



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

Course Title: Introduction to Reality Therapy
Course Number: COUN 5343
Semester Credits: 3

Professor: Dr. Tiffany A. Stewart, LPC

Semester: Summer I 5 Weeks

Class Room: Online

E-mail: tiffany.stewart@msutexas.edu

Class Format: Online

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 will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. I respond to my email consistently. Please do not hesitate to contact me.

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 shows 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.

I. COURSE DESCRIPTION

The concepts of Reality Therapy and Choice Theory will be examined and analyzed for their appropriateness for different clients and different psychological concerns. Students will record a mock counseling session showing how concepts and techniques can be used in counseling sessions.

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

II. COURSE RATIONALE

Students will gain the knowledge and skills needed to begin counseling couples and families in Reality Therapy.

III. REQUIRED TEXTBOOK

Wubbolding, Robert E. (2011). Reality Therapy for the 21 Century. Routledge Press.

Suggested Resources: Up to date APA 7 resources, many can be found online.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

- 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.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 5.a. theories and models of counseling (KPI)
- 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.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

LO1. Articulate the major concepts of Choice Theory and Reality Therapy.

LO2. Explain the role of the clinician when using Choice Theory and Reality Therapy.

LO3. Utilize the Reality Therapy methods of problem solving.

LO4. Apply Choice Theory in a mock individual, group or family counseling.

LO5. Apply Choice Theory in a case-conceptualization.

LO6. Combine humanistic counseling approaches with Reality Therapy problem solving.

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 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 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. 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: 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 assignments will be lowered -5pts per day. Late assignments 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

VI. SEMESTER COURSE OUTLINE

Class Week	CACREP Standards	Topics	Materials	Activities/ Assignments
1 May 31 – Jun 5	1k, 2d, 2e, 2h, 5a, 5d, 5f, 5j, 5n, 8b, 9.1.b, and 9.2.j.	Course Orientation/Overview Getting Down to Cases: How Would I Handle Conflicts? Choice Theory	Chapter 1 Chapter 2	Syllabus Discussion post: Summarize chapters 1 and 2 of text.
2 Jun 6 - 12	5a, 5j, and 8b, 9.1.b.	How is Reality Therapy Different? History Personality	Chapter 3 Chapter 4 Chapter 5	Discussion post: Summarize chapters 3 - 5 of text. The Assignment: Choice Theory and Reality Therapy PowerPoint:

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3 Jun 13 - 19	1k, 2e, 2h, 5a, 5d, 5f, 5n, 9.1.b, and 9.2.j.	What Other Ideas Do I Need to Know? Treatment Atmosphere	Chapter 6 Chapter 7 Chapter 9	Summarize chapters 6 - 8 of text. The Assignment: Role of Choice Theory/Reality Therapy Clinician
Class Week	CACREP Standards	Topics	Materials	Activities/ Assignments
4 Jun 20 - 26	5a, 5j, and 8b, 9.1.b.	Procedures Style, Language, Communication, and User Qualities	Chapter 9 Chapter 10	Summarize chapters 9 and 10 of text The Assignment: William Glasser Video Report
5 Jun 27 - 30 PLEASE NOTE THE LAST DAY OF THIS WEEK!	2d, 2h, 5d, 5n, and 9.2j.	Multicultural Dimensions Research Studies	Chapter 11 Chapter 12	Discussion post: Summarize chapters 11 and 12. The Assignment: Reflection Paper

VII. EVALUATION AND ASSIGNMENTS

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

I will only accept assignments completed in a Word Document and uploaded to the Dropbox via D2L. Please DO NOT SEND ANY ASSIGNMENTS TO MY EMAIL ADDRESS, AS THESE WILL NOT BE GRADED. You are also responsible for learning how to navigate D2L- there is plenty of support via MSU website.

Discussion Posts and Comments: (25 pts. each)

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 are required to participate and comment on at least TWO other peers thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week. Follow directions to get full points each week. Late discussion posts will not be accepted. CACREP 1k, 2d, 2e, 2h, 5a, 5d, 5f, 5j, 5n, 8b, 9.1.b, and 9.2.j.

Choice Theory and Reality Therapy PowerPoint: (100 pts.)

Students will create a 20 slide PowerPoint presentation detailing the major concepts of Choice Theory and Reality Therapy. These 20 slides include the title slide and reference slide at the end. Students should include individuals at

the head of the theory and therapy, techniques associated within choice theory, and reality therapy, characteristics of reality therapy, the discipline model of William Glasser, Maslow's Hierarchy of Needs and how it ties to Choice Theory, and behavior explanation. Please find a YouTube clip about William Glasser, Choice Theory, or Reality Therapy to insert into your PowerPoint. Whichever video you select, make sure that you explain why you selected it, and what was learned from the video. Students will need to use at least seven (7) different sources in their PowerPoint reference page. CACREP 5a, 5j, and 8b, 9.1.b.

Role of Choice Theory/Reality Therapy Clinician: (100 pts.)

Students will write an eight (8) page paper (including cover page, and reference page) covering the role of a Choice Theory/ Reality Therapy Clinician. Students will address the importance of self-awareness as a clinician, the impact that power and privilege can have for counselors and clients, ways to eliminate barriers for individuals who are help seeking, why clinicians should be ethical, how the role of the clinician impacts Choice Theory/Reality Therapy, and how cultural factors impact Choice Theory/Reality Therapy. Student's papers will be in APA 7 formatting. Students will be asked to turn in a document no less than eight (8) pages. CACREP 1k, 2e, 2h, 5a, 5d, 5f, 5n, 9.1.b, and 9.2.j.

William Glasser Video Report: (100 pts.)

Students will pick any YouTube video that features William Glasser speaking. Any video will work, however longer videos will give you more information to write about for your report. This report must be at least six (6) pages including the cover page, and reference page. Once watching your video, you will then write a report on what you discovered and learned while watching. You will treat this paper like an article review. This report will be in APA 7 formatting. It will feature an APA 7 cover page, and reference page. Students may use the following link to learn how to APA cite a YouTube video. <https://guides.himmelfarb.gwu.edu/APA/av-youtube-video>
Other sources may be used to provide additional information to support your ideas. Any resources used should be featured on the reference page, and should have a correct correlating APA 7 in-text citation within your document. CACREP 5a, 5j, and 8b, 9.1.b.

Reflection Paper: (100 pts.)

Students will write a final paper, due at the end of the semester. Students will be addressing factors associated with Choice Theory/Reality Therapy. These factors include: the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others and how it impacts Choice Theory/Reality Therapy, and how to use Choice Theory/Reality Therapy with diverse populations utilizing multicultural factors. In the closing paragraph, students will address how learning about Choice Theory/Reality Therapy has impacted their personal model of counseling, and how they will take the knowledge gained and move forward. Students will write in an academic way with APA 7 formatting. Students are not required to use resources, however they may if they wish. This paper is a personal reflection on the above issues. A cover page is required in APA 7. There is no page number minimum as long as all topics addressed in a well-thought out manner. CACREP 2d, 2h, 5d, 5n, and 9.2j.

Grading Procedures:

Assignments	Points
Discussion Posts/Comments (25pts each x 5)	150
Choice Theory and Reality Therapy PowerPoint	100
Role of Choice Theory/Reality Therapy Clinician	100
William Glasser Video Report	100
Reflection Paper	100
Total Points	550

Grade	Points
A	550-500
B	599-550
C	549-500
D	499- 450
F	449 and below

VIII. 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 review and retention 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.

IX. 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:

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation
6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- 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
- Address student learning
- 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:

Please keep up to date with your current academic calendar to be sure not to miss important deadlines. Check dates 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](#)

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

X. 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. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. 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/>

