



Midwestern State University
Gordon T. & Ellen West College of Education

Course Title: Theories and Techniques of Counseling
Course Number: COUN 5273-X20 COUN 5273-DX1
Semester Credits: 3

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Semester: Spring 2021 16 Weeks
Class Room: Online
Class Format: Online

Office Hours: I am happy to schedule a meeting with you at a time convenient for us both. Email me if you need to meet with me. I am in the office M-F 9:00am-5:00pm.

In this Syllabi 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 (Monday – Friday) I typically respond to email within 12 hours. During holidays and weekends, I typically respond within 24 hours. It works best if you email within our D2L class rather than to the MSU email address. Please do not hesitate to contact me. I look forward to getting to know each of you.

I am a Licensed Professional Counselor and the MSU Counseling Center Director. I am unable to see any of my students in therapy as that would create a dual relationship. However, if you need counseling services, you are welcome to schedule an appointment with one of the three other LPCs in the center.

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.

I. COURSE DESCRIPTION

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

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

II. 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.

III. REQUIRED TEXTBOOK

Corey, G. (2017). Theory and Practice of Psychotherapy 10th ed. Boston, MA. Cengage.

IV. 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:

1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)

2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

2.e. the effects of power and privilege for counselors and clients

2.g. the impact of spiritual beliefs on clients' and counselors' worldviews

2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3.c. theories of normal and abnormal personality development

5.a. theories and models of counseling (KPI)

5.b. a systems approach to conceptualizing clients

5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

5.f. counselor characteristics and behaviors that influence the counseling process

5.g. essential interviewing, counseling, and case conceptualization skills

5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)

5.n. processes for aiding students in developing a personal model of counseling

8.b. identification of evidence-based counseling practices

9.1.b. theories and models related to clinical mental health counseling (KPI)

9.2.j. cultural factors relevant to clinical mental health counseling

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.

V. 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.

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

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. 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: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend every session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Late Work: All papers and assignments must be turned in the day they are due. No exceptions. If you have an emergency please let me know in advance, and/or 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 a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

VII. 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.

VIII. 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.

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:

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

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

IX. RESOURCES

READINGS:

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.
American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

WEBSITES:

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org/>