COUN 510 COUNSELING THEORIES AND TECHNIQUES
COURSE SYLLABUS: Fall 2015

Instructor: Kevin C. Snow, PhD, M.A., NCC, ACS
Office Location: Binnion 229B
Office Hours: Monday 2:00pm-4:30pm; by appointment (McKinney)
              Tuesday 4:30pm-7pm; by appointment (MPLX)
University Email Address: Kevin.Snow@tamuc.edu
Course Meeting Day/Time: T 7:20p-10:00p     Location: MPLX

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Neukrug, E.S. (2011). Counseling Theory and Practice, Brooks/Cole,
   Cengage Learning.

   Company.

Optional

   American Psychological Association.

Great Therapists of the 20th Century: http://ww2.odu.edu/~eneukrug/gttc/

Course Description

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 for admission to candidacy status (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. 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; (5d)
2. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; (5e)
3. an orientation to wellness and prevention as desired counseling goals (5a)

CONTENT AREAS include, but are not limited to, the following:
I. 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
II. Factors to consider when building a personal model of counseling
III. Ethical and legal issues related to the counseling process, particularly theory application

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

**COURSE REQUIREMENTS**
*Instructional/Methods/Activities Assessments*
Lecture, discussion, and experiential activities

*All written assignments are to be uploaded to eCollege by the due date/times in appropriate Drop Box*

1. **Attendance, Readings, Homework Assignments, In-Class Activities, Participation.** Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Students are allowed 2 absences. If you are absent for any reason, please make arrangements with a classmate to get any missed notes or assignments. A person who clearly does not participate in class may lose participation points. All readings **MUST** be done prior to class. You must be familiar with the material to engage in class discussions and activities. Do not expect/rely on class lecture as a replacement. My approach is that you are responsible for your own learning, but I am responsible for the learning environment. (**15 points** for participation; **missing more than 2 classes or arriving late/departing early more than 2 times will result in a drop in letter grade**).

2. **Assessment of Your View of Human Nature and Conceptual Orientation:**
[http://ww2.odu.edu/people/e/eneukrug/therapists/survey.html](http://ww2.odu.edu/people/e/eneukrug/therapists/survey.html)
Complete the survey at the website listed above. Save the final page or take a screen shot of it and bring it to the 1st day of class. Be prepared to discuss your results in class. This will help with the
3. **Weekly show and tell:** Starting with the second week of class, we will end class by having show and tell time. Bring with you something that personally symbolizes (or reminds you of, connects you to) any aspect/concept of the theory/theorist under study that week. Please think deeply about this visual/emotional symbolic representation. It can be humorous, can be connected to a personal story, reflect something you dislike or find confusing about the theory/theorist, etc. Bring your symbol with you and be prepared to share with the class the significance of it. Please share as you feel comfortable, but the purpose is to explore deeper connections with the concepts and/or theorist symbolically (Included in participation grade).

4. **Weekly in class case concepts and in class discussion:** You will spend time reviewing the relevant case concepts in the back of the text and prepare preliminary treatment plans using that week’s theory as an in class activity. A format will be provided and I will be present to consult. You will then share what you learned with the class. We will discuss together whether we will break into competing small groups or do this as a larger group (included in participation grade).

5. **Preliminary Theoretical “Leanings” Paper (20 points):** After reading Chapter 1 of the text, students will write a 5-6 page (minimum, plus cover page) paper reflecting on any preliminary theoretical leanings, and proposing a personal theory (based only on material already acquired and on personal observations/theories) as to what causes suffering and what helps people change. This is a chance for students to begin exploring what their personal beliefs about counseling and psychotherapy are, in hopes that during the semester students’ beliefs can begin to blend and integrate with theories studied in class. Also, discuss the results of your assessment of human nature and conceptual orientation and how it may or may not relate to your own view theory. The paper should be typed, double-spaced, and demonstrate exceptional writing skills. References are not needed but the paper must follow general APA style. The paper must include a cover page and minimum of 5-6 pages of text (not including cover page) and must use headings to organize paper. Points will be deducted for poor grammar, spelling errors, poor APA usage, and poor quality of writing. There are no references required but be thorough! Do not just repeat things from the text- answer for yourself- what do you believe about these things.

6. **Weekly Online Theory Journal.** Each week you will answer a series
of questions (2.5 points each; 30 points total) on the theory and/or theorist for that week. They are due by 4 pm the day of each class. Your answers to these questions will prepare you for class discussions. Submissions can be completed in 2 pages, be brief but thorough. Email them to me at: Kevin.Snow@tamuc.edu

Questions:

1. What is the theory’s basic view of human nature? What are it’s areas of major focus and/or emphasis?
2. Who is (are) the key figures in this type of therapy? What influenced them (he/her) to develop this therapy?
3. What are the basic assumptions of this type of therapy? How do people develop problems? How do they overcome them using this type of therapy? What is the theory of change?
4. What are the key concepts of this therapy?
5. What is the role of the therapeutic relationship in this type of therapy (helper, coach, witness)? What is the client’s role?
6. What techniques have been developed for this type of therapy?
7. What are the applications of this therapy in terms of populations, problems, settings, diagnoses, etc.? (who benefits most from this type of therapy for what type of problems?)
8. What are the strengths of this therapy?
9. What are the weaknesses of this therapy?
10. In your opinion, what is the most significant contribution of this type of therapy to the field of counseling and psychotherapy?

7. **Mid-Term Exam:** On Chps. 2-7; 60 question exam worth 60 points. You will have 1.5 hours to complete this closed book exam online.

8. **Final Exam:** On Chps. 8, 9, 11, 12, 13, 15; 60 question exam worth 60 points. You will have 1.5 hours to complete this closed book exam online.

9. **Theory Reflection Paper:** At the end of class, you will reflect back on the theories, your reactions to them, and your preliminary theoretical leanings paper and explain which theory/theories you feel most connected to, explain why you identify with that theory/theories, and explain how your initial theory leaning changed or solidified (including view of human nature) in the class, lastly you will briefly discuss your
next steps in mastering your theory/theories of choice. **3-4 page minimum, plus cover page.** The paper should be typed, double-spaced, and demonstrate exceptional writing skills. References are not needed but the paper must follow general APA style. The paper must include a cover page and minimum of 3-4 pages of text (not including cover page) and must use headings to organize paper. Points will be deducted for poor grammar, spelling errors, and poor quality of writing, or poor APA usage (15 Points). There are no references required but be thorough!

**Final Grade = 200 points**

<table>
<thead>
<tr>
<th>Attendance, readings, participation</th>
<th>15 points</th>
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<tbody>
<tr>
<td>Theoretical Leanings Paper</td>
<td>20 points</td>
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<tr>
<td>Weekly Online Theory Journal</td>
<td>30 points</td>
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<td>Mid-Term Exam</td>
<td>60 points</td>
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<tr>
<td>Final Exam</td>
<td>60 points</td>
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<tr>
<td>Theory Reflection Paper</td>
<td>15 points</td>
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**Grading Scale**

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

**Interaction with Instructor Statement**

Good communication is essential to the counseling profession and to getting the most out of your education. If you have any special needs, questions, concerns, or personal issues that impact the class and/or your attendance in class, please let me know. I cannot help unless I am aware. Therefore, if you need to reach me the best way to do so is via email using your official university email (or email me through eCollege). I teach on main campus and in Mesquite- calls to my office may not be immediately returned, but I make every effort to return emails within 24-48 hours, M-F. I check email many times a day. Please be respectful of my free time on weekends, and understand any email sent after Fridays at 5pm may not be answered until the following Monday (but I’ll try to reply sooner, if I am free).

**COURSE AND UNIVERSITY PROCEDURES & POLICIES**
**ADA Statement 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

**Student Conduct**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
http://www.albion.com/netiquette/corerules.html

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**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.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 OUTLINE / CALENDAR

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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7
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<tr>
<th>No.</th>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignment</th>
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<tbody>
<tr>
<td>2</td>
<td>9/8/15</td>
<td>Psychoanalysis</td>
<td>Read Ch. 2 &amp; Millers pp. 556-560 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
</tr>
<tr>
<td>3</td>
<td>9/15/15</td>
<td>Analytical Therapy</td>
<td>Read Ch. 3 &amp; Millers pp. 560-564 Theoretical Leanings’s Paper Due by midnight Bring Show &amp; Tell Online Journal due (by 4pm)</td>
</tr>
<tr>
<td>4</td>
<td>9/22/15</td>
<td>Individual Psychology</td>
<td>Read Ch. 4 &amp; Millers pp. 564-569 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
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<tr>
<td>5</td>
<td>9/29/15</td>
<td>Existential Therapy</td>
<td>Read Ch. 5 &amp; Millers pp. 569-574 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
</tr>
<tr>
<td>6</td>
<td>10/6/15</td>
<td>Existential Therapy Part 2: The Discovery of Being (Class is online tonight- no in person meeting!!)</td>
<td>Read The Discovery of Being Chps. 6, 8, 9, 12. Complete online activities</td>
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<tr>
<td>7</td>
<td>10/13/15</td>
<td>Gestalt Therapy</td>
<td>Read Ch. 6 &amp; Millers pp. 574-578 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
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<tr>
<td>8</td>
<td>10/20/15</td>
<td>Person-Centered Therapy</td>
<td>Read Ch. 7 &amp; Millers pp. 578-582 Online Journal due (by 4pm) Bring Show &amp; Tell Mid-Term Exam (due 10/23 by midnight)</td>
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<td>9</td>
<td>10/27/15</td>
<td>Behavior Therapy</td>
<td>Read Ch. 8 &amp; Millers pp. 582-585 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
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<tr>
<td>10</td>
<td>11/3/15</td>
<td>REBT</td>
<td>Read Ch. 9 &amp; Millers pp. 585-591 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
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<tr>
<td>11</td>
<td>11/10/15</td>
<td>Reality Therapy/Choice Theory</td>
<td>Read Ch. 11 &amp; Millers pp.595-601 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
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<tr>
<td>12</td>
<td>11/17/15</td>
<td>Narrative Therapy</td>
<td>Read Ch. 12 &amp; Millers pp.601-605 Online Journal due (by 4pm)</td>
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<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<td>13</td>
<td>11/24/15</td>
<td>Solution-Focused</td>
<td>Read Ch. 13 &amp; Millers pp.605-610 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
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<tr>
<td>14</td>
<td>12/1/15</td>
<td>Couples &amp; Family Counseling</td>
<td>Read Ch. 15 &amp; Millers pp. 611-615 Online Journal due (by 4pm) Bring Show &amp; Tell</td>
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<tr>
<td>15</td>
<td>12/8/15</td>
<td>Closure/discussion activities</td>
<td>- Theory Reflection Paper (due 12/7 by midnight)</td>
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<td>In class discussion of</td>
<td>- Final Exam (due 12/11 by midnight)</td>
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<td>Theory Reflection Paper &amp; Comparison to Your View of Human Nature</td>
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The instructor reserves the right to amend this document as necessary.
Extra Credit Assignments may or may not be made available throughout the semester (suggestions are welcome).

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - sound card, which is usually integrated into your desktop or laptop computer
  - speakers or headphones.

- Depending on your course, you might also need a:
  - webcam
  - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such
as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.
Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the 'Tech Support' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?
1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**Internet Access**
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

**myLeo Support**
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

**Learner Support**
Go to the following link **One Stop Shop**- created to serve you by attempting to provide as many resources as possible in one location.
Go to the following link **Academic Success Center**- focused on providing academic resources to help you achieve academic success.