COURSE INFORMATION

EDPC 5341 Theories of Counseling
Semester: Spring 2024
Location: Old Main: Room 214
Meeting Times: Tuesdays 5:30 – 8:20 PM

PROFESSOR INFORMATION

Dr. Myra Ortega
Email: myortega@utep.edu
Office: Education Building 706
Office Hours: All office hours are held through TEAMS/Zoom meeting rooms. Please email Dr. Ortega for an appointment.

COURSE DESCRIPTION

This is a required 3-credit course for this program. The primary goals of this course are for students to understand the history and philosophy of the counseling profession. Students will understand major counseling theories, including counselor characteristics, strategies, and techniques of each counseling theory and the ethical, legal and cultural issues related to each counseling theory. The final goal is for students to develop their own personal model of counseling, professional and personal growth as a counselor.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

This course is designed to achieve learning outcomes consistent with the following 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Accreditation Standards and the standards for school counselor certification specified in the Texas Administrative Code. Title 19, Part 7, Rule 239.15 (2001 & Amended in 2009). In support of these standards, students should be able to understand and appropriately apply the knowledge, activities, and assessments related to each. Course and learning objectives are provided on the following table:
<table>
<thead>
<tr>
<th>Objectives</th>
<th>CACREP Standards</th>
<th>Texas Administrative Code</th>
<th>Learning Activities</th>
<th>Outcome Measures</th>
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</thead>
<tbody>
<tr>
<td>GOAL A: The goal is for students to understand the history and philosophy of the counseling profession. (CACREP Standards 2.F.1. a)</td>
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<tr>
<td>Objective A-1. Understand the history and philosophy of the counseling profession and the origins of the counseling specialty areas</td>
<td>2.F.1.a</td>
<td>Rule 239.15, Standard I (1)</td>
<td>Readings, lectures, and discussions (classroom and/or online environments) and class activities</td>
<td>Quiz (on the history and philosophy of the counseling profession)</td>
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<td>GOAL B: The goal is for students to understand major counseling theories, including counselor characteristics, strategies and techniques of each counseling theory (CACREP Standards 2.F. 5. a, f, &amp; i)</td>
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<tr>
<td>Objective B-1. Understand major counseling theories and models</td>
<td>2.F.5.a</td>
<td>Rule 293.15, Standard I (2)</td>
<td>a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory; b) submission of a group case conceptualization paper &amp; presentation; and c) submission of an individual counseling theoretical orientation paper</td>
<td>a) b) and c) achieve a satisfactory score on each quiz (on each chapter); demonstration of understanding of the selected theory on the group case project; and understanding of counseling theory selected as your theory on individual counseling theoretical orientation paper</td>
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<tr>
<td>Objective B-2. Understand counselor characteristics</td>
<td>2.F.5.f</td>
<td></td>
<td>a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning counselor characteristics of each counseling approach and b) submission of an individual counseling theoretical orientation paper</td>
<td>a) and b) achieve a satisfactory score on each quiz (on counselor characteristics of each chapter); understanding of counselor characteristics on individual counseling theoretical orientation paper</td>
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<tr>
<td>Objective B-3. Understand development of measurable outcomes for clients and counseling strategies and techniques for interventions and measurable outcomes for clients.</td>
<td>2.F.5.i &amp; j</td>
<td></td>
<td>a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory and b) submission of a group plan</td>
<td>a) b) and c) achieve a satisfactory score on each quiz (on counseling strategies and techniques for interventions of each chapter); counseling program plan on the group project</td>
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</tbody>
</table>

*Updated on 01/15/2023*
| GOAL C: The goal is for students to understand the ethical, legal, and cultural issues related to each counseling theory (CACREP STANDARDS 2.F.1.e; 2.F.2.c; 2.F.5.) |  |
|---|---|---|
| **Objective C-1.** | Understand ethical and culturally relevant strategies for establishing and maintaining in-person and technology assisted relationships | 2.F.5.d |
| Rule 293.15, Standard I (8) | a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory and b) submission of a group case conceptualization paper & presentation | a) b) and c) achieve a satisfactory score on each quiz (on counseling strategies and techniques for interventions of each chapter); counseling program plan on the group project |

| Objective C-4 | Understand the characteristics and needs of special populations | 2.F.1.e 2.F.2.c |
| Increase awareness in oppressed and discriminated groups | Rule 293.15, Standard I (9) | a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory and b) submission of a group case conceptualization paper & presentation | a) b) and c) achieve a satisfactory score on each quiz (on counseling strategies and techniques for interventions of each chapter); reflection papers; and case conceptualization and counseling program plan on the group project |

| GOAL D: The goal is for students to develop their own personal model of counseling, and professional & personal growth as a counselor. (CACREP STANDARDS 2.F.5.m; 2.F.1.f & k) |  |
|---|---|---|
| **Objective D-1** | Develop a personal model of counseling | 2.F.5.n |
| a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory; b) submission of reflection papers and c) submission of an individual counseling theoretical orientation paper | a) b) and c) achieve a satisfactory score on reflection papers and Develop a personal model of counseling on individual counseling theoretical orientation paper |

**REQUIRED MATERIALS**

*You are expected to complete all required readings for each class prior to our class meeting.*

Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, related documents (e.g., power points), and websites noted on the schedule so that you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials (e.g. reading, video clips, articles) will be placed on BB within each class as well.
<table>
<thead>
<tr>
<th>Book/Movie</th>
<th>Citation</th>
<th>ISBN</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>counseling and psychotherapy. Systems, strategies, and skills (5th ed.)</td>
<td>0134460863</td>
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<tr>
<td></td>
<td>Boston: Pearson.</td>
<td>eText ISBN: 9780134450193,</td>
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<td>0134450191</td>
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<td></td>
<td>Psychological Association.</td>
<td></td>
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<td></td>
<td>frequently used terms (4th ed.). Prentice Hall.</td>
<td>ISBN: 101556203721</td>
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Additional Readings and Materials

American Counseling Association (ACA) 2014 Code of Ethics
www.counseling.org/resources/aca-code-of-ethics.pdf

Professional Counselor (LPC) 2011 Code of Ethics

American School Counselor Association (ASCA) Ethical Codes 2016
www.schoolcounselor.org

ASSIGNMENTS AND GRADING

You will not get credit for late assignments unless you make prior arrangements with the instructor, or in case of an emergency. It is your professional responsibility to honor assignment deadlines and communicate with your instructor in the event that deadlines cannot be honored.
Because this is an online class you can work on your own time schedule and work around your other obligations and most emergencies. Exceptions will be made for emergencies IF you contact the instructor as soon as possible. You know the due dates from the beginning of the semester, so procrastination is not an excuse. I strongly recommend that you submit assignments early in case of unexpected problems with technology. Just as you would be professional in communicating with your employer if you could not meet a deadline, I expect that you will communicate with me if you cannot complete an assignment in time. We can work together on an alternative plan to accommodate your circumstances. *Appropriate accommodations will be made for students registered through CASS, please schedule an appointment with me to discuss your needs.*

Please keep track of your grades in Blackboard, including your cumulative point total and percentage grade to ensure you are maintaining at least a “B” average. I recommend that you check it frequently for discrepancies. If you encounter a discrepancy, please email the instructor as soon as possible.

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<tr>
<th>Grade Distribution</th>
<th>Graded Activities</th>
<th>Points</th>
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<tbody>
<tr>
<td>A = 90% -100%</td>
<td>Assignments (8 x 25 pts.)</td>
<td>200</td>
</tr>
<tr>
<td>B = 80% - 89%</td>
<td>BB Discussion Boards (3 x 50 pts.)</td>
<td>150</td>
</tr>
<tr>
<td>C = 70% - 79%</td>
<td>Quizzes (3 x 50 pts)</td>
<td>150</td>
</tr>
</tbody>
</table>
| D = 60% - 69%      | **Group Project:** Case Conceptualization & Counseling Plan (CCCP)  
      • Paper (150 pts.)  
      • Presentation (100 pts.)  
      • Peer Evaluation (50 pts.) | 300    |
| F = 0% -59%        | **Individual Project:** Counseling Orientation Paper | 200    |
|                    | Total Points      | 1000   |

*Assignments*

Theoretical Learning Charts (TLC) are assignments that can be found in weekly folders in Blackboard and are worth 25 points each. TLC’s will help students organize theories and concepts. They can be used as study guides or memory aides for quizzes and other assignments throughout the semester. Answers for TLC’s can be found in the textbook.

*BB Discussion Boards*

Using the textbook and any other resources students will individually submit a discussion post and then respond to TWO other students in your group. I will assign students to “Discussion Board Groups” when enrollment in the class is stabilized. *Individually, you will formulate your own analysis by answering the following questions:*  
1. *Of the theories learned to date, which one appeals the most to you and why?*  
2. *How does this theory align with your beliefs about human nature?*  
3. *Which techniques related to this theory caught your attention and why?*
Please restate the question in your answers and submit it to your assigned Blackboard Group. Additionally, you will respond to TWO other students in your group on their posts, there is a 10-point penalty for failing to respond to two other students in your group.

The purpose of this activity is to encourage professional communication amongst colleagues on similarities and differences in professional opinions. The goal is to be open to receive other perspectives. Your initial response and your two replies will be graded on the timeliness of your contributions to the discussions and knowledge of the theories using the rubric below. Please notice that in order to receive an “A” on the discussion board assignments you must submit your initial post and respond to two other students on time so that your contribution becomes a part of the professional conversation. Ultimately, these exercises will help you determine the theory(ies) that you will align with and write about for the Individual Project: Counseling Orientation Paper as well as the Group Project: Case Conceptualization & Counseling Plan.

### Rubric for Contributions to the Blackboard Discussions

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<thead>
<tr>
<th><strong>Rubric</strong></th>
<th><strong>Description</strong></th>
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<tbody>
<tr>
<td>(F) 59 and less</td>
<td>Student never makes contributions to the discussion or provides feedback on others’ contribution; demonstrates no knowledge of theory.</td>
</tr>
<tr>
<td>(D) 60 – 69</td>
<td>Student rarely makes timely contributions to the discussion or provides feedback on others’ contributions; demonstrates little knowledge of theory.</td>
</tr>
<tr>
<td>(C) 70 – 79</td>
<td>Student sometimes makes timely contributions to the discussion and provides feedback on others’ contributions; demonstrates basic knowledge of theory.</td>
</tr>
<tr>
<td>(B) 80 – 89</td>
<td>Student usually makes timely contributions to the discussion and provides insightful feedback on others’ contributions; demonstrates good knowledge of theory.</td>
</tr>
<tr>
<td>(A) 90 – 100</td>
<td>Student always makes timely contributions to the discussion and provides insightful feedback on others’ contributions; demonstrates extensive knowledge of theory.</td>
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</tbody>
</table>

### Quizzes

Up to 50 points will be awarded for each of the three class quizzes (total 150 points). Each quiz will have approximately 10 questions each; you will have 20 minutes to complete the quiz and you may only take it once. Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take this quiz. You may NOT collaborate or share the information with others, but you may consult your text and resources if necessary. These questions are provided to assess your comprehension of the material and prepare you for the multiple-choice portion of your master’s comprehensive exams (CPCE) and the national counselor exam (NCE).

1. There will be three quizzes, approximately 10 questions each. Each quiz is 50 points.
2. The format of the quizzes includes multiple-choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
3. You will have 20 minutes to complete the quiz through BB. Once you begin the quiz you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have 30-minutes of uninterrupted time to commit to the quiz.
4. It is an open book/open note exam, but students who study diligently for the quizzes are much more likely to do well on them.
5. **Quiz Schedule** is subject to change according to class progress. The tentative quiz schedule can be found on the last page of syllabus.

### Group Project: Case Conceptualization & Counseling Plan (CCCP)

Case Conceptualization & Counseling Plan Paper: Your group will choose an individual/character from a movie, show, or novel whose nature and/or behavior was a mystery to you, or who was mistreated, or who did not have a healthy relationship. Use **one** theory of counseling covered in this course to write a
describe case study and recommend an effective counseling program for this character. Be as
descriptive as possible using what one has learned in the course to elucidate the character’s mental state
and personality. Avoid making any moral or other judgments of the individual. Present the case as clearly
and as objectively as possible. After your description, put together what might be an effective counseling
treatment plan.

The paper will be graded according to the depth and coherence of the analysis, and in how well you
integrated the course material. Write the case so that the reader will clearly get a sense of the character’s
internal and external make-up from your theoretical perspective. Follow the provided outline and LABEL
EACH SECTION according to the outline. Follow APA Publication Manual 7th edition format carefully.
The body of the paper CANNOT exceed 8 pages in length & must be double-spaced (Times New Roman,
12-point). Any content (body of the paper) after the eighth page will not be graded. This paper must
include at least five references to at least five peer-reviewed counseling journal articles (outside of our
textbook) in support of your paper.

Your group will be asked to conceptualize the client’s behavior, feelings, thought patterns, interactions,
and reactions from your chosen theoretical perspective. If you don’t know the information, after a certain
point, create it with your group members. The following outline should be followed and listed clearly
within the paper.

“Case Conceptualization & Counseling Plan” Paper Format

1. Title Page (APA Style- Please include the names of all group members)

2. Body Section Part I: The Client (Five In-text citations and a corresponding reference list are
required)
   • Client’s Demographic Information
     o Include client’s gender, age, ethnic background, physical characteristics, socioeconomic
       status, state of physical health, education, brief job history, the family of origin and status
       of relationships, etc.
   • Client’s Presenting Problem
     o What is the primary problem the client is presenting?
   • Background Information
     o What background/environmental factors may have influenced this person’s behavior?
     o What traumatic events, if any, has this person experienced?
     o What family of origin issues might this person have that contribute to the issues?
     o What cultural or gender factors might contribute to this person’s current situation?
   • Behavioral Description
     o What observable behaviors contribute to the problem (perhaps information obtained
       through significant others)?
     o What is your analysis of the client’s overt behaviors? What needs are being met through
       them?
• **Cognitive Patterns (What is the subject thinking?)**
  o What beliefs does the subject hold in regard to: (1) self, (2) people, (3) problems and (4) life in general?
  o What is your analysis of the client’s cognition?

• **Affective Manifestations**
  o What emotions does the person report experiencing (when, where, how, what intensity)?
  o What is your analysis of these emotions?

• **Interpersonal patterns**
  o How does this person interact with and relate to others, including family, friends, social and/or business environments?

3. **Body Section Part II: “Counseling Program Plan”** (In-text citations and a (selected) reference list are required)

• **Theoretical Orientation**
  o Clearly identify a theoretical orientation that your group chose and apply to this case.
  o Include at least five current peer-reviewed journal articles as references that are related to the theory.

• **General Counseling Information**
  o Such as time frame of counseling services, frequency, duration of a session, format (individual/group/family).

• **Goals of the Counseling Plan**
  o Specify your long-term goal(s) and short-term goal(s) aligned with the theory of your choice. Please make sure your goals are SMART.

• **Interventions, techniques, and strategies:**
  o List which techniques will be used for each stage/session in the counseling plan.

• **Cultural, legal and ethical considerations**
  o What cultural considerations would be addressed for this client and this theory?
  o What legal consideration would be addressed for this client and theory?
  o What ethical considerations would be addressed for this client and theory?
  o Cite appropriate code of ethics (APA format).

5. **Conclusion** – your group members’ personal reactions to the theory and a brief summary of what you learned from working on this project with your group members.

6. **Reference page** – Follow APA standards. The reference page is excluded from the body of the paper.
“Case Conceptualization & Counseling Plan” Presentation Format

- Each group will present a 30-minute presentation of this project in class.

- **PowerPoint slides:**
  - PowerPoint slides should be developed of the highest degree of quality (there is no limit of slides in length).
  - In-text citations and a (selected) reference list are required.
  - PowerPoint slides (headings and subheadings) MUST align to headings and subheadings with the outlines/order of the paper provided above.
  - PowerPoints slides should be simple and concise. Please summarize and paraphrase from your paper.

“Case Conceptualization & Counseling Plan” Peer Evaluation Form

- A peer evaluation form will be provided to each student in the group. Each form begins with a section for yourself, please fill that out. Then, fill out the remainder of the evaluation form for each of your group members. This information will demonstrate the levels of participation from each member. Points will be taken off for students who are not participating in each stage of development for the group project.

**Individual Counseling Theoretical Orientation Paper**

This final paper addresses the culmination of what you have learned in the class, to begin to visualize and formulate your own style of counseling. You will select a counseling theory (from our textbook) and integrate your values, your likes and dislikes, your skills, and your natural attraction to the theory of your choice. The paper will be graded according to the depth and demonstration of your understanding and integration of course materials, and self-reflection. Follow the provided outline. Follow APA Publication Manual 7th edition format carefully (an abstract is not required for this project). The body (excluding a cover page & reference pages) MUST be 5 pages in length & must be double-spaced (Times New Roman; 12 point) and MUST include 5 in-text citations. Any content after the fifth page will not be graded.

Your paper should follow the format below and answer the following questions:

1. **Title Page** (APA Style)

2. **Body Section: Theory** (Five In-text citations and the corresponding reference list are required)
   a. Explain how this counseling theory fits you?
   b. How does the selected theory align with your personal values, likes, and skills? Provide specific examples of your experiences.
   c. What process is the most important in your favorite theory of counseling?
   d. What is the relationship of a therapist and client in your favorite theory of counseling?
   e. How do you assess the issues of the client in your favorite theory?
   f. How do you assess the outcome of the counseling in your favorite theory of counseling?
   g. What are unique cultural, legal and ethical considerations to consider in applying your favorite theory of counseling? Please exclude confidentiality.
   h. In addition to the general qualities of good counselors, what are the most important qualities of a good counselor for you that align with your favorite theory?
   i. What necessary counseling qualities do you have and which ones do you need to develop for this particular approach?
j. **Address training that you need to take to be an expert in your favorite theory.** Please research about any certification programs/training in your favorite counseling theory.

k. **Address professional organizations or conferences** related to your favorite theory. Please research any counselors or supervisors in town who are specialized in your favorite theory.

l. Provide a brief **professional development** plan to be specialized in your theory with a timeline. You may include your timeline to get licensed in Texas, but in this section, you must include your professional development plan & timeline for your specialty.

3. **Conclusion** – write a brief summary of what you learned from **working on this project**.

4. **Reference page** – Follow APA standards. The reference page is excluded from the body of the paper.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the internet through the Blackboard learning management system. Ensure your UTEP email account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office Programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION

How we will stay in contact with each other.

Here are the ways we can keep the communications channels open:

- **Office Hours:** I will have office hours for your questions and comments about the course. My office hours are by appoint only. Please email me at your earliest convenience for any concerns you wish to discuss.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24 hours of receipt. When emailing me, be sure to email from your UTEP student email account and please put the course name in the subject line.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
ATTENDANCE AND PARTICIPATION

This course is delivered by hybrid methods, meaning you will have a mixture of face-to-face meetings, virtual meetings through Zoom, or “Blackboard Assignment” days where you will simply complete scheduled activities through Blackboard. It is the student's responsibility to review weekly folders EVERY week as all activities will be found in Blackboard. Weekly folders will open every Sunday. Students trying to submit an assignment or quiz at 11:59 PM could encounter issues, please make every effort to submit early.

Attendance in this course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussions with your peers.
- Other activities as indicated in the weekly folders.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling fever and unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to the UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” However, I will not drop you from the course. If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments, Quizzes, Final Exam
All assignments will be due to Blackboard on the dates and times indicated on the course schedule. No late work will be accepted if the reason is not considered excusable. If and when the professor agrees to accept late work a 10 % penalty will be applied.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given
course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to chapter assignments, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

INCOMPLETE GRADING POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is not permitted in this course.
PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COURSE RESOURCES

Where you can go for assistance.

UTEP provides a variety of student services and support:

Technology Resources
- **Help Desk**: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources
- **UTEP Library**: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC)**: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **Math Tutoring Center (MaRCS)**: Ask a tutor for help and explore other available math resources.
- **History Tutoring Center (HTC)**: Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- **RefWorks**: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- **The Miner Learning Center**: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- **UTEP Edge**: UTEP’s cross-campus framework for student success and empowerment – develops students’ assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources
- **Student Success Help Desk (SSHD)**: Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu
- **Military Student Success Center**: Assists personnel in any branch of service to reach their educational goals.
- **Center for Accommodations and Support Services**: Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services**: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- **UTEP Food Pantry**: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.
Professional Associations

- **American Counseling Association (ACA)**
  [https://www.counseling.org/](https://www.counseling.org/)
  ACA is the world's largest association representing professional counselors. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support.

- **American School Counselor Association (ASCA)**
  [https://www.schoolcounselor.org/](https://www.schoolcounselor.org/)
  ASCA is the only national organization serving the school counseling profession, ASCA creates and maintains professional standards and serves as the voice of the school counseling profession.

- **Chi Sigma Iota (CSI)**
  [https://www.csi-net.org/](https://www.csi-net.org/)
  CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.

- **Lone Star State School Counselor Association (LSSSCA)**
  [https://www.lonestarstateschoolcounselor.org/](https://www.lonestarstateschoolcounselor.org/)
  LSSSCA is the only organization in the state of Texas to hold the American School Counselor Association charter. LSSSCA is run by school counselors for school counselors and through this affiliation we work collaboratively with ASCA to provide our members with access to national best practice resources and connect them with thousands of school counselors throughout the nation.

- **Texas Counselor Association (TCA)**
  [https://txca.org/](https://txca.org/)
  TCA membership is diverse, representing counselors in all areas of practice. From LPCs to LMFTs to Professional School Counselors. TCA membership will afford you a long list of member benefits. Division membership is available to TCA members, giving you access to specific communities that matter to you.

COURSE SCHEDULE

**IMPORTANT NOTE:** In Blackboard, 12:00 AM, midnight is the beginning of the new day; 11:59 PM is the end of the day. Assignments will be due the day before our scheduled class time at 11:59 PM.

Please check schedule carefully for interim due dates for online discussion posts. Due dates are indicated below for posting on the discussion boards and responding to others’ posts. You are responsible for meeting these interim deadlines, so please make note of interim due dates for online discussions.

There are no exceptions to due dates except for: (1) instructor error; (2) prior arrangements made with the instructor; or (3) in cases of emergency, which must be documented.
<table>
<thead>
<tr>
<th>Weekly Schedule</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Assignments Due</th>
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</thead>
</table>
| **Week 1: 1/16 In-Person** | Syllabus APA 7th Edition  
Chapter 1- Foundations of Effective Counseling | Syllabus APA 7th Edition  
Chapter 1- Foundations of Effective Counseling | Refer to the *Week 1 Learning Module* in BB for week 1 assignments.  
**Quiz 1 (50 pts.)** due to BB on 1/22 at 11:59 PM |
| **Week 2: 1/23 In-Person** | Freud & Classic Psychoanalysis  
Sigmund Freud  
Adlerian Therapy  
Alfred Adler | Kress, Seligman, Reichenberg: Ch. 2  
Ch. 3 | Refer to *Week 2 Learning Module* in BB for week 2 assignments.  
**Theoretical Learning Chart- Freud & Adler (25 pts.)** due to BB on 1/29 at 11:59 PM. |
| **Week 3: 1/30 In-Person** | Post- and Neo-Freudian Psychoanalytic Therapies  
Carl Jung  
Karen Horney  
Ana Freud  
Melanie Klein  
John Bowlby | Kress, Seligman, Reichenberg: Ch. 4 | Refer to *Week 3 Learning Module* in BB for week 3 assignments.  
**Theoretical Learning Chart- Jung (25 pts.)** due to BB on 2/5 at 11:59 PM  
**Discussion Board 1 (50 pts.)** due to BB on 2/5 at 11:59 PM. (Freud, Adler, Jung)  
Remember that this week you will be engaged in your first online discussion. The reading assignments and video links will help you construct your discussion post. You will be assigned to a group for this discussion. Your *initial post is due on 2/3 by 11:59 pm*. Additionally, you are required to respond to TWO other student responses by 2/5 by 11:59 pm.  
**Focus of the Discussion:**  
1. Of the theories learned to date, which one appeals the most to you and why?  
2. How does this theory align with your beliefs about human nature?  
3. Which techniques related to this theory caught your attention and why? |
| **Week 4: 2/6 In-Person** | Behavior Therapy  
Albert Bandura  
B.F. Skinner  
Ivan Pavlov | Kress, Seligman, Reichenberg: Ch. 5  
Ch. 6 | Refer to *Week 4 Learning Module* in BB for week 4 assignments.  
**Quiz 2 (50 pts.)** due to BB on 2/12 at 11:59 PM (Freud, Adler, Jung) |
<table>
<thead>
<tr>
<th>Week 5: 2/13 In-Person</th>
<th>Reality Therapy</th>
<th>Refer to Week 5 Learning Module in BB for week 5 assignments.</th>
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<tr>
<td></td>
<td>William Glasser</td>
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<td>Robert Wubbolding</td>
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<td>Contemporary Cognitive Behavioral Therapies</td>
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<td>Marsha Linehan</td>
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<td>Steven C. Hayes</td>
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<td>Jon Kabat-Zinn</td>
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<td>Jeffrey E. Young</td>
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<td>Kress, Seligman, Reichenberg: Ch. 7</td>
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<td>Ch. 8</td>
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<tr>
<th>Week 6: 2/20 In-Person</th>
<th>Existential Therapy</th>
<th>Refer to Week 6 Learning Module in BB for week 6 assignments.</th>
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<tbody>
<tr>
<td></td>
<td>Viktor Frankl</td>
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<td>Rollo May</td>
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<td>Irvin Yalom</td>
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<td>Kress, Seligman, Reichenberg: Ch. 9</td>
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Theoretical Learning Chart - Existential Therapy (50 pts.) due to BB on 2/26 at 11:59 PM

Discussion Board 2 (50 pts.) due to BB on 2/26 at 11:59 PM. (Behavior, CBT, Reality, Existential)
The reading assignments and video links will help you construct your discussion post. You will be assigned to a group for this discussion. Your initial post is due on 2/24 by 11:59 pm. Additionally, you are required to respond to TWO other student responses by 2/26 by 11:59 pm.

Focus of the Discussion:
1. Select one of the theories learned and describe which one appeals the most to you and why?
2. How does this theory align with your beliefs about human nature?
3. Which techniques related to this theory caught your attention and why?
| Week 7: 2/27 In-Person | Person-Centered Therapy  
Carl Rogers | Refer to *Week 7 Learning Module* in BB for week 7 assignments.  
**Theoretical Learning Chart-Rogers, (50 pts.)** due to BB on 3/4 at 11:59 PM  
**Quiz 3 (50 pts.)** due to BB on 3/4 at 11:59 PM (Behavior, CBT, Reality, Existential) |
|-----------------------------------------------|---------------------------------------------------------------|
| **Week 8: 3/5 BB Assignment** | Gestalt Therapy  
Fritz Perls | Refer to *Week 8 Learning Module* in BB for week 8 assignments.  
**Theoretical Learning Chart- Perlz, (50 pts.)** due to BB on 3/11 at 11:59 PM |
| **Week 9: 3/11 to 3/17 SPRING BREAK** | | Spring Break |
| **Week 10: 3/19 BB Assignment** | Feminist Therapy  
Laura Brown  
Jean Baker Miller  
Carolyn Zerbe Enns  
Postmodern Therapy  
Michael White  
David Epston  
Family System Therapy  
Ludwig von Bertalanfy  
Murray Brown  
Salvador Minuchin  
Virginia Satir  
Carl Whitaker | Refer to *Week 10 Learning Module* in BB for week 10 assignments.  
**Theoretical Learning Chart-Feminist, Postmodern, Family (50 pts.)** due to BB on 3/25 at 11:59 PM  
**Discussion Board 3 (50 pts.)** due to BB on 3/25 at 11:59 PM (Person-Centered, Gestalt, Feminist, Postmodern, Family)  
The reading assignments and video links will help you construct your discussion post. You will be assigned to a group for this discussion. **Your initial post is due on 3/23 by 11:59 pm.** Additionally, you are required to respond to TWO other student responses by 3/25 by 11:59 pm.  
**Focus of the Discussion:**  
1. Select one of the theories learned and describe which one appeals the most to you and why?  
2. How does this theory align with your beliefs about human nature?  
3. Which techniques related to this theory caught your attention and why? |
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<tr>
<td>Week 11: 3/26 In-Person</td>
<td>Group Work</td>
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<td>CESAR CHAVEZ HOLIDAY 3/29</td>
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<td><strong>Week 12: 4/2 Virtual Group Meetings</strong></td>
<td>Group Work</td>
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<td><strong>Week 13: 4/9 Virtual Group Meetings</strong></td>
<td>Group Work</td>
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<td><strong>Week 14: 4/10 In-Person</strong></td>
<td>Group Work</td>
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<td><strong>Week 15: 4/23 No Class</strong></td>
<td>Developing Your Theoretical Orientation</td>
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<td><strong>Week 16: 4/30 No Class</strong></td>
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<td><strong>MAY 6-10</strong>TH</td>
<td><strong>FINAL EXAMS</strong></td>
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