Course Overview and Goals:
The purpose of this course is to introduce you to major theories within the counseling profession, as well as give you space to begin the process of developing your own approach to working with clients. By the end of this course, you will be able to:

1. Describe, understand, and use the major foundational ideas in counseling. These skills include empathy, listening, and influencing, as well as recognizing worldviews.
2. Describe, understand and use the major psychotherapy "languages." You should be able to use the theory’s terminology and concepts and apply it to yourself and others.
3. Think divergently about a single phenomenon. This course will ask you to consider multiple explanations for a person's behavior.
4. Explore social context. As we consider the change process, we will consider how issues of gender, sexual orientation, culture, class, and physical ability affect our experience of ourselves and others.
5. Apply these ideas to yourself and others. You'll apply these ideas to cases on Blackboard and, to yourself and others in papers.

Required Texts:

Additional Readings as Assigned

Course Evaluation:
Gloria Films Paper (30 points):
You’re going to watch and review the Gloria Tapes, which are classic videos in counseling psychology. The films record Carl Rogers, Fritz Perls, and Albert Ellis doing their own version of therapy with a woman named Gloria. You will need to watch all segments of the videos so that you can see the complete tapes. It will take about 30-45 minutes per tape, and then respond to the questions below.

Once you’ve watched the videos, I want you to take some time and form a reaction to each therapist’s approach to Gloria. Include how you reacted to the therapist (e.g., what were your thoughts on their approach, what did you like and what did you not like) and how you think Gloria was feeling during the sessions and at the conclusion of the sessions. I want you to integrate these by writing about which approach you preferred, why that approach, and what pieces you might take from the other therapists for your work.

Student Facilitation and Case Conceptualizations (20 points):
In groups of two, you will facilitate a 1 ½ to 2 hour discussion on one of the topics. The purpose of the facilitation is to help the class thoughtfully reflect on the topic and engage in a thorough discussion. Along with the readings assigned by me, each pair will select one additional reading for the discussion, with help from me. This reading must be selected and assigned at least 1 week prior to the class discussion. In addition, you will create two counseling cases so we can apply the topic to client issues.

Case Discussions: (10 points)
Each week we will discuss cases within the context of the theory. This will take up the latter portion of our class on any given week. More details in class.

**Class Participation/Reading Reflections (20 points):**
In order for our seminar-style format to work, students must come to class having read AND reflected on the readings/topics each week. To facilitate this process, you will complete a 2-page reflection (total, not for each article) on the readings for the week and submit these at the end of class. We will go over the format during the first class.

Reflection questions: how have this week’s readings impacted your identity as a clinician? Counselor in training? How will you integrate this material into your evolving understanding of your counseling identity? Reflecting on the readings will help you critically analyze them as well as prepare you to thoughtfully discuss the topics.

**Theory Integration Paper & Presentation (20 points):**
As a culminating activity, you will write a theory integration paper. This paper will include a statement of your theoretical orientation to counseling, including: counseling theory(ies), approach to crisis and trauma, approach to multicultural considerations, approach to theory integration, approach to career-related issues, approach to systemic/ecological issues, consideration of ethical and legal issues, and empirical support for your theoretical orientation. You should use peer-reviewed articles to support this paper.
## Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15</td>
<td>Syllabus, Introductions</td>
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<tr>
<td>Jan 22</td>
<td>What is Psychotherapy?</td>
<td>Therapeutic Chameleon</td>
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<td></td>
<td></td>
<td>Ch 1, 17</td>
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<tr>
<td>Jan 29</td>
<td>Psychoanalytic Therapies</td>
<td>Ch 2</td>
<td>Worldview Paper Due</td>
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<td></td>
<td>Psychodynamic Therapies</td>
<td>Ch 3</td>
<td></td>
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<tr>
<td>Feb 5</td>
<td>Existential Therapies</td>
<td>Ch 4</td>
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<tr>
<td>Feb 12</td>
<td><strong>Work Day</strong></td>
<td></td>
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<tr>
<td>Feb 19</td>
<td>Person Centered Therapies</td>
<td>Ch 5</td>
<td></td>
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<tr>
<td>Feb 26</td>
<td>Experiential Therapies</td>
<td>Ch 6</td>
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<td></td>
<td>Interpersonal Therapies</td>
<td>Ch 7</td>
<td></td>
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<tr>
<td>Mar 5</td>
<td>Exposure Therapies</td>
<td>Ch 8</td>
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<tr>
<td></td>
<td>Cognitive Therapies</td>
<td>Ch 10</td>
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<tr>
<td>Mar 12</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>Mar 19</td>
<td>Third-Wave Therapies</td>
<td>Ch 11</td>
<td>Gloria Paper Due</td>
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<tr>
<td>Mar 26</td>
<td>Systemic Therapies</td>
<td>Ch 12</td>
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<td></td>
<td>Shame Resilience Therapy</td>
<td></td>
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<tr>
<td>Apr 2</td>
<td>Gender-Sensitive Therapies</td>
<td>Ch 13</td>
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<tr>
<td>Apr 9</td>
<td>Multicultural Therapies</td>
<td>Ch 14</td>
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<tr>
<td>Apr 16</td>
<td>Constructivist Therapies</td>
<td>Ch 15</td>
<td></td>
</tr>
<tr>
<td>Apr 23</td>
<td>Integrating &amp; Developing Your Own Theory</td>
<td>Ch 16, 18</td>
<td></td>
</tr>
<tr>
<td>Apr 30</td>
<td>Presentations</td>
<td></td>
<td>Theoretical Paper Due</td>
</tr>
</tbody>
</table>

**SYLLABUS DISCLAIMER**

This syllabus constitutes an agreement between the student and the instructor. Your continued enrollment in this course constitutes your agreement to abide by the terms of this syllabus. If changes must be made to the schedule or to any other aspect of the syllabus, all students will be notified in class and in writing as soon as possible. Any changes made to the course policies or the schedule/calendar will apply to all students.
Grades in this class will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>89-100 pts</td>
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<tr>
<td>B</td>
<td>79-88 pts</td>
</tr>
<tr>
<td>C</td>
<td>69-78 pts</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
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</tbody>
</table>

Competency:
When you successfully pass this class, I am indicating that I have full faith in your ability to practice the APA & ACA Principles of beneficence and nonmalfeasance, fidelity and responsibility, integrity, justice, respect for people’s rights and dignity, autonomy, and veracity. I do not take this job lightly. Thus, earning a passing grade in this course does automatically move you forward if I am concerned about your competency as a therapist. If this is the case, I will give you a grade of “I” for the course, and will work with you on a remediation plan to bring you to level. I will be utilizing APA’s Benchmarks of Competency, distributed at the start of class, as a gauge for your ability to be deemed competent in the course. If there are any concerns, I will discuss them with you straightaway, in a transparent and open manner so that we can rectify any issues. If you have any concerns about yourself or another student, I ask that you share those with me as well.

Attendance and Participation:
Attendance and participation are required (unless approved or excused by the instructor). The nature of the learning activities for this course makes attendance and active participation critical. Students who do not attend class meetings regularly, arrive late consistently, or who fail to participate in meaningful ways will receive 5-10 points deducted from their final grade, at the discretion of the professor.

With that said, I do ask my graduate students to pick one day where they will not attend class and spend the time practicing self-care. This is a challenging profession, and we must learn how to set boundaries and care for ourselves. You will need to submit a 500 word summary of what we would have covered in class by the start of the class you would miss, to indicate that you are staying up-to-date on the information. You cannot take a self-care day on the last day of class.
Final Integrative Paper:

Note: You must have read at least four primary sources and four journal articles related to your theory before completing the paper and those sources must be included on your reference list.

1. Introduction: Present a brief description of your family background and development and discuss how they relate to your present beliefs, values and counseling theory.
2. Discuss the system of philosophy that supports your personal beliefs and your theory of counseling and explain their implications for your counseling.
   a. What elements of your theory are found in other theories? Explain?
3. Explain how development, personality, learning (or, the theories of choice) are integrated into (or support) your theory. Include a discussion of the nature of the person, innate capacities/capabilities, and the motivation for behavior.
   a. Discuss how your theory accounts for the wide variety of individual behavior found in humanity.
   b. Discuss how your theory provides for the culturally/socioeconomically different client.
   c. Define maladjustment according to your theory.
   d. Explain the conditions necessary for constructive personality and/or behavior change to take place according to your theory.
4. Discuss goal setting in counseling according to your theory.
5. Define client improvement according to your theory and goals for counseling.
6. Describe your role as a counselor.
   a. Include in discussion: (1) major counseling techniques you use and why you use them; (2) techniques you use with various types of clients (i.e. substance abusers, spouse/child abusers, delinquents, depressives, perfectionists, eating disorders, etc.), and why you use them; and (3) your position on the use of history taking, diagnosis, and appraisal and explain why you take your position.
7. Would you accept for treatment clients whose value systems are opposed to your own? Why?
8. Summarize (1) research that supports your theoretical position (include references).
Other things of note:

Policy on Children in Class:
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Additional Support:
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Laptops & Technology:
All assignments must be submitted through Google Drive. When you are ready for me to grade the assignment, you will add me as a collaborator. This will allow me to real-time edit documents and for you to make any adjustments needed for future assignments. Additionally, Google Docs/Drive allows me to see comments/changes that you make. It’s a powerful tool and I will help you with the learning curve that inevitably exists when one requests changes.

ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS

Disability Services
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting: Ms. Dallas A. Swafford (dallas.swafford@angelo.edu)
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the
instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of
Religious Holy Day for more information.

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact
faculty if you have serious illness or a personal misfortune that would keep you from completing course
work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more
information.

Title IX
Angelo State University is committed to the safety and security of all students. If you or someone you know
experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you
may contact ASU’s Title IX Coordinator: Michelle Nicole Boone (michelle.boone@angelo.edu). You may
also speak with her if you need help with pregnancy accommodations.

I also want you to know that I will seek to keep any information you share with me private to the greatest
extent possible, but as a professor, I have a mandatory reporting responsibilities to share information
regarding sexual misconduct and crimes I learn about to make our campus safer for all. This includes in
written assignments or conversation. This is called being a “Responsible Employee” is a legal responsibility
that I have to uphold. It is meant to connect you with resources and to inform you of your options in
addressing the report.

Conduct Policies
Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of
any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.
The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as
set forth in the Angelo State University Student Handbook (2011-2012)
http://www.angelo.edu/content/files/17358-university-honor-code.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook.
Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s
own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks
and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving
appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be
evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the
ASU Writing Center.

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