



**The University of Texas at El Paso  
College of Education  
Educational Psychology and Special Services**

Course Syllabus  
**EDPC 5341 Theories of Counseling**  
Spring 2016  
Tuesday 5:00pm-7:50pm  
Education Building RM301

**Contact Information**

Instructor: Sang-Min Shin, PhD  
Office: Education Building 706  
Email: [sshin2@utep.edu](mailto:sshin2@utep.edu)

- To help me keep track of emails from you, please include "EDPC 5341 and your last name" in the subject line of any correspondence sent via email.
- I have created a listserv using your UTEP email address. If you do not use your UTEP account regularly, please make sure your UTEP account forwards to the account you do use regularly.

Office Hours: 12:00pm-4:30pm Tuesday; or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.

Office Phone: (915) 747-7643

**1. Course Description**

This course is to provide students with opportunities to learn major affective, cognitive, and behavioral theories and therapeutic approaches to individual counseling. Emphasis will be on learning the origin, assumptions, principles, and key terms of each theory and practical applications.

**2. Course Method of Instruction:**

Graduate courses and graduate studies rely heavily on self-motivated learning. Students are encouraged to preview and review assigned course materials and be willing to study current research articles and extra-curriculum materials related to course contents. The course format will be a combination of lectures, discussions, group works, presentations, exams, and experiential learning. We will closely follow the text in this class, but will allow for other learning experiences as well. Physical attendance is required and necessary; however, there may be designated periods of class time assigned for out-of-classroom activities (such as, but not limited to, group meetings, experimental work, assessment, clinical work, take-home exam, etc.). Please refer to the course schedule and in-class announcements for directions.

**3. Course Objectives/CACREP Standards:**

The objectives of this course follow standards set forth in the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) 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).

Objectives	CACREP Standards	TEXAS Administrative Code	Learning Activities	Outcome Measures
<b>GOAL A:</b> The goal is for students to understand the history and philosophy of the counseling profession. (CACREP Standards 2.F.1. a)				
<b>Objective A-1.</b> Understand the history and philosophy of the counseling profession and the origins of the counseling specialty areas	2.F.1. a	<b>Rule 239.15, Standard I (1)</b>	Readings, lectures, and discussions (classroom and/or online environments) and class activities	<b>Quiz</b> (on the history and philosophy of the counseling profession)
<b>Goal B:</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, & i)				
<b>Objective B-1.</b> Understand major counseling theories and models	2.F.5.a	<b>Rule 293.15, Standard I (2)</b>	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 & presentation; and c) submission of an individual counseling theoretical orientation paper	a) b) and c) achieve a satisfactory score on each <b>quiz</b> (on each chapter); <u>demonstrating of understanding of the selected theory on the group case conceptualization &amp; presentation</u> ; and <u>understanding of counseling theory selected as your theory on individual counseling theoretical orientation paper</u>
<b>Objective B-2.</b> Understand counselor characteristics	2.F.5.f		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	a) and b) achieve a satisfactory score on each <b>quiz</b> (on counselor characteristics of each chapter); <u>understanding of counselor characteristics on individual counseling theoretical orientation paper</u>

<p><b>Objective B-3.</b> Understand counseling strategies and techniques for interventions.</p>	<p><b>2.F.5.i</b></p>		<p>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 &amp; presentation</p>	<p>a) b) and c) achieve a satisfactory score on each <b>quiz</b> (on counseling strategies and techniques for interventions of each chapter); <u>treatment plan on the group case conceptualization &amp; presentation</u></p>
<p><b>GOAL C:</b> The goal is for students to understand the ethical, legal, and cultural issues related to each counseling theory (<b>CACREP STANDARDS 2.F.1.e; 2.F.2.c; 2.F.5.</b>)</p>				
<p><b>Objective C-1.</b> Understand ethical and culturally relevant strategies for developing helping relationships</p>	<p><b>2.F.5.d</b></p>	<p><b>Rule 293.15, Standard I (8)</b></p>	<p>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 &amp; presentation</p>	<p>a) b) and c) achieve a satisfactory score on each <b>quiz</b> (on counseling strategies and techniques for interventions of each chapter); <u>treatment plan on the group case conceptualization &amp; presentation</u></p>
<p><b>Objective C-4</b> Understand the characteristics and needs of special populations</p> <p>Increase awareness in oppressed and discriminated groups</p>	<p><b>2.F.1.e</b> <b>2.F.2.c</b></p>	<p><b>Rule 293.15, Standard I (9)</b></p>	<p>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 &amp; presentation</p>	<p>a) b) and c) achieve a satisfactory score on each <b>quiz</b> (on counseling strategies and techniques for interventions of each chapter); <b>journals</b> ; and <u>case conceptualization and treatment plan on the group case conceptualization &amp; presentation</u></p>
<p><b>GOAL D:</b> The goal is for students to develop their own personal model of counseling, and professional &amp; personal growth as a counselor. (<b>CACREP STANDARDS 2.F.5.m; 2.F.1.f &amp; k</b>)</p>				
<p><b>Objective D-1</b> Develop a personal model of counseling</p>	<p><b>2.F.5.m</b></p>		<p>a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory; b) submission of journals and c) submission of an individual counseling theoretical orientation paper</p>	<p>a) b) and c) achieve a satisfactory score on <b>journals</b> and <u>Develop a personal model of counseling on individual counseling theoretical orientation paper</u></p>

#### 4. Required Text

Seligman, L., Reichenberg, L. (2014). <i>Theories of counseling and psychotherapy: Systems, strategies, and skills</i> (4 <sup>th</sup> ed.). Boston: Pearson.	This book is a primary textbook and required for reading assignment, quizzes, class discussions, group presentations, and final assignments.
Gladding, S. T. (2010). <i>The counseling dictionary: Concise definitions of frequently used terms</i> . Prentice Hall.	This book is helpful for you to read and understand the primary textbook.
Publication manual of the American Psychological Association (6 <sup>th</sup> ed.). (2009). Washington, DC: American Psychological Association.	This is the publication style you will use throughout your education and your career in counseling and related fields. You are required to use APA style for all papers submitted in this course.

#### 5. Recommended Study Materials

- ACA 2014 Code of Ethics: [www.counseling.org/resources/aca-code-of-ethics.pdf](http://www.counseling.org/resources/aca-code-of-ethics.pdf)
- Texas LPC 2011 Code of Ethics: [www.txca.org/images/Resources/lpcethics2011.pdf](http://www.txca.org/images/Resources/lpcethics2011.pdf)
- Sharf, R.S. (2012). *Theories of psychotherapy and counseling: Concepts and cases* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Frank, J.D., Frank, J.B. (1993). *Persuasion & healing: A comparative study of psychotherapy* (3<sup>rd</sup> ed.). Baltimore: The John Hopkins University Press.
- Mitchell, S.A., Black, M.J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books
- Wampod, B. E., (2001). *The great psychotherapy debate: Models, methods and findings*. New Jersey: Lawrence Erlbaum Associates

#### 6. Online UTEP Blackboard

You will be automatically signed up for our course webpage on UTEP Blackboard (BB). All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) and course materials will be posted on the course webpage. It is the student's responsibility to check and/or retrieve announcements and course materials.

You can access Blackboard by logging in to [www.my.utep.edu](http://www.my.utep.edu). It is recommended that you access Blackboard from Firefox or Chrome. Using Internet Explorer creates numerous problems in Blackboard, such as getting kicked out during quizzes and exams, so **DO NOT USE INTERNET EXPLORER**. Once you log in on the home page, click on the Blackboard link and look for the Theories of Counseling class.

**Syllabus:** A copy of the syllabus is accessible on the UTEP Blackboard. If there are any changes to the syllabus during the semester I will send you an announcement of the change through the announcement tab or Blackboard email and I will also post a new copy of the syllabus that reflects these changes. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. Also, in most cases, I will e-mail each of you a new syllabus through your UTEP Minor e-mail. You are responsible for using the most recent version of the syllabus. ***The syllabus includes a timeline of all assignments, and quizzes. I strongly recommend that you print it out and refer to it frequently, especially in the event that Blackboard is down.***

**Announcements:** This is where I will send you information during the course, if needed. This tab will have a green asterisk within it if there is a new announcement waiting for you. Click on the tab to receive it.

**My Grades:** This is where you can keep track of your grades. I recommend that you check it frequently and notify me immediately in case there are any discrepancies. It is also important to monitor your grades so that you can seek help if you are not maintaining at least a B average. **Please note: I have had several recent experiences with Blackboard calculating grades inaccurately, so you should keep track of your own grades as the semester progresses, and contact the instructor if you see discrepancies!**

**Technical Support:** This link has information on how to reach UTEP technical support if you are having difficulty with Blackboard. Please see the customer support info under McGraw Hill in this syllabus or go to the link on the McGraw Hill website if you need assistance with McGraw Hill Connect. UTEP personnel will not be able to help you with Blackboard. If you have a problem with Blackboard, call the UTEP Help Desk at:

UTEP HELP DESK

Telephone and Walk-in Support available

Monday-Friday 7AM-8PM

Saturdays 9AM-1PM

Sundays 12PM - 4PM

Telephone: On-Campus extension 4357 (Help) Off-Campus **915-747-5257**

Email: [helpdesk@utep.edu](mailto:helpdesk@utep.edu)

Location: Library Room 300

If you go to their website at <http://admin.utep.edu/Default.aspx?tabid=63402>, you can do a live chat with them. The instructions are the same: if you have a problem with Blackboard, contact UTEP and forward your correspondence with them to me. If the problem is with Blackboard, you will get full points for the assignment. If the problem is on your end, you will get the points you earned.

**Do not wait until the last minute to submit an assignment or take a test in case you run into technical difficulties. You may need to access another computer to finish your assignment or test. If you wait until the last minute and then experience technical difficulties, your work will not be submitted on time and you will not get credit.**

**Important note: You should not plan to take the quizzes on your personal laptops while connected to UTEP wireless, because it will kick you out after an hour and you won't be able to get back into the test. If you want to take the exams at UTEP, you will need to actually log onto a computer on the UTEP LAN network (any computer lab).**

## **7. Course Expectations:**

Students are expected to read the reading assignment before class every week. All assignments are expected to be completed individually unless directly indicated otherwise (e.g., group paper). No assignments are accepted past their due date unless prior arrangements have been made with the instructor.

### **8. Class Attendance:**

Although you do not receive credit for simply being in class, attendance is necessary for you to learn and is expected. I understand that things happen and you may have to miss class. You are allowed to miss two (2) class periods without affecting your grade. If you miss three (3) class periods, you will lose five (5) points from your final grade. Missing more than three class periods may be subject to not passing the class. Please speak to me ahead of time if you anticipate missing class.

### **9. Professionalism in Class:**

You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express and maintain professional attitudes and proper manners in regard to the classroom discussions, presentations, and diverse opinions. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought to the instructor's attention either by verbal or written format. Because you are now "counselors in training", it is important to view your conduct in a professional role.

### **10. Electronic Devices:**

Generally, the use of electronic devices is not permitted during class. This can be discussed on a case by case basis (i.e., class activities using the internet), but behaviors such as texting or searching the internet for non-course related content is considered unprofessional.

### **11. Academic Integrity:**

Failure to follow academic integrity (conduct 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 person's as ones own. And, collusion involves collaborating with another person to commit any academically dishonest act. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please refer to the student affairs website for more information:  
<http://sa.utep.edu/osccr/academic-integrity/>

### **12. Course Assignments:**

#### **Journals (20%, 100 points)**

- a. Students will write four journal entries throughout the semester. Each journal entry will be worth 25 points. Please check the deadlines for each journal entry on the course schedule.
- b. Journal entries will be submitted through Blackboard, in the form of a Word file.
- c. Journal entry should be 1½ to 2 pages long. Points will be deducted if journal entry is shorter than 1 ½ pages.
- d. Journal entries should meet all APA publication manual standards and requirements. They should be typed, double-spaced, in Times New Roman 12 point font. Include a cover page to protect confidentiality.
- e. Your journals should represent a good deal of effort and thoughtful, sincere self-disclosure and reflection of your growth as a counselor. These journals provide you with the opportunity to learn more about yourself. Most importantly, they also provide the opportunity to reflect on what you have learned throughout the course.

- These are your reflections on your own personal, professional, and academic experiences and learning; and NOT summary of the chapter/class discussions.
- f. Your journals include any other important ideas you have toward this class. This journal is designed to give you the opportunity to consider how you have grown in thinking about your own ideas and thoughts on the counseling process by incorporating your personal and professional experiences.
  - g. See **Appendix A** for evaluation criteria.

### **Quizzes (25%, 125 points)**

- a. There will be five quizzes, 10 questions each. Each quiz is 25 points or 2.5 points per question.
- b. The formats of quizzes include multiple choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
- c. You will have 20 minutes to complete the quiz through Blackboard. Once you begin the quiz you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have a 30-minutes of uninterrupted time to commit to the quiz.
- d. 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.*
- e. **Quiz schedule is subject to change according to class progress.** Tentative quiz schedule follows:
  - **Quiz 1 covers** Chapters 1, 2 & 3 (including Effective Treatment & Freud); and it will open at 6:00 am Wednesday, January 27, and closes at 11:59 pm Monday, February 1, 2016
  - **Quiz 2 covers** Chapters 4, 5, & 6 (including Adler, Jungian & Objective Relation); and it will open at 6:00 am Wednesday, February 10, and closes at 11:59 pm Monday, February 15, 2016
  - **Quiz 3 covers** Chapters 7, 8, 9, 10 & 11 (including Person-centered, Existential, Gestalt, Narrative, SFBT & Feminist); and it will open at 6:00 am Wednesday, March 2, and closes at 11:59 pm Monday, March 14, 2016
  - **Quiz 4 covers** Chapters 12, 13 & 14 (including REBT & Cognitive Therapy); and it will open at 6:00 am Wednesday, March 23, and closes at 11:59 pm Monday, March 28, 2016
  - **Quiz 5 covers** Chapters 15, 16, 17 & 18 (including CBT, Reality & Family system); and it will open at 6:00 am Wednesday, April 13, and closes at 11:59 pm Monday, April 18, 2016

### **Group Case Conceptualization and Treatment Program Project (25%, 125 points)**

Later in this semester, students will form groups to complete this project. This project consists of two components: (1) case conceptualization and treatment program paper and (2) group presentation.

- (1) **Group case conceptualization and treatment program paper** - Your group will choose an individual from your personal life whose nature and/or behavior was a mystery to you, or who was mistreated, or with whom you did not have a healthy relationship. This should be someone who was well known and close to you. Use one theory of counseling covered in this course to write a descriptive case conceptualization and recommend an effective treatment program for this person. Mention neither the name of the individual nor their relationship with you. Refer to the individual using a fictitious name. Be as descriptive as possible using what one has learned in the course to elucidate the person'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 treatment program 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 person'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 6th edition format carefully. The *body* of the paper CANNOT exceed 8 pages in length & double-spaced (Times New Roman 12 pt. font). Any content (body of paper) after the eighth page will not be graded. This paper must include references to at least five 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. Each paper should have a title page according to APA format, then the body of the paper, then the 'References' section.

- a. Abstract
  - Overview and brief summary of the paper
  - The body of paper do not include this section
- b. Introduction, General background information, and Theoretical Paradigm
  - Client's gender, age, ethnic background, physical characteristics, socioeconomic status, state of physical health, education, brief job history, family of origin and status of relationships, etc.
  - Include the theory you chose and provide a 1-3 page literature review on the major ideas of the theory (should include at least five current peer-reviewed journal articles as references that are related to the theory). For example: what are the central tenets of the theory? What does the current research demonstrate regarding the theory's effectiveness with the subject of the case?
  - What background/environmental factors may have influenced this person's behavior?
  - What traumatic events, if any, has this person experienced?
  - What family of origin issues might this person have that contribute to the issues?
  - What cultural or gender factors might contribute to this person's current situation?
- c. Subject's presenting problem
  - What problem does the subject present as needing intervention?
  - What do you see as a counselor that needs changing?
  - Does the family play a role in the subject's dysfunction? If so, how?
- d. Behavioral description
  - What is the subject doing?
  - What observable behaviors contribute to the problem (perhaps information obtained through significant others)?
  - What is your analysis of the subject's overt behaviors? What needs are being met through them?
- e. Cognitive patterns (What is the subject thinking?)
  - What beliefs does the subject hold in regard to: (1) self, (2) people, (3) problems and (4) life in general?

- What is your analysis of the subject's cognitions?
- f. Affective manifestations
  - What is the subject feeling?
  - What emotions does the person report experiencing (when, where, how, what intensity)?
  - What is your analysis of these emotions?
- g. Interpersonal patterns
  - How does this person interact with and relate to others, to include family, friends, social and/or business environments?
- h. Design a treatment plan based on your theoretical perspective that includes the following:
  - Goals of counseling treatment
  - Objectives of counseling treatment
  - Treatment plan for each phase in the counseling progress
  - Specific strategies and techniques for each session
  - Cultural, legal and ethical considerations
- i. Conclusion - personal reaction to the theory and brief summary of what you learned from writing the paper.
- j. Reference page – Excluded from the body of the paper

**(2) Group case conceptualization and treatment program presentation** - At the end of this semester, your group will present your case conceptualization and treatment program paper in class.

- a. Your group will complete a 30 minute oral presentation of the case in class (including 5 minutes for Q&A).
- b. Your presentation consists of :
  - Background of your client (demographic, family or social supports)
  - Presenting problems, observable behaviors, theoretical orientation used for the case analysis (including information about it and rationale for utilizing it)
  - Counseling goals and objectives
  - Treatment plan (including a role play demonstration of using counseling techniques or an experiential class activity for your classmates)
  - Cultural, legal, and ethical considerations
- c. In class presentation must include PowerPoint slides (which should be readable from the back of the classroom)
- d. Your group presentation PowerPoint slides should be submitted to Dr. Shin via email by Wednesday night, 5:00 pm, before your presentation day.
- e. You must provide a handout to the class (2 pages, printed on both sides; and in a Word file format)
- f. See **Appendix B** for evaluation criteria (of case conceptualization and treatment program paper and presentation)
- g. Final group paper, PowerPoint slides, and handout must be submitted to BB *and* Dr. Shin via email by 11:59 pm the day before your presentation day

**Individual Counseling Theoretical Orientation Paper (20%, 100 points)**

This final paper addresses the culmination of what you have learned in the class, in order to begin to visualize and formulate your own style of counseling. You will select a theory of psychotherapy (from textbook or approved by instructor) and integrate your values, your likes and dislikes, your skills, and your natural attraction to the selected theory. Your paper should answer the following questions:

- (1) Which theoretical orientation you like most and why?
  - a. How this theoretical orientation fits you?

- b. Integrate your values, your likes and dislikes, your skills, and your natural attraction to the selected theory
- c. If it is a combination of therapies that attract you, explain how they fit together?
  - (2) What processes are most important in counseling?
  - (3) What is the relationship of a therapist and client?
  - (4) How do you assess the issues of the client?
  - (5) What are the main influences on therapeutic success? What makes counseling work?
  - (6) How do you assess the outcome of the therapy?
  - (7) Is there any cultural, legal and ethical consideration in applying this particular theoretical orientation?
  - (8) What are the most important qualities of a good counselor for this particular theoretical orientation?
    - a. In addition to general qualities of counselors, what necessary counseling qualities do you have and which ones do you need to develop for this particular approach?
    - b. How will you acquire these qualities? Are there any certification programs? License needed in Texas? What particular professional counselor education is needed in addition to the Counselor License in Texas?

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 and LABEL EACH SECTION according to the outline. Follow APA Publication Manual 6th edition format carefully. The *body* of the paper CANNOT exceed 8 pages in length & double-spaced (Times New Roman 12 pt. font). Any content (body of paper) after the eighth page will not be graded.

- See **Appendix C** for evaluation criteria
- Online submission via Blackboard

### **Counselor Self-Portrait (5%, 20 points)**

Art I could be a meaningful way to visualize how we learn, grow, and change. At the end of the semester, each of you will present your own self-portrait reflecting your growth as a counselor. The medium for this counselor self-portrait can be any form of art (such as, but not limited to, drawing, painting, music, crafts, poem, etc.) Examples for this assignment will be further discussed and presented in class. You will present your self-portrait to the class for five minutes. You need to present (1) a title of your self-portrait, (2) meaning of your self-portrait, and (3) what you have learned about yourself this semester as a counselor. This assignment will be graded by how well your self-portrait reflected your growth and learning.

### **Class Attendance & Participation (5%, 20 points)**

As indicated in the Graduate Catalog, attendance is required at all class meetings. Any unexcused absences will result in a decrease of your final grade. Students cannot miss more than 7.5 hours of the scheduled classes and pass this course, excused absence or not. An absence will be considered excused at the discretion of the instructor and documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.). Please use your time management skills properly and be on time and ready to learn at 5:00 pm sharp. If you are late to class more than three times it will result in a decrease of your final grade. In addition, you are expected to remain in class for the duration of the class. Unless you have a documented, unavoidable reason for leaving class early, you are expected to stay until released by the instructor. If you leave early more than twice, you will be dropped from the course.

### 13. Student Evaluation:

	Assignment	%	Points
1	Four Journal Entries	20%	100
2	Five Quizzes	25%	125
3	Group Case Conceptualization and Treatment Program Project	25%	125
4	Individual Counseling Theoretical Orientation Paper	20%	100
5	Counselor Self Portrait	5%	25
6	Attendance and Participation	5%	25
	Total points	100%	500

All assignments must follow APA Publication Manual (6<sup>th</sup> edition) and be written with a correct title page format, double-spaced, 12 pt. Times New Roman font, reference page (if you use citations), headers, etc. Please carefully proofread your work before submission to eliminate grammatical or typographical errors.

**Late assignment** will not be accepted unless prior arrangements have been made with the instructor. It is your responsibility to check any changes of the assignment deadlines (which will be announced in class or through the course Blackboard) and to honor the deadlines.

Assignments received after the due date will be penalized as follows:

- 20% of the total possible points for the assignment will be deducted from assignments received within 24 hours after the original due date and time.
- 40% of the total possible points for the assignment will be deducted from assignments received within 48 hours after the original due date and time.
- 60% of the total possible points for the assignment will be deducted from assignments received within 72 hours after the original due date and time.
- 80% of the total possible points for the assignment will be deducted from assignments received within 96 hours after the original due date and time.
- No credit will be earned for assignments received more than 96 hours after the original due date and time.

### 14. Grading Scale:

Letter Grade	%	Points
A	90-100%	450-500
B	80- 89%	400-449
C	70-79%	350-399
F	0-69%	0-349

### 15. Students with Disabilities:

If a student needs accommodations, then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the Director of CASS. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and Center for Accommodations and Support Services (CASS) at UTEP.

*Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist with your needs in this class.*

#### **16. Emergency Plan and Inclement Weather:**

Please refer to available resources, for example: emergency management plan at UTEP Police Department (<http://www.utep.edu/documents/police/emergencyplan.pdf>), your student handbook, and university policies. You should monitor potential emergency and weather conditions via university-provided alert system Minor Alert (<https://mineralert.utep.edu/index.php?CCheck=1>) and the local news channels. Please contact the University Police Department at 747-5611 (or 911) for emergency/crisis conditions, and emergency notification services (such as [www.mobilecampus.com](http://www.mobilecampus.com) & others).

#### **17. Useful Websites:**

UTEP Library <http://libraryweb.utep.edu/>

UTEP Library Online Resources <http://libraryweb.utep.edu/online/>

UTEP Library Introduction to Research Tutorial <http://libraryweb.utep.edu/research/>

UTEP Writing Center <http://academics.utep.edu/writingcenter>

UTEP Library Distance Education Resources

[http://libraryweb.utep.edu/services/dist\\_ed.php](http://libraryweb.utep.edu/services/dist_ed.php)

The Owl at Purdue: <http://owl.english.purdue.edu/owl/resource/544/01>

UTEP University Counseling Center <http://sa.utep.edu/counsel/>

#### **18. Course Syllabus and Announcement:**

This course meeting schedule and/or assignment deadlines are subject to change. The changes will be announced via Blackboard course website. **It is the student's responsibility to check and/or retrieve announcements and course materials.**

**Appendix A  
Journal Evaluation**

<b>Total Points for EACH Journal Entry</b>	<b>25</b>
<p>Contents</p> <ul style="list-style-type: none"> <li>▪ Topics relevant to counseling and course</li> <li>▪ Demonstrates clear understanding of course materials (e.g., principle, concepts, techniques, strategies, class discussions)</li> <li>▪ Other counseling relevant topics includes professional identity &amp; development, ethical and legal issues, diversity issues, special populations, etc.</li> <li>▪ NOT a summary of the chapter or class/group discussions</li> </ul>	/10
<p>Self-reflections</p> <ul style="list-style-type: none"> <li>▪ Demonstrates how you have grown in thinking about your own ideas and thoughts on counseling process by incorporating with your personal and professional experiences</li> <li>▪ Integration of course materials and self-reflection on personal, professional, and academic experiences</li> <li>▪ Demonstrates growth of self-awareness</li> <li>▪ Do NOT just list what happened to you or what you experienced</li> </ul>	/10
<p>Quality of academic writing</p> <ul style="list-style-type: none"> <li>▪ Did the paper follow APA Publication Manual 6th edition format?</li> <li>▪ Length of paper (1 ½-2 pages long, excluding references)</li> <li>▪ Cover page (including title, name, and school)</li> <li>▪ Appropriate format <ul style="list-style-type: none"> <li>○ 1 inch margins</li> <li>○ Double-space</li> <li>○ Time New Roman, size 12</li> <li>○ Citations adequate</li> </ul> </li> <li>▪ Grammatical errors</li> <li>▪ Spelling</li> <li>▪ Reference page</li> </ul>	/5
<b>EACH Journal Entry</b>	<b>/25</b>

Journal Entry 1	/25
Journal Entry 2	/25
Journal Entry 3	/25
Journal Entry 4	/25
<b>Total Points for Journal Entries</b>	<b>/100</b>

**Appendix B**  
**Case Conceptualization and Treatment Program Project**  
**Evaluation**

<b>Case Conceptualization and Treatment Program <u>Paper</u></b>	<b>100 points</b>
(1) Paper covered each section according to the syllabus outline <ul style="list-style-type: none"> <li>▪ Demonstrated knowledge and understanding in each section</li> <li>▪ (Please see the outline listed on page 7 from the syllabus and follow thoroughly)</li> </ul> (2) Quality of: <ul style="list-style-type: none"> <li>▪ Case conceptualization descriptions</li> <li>▪ Theoretical Paradigm (Did you effectively use literature to support selected theory/theoretical perspective?)</li> </ul> (3) Treatment plan based on the case conceptualization and our theoretical perspective <ul style="list-style-type: none"> <li>▪ Goals of counseling treatment</li> <li>▪ Objectives of counseling treatment</li> <li>▪ Treatment plan for each phase in counseling progress</li> <li>▪ Specific strategies and techniques for each session</li> <li>▪ Cultural, legal and ethical considerations</li> </ul>	/80
Quality of academic writing <ul style="list-style-type: none"> <li>▪ Did the paper follow APA Publication Manual 6th edition format?</li> <li>▪ Length of paper (8 pages, excluding abstract and reference pages)</li> <li>▪ Did the paper include references to <i>at least five counseling journal articles</i> (outside of our textbook)?</li> </ul>	/20
<b>Case Conceptualization and Treatment Program <u>Group Presentation</u></b>	<b>25 points</b>
Presenters understood and were knowledgeable? <ul style="list-style-type: none"> <li>▪ Demonstrated understanding of selected theory and concepts?</li> <li>▪ Did they read from slides or scripts? (They should not.)</li> <li>▪ Did each group member have an opportunity to present?</li> </ul>	/10
Presentation was engaging and informative? <ul style="list-style-type: none"> <li>▪ Treatment plan (including a role play demonstration of using counseling techniques or an experiential class activity for/with your classmates)</li> <li>▪ Were the presenters enthusiastic and professional?</li> <li>▪ Did they use multimedia materials?</li> <li>▪ Was the presentation informative?</li> </ul>	/5
Presentation was well organized? <ul style="list-style-type: none"> <li>▪ Did the presentation last 30 minute?</li> <li>▪ Was the presentation easy to follow and understand?</li> <li>▪ Final group paper, PowerPoint slides, and handout must be submitted to BB <i>and</i> Dr. Shin via email by 11:59 pm the day before your presentation day</li> </ul>	/5
Provided a handout and PowerPoint slides to class? <ul style="list-style-type: none"> <li>▪ Did the handout and PowerPoint slides support the presentation?</li> <li>▪ Handout: 2 pages, printed on both sides; and in Word file format</li> <li>▪ PowerPoint slides: are they readable from the back of the classroom?</li> <li>▪ Reference list &amp; citations in APA style</li> </ul>	/5
<b>Total Point</b>	<b>/125</b>

**Appendix C**  
**Individual Counseling Theoretical Orientation Paper**  
**Evaluation**

<p>Student clearly identified his or her own personal theoretical orientation</p> <ul style="list-style-type: none"> <li>▪ Which theoretical orientation you like most and why?</li> <li>▪ How this theoretical orientation fits you?</li> <li>▪ Did they integrate their values, likes/dislikes, skills, and natural attraction to the selected theory?</li> <li>▪ Did the student share individual personal experiences?</li> <li>▪ If it is a combination of therapies, explain how they fit together?</li> </ul>	/30
<p>Student demonstrated his or her understanding of the selected theory</p> <ul style="list-style-type: none"> <li>▪ What processes are most important in counseling?</li> <li>▪ What is the relationship of a therapist and client?</li> <li>▪ How do you assess the issues of the client?</li> <li>▪ What are the main influences on therapeutic success? What makes counseling work?</li> <li>▪ How do you assess the outcome of therapy?</li> <li>▪ Is there any cultural, legal and ethical consideration in applying this particular theory and techniques?</li> </ul>	/30
<p>Student demonstrated necessary counseling qualities to be a good counselor in the particular approach</p> <ul style="list-style-type: none"> <li>▪ What are the most important qualities of a good counselor for this particular theoretical orientation?</li> <li>▪ In addition to general qualities of counselors, what necessary counseling qualities do you have and which ones do you need to develop for this particular approach?</li> <li>▪ How will you acquire these qualities? Are there any certification programs? License needed in Texas? What particular professional counselor education is needed in addition to Counselor License in Texas?</li> </ul>	/30
<p>Quality of academic writing</p> <ul style="list-style-type: none"> <li>▪ Cohesion &amp; Coherence (organization)</li> <li>▪ Appropriate length (8 pages long)</li> <li>▪ APA style (APA Publication Manual)</li> <li>▪ References (of resources)</li> </ul>	/10
<b>Total Point</b>	<b>/100</b>

## Tentative Course Schedule

DATE	TOPIC	READING	ASSIGNMENTS DUE
1/19	Introduction to course & syllabus Effective Treatment	Ch 1	
1/26	Background-focused treatment systems & Freud	Ch 2 & 3	Journal entry 1 due on BB by 4:00 pm & <u>offline in class</u> Quiz # 1 due on BB 11:59 pm Monday, Feb 1
2/2	Alfred Adler	Ch 4	
2/9	Neo-Freudians	Ch 5 & 6	Quiz # 2 due on BB by 11:59 pm Monday, Feb 15
2/16	Person centered counseling	Ch 7 & 8	
2/23	Existential therapy	Ch 9	
3/1	Gestalt therapy & Emerging approaches emphasizing emotions and sensations	Ch 10 & 11	Journal entry 2 due on BB by 4:00 pm
3/8	Spring Break		Quiz # 3 due on BB 11:59 pm Monday, March 14
3/15	Thought-focused treatment systems & REBT	Ch 12 & 13	
3/22	Cognitive therapy	Ch 14	Quiz # 4 due on BB 11:59 pm Monday, March 28
3/29	Action-focused treatment systems & Behavior and cognitive-behavioral therapy	Ch 15 & 16	
4/5	Reality therapy	Ch 17	Journal entry 3 due on BB by 4:00 pm
4/12	Family systems approaches	Ch 18	Quiz # 5 due on BB 11:59 pm Monday, April 18
4/19	Integrating theories	Ch 19	
4/26	Students' group case conceptualization and treatment program presentations (1)		Individual Counseling Theoretical Orientation Paper
5/3	Students' group case conceptualization and treatment program presentations (2)		Journal entry 4 due on BB by 4:00 pm
5/10	Final Exam Week		Counselor Self-Portrait due