



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

COUN 5312 Counseling Theories and Applications

Course Syllabus

Summer 2025

Meeting Times: Asynchronous

Name: Kendra Bircher, PhD, CSC, NCC, LPC

Virtual Office Hours: Tuesday, Wednesday, and Friday from 1:00-2:00 p.m. CST

Class: Asynchronous

Email: kbircher@uttyler.edu (preferred method of contact) *Email is the best way to contact me. I will do my best to **respond to emails within 24 hours**. In the spirit of self-care, I try not to check my email on the weekends. Therefore, if an email is **sent after 5pm CST on Friday**, I will not respond until the following **Monday**.*

COURSE CATALOG DESCRIPTION

COUN 5312: COUNSELING THEORIES AND APPLICATIONS (3 HOURS):

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-playing practice of fundamental counseling response skills.

RATIONALE

This course is designed to help students master the key components of the major counseling theories that are used in practice by professional counselors. Theories will be presented as conceptual frames by which professional counselors can understand their clients more completely and deeply. Strategies and techniques from each theory will be presented to show how those methodologies can be used to assist clients in overcoming psychological problems, developmental issues, ecological challenges, adjustment to disability; and reach their personal goals. The theories outlined in this class can also be used to increase student's self-understanding.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Proficiencies that counselors-in-training must master are derived from two sources: State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

This course is designed to meet the following TEA and TAC Standards:

TAC, Title 22, §681.83 *Professional Counselors – Academic Requirements for Licensure – Academic Course Content*. An applicant must complete at least one three-semester hour course in each of the following areas:

(2) counseling theories – the major theories of professional counseling;

TAC, Title 19, §239.15 *Standards Required for the School Counselor Certificate*

Standard I. Learner - Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(2) counseling and consultation theories and practices;

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs. The certified school counselor must:
(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

Standard VI. Learner-Centered Professional Development

(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth

(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards

Through satisfactory performance on course assignments, and class participation, students in this course will be able to:

1. Understand the role of counseling in the profession.
2. Describe major theories and models of counseling.
3. Explain a system's approach to conceptualizing clients.
4. Discriminate among theories, models, and strategies for understanding and practicing consultation.
5. Demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
6. Identify counselor characteristics and behaviors that influence the counseling process.
7. Identify developmentally relevant counseling treatment or intervention plans.
8. Develop evidenced-based counseling strategies and techniques for prevention and intervention.
9. Develop a personal model of counseling.
10. Describe theories and models related to counseling.
11. Identify cultural factors relevant to counseling.
12. Identify legal and ethical considerations specific to counseling.
13. Identify techniques and interventions for prevention and treatment of a broad range of mental health issues.

Ethical Codes and Resources:

American Counseling Association. (2014). Code of ethics. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association. (2022). ASCA ethical standards. Retrieved from

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

American School Counselor Association. (2018). The school counselor and confidentiality. Retrieved from: <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Confidentiality>

Forester-Miller, H. (1996). A practitioner's guide to ethical decision making. Retrieved from

https://www.counseling.org/docs/ethics/practitioners_guide.pdf?sfvrsn=2

Texas Education Agency. (2018). Educators code of ethics. Retrieved from

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Texas State Board of Examiners of Professional Counselors. (2017). Texas state board of examiners of professional counselors: Rules and regulations. Retrieved from

<https://bhec.texas.gov/statutes-and-rules/> Updated March 2024.

Required Text(s)

- Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage Learning.

Optional Text(s)

- American Psychological Association. (2020). Publication manual of the American Psychological Association. (7th ed.). <https://doi.org/10.1037/0000165-000>

LEARNING EXPERIENCES & REQUIREMENT

University and Academic Requirements:

- This course will be conducted completely online. There are NO mandatory face-to-face meetings with the instructor.
- I will communicate and collaborate using various technologies
- This course is designed to provide the student with every learning opportunity that face-to face contact allows.
- The course is set up in 12 weekly learning units that equate to approximately 6 hours of classwork (lectures, activities, homework, readings) per week.

GRADING

Evaluation/Grading

You will find the due dates for all assignments listed in the Syllabus on Canvas. Assignments must be completed on time and submitted by the date listed.

Since this is graduate level work, it is expected that students will hand in papers that are grammatically correct, have correct spelling, and conform to the [APA 7th edition](#) guidelines.

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

Assignment	Points
Introduction Discussion Board	10
Creative Reflection Assignments (3 x 10 points each)	30
Case Study Discussions (2 x 10 points each)	20
Quick Reference Guide Reflection Journals (13 x 5 points each)	65
Personal Model of Counseling Paper or Presentation with Visual Aid	45
Final Exam	50
Total Points	220

*A grade of "C" or lower will require that you retake the course.

Technology Requirements

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the Canvas helpdesk at (903)566-7439 or email them at itsupport@patriots.utttyler.edu. You can also receive help by using the Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949.

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THIS COURSE

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are always expected to display professionalism. Be respectful of your professor and peers.
2. Be open to feedback, as you will receive this throughout the program.
3. Prepare for classes. Complete all readings on time.
4. Complete all assignments by the deadline.
5. Adhere to the university student code of conduct.
6. You are expected to participate in all online discussions/activities. This is crucial to your learning.
7. All writing assignments must be done according to APA 7th edition.
8. Regularly check your university email. My suggestion is to check this at least once a day.
9. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
10. Be open to the process. This degree takes time, work, effort, and growth.
11. Enjoy the learning process.

ATTENDANCE & PARTICIPATION

Attendance:

Students are expected to complete assignments and participate in class discussions.

DEPARTMENT AND CLASSROOM POLICIES

Diversity:

The instructor will strive to create an environment where students feel comfortable voicing their thoughts without censor. Due to the nature of our field, there may be topics covered in class that may be uncomfortable to think about or consider. Course material and discussion will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Patriot E-Mail:

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system.

ADDITIONAL REQUIREMENTS & INFORMATION

Ethical Behavior and Professional Conduct:

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UT Tyler Psychology and Counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA and ASCA ethical codes, understand the concept of "standard of care/practice", and are familiar with Texas laws governing your obligation as a mandated reporter (CPS reporting). If you are unfamiliar with these basics, inform the instructor during the first class session. Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

INFORMED CONSENT STATEMENT FOR COUNSELING COURSES

Faculty members are dedicated to the educational, personal, and professional growth and development

of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this course: The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes.

1. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
2. There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration since we frequently ask clients to do so.
3. At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
4. Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
5. Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
6. Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
7. It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

PSYCHOLOGY AND COUNSELING RETENTION POLICY

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a

satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004 (2012-2014 Graduate Catalog).

OTHER

Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Papers and presentations are expected to follow APA format. Please see Canvas course content or the APA Publication Manual, 7th edition, for more information. If you do not have a copy of the APA Manual, please obtain a copy as soon as possible. Do not solely rely on your word processing program for APA formatting.

Assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the APA Publication Manual, 6th edition, or visit the Writing Center.

UNIVERSITY POLICIES

UT Tyler Honor Code:

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities:

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being

used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

1. Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
2. Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)
3. Schedule adjustments (section changes, adding a new class, dropping without a "W" grade.)
3. Being reinstated or re-enrolled in classes after being dropped for non-payment.
4. Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4- year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See the Academic Calendar for the specific date.) Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions

regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire Department, or Fire Prevention Services.

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using test materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to or coercing another person to obtain an administered test, test key, homework solution, or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
4. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students:

UT Tyler Writing Center (903.565.5995),
writingcenter@uttyler.edu UT Tyler Tutoring Center
(903.565.5964), tutoring@uttyler.edu The
Mathematics Learning Center, RBN 4021.
UT Tyler Counseling Center (903.566.7254)

CEP VISION AND MISSION AND PROGRAM STANDARDS

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

COURSE ACTIVITIES, REQUIREMENTS, AND RUBRICS

- Introduction Discussion Board**

We want to get to know you! Introduce yourself by answering the prompts provided to you in Canvas. You will read all of your classmates' original posts and comment on at least three of them. Use this opportunity to begin getting to know one another. You never know who might become a close colleague in the near future! 😊 **Be sure to follow the discussion board expectations outlined in Canvas.**

- Creative Reflection Assignment**

You will be given 3 different reflection topics this semester. After reading, watching, or listening to the required assignment you will respond to the topic in a creative way. You may decide to create a presentation, record a video, complete a drawing, compile pictures, write poetry, share spoken word, share toys, create a game, etc. It's okay if you're not the "creative" type. Try anyway 😊 If you choose to complete a visual aid that doesn't use words, be sure to provide a paragraph or two describing your creative reflection. With your permission, the instructor may share your submission with the class. **More details will be provided in the corresponding module in Canvas.**

Exceeds Expectations	Meets Expectations	Below Expectations	No Evidence
-Student submits original work that represents their personal creativity -Student reflects on/responds to the topic thoughtfully and with detail. -Student shares personal reflections, areas of growth, and/or wonderings related to the topic.	-Student submits original work that represents their personal creativity. -Student somewhat reflects on/responds to the topic with thoughtfulness and detail. -Student somewhat shares personal reflections, areas of growth, and/or wonderings related to the topic.	-Student submits original work and minimally express themselves. -Student minimally reflects on/responds to the topic with thoughtfulness or detail. -Student minimally shares personal reflections, areas of growth, and/or wonderings related to the topic.	-Student does not submit original work or express themselves. -Student does not reflect on/responds to the topic with thoughtfulness or detail. -Student minimally shares personal reflections, areas of growth, and/or wonderings related to the topic.

- **Case Study Discussions**

We learn best when we can apply our knowledge to real examples. In a discussion post, you will be given a case example to apply a theoretical approach that we have covered in the course (*do not choose a theory we have not covered*). The purpose of this assignment is to help students conceptualize a case while also understanding that the same case can be approached in different ways (*as long as a rationale of the goals and techniques used to support the client are sound*).

Students will be given four discussion board prompts to answer in Canvas. Be sure to review and follow the expectations for that week and respond to the discussion board prompts fully to receive full points.

- **Quick Reference Reflection Journals**

This assignment provides students with an opportunity to review each theory presented in this course, critically identify the central components of each theory, and indicate how it may/may not apply to their own theoretical orientation. This assignment is designed to serve as a reference guide for students throughout their academic career and into their professional career. Students will submit each individual page of their quick reference reflection journal during the week the theory is covered. Theories included in the quick reference reflection journals are psychoanalytic therapy, Adlerian therapy, existential therapy, person-centered therapy, gestalt therapy, behavior therapy, cognitive behavior therapy, choice theory/reality therapy, Feminist therapy, relational-cultural therapy, solution-focused brief therapy, narrative therapy, and family systems therapy

Description: Students will create a quick reference journal describing the theories covered in this course (*Each of theory should be an individual entry; optional formatting is below*).

Theory Name	Major Components	Key Theorist(s)	Techniques/ Interventions	Role of the Counselor	Role of the Client
Reflection					
Respond to the following prompt for each theory: How does this theory align or not align with your personal values or beliefs? Why? What are at least two benefits and two challenges to using this theoretical approach as it relates to your own development as person and school counseling professional?					

Quick Reference Reflection Journal Rubric

3 points/15 points	2 points/10 points	1 point/5 points	0 / 4 or fewer points
-Student completes each section of the quick reference guide clearly and thoroughly -Student completes the reflection prompt with detail and thoughtfulness (i.e.,	-Student somewhat completes each section of the quick reference guide with detail. -Student somewhat completes the reflection prompt with detail and	-Student briefly addresses and/or minimally completes the sections of the quick reference guide. -Student minimally completes the reflection prompt.	-Student did not complete the sections required for each entry. -Student did not complete the reflection prompt. -Document has 8 or more grammatical or

examples, thoughts/ideas, questions, etc.) -Document has 3 or fewer grammatical or spelling errors.	thoughtfulness (i.e., does not elaborate on examples, thoughts/ideas, etc.) -Document has 4 to 7 grammatical or spelling errors.	Student response lacks detail and thoughtfulness. -Document has 7 grammatical or spelling errors.	spelling errors. Errors impact the understanding of the writer's message. Submitted work is unsatisfactory for graduate work.
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● **Personal Model of Counseling Paper or Presentation with Visual Aid (30 points):**

The purpose of this assignment is (1) to provide students with an opportunity to examine which of the major theoretical approaches to counseling best fits with their life philosophy, and (2) to further develop a personal model of counseling.

Description: Developing a personal model of counseling is an ongoing process. Students are not expected to have a well-defined theoretical model at this point. However, students are expected to begin thinking about these theories in relation to their personal values. The format for this assignment can **either be as a written paper (5-7 pages*) or a recorded presentation (15-20 min.) that utilizes a visual aid**. This serves as the student's final project in the course and will be due at the end of the semester. Students are expected to compose this paper by APA 7th edition standards (please refer to your APA manual for formatting).

*Note: If choosing the paper option, the 5–7-page requirement includes the body of the paper. This page count does not include the title and reference pages, as those are additional.
The due date is before the end of the semester to give the instructor time to provide feedback.

[Please review all of the paper requirements and details in Canvas.](#)

Personal Model of Counseling Paper or Presentation with Visual Aid Rubric

A	B	C	D/F
Student clearly explains the theories chosen, highlighting goals, roles, and interventions. This explanation is in their own words	Student somewhat explains the theories chosen. Typically, student does not address all facets of the theory chosen.	Student does not clearly describe the theory and/or student misunderstands major concepts of the chosen theory.	Student does not describe the theory and/or misrepresents the major concepts of the chosen theory.
Student provides a clear, thoughtful, and self-reflective rationale for chosen approaches.	Student provides a rationale for chosen approaches. However, this rationale remains at the surface level.	Student does not provide a rationale for chosen approaches or this section is completed with little thought or effort.	Student does not provide a rationale for chosen approaches.
Student describes a personal model of counseling, highlighting the 4 areas listed.	Student describes a personal model of counseling but does not provide equal weight for the four	Student does not describe a personal model of counseling or this section is	Student's personal model of counseling is not clear to the reader and paper lacks exploration of suggested questions.
			Student makes 5 or

<p>Student follows the entire outline as directed, i.e., including the introduction and conclusion sections.</p> <p>Document has 3 or less grammatical or spelling errors.</p> <p>Student utilizes APA writing style, including Title page, intext citations, and References page.</p> <p>Document meets the page requirements.</p>	<p>areas listed.</p> <p>Student makes 1-2 errors in following the outline as directed.</p> <p>Document has 4-5 grammatical or spelling errors.</p> <p>Student utilizes APA writing style, including Title page, intext citations, and References page with minor issues.</p> <p>Document does not meet or exceeds page requirements.</p>	<p>completed with little thought or effort</p> <p>Student makes 3- 4 errors in following the outline as directed.</p> <p>Document has more than 6-7 grammatical or spelling errors.</p> <p>Student utilizes APA writing style, including Title page, intext citations, and References page with moderate issues.</p> <p>Document does not meet or exceeds page requirements</p>	<p>more errors related to following the outline as directed.</p> <p>Document has 8 or more grammatical or spelling errors.</p> <p>Submitted work is unsatisfactory for graduate work.</p> <p>Student utilizes APA writing style, including Title page, intext citations, and References page with major issues.</p> <p>Document does not meet or exceeds page requirements</p>
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- **Final Exam**

The final exam will be given at the conclusion of the semester. It will be multiple choice, open book, and timed.

Tentative Schedule and Topics

Date:	Class Topics	Assignments
<i>*This is a tentative schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through CANVAS. All assignments will be due on <u>Sunday by 11:59 pm CST</u> of that week (indicated in orange).</i>		
Dates	Topic	Readings/Assignments
Week 1 5/12– 5/18	Introduction + The Counselor: Person and Professional	Review Syllabus Read Corey: Chapter 1 and 2 Read MSJCC's • Introduction Discussion Board
Week 2 5/19 – 5/25	Ethical Issues in Counseling, Multiculturalism, and Evidence Based Practices	Read Corey: Ch. 3 and assigned readings in Module 2 • Creative Reflection Assignment 1
Week 3 5/26 – 6/1	Psychoanalytic Therapy	Read Corey: Ch. 4 • Quick Reference Guide Reflection Journal Entry
Week 4 6/2 – 6/8	Adlerian Therapy	Read Corey: Ch. 5 • Quick Reference Guide Reflection Journal Entry • Creative Reflection Assignment 2
Week 5 6/9 – 6/15	Existential Therapy	Read Corey: Ch. 6 Quick Reference Guide Reflection Journal Entry
Week 6 6/16 – 6/22	Person-Centered Therapy	Read Corey: Ch. 7 • Quick Reference Guide Reflection Journal Entry • Creative Reflection Assignment 3
Week 7 6/23 – 6/29	Gestalt Therapy	Read Corey: Ch. 8 Quick Reference Guide Reflection Journal Entry
Week 8	Behavior Therapy +	

6/30 – 7/6	Cognitive Behavior Therapy	Read Corey: Ch. 9 & Ch.10 <ul style="list-style-type: none"> • Quick Reference Guide Reflection Journal Entry • Case Study Discussion
Week 9 7/7 – 7/13	Choice Theory/Reality Therapy + Post Modern Approaches	Read Corey: Ch. 11 & Ch. 13 <ul style="list-style-type: none"> • Quick Reference Guide Reflection Journal Entry
Week 10 7/14 – 7/20	Feminist Therapy + Relational Cultural Therapy	Read Corey: Chapter 12 and assigned readings in the module <ul style="list-style-type: none"> • Quick Reference Guide Reflection Journal Entry • Case Study Assignment 2
Week 11 7/21 – 7/27	Family Systems	Read Corey: Chapter 14 <ul style="list-style-type: none"> • Quick Reference Guide Reflection Journal Entry
Week 12 7/28 – 8/3	An Integrative Perspective	Read Corey: Chapter 15 Personal Model of Counseling Paper or Presentation with Visual Aid <ul style="list-style-type: none"> • Quick Reference Guide Reflection Journal Entry
Week 13 8/4 – 8/9	Finals Week	<ul style="list-style-type: none"> • Online Final Exam

