

**COU 531 \_ THEORIES OF COUNSELING**  
**Fall 2019**  
**W 4:30-7PM in HSTC 32**



**Course Credits:** 3 hours

**Instructor:** William F. Weber

**Office:** Human Services, 230

**Office Hours:** 3:30-4:30 M; 5:30-6:30 T; 3:30-4:30 W; 3:30-5:30 R

**Phone:** (936) 468-1154

**Email:** [bweber@sfasu.edu](mailto:bweber@sfasu.edu)

**Course Description:** This course is a survey of selected counseling theories.

Required Textbook:

Corey., G. (2013). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Boston: Cengage Learning.

Additional readings may be assigned during the semester. These will be made available.

**Counselor Education Program Learning Outcomes**

**Professional Orientation and Ethical Practice (CACREP F.1)**

Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Human Growth and Development (CACREP F.2, F.3, F.4)**

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

**Helping Relationships (CACREP F.5, F.6)**

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

**Assessment and Treatment Planning (CACREP F.7)**

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation (CACREP F.8)**

Students will demonstrate an understanding of research methods to inform evidence-based practice.

**Course Objectives/Intended Student Learning Outcomes:**

Through the activities and objectives in COU 531 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus,

COU 531 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments.

This course is designed to meet **CACREP, SBEC, and NCATE standards** as described in the following matrix:

Student Learning Outcomes	Method of Instruction	Method of Assessment	Standards
Understands theories and models of counseling	Lecture, textbook	Philosophy Paper	CACREP 2.F.5.a CACREP CMH C.b
Understands a systems approach to conceptualizing clients	Lecture, textbook	Applied Theory Assignment	CACREP 2.F.5.b
Theories and models related to rehabilitation counseling	Lectures, class activities	Written Assignments, participation	CACREP

### COURSE REQUIREMENTS:

Grades will be assigned based on the quality of each student's fulfillment of the following requirements. Assignments due by 430PM using schedule below.

\* APA writing guidelines: Publication Manual of the American Psychological Association (6<sup>th</sup> Ed.)

#### Evaluation & Assessments:

Personal Philosophy	50
Applying Theory Paper	50
Quizzes	50 (10 points each)
Exams	150 (50 each)
Cases	50
Participation	50
<b>Total</b>	<b>400</b>

#### Grades:

<b>A</b>	= 360-400 points
<b>B</b>	= 320- 359 points
<b>C</b>	= 280-319 points
<b>D</b>	= 240-279 points
<b>F</b>	= 239 or below

**Paper on Personal Philosophy of Counseling and Personal/Professional Development** (50 points). Based on your own philosophy of life, values, life experiences, and the person you believe yourself to be, write a five to six (5 to 6) pages paper discussing your own philosophy of counseling. Submit to LiveText.

**Applying Theory Paper** (50 Points). This project involves providing a brief opinion and rationale, in 4 to 5 pages, regarding which theory(ies) and related techniques might be most suitable in working in *particular* counseling setting. Please be sure to identify specific techniques you would use and how you would apply these techniques associated with specific theory(ies). Submit to LiveText.

**Five Quizzes** (10 points). Quizzes will consist of multiple-choice, true/false, matching, & short answer questions. Random quizzes will be on assigned reading in class.

**Exams** (50 points): Exams consist of multiple-choice, matching, short answer questions covering class material.

**Cases** (50 Points): involve completing reflection questions and a video analysis from a chapter in an essay format to show understanding of each theory.

**Participation** (50 points). Students are expected to contribute and attend class sessions. Overall course grade may be lowered due to more than two missed classes without a medical note or documented reason.

**Tentative Course Calendar** \*Schedule is subject to change.

DATE	Week	TOPIC	ASSIGNMENTS /READINGS
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08/28	1	Course Introduction & Overview	
09/04	2	Introduction & Overview; Counselor: Person and Professional	Chapter 1,2
09/11	3	Ethical Issues in Counseling	Chapter 3
09/18	4	Psychoanalytic Therapy	Chapter 4
09/25	5	Adlerian Therapy	Chapter 5- Exam 1
10/02	6	Existential Therapy	Chapter 6
10/09	7	Person Centered Therapy	Chapter 7
10/16	8	Gestalt Therapy	Chapter 8
10/23	9	Behavior Therapy	Chapter 9
10/30	10	Cognitive Behavior Therapy	Chapter 10 – Exam 2
11/06	11	Choice Theory/Reality Therapy	Chapter 11
11/13	12	Feminist Therapy	Chapter 12 – Applied Paper
11/20	13	Postmodern Approaches	Chapter 13
12/04	14	Family Systems Therapy	Chapter 14
	15	An Integrative Perspective	Chapter 15 - Personal Philosophy
12/11	16	Final Exam	Exam 3

### Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### Student Ethics and Other Policy Information:

**Attendance** – Each student is expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration and experiential activities). Students are responsible for obtaining class notes if they must miss a class; however, attendance to every class is essential. Student needs to be present to earn points for a class session including quizzes, in-class activities, and participation.

**Students with Disabilities** - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 4681004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

**Academic Integrity** - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

*Definition of Academic Dishonesty*

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Plagiarism is an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html> <http://owl.english.purdue.edu/owl/printable/589/>

**Withheld Grades Semester Grades Policy (A-54)** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Participation** – Students are encouraged to be actively engaged in the learning activities in the class. Please refrain from talking or writing notes to classmates, even if it is related to the teaching topic, as it is distracting to others. Late assignments, if accepted with prior arrangements, will lose 10% per day after the due date. **No late work is accepted in this course.**

### **Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Electronic Devices** - Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. This does not mean place them on vibrate. Students should refrain from sending or receiving text messages during class. If someone is trying to reach you in the event of an emergency, they should contact the University Police Department. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be online, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

### **To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may

not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

## **LiveText**

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com) . This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments. **Failure to complete LiveText assignments will result in a grade of WH in the course.**