Course Information:
COUN 5312.001: Counseling Theories and Applications
Day/Time: Tuesdays, 5:00-7:45 pm
FALL 2014

Instructor Information:
C. R. Barké, Ph.D.
OFFICE: Psychology and Counseling Department, HPR 227
OFFICE HOURS: Mon: 4-5 pm, Tues 4-5 pm, Thurs 10-11:30 am, please make an appointment by email to be sure we have a time set up.
Office PHONE: 903-565-5875
Email: cbarke@uttyler.edu

COMMUNICATION NOTE: My preferred mode of communication will be E-MAIL. I will reply to all e-mail messages as soon as possible, and always within 24 hours. If it is an EMERGENCY, please include EMERGENCY in the subject line of your email. I will not reply to emails I receive, unless emergency, between 8 pm and 9 am. For anything that would delay your submission of items for a deadline, please be assured that I will not count the lateness against you if it was a technical or other problem at my end.

Course Catalog Description: An overview of the current theoretical approaches to psychotherapy, including problems of assessment, therapeutic contracting and intervention strategies/techniques. Prerequisite: consent of instructor.

STUDENT LEARNING OUTCOMES:

1. Students will know and understand the counselor characteristics that are included in Evidence Based Practice guidelines. (CACREP II.G.5.b)
2. Students will know and understand essential interviewing and counseling skills. (CACREP II.G.5.c)
3. Students will know and understand the major theories of counseling, from historical through emerging, how these conceptualize clients and the counseling process, and the interventions associated with them. (CACREP II.G.5.d)
4. Students will begin to develop their own personal model(s) for counseling and psychotherapy. (CACREP II.G.5.d)
5. Students will know and understand the systems perspective that expands understanding of clients within their relational contexts, and offer alternative modalities for counseling interventions with couples and families. (CACREP II.G.5.e)

TEXTBOOKS:
TBA

A student at UT Tyler is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Other resources I will be using:
13-digit ISBN: 978-1-57766-742-1

13-digit ISBN: 978-157766-005-7
TEACHING METHODS:
This course will be an integrated mixture of readings, lecture and discussion, and video recorded counseling demonstrations.

READING: I expect you to read every week, and to read ACTIVELY. This means to read while paying attention to your own thoughts, reactions and feelings while you read, not just passively absorbing/storing what the author is saying to you. Each week you are required to write about what happened in your brain, and submit these on BB as Reading Reaction assignments. For each Chapter/reading assignment, you will write responses to the following questions (Using a template in each Module):

What is the focus of this chapter?
From your reading, what is the most important point made in this chapter?
Why do you think this point is important?
What ideas in this chapter make sense to you and are especially interesting?
What ideas in this chapter do not make sense or seem incorrect to you, if any?

There are also several videos and other online resources that we will make use of throughout the semester.

BASIS FOR EVALUATION:
Two multiple choice examinations: 70% of grade.
Weekly Reading Reactions and other assignments: 25%
Personal Theory Paper: 5%

STRUCTURE OF ASSIGNMENTS AND SUBMISSION PROCESS:
For each week/module there will be multiple learning activities and assignments to submit. The following codes are used in the Course Calendar:
RR= Reading Reaction assignments, to be typed or pasted into weekly assignment submission boxes.
VR = Video Reflection assignments, to be typed or pasted into periodic VR assignment submission boxes. These will be assigned after Video segments are presented in class.

Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading</th>
<th>Video(s) to Watch</th>
<th>Complete online/submit</th>
</tr>
</thead>
</table>
| 1 8/26 | Syllabus review  
Module (MOD) 1:  
EBP PPT – Norcross  
Helping Relationship PPT | NONE | | |
| 2 9/2 | MOD 1:  
PPT: Martin on Evocative Empathy; Learning to Hear;  
MOD 2: PN Textbook  
Ch. 1: Defining and Comparing Psychotherapies | Ch. 1, 2 | RR1: EBP, Martin PPT, PN Ch. 1 |
| 3 9/9 | MOD 2: PN Textbook  
Ch. 2: Psychoanalytic Therapies  
Ch. 3: Psychodynamic | Ch. 3 | RR2: Ch. 2,3 |
| 4 9/16 | MOD 2: PN Textbook  
4: Existential Therapy | Ch. 4 | RR3 |
| 5 9/23 | MOD 2: PN Textbook  
5: Person-Centered Therapy | Ch. 5 | RR4 |
| 6 9/30 | MOD 2: PN Textbook  
6: Experiential Therapies | Ch. 6 | RR5 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>10/7</td>
<td>MOD 2: PN Textbook</td>
<td>Ch. 7</td>
</tr>
<tr>
<td></td>
<td>7: Interpersonal Therapies</td>
<td>RR6</td>
</tr>
<tr>
<td></td>
<td>Review Study Guide</td>
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<td>10/14</td>
<td>MIDTERM EXAM</td>
<td>none</td>
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<tr>
<td>10/21</td>
<td>MOD 2: PN Textbook</td>
<td>Ch. 8, 9</td>
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<td></td>
<td>8: Exposure Therapies</td>
<td>RR7</td>
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<td></td>
<td>9: Behavior Therapies</td>
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<tr>
<td>10/28</td>
<td>MOD 2: PN Textbook</td>
<td>Ch. 10</td>
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<td>10: Cognitive Therapy</td>
<td>RR8</td>
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<tr>
<td>11/4</td>
<td>MOD 2: PN Textbook</td>
<td>Ch. 11, 12</td>
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<td>11: Third Wave Therapies</td>
<td>RR9</td>
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<td>12: Family Systems</td>
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<td>11/11</td>
<td>MOD 2: PN Textbook</td>
<td>Ch. 13, 14</td>
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<td>13: Gender-sensitive Therapies</td>
<td>RR10</td>
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<td>14: Multicultural Therapies</td>
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<td>11/18</td>
<td>THANKSGIVING HOLIDAY</td>
<td>RR11</td>
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<tr>
<td>11/25</td>
<td>MOD 2: PN Textbook</td>
<td>Ch. 15, 16</td>
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<td>15: Constructivist Therapies</td>
<td>RR12</td>
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<td>16: Integrative Therapies</td>
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<tr>
<td>12/2</td>
<td>MOD 2: PN Textbook</td>
<td>Ch. 17, 18</td>
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<td>17: Comparative Conclusions</td>
<td>RR13</td>
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<td>18: Future of Psychotherapy</td>
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<td></td>
<td>Review Study Guide for Exam III</td>
<td></td>
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<tr>
<td>12/9</td>
<td>F INAL EXAM: NOT COMPREHENSIVE</td>
<td>FINAL EXAM</td>
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University Policies:

**Last day to drop a class is October 27, 2014.**

**Students 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://www2.uttyler.edu/wellness/rightsresponsibilities.php](http://www2.uttyler.edu/wellness/rightsresponsibilities.php)

**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](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 that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• 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 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.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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 e-mail) 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.

Technical Information
The following information should be included in your syllabus to give direction to the students on how to obtain technical support should problems arise with Blackboard. Also included is a short list of browser plug-ins and other suggested applications that students should make sure they have installed and/or updated.

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttler.edu or call 903.565.5555.

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for useful information or check out On Demand Learning Center for Students http://ondemand.blackboard.com/students.htm

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.


- DROPBOX: [https://www.dropbox.com](https://www.dropbox.com)
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/))
- **RealPlayer** allows you to view and listen to streaming video and audio. (URL: [http://www.real.com/](http://www.real.com/))

Netiquette Guide

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. (URL: [http://www.learnthenet.com/learn-about/netiquette/index.php](http://www.learnthenet.com/learn-about/netiquette/index.php))
College of Education and Psychology Vision and Mission:

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 through productive contributions to local and global communities and 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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Clinical Mental Health Counseling Program Mission Statement:
The Master of Arts in Clinical Mental Health Counseling program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well-prepared for the Licensed Professional Counselor state licensing examination and are employed in a variety of mental health settings. Students may complete a generalist program or specialize in marriage and family counseling. Students specializing in couple and family counseling acquire additional competencies in marriage and family theories, counseling interventions and ethics. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

Clinical Mental Health Counseling M.A. Program Learning Outcomes may be found at the Departmental Psychology and Counseling BB site in the CMHC Student Handbook.