

Texas A&M University-Central Texas

COUN 5353-110 – CRN 10248

Personality & Counseling Theories & Applications

Online Summer 2023 (June 5 – July 28)

### **Instructor and Contact Information**

Instructor: Randi Gonzales, Psy.D., LSSP

Office: 318 P Warrior Hall

Email: rgonzales@tamuct.edu

### **Office Hours**

Online: by appointment

### **Mode of Instruction and Course Access**

This course meets 100% online with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

### **Student-instructor interaction**

Email (rgonzales@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.

### **Emergency Warning System for Texas A&M University-Central Texas**

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [[www.safezoneapp.com](http://www.safezoneapp.com)].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
  - o Android Phone / Tablet [<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

## **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., videos, 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
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Theory Summaries	SLO1
b. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Theory Summaries	SLO1
c. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Theory Summaries	SLO1
d. multicultural competencies (IIF2c);	Theory 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);	Theory Summaries	SLO2
h. Counselor characteristics and behaviors that influence helping processes (IIF5f);	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)	Theory Summaries	SLO2
j. systemic and environmental factors that affect human development, functioning, and behavior (IIF3f)	Theory Summaries	SLO2
l. Theories for facilitating optimal development and wellness over the life span (IIF3i);	Theory 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);	Theory Summaries	SLO1
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**This course addresses NASP domains 4 and 5.**

#### **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

#### **Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Required Reading and Textbook(s)**

Capuzzi, D. & Stauffer, M. D. (2016). *Counseling and psychotherapy theories and interventions*. American Counseling Association.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

**Recommended Textbook(s)**

Erford, B. (2019). *45 techniques every counselor should know*. (3rd ed.). Pearson.

\*\*\* A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. \*\*\*

**Required Video** (available through TAMUCT library, databases, psychotherapy.net)

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). *Counseling and psychotherapy theories in context and practice* [Video]. Psychotherapy.net, LLC.

**Course grades**

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Self-Reflection Counseling Beliefs Paper	10
Integrative Theory Paper	20
Integrative Theory Presentation	10
Theory Summaries	50
(10 points each x 5)	
Final Exam	10
<b>Total</b>	<b>100</b>

**Final Grade**

90-100 points: A

80-89 points: B

70-79 points: C

60-69 points: D

Below points: F

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**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 2-3 pages
- 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 (20 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 (worldview) about human growth and development.

- Paper should be 3-5 pages (**APA formatting**); Must include a cover page and reference page.
- Must use a minimum of 3 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):** Students will submit a PowerPoint presentation 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.

**Theory Summaries (10 points each x 5 theory summaries = 50 points):** You will complete 5 theory summaries on the different theories throughout the semester. For each theory summary, you will pick one theory from a list posted on canvas to focus on. Each summary should be 2-3 pages (APA formatting; include a cover page & reference page – no abstract needed). The assignment should be submitted on canvas in word or rich text (rtf) format (not pdf).

- Discuss how this theory aligns with your worldview or does not align with your worldview;
- Discuss how change occurs (through the lens of the assigned theory);
- Describe the counselor's role in the theory;
- Explain the goal(s) for counseling (through the lens of the theory);
- List two interventions (counseling techniques) commonly used with the theory and explain how you would implement these interventions when working with clients. Provide examples of how the interventions help achieve the overarching goals of counseling;
- Support your summary using the textbook and outside resources; include in-text citations and references (remember, each chapter has a different author).

**Final Exam (10 points):** A final exam worth 10 points will be given the last week of class. The exam will cover all the topics from week 1 to week 8. The 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. The Final Exam will be available from 9:00 AM Saturday, July 22nd until 11:59 PM on July 28th.

APA formatting is required throughout this course and other courses in the CMHC program. Students can visit 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.

**Posting of Grades:** All grades will be posted in Canvas. Students can expect to see grades returned within 10 days of submission under normal circumstances.

**Late work policy:** All work is expected by the due date. Requests for extensions should be made prior to the due date. Requests made after due dates generally require documentation. If significant life events interfere with your ability to meet a deadline, you should contact your instructor as soon as possible to plan for completion. While a loss of points is expected for late work, this can be waived by the instructor for valid reasons.

**Attendance policy:** Class attendance/participation is required and crucial to your development as a student and future counselor. Please send an email if you will be absent from any class. Chronic absences may result in a referral for removal from your program of study.

**Plagiarism Note:** Plagiarism constitutes using ideas, words, or images of others without properly giving credit to those sources. If you turn in any work with your name attached to it, I assume that work is your own and that all sources are specified and acknowledged in the text (with quotations and/or proper citations). If this is not the case, I will follow university policy concerning plagiarism. All cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student may receive a zero on the assignment. For more information on academic integrity, see the university webpage: <https://www.tamuct.edu/student-affairs/academic-integrity.html>.

### Course Calendar:

This course is 100% online. All assignments are due Fridays by 11:59 pm.

Week	Assigned Readings / Videos	Assignments Due
Week 1:	Review Syllabus Chapter 1: The Helping Relationship Chapter 2: Diversity & Social Justice Issues Chapter 5: Adlerian Theory	<b>Self-Reflection</b> <b>Counseling Beliefs</b> <b>Paper</b>
Week 2:	Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). <i>Counseling and psychotherapy theories in context and practice</i> [Video]. Psychotherapy.net, LLC. (forward to section 29:40) Chapter 3: Psychoanalytic Theory Chapter 4: Jungian Analytical Theory	<b>Theory Summary # 1</b>
Week 3:	Chapter 6: Existential Theory Chapter 7: Person Centered Theory Chapter 8: Gestalt Theory	<b>Theory Summary # 2</b>
Week 4:	Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). <i>Counseling and psychotherapy theories in context and practice</i> [Video]. Psychotherapy.net, LLC. (forward to 01:41:05) Chapter 9: Cognitive Behavior Theories Chapter 10: Dialectical Behavior Theory	<b>Theory Summary # 3</b>
Week 5:	Chapter 13: Family Theory	<b>Theory Summary # 4</b>
Week 6:	Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). <i>Counseling and psychotherapy theories in context and practice</i> [Video]. Psychotherapy.net, LLC. (forward to section 3:59:50). Chapter 12: Reality Therapy / Choice Theory	<b>Theory Summary # 5</b>
Week 7:	Chapter 16: Solution Focused & Narrative Therapies	<b>Integrative Theory Presentation</b>

## Chapter 14: Feminist Theory

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). *Counseling and psychotherapy theories in context and practice* [Video]. Psychotherapy.net, LLC. (forward to section 3:15:05).

Week 8: **Final Exam: Available from 9:00 AM July 22<sup>nd</sup> until 11:59 PM July 28<sup>th</sup>** **Integrative Theory Paper**

**\*\*Professor reserves the right to amend the syllabus at any time\*\*\***

**Important University Dates:**

June 12 Deadline to drop 8-week courses with no record  
 June 19 Juneteenth (University Closed)  
 July 14 Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)  
 July 14 Student End of Course Survey Opens (8-Week Classes)  
 July 28 Classes End for 8-Week Session

<https://www.tamuct.edu/registrar/academic-calendar.html>

**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@tamu.edu](mailto: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**

### 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 Warrior Center for Student Success, Equity 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>]

### 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 referral, [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fsubmit%2fstart%2f53t0502-4f36-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.

### Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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. Schedule an appointment [here](#)

[<https://tamuct.libcal.com/appointments>]. 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/index>]

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

### OTHER 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 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/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.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 254-501-5805.

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