



**COUN 510**  
**Counseling Theories & Techniques (Online)**  
**Spring 2014**  
3 semester hours  
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**OFFICE HOURS**

Tuesday 10:00am to 3:00pm (Virtual)

Wednesday 10:00am to 3:00pm (Virtual)

Monday, Thursday, & Friday by appointment only (Binnion or CHEC)

**COURSE MEETINGS**

Online – eCollege

**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 in the Counseling Department. 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 include, but are not limited to, the following:**

Students will demonstrate understanding of:

1. The student will identify, explain, and/or describe generally accepted characteristics of effective helpers.
2. Students will differentiate counseling from traditional interpretations of guidance, psychotherapy, and consultation via explanation, description, or the identification of descriptive statements.
3. Students will distinguish between the outcome and process goals of counseling and consultation via explanation, description, or the identification of descriptive statements.
4. Students will identify, generate responses, and/or demonstrate appropriate behaviors which are consistent with the Ethical Standards and Standards of Practice of the American Counseling Association, including differentiating between ethical and legal issues.

5. Students will identify, explain, and/or describe characteristics and behaviors that influence helping processes, including, but not limited to age, gender, ethnicity, culture, race, lifestyle, verbal and nonverbal communication styles, personal characteristics, traits, capabilities and life circumstances.
6. Students will identify, describe, and/or apply appropriate counseling skills to client/consultees who are different from the counselor in terms of race, cultural background, gender, age, physical abilities, lifestyle, and/or other criteria.
7. Students will identify, describe, and/or apply appropriate counseling skills to clients who are reluctant or resistant.
8. Students will identify, describe, and/or apply appropriate counseling skills to clients who are suicidal.
9. Students will identify and/or list and describe the typical stages of counseling initial interview through termination.
10. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic listening, empathy, genuineness, unconditional positive regard, concreteness, immediacy, confrontation, self-disclosure, structuring, use of silence, nonverbal communication, and communication leads such as interpretation, probes, reassurances, questions, and restatements and reflections.
11. Students will identify, explain, or demonstrate behaviors congruent with currently accepted, psychodynamic, cognitive-behavioral and affective counseling theories, techniques, and practices, including, but not limited to Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Behavioral, Cognitive-behavioral, Reality, Family systems, and Solution-focused.

## **METHOD OF INSTRUCTION**

Lecture, discussion, and virtual delivery.

This is an online class, so the expectations are a bit different than courses taught face-to-face. Students need to feel comfortable working from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. In a 15 week semester, students may spend 2 hours and 40 minutes per week in a lecture class plus additional time for driving and study/preparation. During a 5 week summer semester, students may spend up to 8 hours per week in a lecture class plus additional time for driving and study/preparation. During a 2.5 week May-mini, students may spend up to 17.5 hours per week in a lecture class plus additional time for driving and study/preparation.

So, for an online class, it is important to schedule your time wisely. While you do not have the driving time, it is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different. The lectures are quite a bit shorter, and will not take up the amount of time as it does face-to-face.

**OFFICE HOURS:** The instructor is accessible for out-of-class advisement and professional consultation relative to course performance and academic achievement. I will make every effort to resolve any problems, and I am available by telephone within 24 hours generally. If you need to speak with me, e-mail me and we will schedule a conference. My classes this semester are online. So, if you call my office in Commerce, I may not receive the message. The best way to reach me is via email.

IMPORTANT: Please use the eCollege e-mail system. E-mails sent outside the provided secure system are not confidential, and I assume no responsibility for protecting the information within them. All my announcement and initial contact to you will be through eCollege. If you send me an email outside of eCollege or your university email, I will reply to it but will not take responsibility for protecting the information shared with you.

Texas A & M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

## COURSE REQUIREMENTS

### ASSIGNMENTS

1. **Theory Reviews:** You will be required to complete a theory review on each theory prior to covering the theory (please see the outline in this syllabus for more info.). ***This review needs to be dropped to the appropriate Drop Box for the week in eCollege before midnight on the day that is due in order to receive the two-point credit (all assignments are due on Saturdays – see semester schedule for weekly due dates).*** Please see the Tentative course Calendar for the due dates. Please note that you will earn no credit to those theory reviews which are uploaded after the due date or to those that are emailed to me directly. You will complete a total of 11 theory reviews for a total of 20 points. I will drop the lowest grade on one theory. That means you get to drop the lowest mark or skip a theory review and still receive the full 20 % credit. All of your review must be uploaded in Microsoft Word format (MSWord). If you do not have the software on your computer, you need to obtain a copy of it. Examples of theory reviews are provided for you within eCollege.

2. **Comparison Research Paper:** Choose two theories of most interest to you from the theories we studied during this class. Using your Text book and 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. The paper must follow American Psychological Association (APA) 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. ***This research paper needs to be dropped in the appropriate drop box in eCollege by the due date at the end of the semester in order to receive credit (all assignments are due on Saturdays – see semester schedule for weekly due dates).*** This paper needs to be in the MSWord format as well. **Late papers are not accepted. Please adhere to the due date.**

Resource: <http://www.psywww.com/resource/apacrib.htm>. This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style. A template and sample paper will be provided for students.

3. **Exams:** There will be three multiple-choice exams. The exams will cover your readings and lecture material. The exams will be online and each exam is timed. ***If you think you are going to have problem with taking a time limited exam online, you may want to switch this from an online class to regular 510.*** There will be no make-up test on any of the exams.

## 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. There are no extra credit assignments.

3 Exams (20 points each) =	60 %
Professional Paper =	20 %
Theory review paper =	20 %
Total	100 %

## Grading Scale

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
59 > =	F

This course is online. I do not keep any paper record (including a grade book) on this class. This means that your work has to be uploaded within eCollege in order for you to receive credit. Please do not email assignments to me. Please make sure that you are familiar with eCollege. Forward all your technology questions to support services in eCollege. No excuse is accepted for technology not working on your computer.

## ATTENDANCE AND PARTICIPATION

This course is totally online and you will study it on your own schedule, however, there are deadlines for reading and writing assignments that you have to follow. Each week you will get an assignment and new materials (usually on Monday). **All materials in this course are copy righted and you are not allowed to print, copy or save any of the material without the instructor written permission.** Your active participation in answering questions is required. I will be asking question online and expect you to fully participate in answering the questions. Even though, you are not required to be at your computer at certain hours of the day or week, I do expect to hear from you on the discussion area. You need to give feedback to other students on their work.

## EMAIL GUIDELINES

Please note: email is the best and often the quickest method of communication. Monday through Friday I will normally respond to emails within 24hours. A response to emails sent on Friday after 5:00pm will be returned on the following Monday.

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., COUN 510); additional information if desired (e.g., Study Guide – Chapter 1)
- Address the reader: Open with Dr. Wilson
- Adhere to writing mechanics rules; use correct punctuation, capitalization, spelling, and grammar

- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a friend and checking your text, etc.).
- Close with your name
- Please send emails from your University accounts and/or through eCollege.
- Please understand that you will be redirected to the email guidelines should you choose not to implement them during your first attempt at contact.

### **ASSUMPTIONS**

I am operating on the “assumption” that you want to gain the most you can from the class and will therefore come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

### **REQUIRED TEXT(S) AND/OR READING(S):**

Corey, G. (2012). Theory and practice of counseling and psychotherapy (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Corey, G. (2012). Theory and practice of counseling and psychotherapy, DVD: The case of Stan and lecturettes (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Corey, G. (2012). Student manual for theory and practice of counseling and psychotherapy (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

**\*\*Additional assigned readings are integral to your understanding of this course. These handouts will be made available during the semester.**

### **RECOMMENDED TEXT:**

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

### **TEXES COMPETENCIES THAT RELATE TO THIS COURSE (TEXES is the state examination required for school counselor certification.)**

Competency 004 (Program Management)

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students’ success

**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.

**ACCOMMODATIONS FOR 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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**CONDUCT AND ACADEMIC HONESTY**

"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.)

**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.

**UNIVERSITY CLOSING DUE TO WEATHER**

Check <http://www.tamuc.edu/> regarding class cancellations. Also, KETR radio on 88.9FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

## TENTATIVE SEMESTER SCHEDULE

**Note:** Changes may have to be made. If so, they will be announced. You are responsible for knowing of any changes.

<b>Date</b>	<b>Chapter</b>	<b>Assignments</b>	<b>Due Date</b>
01/13 Week 1	Text (Chapter 1) Watch: DVD Lecturette 1	Introduction and overview	01/18
01/20 Week 2	Text (Chapter 2) Manual (Chapter 2) Watch: DVD Lecturette 2	The Counselor: Person and Professional	01/25
01/27 Week 3	Text (Chapter 3) Watch: DVD Lecturette 3 ACA website: <a href="http://www.counseling.org">www.counseling.org</a>	ACA Code of Ethics (Chapter 4 Review Due)	02/01
02/03 Week 4	Text (Chapter 4) Manual (Chapter 4) Watch: DVD Lecturette 4 Watch: DVD Case of Stan	Psychoanalytic Therapy First Exam Review (Chapter 5 Review Due)	02/08
02/10 Week 5	Text (Chapter 5) Manual (Chapter 5) Watch: DVD Lecturette 5 Watch: DVD Case of Stan	<b><u>FIRST EXAM (chapters 1-4)</u></b> Adlerian Therapy (Chapter 6 Review Due)	<b><u>02/12 (exam)</u></b>  02/15
02/17 Week 6	Text (Chapter 6) Manual (Chapter 6) Watch: DVD Lecturette 6 Watch: DVD Case of Stan	Existential Therapy (Chapter 7 Review Due)	02/22
02/24 Week 7	Text (Chapter 7) Manual (Chapter 7) Watch: DVD Lecturette 7 Watch: DVD Case of Stan	Person-Centered Therapy (Chapter 8 & 9 Reviews Due)	03/01
03/03 Week 8	Text (Chapter 8 & 9) Manual (Chapter 8 & 9) Watch: DVD Lecturette 8 & 9 Watch: DVD Case of Stan	Gestalt Therapy & Behavior Therapy (Chapter 10 Review Due)	03/08
03/10 Week 9	<b><u>Spring Break</u></b> (See Review for Second Exam)		
03/17 Week 10	Text (Chapter 10) Manual (Chapter 10) Watch: DVD Lecturette 10 Watch: DVD Case of Stan	<b><u>SECOND EXAM (chapters 5-9)</u></b> Cognitive-Behavior Therapy Rational Emotive Behavior Therapy (Chapter 11 Review Due)	<b><u>03/19 (exam)</u></b> 03/22
03/24 Week 11	Text (Chapter 11) Manual (Chapter 11) Watch: DVD Lecturette 11 Watch: DVD Case of Stan	Reality Therapy (Chapter 12 Review Due)	03/29

03/31 Week 12	Text (Chapter 12) Manual (Chapter 12) Watch: DVD Lecturette 12 Watch: DVD Case of Stan	Feminist Therapy (Chapter 13 Review Due)	04/05
04/07 Week 13	Text (Chapter 13) Manual (Chapter 13) Watch: DVD Lecturette 13 Watch: DVD Case of Stan (Feminist Therapy, SFBT, Narrative)	Post Modern Approaches (Chapter 14 Review Due)	04/12
04/14 Week 14	Text (Chapter 14) Manual (Chapter 14) Watch: DVD Lecturette 14	Family Systems Therapy	04/19
04/21 Week 15		<b><u>TERM PAPERS DUE</u></b> Review for Third Exam	<b><u>04/26</u></b>
04/28 Week 16		<b><u>THIRD EXAM (chapters 10-14)</u></b>	<b><u>04/30</u></b>

**Please note** – When you see the note “Watch: DVD Case of Stan” in the schedule you are to watch the “Case of Stan” that corresponds to that particular chapter/week. For example Week 4 you are to watch the Case of Stan for Psychoanalytic Therapy.

## **THEORY REVIEW AND TERM PAPER WRITE-UP**

Points to cover in the theory review write-up and the final position paper on a selected theory (the following points need to be included as a minimum in your final paper).

1. Founder(s) of the theory.
2. Nature of the person including innate capacities and/or capabilities, if any, and motivational constructs according to the theory.
3. Nature of maladjustment (how do people develop mental illness) according to the theory.
4. Goals of counseling therapy according to the theory.
5. 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

### APA Pet Peeves

pp. 67-68, 3.08, Economy of Expression  
p. 69, 3.09, Editorial “we”—“we” only refers to authors—also refers to “us,” “our,” etc.  
pp. 77-78, 3.18, Use the past tense  
pp. 79, 3.20, a pronoun must agree in number  
pp. 81-82, 3.21, misplaced and dangling modifiers  
pp. 84-86, 3.23, parallel construction  
pp. 73-74, 3.12, gender (use plural pronouns)  
p. 76, 3.15, disabilities (people before disabling condition)  
pp. 88-89, 4.03, use a comma between elements  
pp. 91-92, 4.07, quotation marks—do not hedge  
pp. 62-63, 3.02-3.03, headings  
pp. 63-64, 3.04, seriation  
pp. 170-171, 6.03, quotation of sources  
pp. 111-112, 4.31 a, b, and especially 112 e—numbers  
p. 118, 4.45, use symbol for percent when it is preceded by a number  
pp. 174-179, 6.11-6.21, Reference citations in text  
p. 198, 7.01, general form of citation for a periodical (examples p. 198, 7.01)

Other important notes:

Do not use contractions

Do not objectify people—use participants instead of subjects

Do not overuse direct quotations

Avoid secondary citations

Avoid anthropomorphism

Avoid linear literature reviews (study by study)

Italicize technical or key terms

Italicize Likert scale descriptors—e.g. *totally disagree* (1)...*highly agree* (5)

For 3 to 6 authors, cite all authors first time and then use et al. e.g.—Brown et al. (1998)

Numbers—if under ten, write it out unless it is modifying—e.g. 3%

References to time use numbers

When comparing numbers below ten to above 10, use numbers instead of writing it out