

Texas A&M University - Central Texas

COUN 5353 120 CRN 81284

Theories of Counseling

Monday 6 – 9 PM Fall 2021 (Aug 23 - Dec 10)

Instructor and Contact Information:

Instructor: Coady Lapierre, Ph.D., LSSP

Office: 318 G Warrior Hall

Email: lapierre@tamuct.edu

Office Hours:

Tuesday and Wednesday 1 to 5 PM virtual hours

Mode of Instruction and Course Access:

This course meets face-to-face Monday 6-9 PM with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Student-instructor interaction:

Email (lapierre@tamuct.edu) is the preferred communication method. Students can expect a 48 business hour response window under normal circumstances. Students are free to book office appointments through the instructor or the department.

Warrior Shield:

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Description: Investigate personality and counseling theories with an emphasis on how theories influence practice. Special emphasis on applications to various populations, role play, other experiential methods, and related ethical concerns. Prerequisite(s): COUN 5350 or PSYC 5360 or approval of the Department Chair.

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
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Theory Summaries	SLO1
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Theory Summaries	SLO1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Theory Summaries	SLO1
Multicultural competencies (IIF2c);	Theory Summaries	SLO1
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	SLO3
Strategies of identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Counseling Beliefs Paper	SLO3
Developing relevant counseling treatment or intervention plans (IIF5h);	Theory Summaries	SLO1
Counselor characteristics and behaviors that influence helping processes (IIF5f);	Integrative Theory Paper	SLO2
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)	Theory Summaries	SLO1

Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f)	Theory Summaries	SLO1
Theories for facilitating optimal development and wellness over the life span (IIF3i);	Theory Summaries	SLO1
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		
Theories and models related to clinical mental health counseling (CMHC:VC1b);	Theory Summaries	SLO1

Required Reading and Textbook(s):

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning. ISBN: 9781305263727

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Other required readings will be supplied by the instructor

Course Grades:

Self-Reflection Counseling Beliefs Paper (5 points, Due Week 1): 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, (including concepts of spiritual and / or religious truths), your worldview, your view of human nature, and the ethical obligations and responsibilities of professional counselors.

The paper will be 4-5 pages and address:

What role does the counselor play in the counseling process?

When should people change?

How do people change?

What is the role of religious/spiritual beliefs in a professional counseling setting?

What are the ethical obligations of a counselor?

What are your personality characteristics, beliefs, and / or experiences that will make you an effective counselor?

What are your personality characteristics, beliefs, and / or experiences that may interfere with you becoming an effective counselor?

Theory Summaries (5 points each x 13 theories = 65 points, Due most weeks):

Each summary should be 2-3 pages and in APA format;

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.

Watch the assigned video for the week – summarize and evaluate – what were your thoughts on the video and the theories demonstrated (some summaries will not have a related video) *Videos can be accessed online through the university library, databases, psychotherapy.net* [<http://www.psychotherapy.net/stream/tamuct>]

Use the following topic subheadings and concisely but thoroughly examine the theory:

How Change Occurs

The Counselor's Role

Common Theory Technique(s)

Summary & evaluation of video assigned for the week (if applicable)

Integrative Theory Paper (10 points, Due Week 15) Portfolio Assignment: 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.

The paper should be 7-9 pages in APA format and must use a minimum of 5 peer-reviewed sources outside of the textbook.

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?

Integrative Theory Presentation (10 points, Due Week 15): Students will conduct 10 minute live online presentation in class about their integrative theory. The presentation will cover the following points:

Brief overview of the theories chosen;

How the theories complement each other (work well together);

How do you see your integrative theory evolving over time.

Final Exam (10 points): The Final exam 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.

Rubrics for all assignments are posted on canvas under the specific assignment

Grading Criteria and Conversion:

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

Nature of Activity Point Potential:

Self-Reflection Counseling Beliefs Paper 5

Integrative Theory Paper 10

Integrative Theory Presentation 10

Theory Summaries (5 points each x 13) 65

Final Exam 10

Total 100

Grade Equivalent:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 – Below = F

Posting of Grades:

All class grades will be posted in Canvas, normally within 2 weeks of submission.

COURSE OUTLINE AND CALENDAR
Complete Course Calendar

	Tuesday	Topic	Chapters
Week 1	8/23/2021	Introduction & Overview	1-3
Week 2	8/30/2021	Psychoanalytic Therapy	4
Week 3	9/6/2021	Adlerian Therapy	5
Week 4	9/13/2021	Existential Therapy	6
Week 5	9/20/2021	Person-Centered Therapy	7
Week 6	9/27/2021	Gestalt Therapy	8
Week 7	10/4/2021	Behavioral Therapy	9
Week 8	10/11/2021	Cognitive Therapy	10
Week 9	10/18/2021	Choice Theory: Reality Therapy	11
Week 10	10/25/2021	Feminist Therapy	12
Week 11	11/1/2021	Solution Focused Therapy	13
Week 12	11/8/2021	Narrative Therapy	14
Week 13	11/15/2021	Relational Cultural Therapy	
Week 14	11/22/2021	Internal Family Systems	
Week 15	11/29/2021	Integrative perspective	15
Week 16	12/6/2021	Final Exam	

Sept 7 Drop Deadline 16 week classes
 Oct 19 Graduation Application Deadline
 Nov 5 Deadline to drop with a Q or W
 Nov 11 Veteran's Day
 Nov 25-26 Thanksgiving
 Dec 10 End of Semester

Course Grades:		Final Grade:	
Case Report	35 pts.	90-100 pts.	A
Supervisor interview	20 pts.	80-89 pts.	B
Supervisee interview	20 pts.	70-79 pts.	C
Supervisor Model	25 pts.	60-69 pts.	D
		Below 60 pts.	F

Technology Requirements:

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

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.

Online Proctored Testing:

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support:

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

24 hours a day, 7 days a week

Email: helpdesk@tam.u.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tam.u.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 the Drop Request Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct.

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://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

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 Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. 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>].

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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center:

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all

A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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-to-one session with a trained and experienced writing tutor by making an appointment via WCOonline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WCOonline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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>].

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 Wellness and 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/compliance/titleix.html>].

Behavioral Intervention:

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

While this syllabus represents the direction and scope of this course, it is subject to change.