

## **Syllabus**

Theories of Counseling  
PSYC 5213, section 101  
Fall 2019

### **Contact Information**

Professor: Michael A. Vandehey, Ph.D. Office: O'donohoe 112  
Office Hours: MWF 9:30-10:00 & 11:00-11:30; TR 2-2:55 pm  
Class Meets TR 9:30-10:50 Location: OD 126  
Office Email: [Vandehey Email \(michael.vandehey@msutexas.edu\)](mailto:michael.vandehey@msutexas.edu)  
Phone: 397-4026  
Cell Phone: 940-733-4388

### **Texts**

Seligman, L. W., & Reichenberg, L. W. (2014). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (4th Ed). Merrill Counseling

*Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.).  
(2010). Washington D. C.: American Psychological Association.

### **Course Requirements**

Grades will be based on your performance on 1 midterm (100 points), 1 final (100 points), and a paper (100 points).

### **Goals**

1. Become acquainted with many of the major theories of counseling.
2. Identify 1-2 theories as main foundation for providing services.
3. Become aware of the impact of the self on practicing psychology.

### **Grade**

Tests will be multiple choice and essay. Multiple choice answers will be marked on Scantrons and essay questions will be answered in the space provided on the test. The paper is to be written in APA 6<sup>th</sup> Ed. format and is to be 7-10 pages not including title or reference pages.

300 points are possible and grade ranges are as follows:

- A = 300-270
- B = 269-240
- C = 239-210
- D = 209-180
- F = 179 or lower

## Paper

The paper for this course is different for the typical graduate paper. It is a "know thyself" paper that will be based upon weekly take-home exercises. Through the take-home exercises and bi-weekly group discussions, the student should begin to identify personal strengths, weaknesses, and beliefs (e.g., religious, political, morals/values, race, gender, etc.) that may positively or negatively impact the therapeutic relationship. The majority of the paper will be about those three areas, and the student is expected to regularly cite Kerr (question/page number) as he/she responds to the exercises. The final area will be about the theoretical orientation that best fits the student's personal style. Please note: this exercise is not designed to limit the student's theoretical orientation. It is designed to help the student identify the theory that would be a good beginning point for professional development and practice. It is expected that the student will expand his/her theoretical knowledge and practice base throughout the program and career.

Papers are due by the end of class. Late papers will lose one grade for **every day** they are late.

I will provide handouts from: Kerr, D. R. (2000). *Becoming a therapist: A workbook for personal exploration*. Prospect Heights, IL: Waveland Press.

**Note:** Students with disability must be registered with Disability Support Services before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

**Americans with Disabilities Act:** Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

A copy of "A Guide for Faculty and Staff Working with Students with Disabilities" is available online at [Faculty Guide](#). It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications. Students who require special accommodations must register with Disability Support Services before these accommodations can be provided. An Accommodation Request Form can be obtained at [Accommodation Request](#). See also: [Student Life](#)

**Make-up Policy:** Make-up exams will be essay in nature and can be scheduled with me. I need one week to prepare the exam; thus, the earliest a make-up exam can be taken is one week after the initial exam. See the 2018-2019 Student Handbook on Class Attendance Policy (page 43). [Student Handbook](#)

**Electronic Contact:** I require 5 working days to be able to read and respond to all email. Please note that my spam filter does keep some emails from getting to me. In addition, I do not check email after 5 pm nor on weekends/holidays. My cell phone is to be used only by students who have been given it by me (e.g., honor society officers, graduate students). Please do not text me on my cell unless I have personally given you my cell number.

**Cell Phones and Pagers:** Please turn all cell phones and pagers off (no sound) during class. DO NOT text message during class. DO NOT answer your cell phone in class. Exceptions include emergency calls (e.g., birth of child, family member in hospital). Students who are unable to comply will not be allowed to attend class.

### **College Policies and Procedures**

Can be found at the bottom of the MSU home page or at [Human Resources Policy](#).

#### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Any evidence of cheating will result in a grade of "F" and being reported to the [Dean of Students](#).

#### **Student Code of Conduct:**

MWSU's official policy in the University's Code of Student Conduct on page 52, states:

Instructor Drop An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 9 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 12th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar as the official drop date. A student dropped from a class by a faculty member for disruptive behavior has the right of appeal to the Student Conduct Committee through the Student Conduct office.

I will closely follow this policy in terms of your conduct in class. Anything that is disruptive to the class will result in you being Instructor Dropped from the class with a grade of F. I will enforce this policy in that my obligation is to provide the best and most informative course that I can. I cannot do that when there is behavior that disrupts the class. This also includes attempting to dominate or "teach" the class, interrupting the course frequently with stories that are not facilitative or relevant to the flow of the class, using electronics during class that are not directly related to the class material, and talking frequently to one's peers while course is being held. Any other behaviors that are deemed disruptive will also be enforced as deemed by our Code of Conduct policy. Remember that there are stories and questions that are facilitative to our class discussions, and some that are obstructive.

### **Midwestern State University Student Honor Creed**

***"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."***

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

*Written and adopted by the 2002-2003 MSU Student Senate.*

**Travel Plans:** Please do not make travel plans during finals week. The final will be given when the university has scheduled it as per the schedule of classes.

## **Tentative Reading and Exam Schedule**

**Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

*Weeks of Class      Reading Assignment*

8/27-10/10: Semester Overview/Course Requirements

Chapter 1: Contexts of Effective Treatment

Chapter 2: Overview of Background-Focused Treatment Systems

Chapter 3: Sigmund Freud and Classic Psychoanalysis

Chapter 4: Alfred Adler and Individual Psychology

Chapter 15: Overview of Action-Focused Treatment Systems

Chapter 16: Behavior Therapy and Cognitive Behavioral Therapy

Packet 33: Why be a Therapist?

Packet 1: What helps when...

Packet 2: What about Advice?

Packet 13: Teaching

Packet 12: Questions

Packet 8: Expanding Options

Additional Topics: Prochaska & Norcross (2007): Assessing likelihood of change; Levels of Change

9/2                      *Labor Day, no classes*

9/30                    *Last day for December graduates to file*

10/7                    *Last day for May graduates to file*

### **Tuesday 10/15: Exam I**

*Weeks of Class      Reading Assignment*

10/17-12/5:          Chapter 7: Overview of Emotion-Focused Treatment Systems

Chapter 8: Carl Rogers and Person-Centered Counseling

Chapter 9: Existential Therapy

Chapter 10: Gestalt Therapy

Chapter 18: Family systems Approaches

Packet 18: Family  
Packet 26: Shame  
Packet 25: Interpersonal Warmth  
Packet 14: Tracking Feelings  
Packet 24: Expressing your Feelings  
Packet 23: Experiencing Feelings

Additional Topics: Levine & Sandeen: Biological and Limited-Capacities Models

10/28                      *Last day for "W"*  
11/27-11/29              *Thanksgiving break, no classes*

**Tuesday 11/26 Paper Due**

**Final Exam: Tuesday, December 10<sup>th</sup> from 8:00am till 10:00 am.**