



Texas A&M University – Texarkana
A Degree of Difference

COUN 510.001 Counseling Theories

Semester: Fall 2015

Faculty: Enobong Inyang, PhD, NCC, LPC-S (TX)

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I will respond to your email within 24 hours M-F & 48 hours weekends. Please respect my weekends and after hours.

Office location/hours: UC 206: Mondays 11:00 am – 4:00 pm, Wed 11:30 am – 4:00 pm

*****I strongly encourage you to email me to schedule ALL appointments**

Class location, days & time: Mondays: 6 – 8:45 pm, UC 242

Catalog Description: Surveys the major theories of counseling and psychotherapy with emphasis on the application of these theories to counseling situations.

Course Delivery Method:

This course meets face-to-face and students will be required to attend and participate in all classes as scheduled. The course incorporates varied delivery methods that may include lecture, small group in class and blackboard discussions to foster learner-centered opportunities and experiences. Students will be encouraged to participate in a collaborative learning process, using case analyses, journaling, group exercises & identification of a tentative guiding theory. Exams, quizzes, viewing videos, of how theories are applied in presenting situations, written assignments, presentations and role plays are other teaching strategies for this course. As with any graduate level work, the student will be expected to a self-directed learner in this course. Time commitment and management will be essential in maximizing your outcome in this course

Required text(s):

Corey, G. (2013). Theory and practice of counseling and psychotherapy (9th Ed. **Bundle**).

Brooks/Cole. [**Should include Case of Stan DVD & Student Manual**] ISBN 978-0-8400-2854-9; 978-1-133-30913-0 (Video).

Recommended Reading:

Ferguson, E.D. (2009, or latest edition). Adlerian theory: An introduction. Book Surge Publishing ISBN-10:143925995X/ISBN 13-:987-1439259955

Brown, L. S. (2004). Subversive dialogues: Theory in feminist therapy. Basic Books. ISBN-13:978-0465083213

Halbur, D. A. & halbur, K. V. (2011). Developing your theoretical orientation in counseling & psychotherapy (2nd ed.) Pearson. ISBN 978-0-13-715257-5

White, M., & Epton, D. (1990). Narrative means to therapeutic ends. W. W. Norton. ISBN-10:0393700984/ ISBN 13-: 978-0393700985

Purpose:

This course meets both CACREP standards and licensure requirements. The course provides the philosophical, theoretical, assessment and intervention bases of counseling and psychotherapy. Upon successful completion of this course each student should be oriented in a specific theoretical framework to guide thinking and practice of counseling and psychotherapy. **At this time students are not encouraged to adopt either eclectic or theory integration as their guiding theory although they will be covered briefly in the course.**

The role of theory to guide the practice of counseling and psychotherapy will be highlighted throughout the course.

Student Learner Outcomes:

Students will be able to:

1. Outline the historical development of theories of counseling theories,
2. Distinguish between psychoanalytic, humanistic, behavioral, existential, & social constructivists theories.
3. Identify different ethical issues in counseling and be able to respond appropriately to ethical issues and dilemmas in counseling, including differentiating between ethical & legal issues in counseling.
4. Delineate and explain behavior characteristics consistent with the *Ethical Standards and Standards of Practice of the American Counseling Association*, including all aspects of multiculturalism in counseling.
5. Demonstrate in behavioral terms the ability to present themselves as professional
6. Identify, explain, demonstrate, and compare/contrast behaviors congruent with currently acceptable psychodynamic, cognitive-behavioral, behavioral and affective counseling theories, techniques, and strategies including Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Behavioral, Cognitive-Behavioral, Reality, and Brief & Systems Theory.
7. Engage in ongoing library research related to counseling theories and their integration into skill building and acquisition
8. Articulate their developing theoretical orientation via a capstone paper and presentation.
9. Learn and apply the APA publication rules and format to their writing assignments as self-directed learner and accumulated knowledge.

Course Objectives: The following items are essential and important learning objectives selected for this course.

Essential Objectives:

- #1 Gaining factual knowledge of theories of counseling (terminology, types & classifications of theories).
- #2 Learning fundamental principles, generalizations of counseling theories.

Important Objectives:

- #3 Learning to apply course material to improve thinking, problems solving, and case conceptualization & treatment planning).
- #4 Learning to analyze and critically evaluate ideas, arguments, and points of view.

Method of Evaluation:

1. Four (4) exams each 25 questions & worth 50 points for a total of 200 points
2. Video tape session using your theoretical orientation 100 points (**tape must be a minimum of 30 minutes with a volunteer or peer, submitting a video from another class will receive automatic F & staffing by the counseling faculty for recommendation for additional disciplinary**)
3. Your own theory paper - 50 points
4. PPT of theory - 25 points
5. PPT presentation of theory - 25 points
6. Class participation $6.6 \times 15 + 1 = 100$ points (you cannot earn participation points on a day you were absent, regardless of the reason for absence).

Total Possible Points: 500 Points

Grading Scale A= 500 – 460; B = 459-419; C = 418 – 378 D = 377 – 337; F = 336 & below.

Note: Because of the 100 points for participation, no extra work or bonus points will be awarded for this course. Students are encouraged to plan to attend and participate in all class secessions, submit assignments when due and commit a respectable amount of time and effort to earn their desired grade in this course. 6 ½ hours each week is a respectable time for this course.

Instruction for Personal Theory Paper:

Each student will:

- 1) Complete the Individual Approaches to Counseling check list and use the result to help in identifying a theoretical orientation that best fits her/his personality and values at this time; ** Please submit a copy of your COMPLETED check list with your paper.
- 2) Keep a journal to record information consistent with choice in #1 above to aid in completing the theory paper. The journal should be organized to answer the following questions based on your personal beliefs & values about:
 - 1) Are humans basically good or bad?

- 2) What causes psychopathology or concerns that bring client to counseling
- 3) What are some of the clinical approaches that a counselor or psychotherapist may use to create change or help clients? (Assessment, diagnosis, intervention strategies, prognosis, specific to particular theory).
- 3) What evaluation methods are available to establish the efficacy of intervention strategies related to my chosen theoretical framework or orientation (research backing)?
- 4) How do answers to the above resonate with my personality and values to the extent that they influence my theory choice at this time?

While these questions are intended to guide your choice of theory, they can also help in completing your personal theory paper and power point.

Ideally, the theoretical orientation you espouse should be easily recognized on your tape assignment so that it is easy to see how your interventions strategies and ways of relating to your client are congruent with your theoretical orientation.

At least four (4) journal articles and a primary source must be used to inform & support your paper. For example, if your guiding theory is Adlerian, you must read a primary source [preferably text] by Alfred Adler or leading Adlerian scholar and two other sources. Goggling online sources that are not primary sources and from peer reviewed journals is not acceptable. Part of this assignment is individual exploration of the library resources to access pertinent information, including identifying peer review journals.

APA format is the only acceptable format for this assignment; refer to APA style manual and or Perdu Owl web page for directions.

Any paper less than SIX (6) or more than TEN (10) double spaces, & size 12 fonts will not be graded.

*****PERRLA.com is an excellent software for formatting your paper.**

****Please print and bring your paper and your COMPLETED checklist to class on the due date.**

Instruction/Direction for Video Tape Assignment:

Each student will complete and submit a video session (minimum 30 minutes, maximum 45 minutes) conducted with a peer or volunteer based on her/his identified theoretical orientation or framework. The intervention strategies used should reflect your own theory at this point. For this assignment no student should use eclectic or theory integration approaches. Submit your video on a thumb drive or CD in class on due date. Grading will be based on opening, maintaining, use of theory & termination of the session; with emphasis on how your chosen theory is easily identifiable in your session. I strongly encourage you to watch the video that depicts use of your theory in the CD that accompanied your text prior to completing this assignment. Additional videos on your theory can be found in YouTube.

ATTENDANCE POLICY:

Texas A & M attendance policy for excused absences will apply. It is the student responsibility to access, read and understand the TAMUT attendance policy. Regular and punctual attendance is expected. If you plan to miss class, it is your responsibility to notify the

instructor **via email** before class, **not another student**; however, such notification does not constitute excuse. Absences will be handled on case-by-case bases. Emergency & death in the family will be handled on “next of kin” bases. **With a second absence**, a drop of one letter grade will occur unless a verifiable extenuating circumstance can be ascertained.

Entering the classroom after class has begun is disruptive to the learning environment. Three late arrivals of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.

LEAVING BEFORE END OF CLASS:

Leaving and not returning before 8:30 pm will be counted as absent; a second incident will result in referring the student for staffing.

LATE ASSIGNMENT POLICY:

All assignments are due on the date specified. **It is your responsibility to be aware of due dates. Late work will not be accepted or awarded credit; please do not ask. Hand written Assignment or part of assignment will not be accepted & will be treated as late assignment, in which case the student should expect a 20% reduction in earned grade of that particular assignment.**

PROFESSIONALISM POLICY:

Students are expected to attend all classes and are accountable for assignments and all materials covered. It is my policy that course grades may be reduced up to 15% for tardiness at beginning of class and after official breaks, unprofessional conduct such as disrespect towards instructor or peers (including online), excessive talking while instruction or demonstrations are occurring, leaving early, ringing of cell phone, computer usage not related to course material, lewd attire, and missed demonstrations. Students are also expected to participate in all class activities, discussions, and demonstrations. **I reserve the right to discuss your situation with the program coordinator.**

**** If you have any problem that is course related, I encourage you to speak to me FIRST before talking to anybody else. Talking to someone else outside this course may suggest boundary issue problem & unhealthy triangulation.**

STUDENT EXPECTATION & RESPONSIBILITY:

Graduate students accept responsibility to remain current and informed on all university regulations, policies, and procedures of their academic program and for this and all courses.

Cell Phone

Students are expected to turn their cell phones off at the beginning of each class. If a cell phone rings during class, the owner of the phone will automatically lost participation point for that class.

Several netiquette guidelines are listed below:

Sentence Capitalization:

- Typing in all caps is considered screaming.

- Example: **MONDAY WILL BE A LONG DAY!**
- Various studies have concluded that typing in all caps takes longer and is more difficult to read.
- Recipients/readers may think you are overly excited.

Leaving the subject field blank:

- Always fill in the subject with a concise statement describing the email.
- Do not use all caps or put in phrases such as Help or Hi there !
- Failure to follow netiquette guidelines when filling in the subject line of an email may result in your correspondence being discarded as spam.

Colored text and background colors:

- Use colors sparingly in your emails – whether it is text or fill colors.
- Certain colors can make emails difficult to read.

Return receipt request:

- Allows you to track when the recipient opens your email – you should use this email feature sparingly.
- Can be very annoying to the recipient of the email.

Grammar and spelling check:

- Proofread email for errors
- Capitalize your sentences and use appropriate punctuation.
- Refrain from using multiple!!!!!! Or????????

Expectations:

- The phrase “diddo” does not count as an appropriate discussion board submission.
- Thoughtful responses that demonstrate your understanding of the question is expected

ACADEMIC DISHONESTY: All graduate students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. TAMUT and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, bribes/favors/threats, and the abuse of resource materials. For a complete listing of the university policy, refer to TAMUT Academic Dishonesty guidelines in the graduate catalog. Bribes/favor/threats are attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions.

Plagiarism: Plagiarism will not be tolerated at the graduate level. A student who plagiarizes will be subject to consequences as dictated by TAMUT policy, including an F in the submitted assignment and dismissal from the course. For additional information please refer to Texas A&M - Texarkana catalog regarding **Academic Dishonesty** and <http://www.turnitin.com> for additional information.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY: The TAMUT policy on this subject will be the authority for this course. A student whose absence is excused under this subsection may not be penalized for that absence and is allowed to take an examination or

complete assignments from which the student is excused (within a reasonable time as agreed between the student and the instructor).

A student desiring to be absent from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will follow the university policy and procedures.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the Texas A&M University-Texarkana Disability Services Office by calling 903-223-3062

VISITORS IN THE CLASSROOM: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

A&M-Texarkana Email Address: Upon admission into Texas A & M-Texarkana, you were assigned an email account. This is your default email for official course and university business. For this course this is the preferred email address for all communications with the instructor & peers in all matters pertaining to this course.

University Drop Policy: To drop this course after the census date (refer to semester calendar), a student must complete the Drop/withdrawal Request Form located on the university website <http://tamut.edu/Registrar/droppingwithdrawing-from-clas.html> or obtained in the Registrar's Office. The student must submit the completed form to the instructor of each course to be dropped for her/his signature. Note that the signature is not an approval to "drop" by the instructor, but rather a confirmation that the drop has been discussed with the instructor for her/his information. The decision and responsibility for dropping a class still lies with the student. Upon obtaining the instructor's signature, the student must personally submit the form to the Registrar's Office for processing, or by mail to 7101 University Ave., Texarkana, TX 75503 or by fax to 903-223-3140. If a student stops participating in class (attending & submitting assignments) but does not complete & submit the required drop/withdrawal form, a final grade will be based on work completed as outlined in the syllabus will be assigned.

Drop/Withdraw deadlines for the Fall 2015 semester		

Consult current Academic Calendar for dates

Blackboard:

Blackboard may be utilized to post assignments, tests, announcements and other course related items. Students are encouraged to visit blackboard on a regularly basis for course information and instructions. If you are new to blackboard refer to the following for assistance:

Student Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link:
<http://www.tamut.edu/Training/Student%20Training/index.html>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here:
<http://www.tamut.edu/techde/support.htm>
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)

Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu

Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu

XVIII. Technical Requirements:**Minimum Windows PC Requirements:**

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)

- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

I-OS and Android Devices

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



To access Texas A&M University - Texarkana, there is an individual license fee of \$1.99 per year or \$5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

Standards Metrix:

Topic(s)/Objective(s)	Content	Measurement, Processes & Activities (including behavior – based indicators)	Standards Alignment with: CACREP SBEC DDP-dispositions/diversity proficiencies (Graduate catalog) Counseling Program Mission Statement- (CPMS) N—NCATE Knowledge and Skills Proficiencies by indicator
1. Develop awareness of the use of theory in everyday practice	What is theory? -history -origins -Where do I stand regarding theory?	Individual /group personal views and assumptions that may affect internal philosophy and practice of counseling. Humans are active organizers of their own experience. Discernment that the way things appear/are derives from our beliefs & the process of perceiving and experience constructs reality. Exam /quiz/journal/in class discussion and theory paper. Complete Selective Theory Sorter -Revised	CACREP II 5.a-b, II 5.d CF, 3 and 5 DDP 1
2. Explore how current personal theory impacts choice and behaviors.	What purpose does theory serve? -Organizing structure -Provides grammar for constructing meaning	Class discussion & written paper on how personal worldviews, beliefs, & values influence evolving personal theory. Exam & individual presentation of own theory.	SBEC I (8) CACREP II G. h-j CF 1&2 DDP 4
3. Demonstrate an understanding of the function of theory in professional counseling	Personal theory construction about: -Self -Actions -future	Class discussions, integration of how personal views, beliefs, & values influence evolving personal theory paper & presentation, journaling	CACREP II G5.d and f, II 3.a, b CF1 DDP 2
4. Enhanced personal ability to construct meaning in more complex ways at individual & ecological levels	Diagnosing one’s own and client’s internalized immunity to change; -Techniques/interventions to transcend such immunity. -Use of internal steps to: --Compliant to commitment	Reframing constructs and assumptions through in-class or blackboard discussion Individual student reflection on each of the (4) step Dyadic (reflective) processing of individual	CACREP II G1.b CF1 DDP 2

	<p>-Blame to personal responsibility -Resolution to competing commitments, & Moving from assumptions that hold us to assumptions we hold</p>	<p>constructions Reflective writing/exercises about the impact of the experience on student's development and growth in : -Cognitive capacity -Disequilibration, & -cognitive dissonance.</p>	
<p>5. Applying external theories to the process of personal exploration, assessment, case conceptualization, treatment planning, & interventions</p>	<p>Examining different theories, humanistic, existential, postmodern, systemic and cognitive approaches. Engage in reflective notes on each theory & readings: -One thing I don't understand, -One thing I have an opinion about -One thing I'd like to discuss more. Review of emerging themes Students lead discussion related to session topic, In -class writing in response to stimulus questions, completion of workbook on the topic Processing stimulus question.</p>	<p>Exam, reflection assignment. The instructor mediates between the materials and the students, or the knower & the known The instructor triggers transformation in how students construct their choices of theoretical orientation or framework Each student's description of experience helps construct reality and movement towards consolidation of the emerging theoretical framework.</p>	<p><i>SBEC I (1)</i> <i>CACREP II G.1.a</i> <i>CFI</i></p>
<p>6. Identify common themes/factors across multiple theories.</p>	<p>Humanistic//existential, Postmodern & systemic, cognitive approaches</p>	<p>Student work in triads, rotating between counselor, client, & observer Students generate descriptive words for each theory and identify common themes among theories, Class discussion of meta theory – dimensions of meta to the theories discussed. Both the process of perceiving an experience & describing an experience constructs reality. Students engaged in the rejection of absolutes as a postmodern approach to learning and construction of professional knowledge.</p>	<p><i>CACREP II G 5.a and d;</i> <i>CF1, CF3</i> <i>DDP 2</i></p>

7. Integrate multiple formal theories into personal counseling theory as a way to personalize treatment for clients		Guided reflection on theory both from student's personal experience in individual learning activity and assessment of the utility of the theory to their own developing personal theory of counseling using video session with volunteer or peer. Students articulate understanding of their developing theory using "language" of their theory. The use of correct language equals evidence of acquired knowledge and a changed experience and growth in student learning outcomes.	<i>NCATE Standards 1- Professional Knowledge & Skills for other School Personnel; SBEC VI (2) CACREP 111. b, d, e; 8e &f; 5b, d, & f</i>
8. Demonstrating effective communication through oral, written, & nonverbal expression	Communicate ideas & knowledge effectively in class & discussion forum	Exams, including essay responses and reflection paper, & individual presentation of own guiding theory	<i>SBEC V (1) CF 3</i>
9. Sharing assessment data with students on regular basis. Obtaining feedback from students	Give feedback of student's performance on regular basis; receiving student's evaluation of course & instructor & integrating them into syllabi and teaching.	Grades earned on all specific course activities; student evaluations	<i>NCATE Standards 2: Use of Data for teaching & Program Improvement</i>
10 Receiving modeling of best professional practices in teaching	Provide for students the best educational experience possible	Student evaluations	<i>NCATE Standard 5: Modeling Best Professional Practices in Teaching</i>
11. Using reflection, self-assessment, & interactions with colleagues to promote personal professional development & critical thinking.	In-class discussions & presentation of individual theory provide opportunity for self-assessment & -reflection, as well as feedback from colleagues	Individual Theory Presentation	<i>SBEC VI (1) CF1 & CF2</i>

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards:

Web address for specialty organization standards:

Educator Preparation Services site for ***Conceptual Framework***:
<http://www.TAMUT.edu/cela/.../Whole%20Document.pdf>

Additional Course Info

Blackboard may be used as an instructional resource for discussions & exam and students will be notified accordingly. Study materials are for your benefit. Please print out a copy of the syllabus for an explanation of assignments. Be aware that many supplemental readings will be required to complete your chosen paper, your sources are to be professional journals, and peer reviewed journals & original sources**. It may be a good idea & your responsibility to access the materials early on, in order to avoid last minute problems. It is your obligation & responsibility to become familiar with this syllabus. I will not adjust your grade because you “didn’t know” about the structure of this course or when assignments were due. Contact IT helpdesk for help with all access issues & problems – early.

It is students’ responsibility to activate and check their TAMUT email regularly for instructions about the course and other pertinent announcements and updates. TAMUT email will be your default email; for confidentiality purpose, please use only your TAMUT email for all class correspondence with the instructor.

EXAMINATIONS: When online exams are applicable; the online program will automatically stop when the examination time is over. Make sure you submit your exam on time.

WRITING ASSIGNMENTS: When online assignments or exam are applicable; the assignments are meant to be brief summarizations not lengthy papers. Please write in well developed sentences.

Expectations:

The curricula for this course will (1) include knowledge of the literature of theories of counseling (2) ongoing student engagement in research and/or appropriate professional practice and training experiences. It is your responsibility to become familiar with the items in this syllabus as well as changes made by the instructor. There is an abundance of information to cover within a short time frame; consequently, I encourage you to create a study plan for staying ahead of the material and assignments. **While I will bring in supportive information and/or expand on certain portions of the course material to supplement your learning; you should expect, as with most graduate-level coursework, that the extent of your learning will involve self-directed study.**

Students are expected to complete assigned readings prior to class to promote informed participation in class.

Complete and submit all assignments on due dates.

Demonstrate professionalism both in class and outside the class

Maintain a Journal to help formulate personal theory for final theory paper and demonstration.

Tentative Outline of Course Schedule & Activities

(Please note that the title of this section includes the word “tentative.” As the title implies, the instructor may modify this schedule by providing students with adequate notice of changes.)

Due Date	Topic	Required Reading/Assignments Due/Notes
Week 1: 08/24/2015	Introductions, Overview of Course	Selective Theory Sorter – Revised handout.
Week 2 08/31/201	The role of theory in counseling The Counselor: Person & Professional	Chapters 1 & 2
Week 3 09/07/2015	Labor Day – No class	No class
Week 4 09/14/2015	Ethical Issues in counseling	Chapter 3, ACA Ethical Code (Print & bring ACA Code of Ethics to class) Exam #1 (Chapters 1-3) at end of class
Week 5: 09/21/2015	Psychoanalytic Theory	Chapter 4
Week 6: 09/28/2015	Adlerian Therapy Existential	Chapters 5 & 6
Week 7: 10/05/2015	Person-Centered	Chapters 7 Exam #2 (Chapters 4-7); at end of

		class
Week 8 10/12/2015	Gestalt Therapy	Chapter 8
Week 9 10/19/2015	Behavior Therapy	Chapters 9
Week 10 10/26/2015	Cognitive Behavior Therapy	Chapters 10
Week 11 11/02/2015	Reality Therapy Feminist Therapy	Chapter 11 & 12 Exam #3 Chapters 8-12 @ end of class
Week 12 11/9/2015	Postmodern Approaches Family Systems Therapy	Chapter 13 & 14 Video Assignment Due @ 6:00 PM
Week 13 11/16/2015	Integrative perspective Presentations of Theory Paper	Chapters 15 & 16 <u>Theory Paper Due @ 6:00 PM in class; PPT Presentations</u>
Week 14 11/23/2015	Thanksgiving	No Class
Week 15: 11/30/2015	Integrative Perspective - Case Illustration (Stan)	Chapter 16 Theory PPT Presentations Course Evaluation
12/07/2015	Final Exam	Exam #4 Chapters 13-16 In class @ 6:00 PM
	Notes	

