

University of North Texas at Dallas
Spring 2016
SYLLABUS

COUN 5710 Counseling Theories		3Hrs
Department of	Counseling	Division of Education and Human Services
Instructor Name:	Dr. Cyndi Matthews	
Office Location:	Dallas Building 2 Room	
Office Phone:		
Email Address:	Cynthia.matthews@untdallas.edu	
Office Hours:	Before and after class and By appointment	
Classroom Location:	Dallas Building 2 Room TBA	
Class Meeting Day/Time	Tuesdays 5:30 to 8:20 pm	
Course Catalog Description:	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.	
Prerequisites:	None	
Co-requisites:	COUN 5680	
Required Text:	Corey, G. (2016). <i>Theory and practice of Counseling and Psychotherapy</i> (10th ed.). Englewood Cliffs, NJ: Prentice-Hall. TK20 reporting and assessment system software: http://www.untdallas.edu/soe/tk20	
Recommended Text and References:	American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6 th ed.). Washington, DC: Author. Corey, G. (2015). <i>Student Manual for Theory and Practice of Counseling and Psychotherapy. Ninth Edition</i> . Brooks/Cole: Belmont, CA.	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com	
Course Goals or Overview:	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.	
Learning Objectives/Outcomes:	At the end of this course, the student will understand and explain the following:	

Core Curricular Experiences	CACREP Standard	Evaluation
1. Explain 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	Theories papers
2. Recognize a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	IIG5e	Quiz 10
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:		
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 applies to client presentation Classical Psychoanalytic Theory, Humanistic counseling, Cognitive Behavioral counseling, Solution Focused Counseling, Systems Theory, as well as the following six counseling theories from which UNT Dallas 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.d	Quizzes 1-10 Final exam Theories Papers
2. Identifies a systems perspective of family and other systems theories and major models of family and related interventions.	IIG5e	Quiz 10
3. 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
4. Uses research literature to inform evidence-based practice by referencing current empirically supported literature for various counseling theories.	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.

Timeline	TOPICS	Readings/Assignments
Class 1 Aug. 23	Introduction and Overview	Corey Chapter 1 Ch. 1 Self-Inventory (10 pts) Ch. 1 Lecturette & Questions (5 pts) Ch. 1 Quiz 1 Video Quiz (5 pts) Due Aug 28 midnight /20
Class 2 Aug. 30	The Counselor Personal and Professional Ethical Issues in Counseling	Before Class Read: Corey Chapter 2 and 3 Ch. 2 Self-Inventory (5pts) Ch. 2 Lecturette & Questions (5 pts) Ch. 2 Video Quiz (5 pts) Ch. 2 Mindtap Online Quiz 2 (10 pts) Due Sept 2 by midnight /25 Ch. 3 Self-Inventory (5pts) Ch. 3 Lecturette & Questions (5 pts) Ch. 3 Video Quiz: The Vase (5 pts) Ch. 3 Mindtap Online Quiz 3 (10 pts) Due Sept 2 by midnight /25
Class 3 Sept. 6	Psychoanalytic Therapy	Before Class Read: Corey Chapter 4 Ch. 4 Self-Inventory (5pts) Ch. 4 Lecturette & Questions (5 pts) Ch. 4 Video Quiz: Stan (5 pts) Ch. 4 Mindtap Online Quiz 3 (10 pts) Due Sept. 6 by 5:00 p.m. /25
Class 4 Sept. 13	Adlerian Counseling	Before Class Read: Corey Chapter 5 Ch. 5 Self-Inventory (5pts) Ch. 5 Lecturette & Questions (5 pts) Ch. 5 Video Quiz: Stan (5 pts) Ch. 5 Mindtap Online Quiz 3 (10 pts) Due Sept. 13 by 5:00 p.m. /25
Class 5 Sept. 20	Existential Therapy	Before Class Read: Corey Chapter 6 Ch. 6 Self-Inventory (5pts) Ch. 6 Lecturette & Questions (5 pts) Ch. 6 Video Quiz: Stan (5 pts) Ch. 6 Mindtap Online Quiz 3 (10 pts) Due Sept. 20 by 5:00 p.m. /25
Class 6 Sept. 27	Person Centered Therapy	Before Class Read: Corey Chapter 7 Ch. 7 Self-Inventory (5pts) Ch. 7 Lecturette & Questions (5 pts) Ch. 7 Video Quiz: Stan (5 pts) Ch. 7 Mindtap Online Quiz 3 (10 pts) Due Sept. 27 by 5:00 p.m. /25
Class 7 Oct. 4	Gestalt Therapy	Before Class Read: Corey Chapter 8 Ch. 8 Self-Inventory (5pts)

		<p>Ch. 8 Lecturette & Questions (5 pts) Ch. 8 Video Quiz: Stan (5 pts) Ch. 8 Mindtap Online Quiz 3 (10 pts) Due Oct. 4 by 5:00 p.m. /25</p> <p>HUMANISTIC THEORY PAPER DUE Due Friday Oct. 47 by 11:59 p.m.</p>
Class 8 Oct. 11	Behavior Therapy	<p>Before Class Read: Corey Chapter 9 Ch. 9 Self-Inventory (5pts) Ch. 9 Lecturette & Questions (5 pts) Ch. 9 Video Quiz: Stan (5 pts) Ch. 9 Mindtap Online Quiz 3 (10 pts) Due Oct. 11 by 5:00 p.m. /25</p>
Class 9 Oct. 18	Cognitive Behavior Therapy	<p>Before Class Read: Corey Chapter 10 Ch. 10 Self-Inventory (5pts) Ch. 10 Lecturette & Questions (5 pts) Ch. 10 Video Quiz: Stan (5 pts) Ch. 10 Mindtap Online Quiz 3 (10 pts) Due Oct. 18 by 5:00 p.m. /25</p>
Class 10 Oct. 25	Choice Theory/Reality Therapy	<p>Before Class Read: Corey Chapter 11 Ch. 11 Self-Inventory (5pts) Ch. 11 Lecturette & Questions (5 pts) Ch. 11 Video Quiz: Stan (5 pts) Ch. 11 Mindtap Online Quiz 3 (10 pts) Due Oct. 25 by 5:00 p.m. /25</p>
Class 11 Nov. 1	Feminist Therapy	<p>Before Class Read: Corey Chapter 12 Ch. 12 Self-Inventory (5pts) Ch. 12 Lecturette & Questions (5 pts) Ch. 12 Video Quiz: Stan (5 pts) Ch. 12 Mindtap Online Quiz 3 (10 pts) Due Nov. 1 by 5:00 p.m. /25</p> <p>CBT THEORY PAPER DUE Due Nov. 4 by midnight</p>
Class 12 Nov. 8	Post Modern Approaches: Solution Focused, Narrative, Multicultural	<p>Before Class Read: Corey Chapter 13 Ch. 13 Self-Inventory (5pts) Ch. 13 Lecturette & Questions (5 pts) Ch. 13 Video Quiz: Stan (5 pts) Ch. 13 Mindtap Online Quiz 3 (10 pts) Due Nov. 8 by 5:00 p.m. /25</p>
Class 13 Nov. 15	Family Systems Counseling	<p>Before Class Read: Corey Chapter 14 Ch. 14 Self-Inventory (5pts) Ch. 14 Lecturette & Questions (5 pts) Ch. 14 Video Quiz 1: Stan (5 pts) Ch. 14 Video Quiz 2: Stan (5 pts) Ch. 14 Mindtap Online Quiz 3 (10 pts) Due Nov. 15 by 5:00 p.m. /30</p>

Class 14 Nov. 22	An Integrative Perspective, Case of Stan (Read), Transactional Analysis (Read)	Before Class Read: Corey Chapter 15, Chapter 16, Chapter 17 Ch. 15 Lecturette & Questions (5 pts) Ch. 15 Video Quiz: Stan (5 pts) Ch. 15 Mindtap Online Quiz 3 (10 pts) Due Nov. 22 by 5:00 p.m. /20 THEORY COMPARISON PAPER DUE Due Nov. 26 by midnight /25
Class 15 Nov. 29	Synthesis and Preparation for Final Exam Matching theories with varying populations, concerns, settings, and modalities.	Before Class Read: Corey Chapter 16
Class 16 Dec. 6 Online	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. [The assignments with the * must be uploaded into TK20.](#)

Chapter Quizzes – 14 mindtap 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 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 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 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 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 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 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:

Instrument	Total
Weekly Class Attendance and Constructive Participation	Professional Responsibility
Mindtap Weekly Chapter Quizzes, lecturettes, self-inventories, etc.	370
Humanistic Theory Paper	200
CBT Theory Paper	200
Theory Comparison Paper	300
Final Exam	200
Total:	1270

Grade Determination:

- A = 90% or better
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 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 6th 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 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. 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.*

UNT Dallas
Department of Counseling and Human Services
Class Attendance and Participation Rubric

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. **The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department.** Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	Meets Expectation -0% of grade	Occasionally Below Expectation -5% of final grade	Consistently Below Expectation -10% of final grade (-2.5% for each additional missed class tardy)
1. Attendance	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses two or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
2. Punctual	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
3. Quality Contribution	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding.	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
4. Attentive Behavior	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
5. Responsible Behavior	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

* Results in drop in the final letter grade in class. If two or more, then drops another letter grade.

