



COUN 5273 – Theories and Techniques of Counseling

Midwestern State University

Gordon T. & Ellen West College of Education

Semester Credits: 3

Instructor/Contact Information:

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Office: Room 318

Office Hours: **Wednesday** 10:00 am – 12:00 pm; **Thursdays** 10:00am-12:00 pm, and **Fridays** 10:00 am-12:00 pm (by appointment) *The best way to meet with me is to email me, so we can schedule a time to meet.*

In this syllabus, you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy

During the week, I will respond within 24 hours. I will not be available on the holidays and typically will not respond on the weekend. As a professional, I seek work-life balance and encourage you to do the same. Please plan to ask your questions before the weekend.

***The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

COVID-19:

Scientific data show that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless

of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

COURSE DESCRIPTION

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. This includes role-playing practice and fundamental counseling response skills.

Prerequisites:

Admission to the counseling program or permission of the counseling program coordinator.

COURSE RATIONALE

A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling.

This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for client populations.

REQUIRED TEXTBOOK

Corey, G. (2024). *Theory and Practice of Counseling and Psychotherapy 11th ed.* Boston, MA. Cengage.

SUPPLEMENTAL RESOURCES

Sometimes it's helpful to see the theory in action. I've included a few videos that you may find useful. Most are short, but at least one is a well-known video and a bit longer. Some videos are available on streaming platforms that require access, but if you Google the video or topic, you'll find plenty of resources to expand your learning.

Freud: Genius of the Modern World. (tubi, episode 3 on Youtube)

Adlerian therapy with Jon Carlson (Several clips on Youtube)

Irvin Yalom in Session: Luke ([Irvin Yalom](#))

Carl Rogers: Three Approaches to Psychotherapy
([Carl Rogers 3 approaches to psychotherapy](#))

Psychotherapy with the Unmotivated Patient ([Unmotivated patient](#))

Counseling and Psychotherapy theories in Context and Practice (Behavioral Therapy)
[Behavioral therapy](#)

Cognitive Counseling ([Cognitive counseling](#))

Reality Therapy for Addictions with Dr. Robert Wubbolding ([Reality therapy](#))

Counseling and Psychotherapy theories in Context and Practice [Feminist therapy](#)

Philosophical Foundations of Postmodern Therapies ([Post Modern](#))

Integrative Counseling with Jeffrey Kottler ([Integrative Counseling](#))

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

Section 3.A.1. history and philosophy of the counseling profession and its specialized practice areas

***Section 3.A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice KPI**

Section 3.B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews

Section 3.B.5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients

Section 3.B.6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness

Section 3.B.7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities

Section 3.B.8. principles of independence, acceptance, choice and self-empowerment, and access to services within and outside the counseling relationship

Section 3.B.9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Section 3.B.11. the role of religion and spirituality in clients' and counselors' psychological functioning

Section 3.C.4. theories of personality and psychological development

***Section 3.E.1. theories and models of counseling, including relevance to clients from different cultural backgrounds KPI**

Section 3.E.3. case conceptualization skills using a variety of models and approaches

Section 3.E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities

Section 3.E.7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities

Section 3.E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships

Section 3.E.9. interviewing, attending, and listening skills in the counseling process

Section 3.E.10. counseling strategies and techniques used to facilitate the client change process

***Section 3.E.15. evidence-based counseling strategies and techniques for prevention and intervention KPI**

Section 3.E.16. record-keeping and documentation skills

Section 3.E.21. processes for developing a personal model of counseling grounded in theory and research

Section 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices

Section 5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues

***** = KPI

Learning Objectives

1. Articulate concepts from the major counseling theories and models.
2. Understand ethical and culturally relevant strategies for counseling relationships.
3. Understand and demonstrate counselor characteristics that influence helping processes.
4. Demonstrate essential interviewing, counseling, and case conceptualization skills.
5. Describe and demonstrate developmentally relevant counseling treatment and intervention plans.
6. Articulate evidence-based counseling strategies.
7. Develop a personal theoretical orientation.

COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with

these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette:

It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Acceptance:

It is my intent to present material and activities that are respectful. It is also my intent that students from all perspectives and different backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of acceptance in this course are encouraged and appreciated.

Confidentiality:

Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty:

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in variety and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Statement of Disability:

Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance:

You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. Most academic paragraphs have at least five sentences.

Optional Zoom Sessions

This course does not require a mandatory Zoom class; however, I will host voluntary sessions. I will host a Zoom meeting on Aug. 26th at 5pm for 30-minutes, just to make sure we are all on the same page. Additionally, I will hold a 1 hour meeting at 11:00 am on Sept. 26th and Oct 15th. I will hold a 1 hour meeting at 5:00 pm on Sept. 9th and Nov. 4th. I will wait on the call for 10 minutes, and if no one shows, I will end the call. If these times are not convenient, I will always be available by appointment. These sessions allow students to ask questions, gain clarity on the course content or assignments, and enrich your learning. Email me at kayla.bryant@msutexas.edu to schedule a Zoom.

Here is the link for the zoom sessions: <https://msutexas-edu.zoom.us/j/2464412236>

Late Work:

All papers and assignments must be turned in on the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and email me your assignment the same day it is due. Any late papers will be lowered ***10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth many points, and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
Week 1 Monday, August 25, 2025 – Sunday, August 31, 2025	- Syllabus Review, you may work ahead. - Chapters 1-3	- Discussion Board Post and Comment - Read Chapters 1-3
Week 2 Monday, September 1, 2025 – Sunday, September 7, 2025 Labor Day Monday September 1, 2025	- Chapter 4 - Psychoanalytic Therapy NO CLASS	- Discussion Board Post, and Comment - Read Chapter 4 - Psychoanalytic Therapy
Week 3 Monday, September 8, 2025 – Sunday, September 14, 2025	- Chapter 5 - Adlerian therapy	- Read Chapter 5 - Adlerian therapy - Discussion Board Post, and Comment
Week 4 Monday, September 15, 2025 – Sunday, September 21, 2025	- Chapter 6 - Existential therapy	- Read Chapters 6 - Existential therapy - Discussion Board Post and Comment
Week 5 Monday, September 22, 2025 – Sunday, September 28, 2025	- Chapter 7 - Person Centered Theoretical Orientation Baseline Questions	- Read Chapter 7 - Person Centered Theoretical Orientation Baseline Questions
Week 6 Monday, September 29, 2025 – Sunday, October 5, 2025	- Chapter 8 - Gestalt therapy	- Read Chapters 8 - Gestalt therapy - Discussion Board Post, and Comment
Week 7 Monday, October 6, 2025 – Sunday, October 12, 2025	- Chapter 9 - Behavior therapy	- Read Chapter 9 - Behavior therapy - Discussion Board Post, and Comment

Class Dates	Class Topics	Assignments/Reading
Week 8 Monday, October 13, 2025 – Sunday October 19, 2025	• Chapters 10 • Cognitive Behavior	• Read Chapter 10 • Cognitive Behavior • Discussion Board Post, and Comment
Week 9 Monday, October 20, 2025 – Sunday, October 26, 2025	• Chapter 11 • Choice/Reality • Turn in Theoretical Orientation Paper Appendix C to D2L and Tk 20 Link	• Read Chapter 11 • Choice/Reality • Discussion Board Post, and Comment • Turn in Theoretical Orientation Paper Appendix C to D2L and Tk 20 Link
Week 10 Monday, October 27, 2025 – Sunday, November 2, 2025	• Chapters 12 • Feminist	• Read Chapters 12 • Feminist • Discussion Board Post, and Comment
Week 11 Monday, November 3, 2025 – Sunday, November 9, 2025	• Chapter 13 • Post Modern	• Read Chapters 13 • Post Modern • Discussion Board Post, and Comment
Week 12 Monday, November 10, 2025 – Sunday, November 16, 2025	• Chapter 14 • Family Systems	• Read Chapter 14 • Family Systems • Discussion Board Post, and Comment
Week 13 Monday, November 17, 2025 – Sunday, November 23, 2025	• Chapter 15 • Integrative Perspective • Turn in Reflection Video Appendix D to D2L	• Chapter 15 • Integrative Perspective • Discussion Board Post, and Comment
Week 14 Monday, November 24, 2025 – Sunday, November 30, 2025 *Thanksgiving Break November 26-28, 2025	• Complete Final Exam Appendix E	• Discussion Board Post, and Comment

Class Dates	Class Topics	Assignments/Reading
Week 15 Monday, December 1, 2025 – Friday 5, 2025 Last Day of Class December 5, 2025	Complete Final Exam Appendix E	Discussion Board Post

EVALUATION AND ASSIGNMENTS

****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L (UNLESS IT'S A KPI/TK 20 ASSIGNMENT WHEN IT NEEDS TO BE TURNED INTO D2L AND TK 20 LINK) AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments: (16 pts.)

Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. ***The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted **(See Appendix A)** *3.A.11, 3.B.2, 3.B.5, 3.B.11, 3.B.9, 3.C.4, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.9, *3.E.15, 3.E.21, 3.H.2, 5C.1a, , and 5.C.5

Theoretical Orientation Baseline Questions (100 pts)

Students will answer the baseline questions (link below) to identify and organize their thoughts about human functioning. This will help students become more aware of their beliefs regarding different questions that counseling theories aim to answer. Students will then complete a theoretical orientation assessment (link below). After completing the assessment, students will write a reflection (no longer than five pages, APA format, abstract not required) about the exercises (answering questions and completing the assessment) and what they experienced while or learned from completing them.

Some prompts to guide your thoughts in preparation for writing your reflection:

1. Do the assessment results seem to align with what you wrote as answers to the baseline questions?
2. What parts of your baseline question answers seem to align/agree with the assessment results (the theory or theories with which you matched)?
3. What do students think about the results of the assessment? Does your personality/way of thinking seem to align with the theory or theories with which you matched?
4. What baseline questions and assessment prompts were easy and/or difficult to answer?

Theoretical Orientation Baseline Questions

Counseling Theory Identity Inventory

Submit your reflection to Tk20 and D2L. **3.A.5, 3.A.11, 3.B.2, *3.E.1, 3.E.8, 3.E.21 (Appendix B)**

Theoretical Orientation Paper: (100 pts.)

The purpose of this assignment is for students to demonstrate greater understanding and extended research into one theory with which they most identify. Additionally, students will expand upon personal experiences and/or beliefs that influence their affinity for the theory.

In the first part of the paper, provide a general overview of the theory and highlight important concepts that are unique or foundational to the theory. Your goal here is to review distinguishing concepts; you do not have to present everything about the theory. Also, review what is considered healthy functioning and unhealthy functioning. Students will address how spiritual beliefs on the client's and counselor's worldviews may impact the counseling theory. Finally, discuss the personality change process...how does the counseling process work to help individuals move from unhealthy functioning to healthy functioning according to this theory?

In the second part of the paper, you will reflect upon your personal experiences and beliefs that inform/influence your affinity for this theory. When you look back on the "movie" of your life up to this point, what specific experiences in your life demonstrate major concepts of this theory. You may choose to write about specific concepts, personality structure/function (how the psyche is conceptualized), and/or role of the environment (familial and/or extrafamilial factors). Please include a particular experience in your life that showcases how the personality change process was or could have been used. Your job is to clearly connect the concepts of the theory using the terminology/language of the theory to your specific life experience(s).

This paper must be written in APA format. The paper should be no more than 12 pages (excluding title page and references). I do not require an abstract. There should be a minimum of 5 references that are from the founding theorists or individuals who have written prolifically about the theory. (See Appendix C) **3.A.5, *3.A.11, 3.B.2, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.21, 3.H.2, 5.C.1, 5.C.5 Please turn in the assignment to the Tk20 link and D2L**

Final Video Reflection Assignment: Wrapping Up the Semester (25 pts): **(See Appendix D). KPI *3.A.11, 3.B.11, 3.C.4, *3.E.1, *3.E.15, 5.C.5**

This is your space to reflect, celebrate growth, and share what's still on your mind as we close out the course. Think of it as a casual, professional check-in—no fancy editing required!

Prompt: What to Cover in Your Video (video should be an MP4

- **Most Valuable Learning:** What topic, theory, or activity made the biggest impact on you and why?

- **A brief overview:** An overview of your theory, theorist, tenets, and techniques including spiritual and multicultural considerations
- **Personal Growth:** How has your thinking evolved about people, change, or yourself as a counselor?
- **Lingering Questions:** What do you still wonder or want to explore more as you continue your training?
- **Looking Ahead:** How do you plan to carry this learning forward (in clinical courses, future classes, or personal development)?

Tips for Success

- Be authentic! Speak as if you're talking to a peer or supervisor.
- You can use notes, but don't read a script word-for-word.
- Make sure your video is well-lit, and your audio is clear.

Submit the video to D2L and the one-page overview to Tk20

Final Exam (40 pts.):

***Before you begin, please feel free to take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. (See examples on Appendix E.)**

Students will take a 20-question exam worth 40 points (40%) of their grade. Students may take the exam twice; the highest grade will be kept (**See Appendix E. 3.C.4, *3.E.1, 3.E.3, *3.E.15, 3.H.2**)

Assignment Breakdown

Assignment	Points
Online Assignments and Comments *D2L	35
Theoretical Orientation Paper *D2L and Tk20 Link	100
Theoretical Orientation Baseline Questions *D2L and Tk20 Link	100
Exam *D2L	40
Reflection Video *D2L	25
Total Points	300

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors:

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics:

For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice:

Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding

campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. ***Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property:

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement:

MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a welcoming campus environment for people with differences.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

***Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

Desire-to-Learn (D2L):

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding

assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of "W" check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements:

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.**

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!**

There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule:

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy:

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy:

College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy:

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process:

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Active Shooter:

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

Obligation to Report Sex Discrimination under State and Federal Law:

Midwestern 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. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [online title IX reporting](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [title IX website](#)

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

RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from

<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016*

CACREP Standards. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/>

APPENDENCIES

Online Assignments and Comments (16 pts.) Complete on D2L.

CACREP Standards:

***3.A.11, 3.B.2, 3.B.5, 3.B.11, 3.B.9, 3.C.4, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.9, *3.E.15, 3.E.21, 3.H.2, 5C.1a, , and 5.C.5**

Students will receive participation points each week that go into their final grade.

Rubric of Online Assignments and Comments (Possible 16 Pts.)

Each week, 1-16, is worth 1 point for a total of 16 points.

Appendix B

Theoretical Orientation Baseline Questions (100 pts)

Students will answer the baseline questions (link below) to identify and organize their thoughts about human functioning. This will help students become more aware of their beliefs regarding different questions that counseling theories aim to answer. Students will then complete a theoretical orientation assessment (link below). After completing the assessment, students will write a reflection (no longer than five pages, APA format, abstract not required) about the exercises (answering questions and completing the assessment) and what they experienced while or learned from completing them.

Some prompts to guide your thoughts in preparation for writing your reflection:

1. Do the assessment results seem to align with what you wrote as answers to the baseline questions?
2. What parts of your baseline question answers seem to align/agree with the assessment results (the theory or theories with which you matched)?
3. What do students think about the results of the assessment? Does your personality/way of thinking seem to align with the theory or theories with which you matched?
4. What baseline questions and assessment prompts were easy and/or difficult to answer?

[Theoretical Orientation Baseline Questions.docx](#)

[Download Theoretical Orientation Baseline Questions.docx](#)

[Counseling Theory Identity Inventory Self Scoring.xlsx](#) [Download Counseling Theory Identity Inventory Self Scoring.xlsx](#)

Submit your reflection to and D2L. **3.A.5, 3.A.11, 3.B.2, *3.E.1, 3.E.8, 3.E.21**

Appendix C

Theoretical Orientation Paper (100 pts.)

***Please turn in assignment to D2L and TK20 link.**

CACREP Standards:

3.A.5, *3.A.11, 3.B.2, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.21, 3.H.2, 5.C.1, 5.C.5

The purpose of this assignment is for students to demonstrate greater understanding and extended research into one particular theory with which they most identify. Additionally, students will expand upon personal experiences and/or beliefs that influence their affinity for the theory.

In the first part of the paper, provide a general overview of the theory and highlight important concepts that are unique or foundational to the theory. Your goal here is to review distinguishing concepts; you do not have to present everything about the theory. Also, review what is considered healthy functioning and unhealthy functioning. Students will address how spiritual beliefs on the client's and counselor's worldviews may impact the counseling theory. Finally, discuss the personality change process...how does the counseling process work to help individuals move from unhealthy functioning to healthy functioning according to this theory?

In the second part of the paper, you will reflect upon your personal experiences and beliefs that inform/influence your affinity for this theory. When you look back on the "movie" of your life up to this point, what specific experiences in your life demonstrate major concepts of this theory. You may choose to write about specific concepts, personality structure/function (how the psyche is conceptualized), and/or role of the environment (familial and/or extrafamilial factors). Please include a particular experience in your life that showcases how the personality change process was or could have been used. Your job is to clearly connect the concepts of the theory using the terminology/language of the theory to your specific life experience(s).

This paper must be written in APA format. The paper should be no more than 10 pages (excluding title page and references). I do not require an abstract. There should be a minimum of **five** references that are from the founding theorists or individuals who have written prolifically about the theory.

Theoretical Orientation Paper Rubric

(Total: 100 points)

Assignment Rubric: Understanding and Reflecting on a Counseling Theory

Criteria	Excellent (90–100%)	Good (80–89%)	Fair (70–79%)	Needs Improvement (Below 70%)	Total Points
Introduction & Purpose (10 pts)	Clearly introduces the topic and outlines purpose; engaging and well-written	Introduces topic but lacks some clarity or depth	Basic introduction with minimal engagement	Vague or missing introduction	
Theoretical Explanation (25 pts)	Thorough, accurate explanation of theory; demonstrates	Adequate explanation with some insight	Limited or surface-level understanding	Inaccurate or weak explanation	

	deep understanding				
Personal Connection & Rationale (15 pts)	Clear, compelling explanation of how the theory aligns with personal values and beliefs	Good rationale with some personal insight	General or unclear rationale	Weak or missing personal connection	
Application to Practice (15 pts)	Strong, relevant examples of how the theory would be applied in practice	Good application with appropriate examples	Limited or generic examples	Weak or inaccurate application	
Cultural Considerations (10 pts)	Insightfully addresses how the theory accounts for cultural differences, and acceptance	Adequately considers cultural aspects	Minimal attention to cultural issues	Lacks or ignores cultural considerations	
Reflection (10 pts)	Offers meaningful reflection on learning process, challenges, and future growth	Includes some thoughtful personal insights	Basic reflection with limited depth	Little or no reflection provided	
Sources, APA, & Writing Quality (15 pts)	Writing is clear, well-organized, and free of errors; scholarly sources are integrated smoothly; APA formatting is accurate	Minor errors in grammar, APA, or integration of sources	Noticeable errors that affect flow or clarity	Frequent issues with grammar, APA, or source use that interfere with understanding	

Appendix D

Final Video Reflection Assignment

***Please turn in the reflection video to D2L and the reflection evaluation to the TK20 link.**

CACREP Standards:

KPI *3.A.11, 3.B.11, 3.C.4, *3.E.1, *3.E.15, 5.C.5

This is your space to reflect, celebrate growth, and share what's still on your mind as we close out the course by creating a video reflection. The video should be 15 minutes long.

Prompt: What to Cover in Your Video

- **Most Valuable Learning:** What topic, theory, or activity made the biggest impact on you and why?
- **A brief overview:** An overview of your theory, theorist, tenets, and techniques including spiritual and multicultural considerations
- **Personal Growth:** How has your thinking evolved about people, change, or yourself as a counselor?
- **Lingering Questions:** What do you still wonder or want to explore more as you continue your training?
- **Looking Ahead:** How do you plan to carry this learning forward (in internship, future classes, or personal development)?

Tips for Success

- Be authentic! Speak as if you're talking to a peer or supervisor.
- You can use notes, but don't read a script word-for-word.
- Make sure your video is well-lit, and your audio is clear.

Theoretical Video Reflection Rubric(Possible of 25 pts.) below.

Criteria	Excellent (5 pts)	Good (4 pts)	Developing (3 pts)	Limited (1–2 pts)
Reflection on Course Learning	Deep insight into key learning; strong personal/professional connection	Addresses learning with some detail	General or surface-level reflections	Incomplete or lacks connection to course learning
Personal Growth	Clear articulation of professional identity development	Moderate insight into growth	Vague or general mentions of growth	Minimal or unclear reflection
Lingering Questions & Curiosity	Thoughtful, curious, future-oriented questions or ideas	Identifies questions with some explanation	Brief mention of a question or topic	Missing or lacks exploration

Future Application	Insightful plans to integrate learning into future roles	General ideas for applying learning	Vague or undeveloped plans	No indication of future use
Presentation & Professionalism	Clear, confident, professional tone and appearance	Mostly clear; minor issues	Some distracting presentation elements	Poor audio/visual; lacks professionalism

Appendix D

Final Exam (40 Pts.)
Complete on D2L.

CACREP Standards:

3.C.4, *3.E.1, 3.E.3, *3.E.15, 3.H.2

Final Exam (Possible 40 pts.)

Students will take a 20-question exam worth 40 points (40%) of their grade. Students may take the exam twice; the highest grade will be kept.

Breathing Exercises:

- Breath Focus
 - Bringing intentional attention to each breath.
- Deep Breathing
 - Inhale for 4 seconds, hold until 7, and exhale at 8.
- Diaphragmatic Breathing
 - Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- Pursed Lip Breathing
 - Inhale slowly, pucker/purse lips, exhale slowly
- Resonant or Coherent Breathing
 - Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- Progressive Muscle Relaxation
- Counting backwards from 100 by 7
- Play categories
- Cool water on the skin
- Reframing

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.