Course Overview and Goals:
Exploration of the major theories of individual and group counseling and psychotherapy. The empirical support for common therapeutic factors will also be examined. The focus will be on gaining an understanding of the principles of each theory and evaluating empirical support for each perspective.

1. Describe, understand, and use the major foundational ideas in counseling (including psychoanalytic, humanist, client-centered, and third-wave modalities).
2. Describe, understand and use the major psychotherapy "languages."
3. Think divergently about a single phenomenon.
4. Explore social context.
5. Apply theoretical concepts to clients

Required Texts:


Course Evaluation

Weekly Assignments:
Case Discussion and Applications:
Cases will be assigned at the start of the class, and you will respond to the cases from the theoretical viewpoint(s) discussed that week. This will take place digitally. More details will be provided in class.

Theoretical Summaries
Following the attached format, you will turn in a theoretical summary for each theory discussed. This is due at the end of class, and if meant to be used to help guide discussion during class.

Student Facilitation
In groups of two, you will facilitate a 50-minute discussion on a theory. 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. This reading must be selected and assigned at least 1 week prior to the class discussion.

Other Assignments
Gloria Tapes:
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. 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.
Quizzes:
There will be 3 quizzes administered online through the semester. These quizzes are meant to help you learn the theoretical language and will be used to assess knowledge you’ve gained. You will have 1 week in which to complete them.

Theory Integration Paper & Presentation
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, a minimum of 5. This is expected to be 15-20 pages in length.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Case Discussions (12)</td>
<td>120 (10/each)</td>
</tr>
<tr>
<td>Theory Summaries</td>
<td>80</td>
</tr>
<tr>
<td>Student Facilitation</td>
<td>50</td>
</tr>
<tr>
<td>Gloria Paper</td>
<td>75</td>
</tr>
<tr>
<td>Theory Integration Paper</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>75 (25/each)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
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Grades in this class will be based on the following scale:
A  450-500 pts        C  350-399
B  400-449 pts        F  349 or below

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 nonmalfaeasance, fidelity and responsibility, integrity, justice, respect for people’s rights and dignity, autonomy, and veracity. I do not take this job lightly. You will only earn a passing grade, should I believe that you are competent for the level at which you are. If I have concerns about competency, I will discuss them with you straightaway, in a transparent and open manner so that we can rectify any issues. If the concerns continue, we will create a remediation plan to bring you to level. If you have any concerns about yourself or another student, I ask that you share those with me as well. 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.

Attendance and Participation:
Students in this course are expected to attend class and be active participants in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not.

With that said, these are weird times. Attendance is still required, and students are expected to have completed assigned readings prior to the class in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too). If you cannot be in class, we will utilize Zoom.

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. 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.

3. 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 students 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 Sources Support:**
You are more than your grades or your ability to perform in college. Your general well-being is important to me as a faculty member, and this university as a whole. Issues such as insufficient food, safe housing, and mental health concerns may leave you struggling to complete assignments and perform to your standards. We have support on campus for students in these positions.

**Food Pantry**
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. Ram Pantry exists through the Office of Multicultural Affairs and is available 8-5, Monday through Friday to assist with food scarcity.

**Counseling Services**
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

ASU provides mental health services to support the academic success of students. Counseling Services offers free, confidential psychological services to help you manage personal challenges that may threaten your well-being. Getting help is a smart and courageous thing to do — for yourself and for those who care about you.

**Written Work:**
ALL written work that contains citations and/or references should conform to the Publication Manual of the American Psychological Association. Every student would benefit from having access to this manual. It is available in most bookstores (i.e., Barnes & Noble; amazon.com) and the reference for it is:

You can also access [Purdue OWL APA Style Help](https://owl.purdue.edu/owl) as a source for help with citations.

Please remember that mere submission of assignments does not necessarily constitute successful completion of them. Each piece of work submitted and/or presented will be evaluated in regard to quality factors such as cogency, clarity of presentation, adherence to APA publication and other guidelines, evidence of effort, and timeliness. All of these will be factored into your grade for each assignment.
ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS

All students are required to follow the policies and procedures presented in these documents:
- Angelo State University Student Handbook
- Angelo State University Catalog

**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 College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

**Accommodations for Students with Disabilities**
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.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swaﬀord, Director of Student Disability Services  
325-942-2047  
dallas.swaﬀord@angelo.edu  
Houston Harte University Center, Room 112

**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.

**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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

**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.

**Copyright Policy**
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171). For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.