COUN 510: COUNSELING THEORIES AND TECHNIQUES
Syllabus
Spring 2013  Three Semester Hours

INSTRUCTOR
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OFFICE HOURS

CATALOG DESCRIPTION OF COURSE
510. Counseling Theories and Techniques. Three semester hours.
A study of the philosophical and theoretical bases of the helping process. Includes study of major
counseling theories, basic helping skills, and applications to diverse populations. Also includes
professional issues related specifically to the counseling process.

GENERAL COURSE INFORMATION
This course, along with COUN 501, serves as one of the basic introductory courses for the
counseling curriculum. It is a requirement for all degree options, and should be taken early in the
student’s preparation. A grade of “B” or higher must be earned in COUN 501, 510, 528, and 516
(or its equivalent for those seeking school counselor certification only), which is required before
practicum (COUN 551).

COURSE OBJECTIVES
Students will demonstrate understanding of:
1. Essential interviewing and counseling skills so that the student is able to develop a
   therapeutic relationship,
2. Self-awareness so that the counselor-client relationship is therapeutic and the counselor
   maintains appropriate professional boundaries;
3. Counseling theories that provide the student with a consistent model(s) to conceptualize
   client presentation and select appropriate counseling interventions. Student experiences will
   include an examination of the historical development of counseling theories, an exploration
   of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical
   material to case studies. Students will also be exposed to models of counseling that are
   consistent with current professional research and practice in the field so that they can begin
   to develop a personal model of counseling;
4. A systems perspective that provides an understanding of family and other systems theories
   and major models of family and related interventions;
5. A rationale for selecting family and other systems theories as appropriate modalities for
   family assessment and counseling; and
6. Ethical and legal considerations related to the counseling process.
CONTENT AREAS include, but are not limited to, the following:
I. Skills for establishing a therapeutic relationship
II. Self-awareness
   A. Importance in a therapeutic relationship
   B. Importance for maintenance of appropriate professional boundaries
III. Counseling theories (including history, major constructs, techniques, and application of techniques to cases)
   A. Affective theories
   B. Behavioral theories
   C. Cognitive theories
   D. Family and other systems theories
   E. Postmodern theories
   F. Other models of counseling consistent with current research and practice in the field
IV. Factors to consider when building a personal model of counseling
V. Ethical and legal issues related to the counseling process

METHOD OF INSTRUCTION
Lecture, small and large group discussion, experiential activities, case study conceptualization

REQUIRED TEXTBOOKS

Suggested Textbook:

TExES COMPETENCIES THAT RELATE TO SCHOOL COUNSELING COURSES
Competency 001 (Human Development)
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 006 (Counseling)
The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.
PROFESSIONAL CONDUCT
"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (See Student's Guide Handbook, Policies and Procedures, Conduct). “Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

Academic Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The instructor will adhere to all University policies pertaining to attendance, make-up tests, cheating, plagiarism, withdrawal, incompletes, and final exams. Students are expected to be familiar with these policies and procedure. Cheating on examinations, submitting work of other students as your own or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the university (See Student's Guide Handbook, Polices and Procedures, Conduct).

Professional Conduct: Students are expected to adhere to the Code of Ethics of the American Counseling Association. Any behavior, which is deemed unethical, will be grounds for review of the student by the program faculty.

STUDENTS WITH DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

UNIVERSITY CLOSING DUE TO WEATHER
Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).
COURSE REQUIREMENTS AND GRADING

1. Theory Reviews
   • You will be required to complete a theory review on each theory prior to covering the theory
   • See the Tentative Course Calendar for due dates
   • No credit will be given to those theory reviews which turned in after due date
   • You will do a total of 11 theory reviews for a total of 20 points. The lowest grade on one theory will be dropped
   • It is not necessary to follow APA for these write-ups. They must be typed and can be in chart form

   **Theory Review Write-up**
   Points to cover in the theory review write-up and the final position paper on a selected theory
   1) Founder(s) of the theory
   2) Nature of the person including innate capacities and/or capabilities
   3) Key Concept and constructs according to the theory
   4) Nature of maladjustment (how do people develop mental illness) according to the theory
   5) Goals of counseling therapy according to the theory
   6) Role and activity of the counselor, including:
      a. major techniques used in the therapy
      b. diagnosis and appraisal devices
      c. evaluation of client progress in therapy

2. Comparison Research Paper
   • Choose two theories of most interest to you.
   • Using your Textbook and four (4) original sources for each theory, write a compare/contrast paper.
   • Topics to compare and contrast should include the following: nature of person, personality development, emotional maladjustment, counselor/client relationship, techniques, therapeutic goals, etc.
   • Research paper must follow American Psychological Association (APA 6th Edition) guidelines and should not exceed 12 pages (including cover and reference page, no Abstract is necessary).
   • You will be graded according to APA style (10 points), writing and organization, content (80 points), and references (10 points).
   • Original source is defined as journal article or book authored or co-authored by a major contributor of that particular theory.

3. Exams
   • There will be three multiple-choice, true/false, short answer exams.
   • The exams will cover your readings and lecture material. **Use your student study guide and as a resource to help you study for exams.**
   • There will be no make-up test on any of the exams.
ATTENDANCE
The student is expected to attend class regularly. University guidelines will be followed accordingly. Missing more than 2 classes will result in an automatic drop in letter grade.

GRADING
An instructor does not give grades. Students earn grades. If you approach your class with this understanding, it is the beginning of taking responsibility for your education and being a great student.

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<thead>
<tr>
<th>Assignment</th>
<th>Possible Score</th>
<th>My Score</th>
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<tbody>
<tr>
<td>3 Exams (20 points each)</td>
<td>= 60</td>
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<tr>
<td>Professional Paper</td>
<td>= 20</td>
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<tr>
<td>Theory review paper</td>
<td>= 20</td>
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<tr>
<td>Total</td>
<td>= 100</td>
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GRADING SCALE
108 - 120 (90% - 100%) = A
96 – 107 (80% - 89%) = B
84 – 95 (70 – 79%) = C
72-83 (60% – 69%) = D
Less than 71 (59%) = F
**TENTATIVE COURSE CALENDAR**  
**COUN 510  Spring 2013**

*The instructor reserves the right to change the calendar as needed.*  
*All exercises come from the Student Manual.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapter</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/14</td>
<td>Text (Chapter 1)</td>
<td>• Introduction and overview</td>
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<tr>
<td>Week 2</td>
<td>1/21</td>
<td>Text (Chapter 2)</td>
<td>• Exercise p. 22-23 (10 questions)</td>
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<td>Manual (Chapter 2)</td>
<td>Cultural Diversity in Counseling</td>
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<td>Week 3</td>
<td>1/28</td>
<td>Text (Chapter 3)</td>
<td>• ACA website: <a href="http://www.counseling.org">www.counseling.org</a></td>
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<td>ACA Code of Ethics</td>
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<td>Week 4</td>
<td>2/4</td>
<td>Text (Chapter 4)</td>
<td>• Psychoanalytic Therapy Review</td>
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<td>Manual (Chapter 4)</td>
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<td>Week 5</td>
<td>2/11</td>
<td>Text (Chapter 5)</td>
<td>• FIRST EXAM (chapters 1-4)</td>
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<td>Manual (Chapter 5)</td>
<td>• Adlerian Therapy Review</td>
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<td>Week 6</td>
<td>2/18</td>
<td>Text (Chapter 6)</td>
<td>• Existential Therapy Review</td>
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<td>Manual (Chapter 6)</td>
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<td>Week 7</td>
<td>2/25</td>
<td>Text (Chapter 7)</td>
<td>• Person-Centered Therapy Review</td>
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<td>Manual (Chapter 7)</td>
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<td>Week 8</td>
<td>3/4</td>
<td>Text (Chapter 8)</td>
<td>• Gestalt Therapy Review</td>
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<td>Manual (Chapter 8)</td>
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<td>Week 9</td>
<td>3/11</td>
<td>SPRING BREAK – ENJOY YOUR WEEK!</td>
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<td>Week 10</td>
<td>3/18</td>
<td>Text (Chapter 9)</td>
<td>• Behavior Therapy Review</td>
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<td>Manual (Chapter 9)</td>
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<tr>
<td>Week 11</td>
<td>3/25</td>
<td>Text (Chapter 10) Manual (Chapter 10)</td>
<td>• SECOND EXAM (chapters 5-9) • CBT/REBT Therapy Review</td>
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<td>Week 12</td>
<td>4/1</td>
<td>Text (Chapter 11) Manual (Chapter 11)</td>
<td>• Reality Therapy Review</td>
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<td>Week 14</td>
<td>4/8</td>
<td>Text (Chapter 12) Manual (Chapter 12)</td>
<td>• Feminist Therapy Review</td>
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<td>Text (Chapter 13) Manual (Chapter 13)</td>
<td>• Post Modern Approaches Review</td>
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<td>Week 16</td>
<td>4/22</td>
<td>Text (Chapter 14) Manual (Chapter 14)</td>
<td>• Family Systems Therapy Review • TERM PAPERS DUE</td>
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<td>Review</td>
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<td>Week 18</td>
<td>5/6</td>
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<td>• THIRD EXAM (chapters 10-14)</td>
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