Syllabus

COUN 5312: Counseling Theories and Applications
Spring 2017
Monday 5:00 p.m. – 7:45 p.m. | HPR 135

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Office hours: Monday 12pm – 4:30pm

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
A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for client populations.

Proficiencies for Counselors
Proficiencies that counselors-in-training must master are derived from two sources: the 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).
Applicable portions for this course include:
TAC, Title 22, §681.83 Professional Counselors – Academic Requirements for Licensure – Academic Course Content
(a) An applicant must complete at least one course in each of the following areas:
(4) 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. The certified school counselor must:
(2) counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs;

**CACREP Common Core Standards II.G.**

5. **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   
d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

**CACREP Clinical Mental Health Counseling Standards**

1. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5)
2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

**CACREP School Counseling Standards**

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (III.C.1)
2. Understands the outcome research data and best practices identified in the school counseling research literature. (III.I.5)

**Student Learning Outcomes & Assessments**

The student learning outcomes from this course are as follows:

**Clinical Mental Health Counseling**

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

**School Counseling: Domain II – Planning and Implementing the Developmental School Counseling Program**

5.0 Counseling Skills: School Counseling students will demonstrate knowledge, understanding and competence in fundamental and advanced counseling skills.
Course Structure and Instructor Expectations
In this course, class time is largely comprised of lectures, group activities, and discussions. You should come to class prepared to discuss assigned readings and to be actively involved in your own learning, by asking questions and being engaged in class activities.

Required Readings

Recommended Readings

Note: 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.

Requirements/Grading
Preparation & Participation (50 points)

Attendance – While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence you will receive a one-letter grade deduction from your final grade in the course (e.g., A → B) unless you write a letter to the instructor that explains extenuating circumstances for both absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

Class Punctuality - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

Participation- Participation is an essential component of this course. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.
Course Assignments

1. **Small Group Project** (75 points x 2 = 150 points)

   Students will be randomly assigned to three different dyads (or triads) throughout the semester to complete three small group projects. The small group projects will require students to demonstrate their understanding of a theory covered in the course. For each small group project each group will be required to submit one joint write up in class, which should be written in APA format. Each writing assignment will be graded using the following rubric:

   - APA Format/Grammar (10 points)
   - Accuracy of Content (40 points)

   It is expected that you will perform in your dyads or triads as “professionals.” The idea of presenting oneself as a professional means that students demonstrate an ability to work together with someone unfamiliar in personality and style. If there is a problem, it is my expectation that you will handle it like professionals; however, if the need arises that someone is totally uncooperative, “as a professional” I would expect this situation to be brought to my attention.

   Each student in a dyad will also be responsible for providing an assessment of their partner’s work (note: the professor will provide these in class). These assessments are anonymous and will not impact students grade in the course. However, if the professor becomes aware of a student who continues to have difficulty working with other group members, he reserves the right to remove that individual from group work and to have them complete an assignment individually.

2. **Man’s Search for Meaning – Online Discussion** (50 points)

   The first online class this semester will be based on a comprehensive discussion of Man’s Search for Meaning. Students will need to have read Frankl’s Man’s Search for Meaning and be able to respond to several online questions in a thoughtful manner (note: in depth instructions will be provided on blackboard).

3. **Midterm Exam** (100 points)

   This will be an in-class comprehensive final exam that may consist of multiple choice questions, true/false questions, case studies, and a theory matrix.

4. **Final Exam** (150 points)

   This will be an in-class comprehensive final exam that may consist of multiple choice questions, true/false questions, case studies, and a theory matrix.
**Group Assignments:** For group assignments, it is understood that each student whose name is included on the final product has contributed to that product in an appropriate manner, and each member of the group is responsible for the final product as a whole, regardless of their individual contributions.

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>50</td>
</tr>
<tr>
<td>Small Group Projects</td>
<td>2 \times 75 = 150</td>
</tr>
<tr>
<td>Man’s Search for Meaning</td>
<td>50</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
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**TOTAL** 500

**Late Policy**

Assignments are due when class begins on the assigned date. Assignments submitted after class begins will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted and the student will receive a zero for the assignment.

**APA Format and Writing Tips**

All papers must be presented professionally. Unless otherwise instructed they should be prepared in Microsoft Word (or compatible format), double spaced on 8.5 x 11 paper, using 12 point Times New Roman font, following the writing style, formatting, and referencing guidelines of the American Psychological Association (APA) Manual, 6th edition. Copies of the manual are available in the university bookstore and library.

**University Policies**

**Student Standards of Academic Conduct**

Students submitting assignments should only submit work that is their own. When completing written assignments students must properly cite sources that they have referenced (e.g., an idea, direct quotes), and make sure that their work is significantly different than the source they are citing. Students who have questions about what constitutes plagiarism should consult the Graduate Catalog and the ACA 6th edition Manual. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, 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, and any act designed to give unfair advantage to a student or the attempt to commit such acts.
(i) “Cheating” includes, but is not limited to:
• Copying from another student’s test paper;
• Using during a 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 unadministered test, test key, homework solution, or computer program, or information about an unadministered 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 U. T. 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.

(ii) “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.

(iii) “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.

**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://www.putyler.edu/wellness/rightsresponsibilities.php](http://www.putyler.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.utttyler.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 federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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 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.

College of Education and Psychology Mission Statement

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:
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 M.A. Program Learning Outcomes may be found in the CMHC Student Handbook.
Diversity Statement

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Additional Class Policies

Cell phones are to be turned off, or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and **DO NOT TEXT MESSAGE, work on other assignments, send emails, or surf the Internet** during class time.

Students will be contacted via their UTT student email account or through Blackboard. If you want to contact me I can be emailed at rmoate@uttyleer.edu. Typically, I will be able to respond to your emails within 24 hours Monday – Thursday.
## Schedule of Topics and Assignments

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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<tr>
<td>Week 1</td>
<td>1.16</td>
<td>NO CLASS – MLK DAY</td>
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<tr>
<td>Week 2</td>
<td>1.23</td>
<td>Introduction and Overview</td>
<td>Ch. 1, 2</td>
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<td>Review of Syllabus and course expectations</td>
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<tr>
<td>Week 3</td>
<td>1.30</td>
<td>Overview of Background-Focused Treatment Systems</td>
<td>Ch. 4</td>
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<td>Sigmund Freud &amp; Classic Psychoanalysis</td>
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<td>Week 4</td>
<td>2.6</td>
<td>Adlerian Therapy</td>
<td>Ch. 5</td>
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<td>Week 5</td>
<td>2.13</td>
<td>Person-Centered Therapy</td>
<td>Ch. 7</td>
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<td>Week 6</td>
<td>2.20</td>
<td>Online Class via Blackboard</td>
<td>Man’s Search for Meaning</td>
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<td>Week 7</td>
<td>2.27</td>
<td>Existential Therapy</td>
<td>Ch. 6</td>
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<tr>
<td>Week 8</td>
<td>3.6</td>
<td>Gestalt Therapy</td>
<td>Ch. 8</td>
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<td>Small Group Project #1 Due</td>
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<tr>
<td>Week 9</td>
<td>3.13</td>
<td>SPRING BREAK</td>
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<td>Week 10</td>
<td>3.20</td>
<td>MIDTERM EXAM</td>
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<td>Week 11</td>
<td>3.27</td>
<td>Behavior Therapy</td>
<td>Ch. 9</td>
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<tr>
<td>Week 12</td>
<td>4.3</td>
<td>Cognitive Behavior Therapy</td>
<td>Ch. 10</td>
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<tr>
<td>Week 13</td>
<td>4.10</td>
<td>Reality Therapy</td>
<td>Ch. 11</td>
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<td>Small Group Project #2 Due</td>
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<tr>
<td>Week 14</td>
<td>4.17</td>
<td>Online Class via Blackboard</td>
<td>Ch. 12</td>
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<tr>
<td></td>
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<td>Feminist Therapy</td>
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<tr>
<td>Week 15</td>
<td>4.24</td>
<td>Postmodern Approaches</td>
<td>Ch. 13</td>
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<tr>
<td>Week 16</td>
<td>5.1</td>
<td>FINAL EXAM</td>
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