

**University of North Texas at Dallas**  
**Fall 2015**  
**SYLLABUS**

<b>COUN 5710 Counseling Theories</b>		<b>3Hrs</b>
<b>Department of</b>	Counseling	<b>Division of</b> Education and Human Services
<b>Instructor Name:</b>	Dr. Jennifer Baggerly	
<b>Office Location:</b>	Dallas Building 2 Room 332	
<b>Office Phone:</b>	972-338-1575	
<b>Email Address:</b>	<a href="mailto:Jennifer.baggerly@unt.edu">Jennifer.baggerly@unt.edu</a>	
<b>Office Hours:</b>	Tuesdays and Thursdays 1:30 – 4:30 and by appointment	
<b>Classroom Location:</b>	Dallas Building 2 Room 339	
<b>Class Meeting Day/Time</b>	Tuesdays 7:00 to 9:50pm	
<b>Course Catalog Description:</b>	Required upon first resident registration in program for master's degree. The course focuses on professional orientation, selected theories of counseling as they apply to normal and abnormal behavior and self-awareness through individual and group counseling. Degree plans are developed. Course should be taken concurrently with COUN 5680. 3 hours.	
<b>Prerequisites:</b>	None	
<b>Co-requisites:</b>	COUN 5680	
<b>Required Text:</b>	Murdock, N. L. (2013). <i>Theories of Counseling and Psychotherapy: A Case Approach. Third Edition.</i> Upper Saddle River, New Jersey: Pearson.	
<b>Recommended Text and References:</b>	American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6 <sup>th</sup> ed.). Washington, DC: Author. Corey, G. (2013). <i>Student Manual for Theory and Practice of Counseling and Psychotherapy. Ninth Edition.</i> Brooks/Cole: Belmont, CA. UNT Counseling Program. (2013, Fall ). <i>Master's student handbook.</i> Denton, TX: Author.	
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>	
<b>Course Goals or Overview:</b>		
	The goal of this course is to orient students to major counseling theories. In preparation for identification of one's own guiding theory of counseling, each student will form a working knowledge of major counseling theories and the history and philosophies supporting them through a combination of didactic instruction, viewing of media and/or demonstrations, review of research, and participation in experiential techniques.	
<b>Learning Objectives/Outcomes:</b> 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;	II.G.5d
2. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	II.G.5e

**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 Blackboard webpage.

<b>Timeline</b>	<b>TOPICS</b>	<b>Readings/Assignments</b>
Class 1 August 25	Introduction to Counseling Theories	Murdock Chapter 1
Class 2 September 1	Classical Psychoanalysis	Before Class Read: Murdock Chapter 2 Take Online <b>Quiz 1</b>
Class 3 September 8	Neoanalytic (Jungian)	Before Class Read: Murdock Chapter 3 Take Online <b>Quiz 2</b>
Class 4 September 15	Adlerian Counseling	Before Class Read: Murdock Chapter 4 Take Online <b>Quiz 3</b>
Class 5 September 22	Person-Centered Counseling	Before Class Read: Murdock Chapter 5 Take Online <b>Quiz 4</b>
Class 6 September 29	Gestalt Counseling	Before Class Read: Murdock Chapter 7 Take Online <b>Quiz 5</b>
<b>Class 7 October 6 Online</b>	<b>On Line Class</b> Independent research on student's selected humanistic theory	<b>HUMANISTIC THEORY PAPER DUE</b>
Class 8 October 13	Behavioral Counseling	Before Class Read: Murdock Chapter 8 Take Online <b>Quiz 6</b>
Class 9 October 20	Rational Emotive Behavioral Counseling	Before Class Read: Murdock Chapter 9 Take Online <b>Quiz 7</b>
Class 10 October 27	Cognitive Counseling	Before Class Read: Murdock Chapter 10 Take Online <b>Quiz 8</b>
<b>Class 11 November 3 Online</b>	<b>Online Class</b> Reality Therapy	Before Class Read: Murdock Chapter 11 <b>CBT THEORY PAPER DUE</b>
Class 12 November 10	Solution-focused	Before Class Read: Murdock Chapter 14 Take Online <b>Quiz 9</b>
Class 13 November 17	Family Systems Counseling	Before Class Read: Murdock Chapter 13 Take Online <b>Quiz 10</b>
<b>Class 13 November 24 Online Class</b>	<b>On Line Class</b> Multicultural Counseling Theories	Before Class Read: Chapter Posted Online Respond to Discussion Question <b>THEORY COMPARISON PAPER DUE</b>
Class 14 December 1	Synthesis and Preparation for Final Exam	
<b>Class 15 December 8 Online</b>	<b>Final Exam Online</b>	

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

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

**Humanistic Theory Paper** - Students will write a 10 to 12 page double-spaced paper in APA 6<sup>th</sup> 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 Blackboard webpage. Submit paper on Blackboard. 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 6<sup>th</sup> 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 Blackboard webpage. Submit paper on Blackboard. 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 6<sup>th</sup> 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 Blackboard webpage. Submit paper on Blackboard. 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.

**Weekly Class Attendance, Timeliness, and Constructive Participation** is a professional responsibility. Students will 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.

**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.

**Grading Matrix:**

<b>Instrument</b>	<b>Total</b>
<b>Weekly Class Attendance and Constructive Participation</b>	Professional Responsibility
Chapter Quizzes	100
Humanistic Theory Paper	200
CBT Theory Paper	200
Theory Comparison Paper	300
Final Exam	200
<b>Total:</b>	<b>1000</b>

**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):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

**Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.*

**Assignment Policy:**

All written assignments should follow APA 6<sup>th</sup> edition and be free of grammatical errors and typos. Assignments should be submitted on the due date in hardcopy and on the Blackboard webpage.

**Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

**Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 the Student Code of Academic Integrity at [http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.*

*Prior to submitting your papers, you should submit your work to an online plagiarism service called Turn It In within Blackboard.*

*In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:*

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.*

**Use of Blackboard:** *Please access your Blackboard class webpage on a weekly basis to obtain handouts and information.*

**Use of Cell Phones and Other Electronic Gadgets in the Classroom:** *Students are required to silence cell phones and other electronic gadgets during class. Texting, reading e-mail, and other distracting activities are also not allowed during class. You will be accountable for material presented and discussed in class, and that requires full participation.*

**Food and Drink in the Classroom:** *Unless otherwise posted in the classroom, food and drink are allowed. Please be considerate and do not bring food with strong odors or noisy packaging. Be responsible and do not spill or leave crumbs or food remains.*

**Use of Laptops:** *Students are allowed to bring laptops and may use them to take notes. The instructor will walk around and monitor screens. If you are doing anything other than taking class notes, such as e-mail or Facebook, then you will be asked to shut your laptop off and close it. You will not be allowed to use your laptop in class again.*