**APA formatting**);
- Describe how change occurs;
- Describe the counselor's role in the theory;
- Name and describe at least one counseling technique commonly associated and used within this theory to promote change.
- Use the following topic subheadings and concisely but thoroughly examine the theory:
 - How Change Occurs
 - The Counselor's Role
 - Common Theory Technique(s)

Midterm Exam and Final Exam (15 points each = 30 points): Two exams worth 15 points each will be given during the course. The midterm will cover the first 8 chapters and the final will cover the remaining chapters. The exams will be multiple choice and available via the Canvas platform. You will be given 3 hours to complete the exam and it must be completed in one sitting.

****Alternative Assignment (3 points):** APA formatting is required throughout this course and other courses in the CMHC program. Students can earn 3 points this semester by visiting the **University Writing Center** with a rough draft of a paper and meet with a **UWC** tutor to review APA formatting as well as professional writing techniques. These points can be used in lieu of a theory summary. To receive credit for one theory summary (3 points), the student must email the instructor with the date, time, and name of tutor they met with at the UWC and the rough draft that was reviewed. <https://www.tamuct.edu/coas/coas-special-topics/uwc.html>

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:

Nature of Activity Point Potential

Activity	Points
Self-Reflection Counseling Beliefs Paper	10
Integrative Theory Paper	30
Theory Summaries (3 points each x 10)	30
Midterm Exam	15
Final Exam	15
Total	100

Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - Below = F

Posting of Grades:

Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

COURSE CALENDAR

Week	Topic	Assigned Readings for Next Week	Assignments Due
January 15, 2019	Introductions Syllabus Review APA Formatting & Professional Writing Workshop Presentation by UWC Tutor	Chapter 1 - 3	
January 22, 2019	The Counselor: Person & Professional Ethical Issues in Counseling Practice	Chapter 4	

January 29, 2019	Psychoanalytic Therapy	Chapter 5	Self-Reflection Counseling Beliefs Paper – DUE
February 5, 2019	Adlerian Therapy	Chapter 6	Summary # 1: Psychoanalytic Therapy Summary DUE
February 12, 2019	Motivational Interviewing Existential Therapy	Chapter 7	Summary # 2: Adlerian Therapy Summary DUE
February 19, 2019	Person-Centered Therapy	Chapter 8	Summary # 3: Existential Theory Summary DUE
February 26, 2019	Gestalt Therapy	Chapter 9	Summary #4: Person-Centered Theory Summary DUE
March 5, 2019	MIDTERM EXAM – CHAPTERS 1-8		Summary # 5: Gestalt Theory Summary DUE
March 12, 2019	SPRING BREAK		
March 19, 2019	Behavior Therapy	Chapter 10	
March 26, 2019	Cognitive Behavior Therapy	Chapter 11	Summary # 6: Behavioral Therapy Summary DUE
April 2, 2019	Choice Theory Reality Therapy	Chapter 12	Summary # 7: Cognitive Behavioral Therapy Summary DUE
April 9, 2019	Feminist Therapy Solution Focused Therapy	Chapter 13	Summary # 8: Reality Therapy Summary DUE
April 16, 2019	Postmodern Approaches	Chapter 14	Summary # 9: Solution Focused Therapy Summary DUE
April 23, 2019	Family Systems Therapy	Chapters 15 & 16	
April 30, 2019	Integrative Perspective		Summary # 10: Family Systems Therapy Summary DUE
May 7, 2019	FINAL EXAM – CHAPTERS 9-16		Integrative Theory Paper DUE

STUDENT LEARNING OUTCOMES (SLOS) GRADING RUBRICS

SLO 1:	Competence				
Ten Summaries	No	Some	Basic	Above Average	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				
Integrative Theory Paper	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				
Self-Reflection Counseling Beliefs Paper	No	Some	Basic	Above Average	Superior
Counselor characteristics and behaviors that influence helping processes (IIF5f);					

IMPORTANT UNIVERSITY DATES

January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day (University Closed)
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class (University Open)
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class (University Open)
March 14, 2019	Spring Break – No Class (University Open)
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class (University Open)
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

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>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Other 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>]

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

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 Academic 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.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion at (254) 519-5797. 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) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albert-green@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

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 [WOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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].