

University of North Texas at Dallas
Fall 2019
SYLLABUS

| COUN 5710 Counseling Theories | | 3Hrs | |
|---|--|--------------------|----------------|
| Department of | Counseling | Division of | Human Services |
| Instructor Name: | Dr. Jennifer Baggerly | | |
| Office Location: | Dallas Building 1 Room 105R | | |
| Office Phone: | 972-338-1575 | | |
| Email Address: | Jennifer.baggerly@untDallas.edu | | |
| Office Hours: | Tuesdays 1:00-4:00pm, Thursdays 1:00-4:00pm and by appointment | | |
| Classroom Location: | Dallas Building 2 (Founders' Hall), room 308 | | |
| Class Meeting Day/Time | Tuesdays 7:00–9:50 pm; Face to Face 8/27, 9/10, 9/24, 10/1, 10/15, 10/29, 11/12, 11/19; all other weeks online. | | |
| Course Catalog Description: | Required upon first resident registration in program for master's degree. The course focuses on selected theories of counseling as they apply to normal and abnormal behavior and self-awareness through individual counseling. Degree plans are developed. Course should be taken concurrently with COUN 5680. 3 hours. | | |
| Prerequisites: | None | | |
| Required Text: | <p>Corey, G. (2017). <i>Theory and Practice of Counseling and Psychotherapy</i>. Tenth Edition. Boston, MA: Cengage. (Digital or Print version comes with MindTap).</p> <p>MindTap for Theory and Practice of Counseling and Psychotherapy. 10th Edition. ISBN: 9781305631670 Available through https://www.cengage.com/c/theory-and-practice-of-counseling-and-psychotherapy-10e-corey/</p> | | |
| Recommended Text and References: | <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.</p> <p>Corey, G. (2017). <i>Student Manual for Theory and Practice of Counseling and Psychotherapy</i>. Tenth Edition. Brooks/Cole: Belmont, CA.</p> <p>UNT Counseling Program. (2017/2018). <i>Master's student handbook</i>. Denton, TX: Author.</p> | | |
| Access to Learning Resources: | <p>UNT Dallas Library: phone: (972) 780-1616 web: http://www.untDallas.edu/library email: library@untDallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untDallas.edu/bookstore e-mail: untDallas@bkstr.com</p> | | |
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| <p>Supported Browsers: Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Respondus Lockdown Browser Safari 10, 11</p> <p>Supported Devices: iPhone Android Chromebook <i>(Tablet users can use the Canvas app)</i></p> <p>Screen Readers: VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i></p> | <p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources: Web: Canvas Student Guide</p> <p>For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untdallas.edu</p> <p><i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i></p> <p><i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i></p> |
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Learning Objectives/Outcomes: At the end of this course, the student will understand and explain the following:

| Core Curricular Experiences | CACREP STANDARD |
|--|-----------------|
| 1. 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; | IIG5d |
| 2. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; | IIG5e |

Student Learning Outcomes (SLOs) Assessed: The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

| Community Counseling Outcome | CACREP | Evaluation |
|--|----------|-----------------|
| 1. Identifies a variety of models and theories related to clinical mental health counseling | CMHC A.5 | Final Exam |
| 2. Explains 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. | CMHC E.3 | Theories papers |

| School Counseling Outcome | CACREP | Evaluation |
|--|-------------------|------------|
| 1. Identifies the theories and processes of effective counseling and wellness programs for individual students and groups of students. | SC C.1 TEA b.2 | Final Exam |

| Other Knowledge and Skills Outcomes | CACREP | Evaluation |
|--|---|----------------------------|
| 1. Recognize and explain Classical Psychoanalytic Theory, Humanistic counseling, Cognitive Behavioral counseling, Solution Focused Counseling, Systems Theory, as well as the following six counseling theories from which UNT counseling students may identify a guiding counseling theory: Individual Psychology, Person-Centered Counseling, Behavioral Counseling, Rational Emotive Behavior Therapy, Cognitive Counseling, and Reality Therapy. | II.G.3.a, b, e, f, h; II.G.5.b, c, d, e; | Quizzes Theories Papers |
| 2. Identify how the above counseling theories relate to counseling with a variety of populations, such as individuals, couples, families, and groups, clients across the lifespan, and diverse clients; a variety of concerns, such as career and substance abuse counseling; a variety of settings, such as the community agency, school, and college/university; and modalities, such as long term and brief counseling. | II.G.2.a, d; II.G.3.a, b, e, f; | Final Exam |
| 3. Explains research and validate various theories of counseling; discuss empirically supported approaches and use of research to improve counseling effectiveness. | II.G.5.d; II.G.8.e | Theories Papers |

Methods of instruction: Both didactic and active learning methods are used. Students are expected to be prepared by completing readings and quizzes before class. Instruction includes some experiential exercises to provide the student with a feel for each theory. Audiovisual media and/or live role-plays are used to demonstrate the various counseling theories in action.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated on the Canvas webpage. DUE DATES for quizzes and discussion boards are the following Saturday at midnight.

For each theory listed below, we will discuss view of human nature, maladjustment, treatment roles and goals, and treatment strategies.

| Timeline | TOPICS | Readings/Assignments |
|--|--|---|
| Class 1 Aug. 27 Face to Face | Introduction to Counseling Theories | Corey, Chapters 1-2 |
| Class 2 Sept. 3 Online | Psychoanalysis | Read: Corey Chapter 4 Take Online Quiz 1 Discussion Board 1 |
| Class 3 Sept. 10 Face to Face | Adlerian | Read: Corey Chapter 5 Take Online Quiz 2 |
| Class 4 Sept. 17 Online | Existential | Before Class Read: Corey Chapter 6 Take Online Quiz 3 Discussion Board 2 |
| Class 5 Sept. 24 Face to face | Person Centered | Before Class Read: Corey Chapter 7 Take Online Quiz 4 |
| Class 6 Oct. 1 Face to Face | Gestalt | Read: Corey Chapter 8 Take Online Quiz 5 |
| Class 7 Oct. 8 Online | Independent research on student's selected humanistic theory | HUMANISTIC THEORY PAPER DUE |
| Class 8 Oct. 15 Face to Face | Behavioral Counseling | Before Class Read: Corey Chapter 9 Take Online Quiz 6 |
| Class 9 Oct. 22 Online | Rational Emotive Behavioral Counseling | Before Class Read: Murdock Chapter 9 Take Online Quiz 7 Discussion Board 3 |

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| Class 10 Oct. 29 Face to Face | Cognitive Counseling | Read: Corey Chapter 10 Take Online Quiz 8 |
| Class 11 Nov. 5 Online | Reality Therapy | Before Class Read: Corey Chapter 11 Discussion Board 4 |
| Class 12 Nov. 12 Face to Face | Solution-Focused | Read: Murdock Chapter 14 Take Online Quiz 9 CBT THEORY PAPER DUE |
| Class 13 Nov. 19 Face to Face | Family Systems Counseling | Read: Corey Chapter 14 Take Online Quiz 10 |
| Class 14 Nov. 26 Online | Feminist and Post-Modern Approaches | Before Class Read: Corey Chapter 12, 13 Take Online Quiz 9 Discussion Board 5 |
| Class 15 Dec. 3 Online | Integration Matching Theories to Populations Research Validation of Theories | Before Class Read: Corey Chapter 15 Discussion Board 6 THEORY COMPARISON PAPER DUE |
| Class 16 Dec. 10 Online | Final Exam | Take Final Exam Online |

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Rubrics for assignments are posted on Canvas.

Chapter Quizzes – 10 online chapter quizzes will be posted on the Canvas class page. The quizzes will be open book but time limited.

Discussion Questions – For the six online classes, there are discussion board questions. Students will cut and paste their answers directly into the discussion board and will respond to two other students' answers.

Humanistic Theory Paper - Students will write a 10 to 12 page double-spaced paper in APA 6th edition format that explains and applies one Humanistic theory of his or her choosing to a specific client vignette. A grading rubric will be posted on the class Canvas webpage. Submit paper on Canvas. Please follow this outline.

- A. Cover page: Your name, course number and title, professor's name, semester and year, and assignment name.
- B. Human Nature and Development of personality: Explain constructs and apply to client.
- C. Nature of Maladjustment and description of mental health: Explain constructs and apply to client.
- D. Description of Treatment Goals and Counselor Roles: Explain constructs and apply to client.
- E. Treatment Strategies: Explain constructs and apply to client.
- F. Sample Transcript of First Counseling Session: Quotes of what counselor and client **would** say.
- G. References: Eight or more references from peer-reviewed journals, books, or book chapters. At least two original sources (developer of the theory or a very well known follower) for each theory.

Cognitive Behavior Theory Paper - Students will write a 10 to 12 page double-spaced paper in APA 6th edition format that explains and applies one Humanistic theory of his or her choosing to a specific client vignette. A grading rubric will be posted on the class Canvas webpage. Submit paper on Canvas. Please follow this outline.

- A. Cover page: Your name, course number and title, professor's name, semester and year, and assignment name.
- B. Human Nature and Development of personality: Explain constructs and apply to client.
- C. Nature of Maladjustment and Description of Mental Health: Explain constructs and apply to client.
- D. Description of Treatment Goals and Roles: Explain constructs and apply to client.
- E. Treatment Strategies: Explain constructs and apply to client.
- F. Sample Transcript of First Counseling Session: Quotes of what counselor and client **would** say.
- G. References: Eight or more references from peer-reviewed journals, books, or book chapters. At least two original sources (developer of the theory or a very well known follower) for each theory.

Theory Comparison Paper – Students will write a 10 to 15 page double-spaced paper in APA 6th edition format that compares and contrasts two theories of counseling studied in the course with which the student most closely identifies. Client application examples should be provided in each section. By using the outline below, the student will compare and contrast how the theories view and treat the client. A grading rubric will be posted on the class Canvas webpage. Submit paper on Canvas. c

- A. Cover page: Your name, course number and title, professor's name, semester and year, and assignment name.
- B. Human Nature and Development of personality: Compare and contrast two theories
- C. Nature of Maladjustment and Description of Mental Health: Compare and contrast two theories
- D. Description Treatment Goals and Counselor Roles: Compare and contrast two theories
- E. Treatment Strategies: Compare and contrast two theories
- F. References: Eight or more references from peer-reviewed journals, books, or book chapters. At least two original sources (developer of the theory or a very well known follower) for each theory.

Final Exam – Multiple choice exam of chapter content.

Grading Matrix:

| Instrument | Total |
|---|-----------------------------|
| Weekly Class Attendance and Constructive Participation | Professional Responsibility |
| Student Handbook Quiz | 2 |
| Chapter Quizzes 10 x 10 points | 100 |
| Discussion Boards 6 x 8 points | 48 |
| Humanistic Theory Paper | 200 |
| CBT Theory Paper | 200 |
| Theory Comparison Paper | 300 |
| Final Exam | 150 |
| Total: | 1000 |

Grade Determination:

A = 900-1000 pts; i.e. 90% or better

B = 800 – 899 pts; i.e. 80 – 89 %

C = 700 – 799 pts; i.e. 70 – 79 %

D = 600 – 699 pts; i.e. 60 – 69 %

F = 599 pts or below; i.e. less than 60%

University Policies and Procedures**Students with Disabilities (ADA Compliance):****Chapter 7(7.004) Disability Accommodations for Students:**

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building 2, room 204.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. [Canvas Instructure Accessibility Statement is also provided.](#)

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

Late Assignments: In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason (family death, hospitalization, etc.) will receive a 10% deduction for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to [UNT Dallas' Student Code of Academic Integrity](#) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Face to Face Class Attendance, Timeliness, and Constructive Participation is a professional responsibility. Students may have 50 points deducted from their total grade if they (a) miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 50 points deduction.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette”:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)