



**THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL
SERVICES**

**EDPC 5341
Theories of Counseling
Fall 2015**
Wednesdays 5:00pm-7:50pm
Room EDUC 309

Course Syllabus

Instructor: Sang-Min Shin, Ph.D.

Office: EDUC 706

Office hours: 1:00pm-4:30pm Monday and Wednesday; and by appointment

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

Phone: (915) 747-7643

Email: 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.

1. Course description:

Study and analysis of the major affective, cognitive, and behavioral theories and therapeutic approaches to individual counseling. Emphasis on historical perspectives and practical applications.

2. Required Text and Reading Materials:

- Seligman, L., Reichenberg, L. (2014). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (4th ed.). Boston: Pearson.
- ACA 2014 Code of Ethics: www.counseling.org/resources/aca-code-of-ethics.pdf
- Texas LPC 2011 Code of Ethics: www.txca.org/images/Resources/lpcethics2011.pdf

3. Recommended Study Materials:

- Sharf, R.S. (2012). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). Belmont, CA: Brooks/Cole.
- Frank, J.D., Frank, J.B. (1993). *Persuasion & healing: A comparative study of psychotherapy* (3rd 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

4. Course Objectives/CACREP Standards:

The objectives of this course is to provide an opportunity for students to understand and demonstrate competency in the major counseling theoretical orientations. This knowledge and competency will 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).

Goals/Objectives	CACREP Standards	TEXAS Administrative Code	Learning Activities	Outcome Measures
GOAL A: Understand the history and philosophy of the counseling profession (CACREP STANDARDS II.F.1. a).				
Objective A-1 History and philosophy of the counseling profession and the origins of the counseling specialty areas	II.F.1. a	Rule 239.15, Standard I (1)	Reading, lecture and group discussion (classroom and/or online environments) about the evolution and current issues of the counseling profession and the specialty area of clinical mental health counseling.	Passing grade on Quiz 1
Goal B: Understand theories of effective, ethical and culturally relevant counseling programs and strategies for developing helping relationships (CACREP STANDARDS II.F.5.a & d).				
Objective B-1 Theories and models of effective counseling and wellness programs	II.F.5.a	Rule 293.15, Standard I (2)	Reading, lecture and group discussion (classroom and/or online environments) about effective theories and models of counseling and wellness programs.	Passing grade on Quiz 2- 6
Objective B-2 Ethical and culturally relevant strategies for developing helping relationships	II.F.5.d	Rule 293.15, Standard I (8)	Reading, lecture and group discussion (classroom and/or online environments) about ethical and culturally relevant helping relationships.	Passing grade on Quiz 2- 6
GOAL C: Understand counselor characteristics and behaviors that influence outcomes; Empirically based counseling strategies and techniques for prevention, intervention and advocacy; Understanding the needs of special populations; Aiding students in developing a personal model of counseling. (CACREP STANDARDS II.F.1.e; II.F.2.c; II.F.5.f, j & n).				

Objective C-1 Understand counselor characteristics and behaviors that influence the helping process	II.F.5.f		Reading, lecture and group discussion (classroom and/or online environments) about counselor characteristics and behaviors that influence helping processes.	Passing grade on Quiz 2- 6
Objective C-2 Understand evidence-based counseling strategies and techniques for prevention and intervention.	II.F.5.j		Reading, lecture and group discussion (classroom and/or online environments) about empirically based counseling strategies and techniques.	Passing grade on Quiz 2- 6 Passing grade on Group Project
Objective C-3 Process for aiding students in developing a personal model of counseling.	II.F.5.n		Theoretical orientation paper.	Passing grade on Theoretical orientation paper
Objective C-4 Understand the characteristics and needs of special populations	II.F.1.e II.F.2.c	Rule 293.15, Standard I (9)	Reading, lecture and group discussion (classroom and/or online environments) about the characteristics and needs of special populations.	Passing grade on Quiz 2- 6

5. Course Format:

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 relating to course contents. The course format will be a combination of lecture, discussion, group work, 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 certain course periods or partial time of a course to be 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 course schedule and in-class announcements for directions.

6. Course Expectations:

Because higher learning and the development of critical thinking require an active rather than passive student role, the “Socratic method” will be heavily utilized in this class and you will be expected to participate in question/answer exercises. ***Late assignments will not receive full credit and assignments that are more than one week late are subject to receiving zero points.***

7. 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.

8. 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.

9. 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., taking notes on your laptop), but behaviors such as texting or searching the internet for non-course related content is considered unprofessional.

10. 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/>

11. Course Assignments:

#	Assignment		
1	Journals*	20%	100
2	Five Quizzes	25%	125
3	Case Conceptualization and Treatment Program Paper	25%	125
4	Group Presentation	20%	100
5	Counselor Self Portrait*	5%	25
6	Participation	5%	25
	Total points	100%	500

* Journals and Counselor Self Portraits adapted from Siahpoush (2013)

1) Journals (20%, 100 points):

- a. Students will make a minimum of four journal entries throughout the semester. Each journal entries will be worth 25 points. The first journal entry is due before class on September 9th; the 2nd, 3rd, and 4th journal entries are due at any time before class on November 11 to Dr. Shin (online submission only).
- b. Journal entry should be 1½ to 2 pages long. Points will be deducted if journal entry is shorter than 1 ½ pages.

- c. Journal entries should meet all APA standards and requirements. They should be typed, double-spaced, in Times New Roman 12 point font. Include a cover page to protect confidentiality.
- d. Your journals should represent a good deal of effort and thoughtful, sincere self-disclosure and reflection. These journals provide you with the opportunity to learn more about yourself. 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.
- e. Your journals include any other important ideas you have toward 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 counseling process by incorporating with your personal and professional experiences.
- f. See **Appendix A** for grading criteria.
- g. In this exercise, students will keep a journal addressing these overarching questions (Siahpoush, 2013):
 - What is counseling?
 - What attracts me to counseling?
 - What are my goals in choosing this profession?
 - What are my life goals?
 - How does counseling as a profession fit into those life goals?
 - Who am I in relationship to others?
 - What are the daily life issues that regularly come up in my consciousness?
 - What are the environmental and contextual issues that excite me (such as politics, economics, education, religion, ecology, hunger, poverty, war, or justice issues)?
 - What are the philosophical issues that engage me?
 - What are the local or international issues that engage me?

2) Quizzes (25%, 125 points):

The formats of quizzes include multiple choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.

3) Case Conceptualization and Treatment Program Paper (25%, 125 points) (due any time before class on December 2 to Dr. Shin):

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 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.

You are 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. 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.

- (1) Introduction, General background information, and Theoretical Paradigm
 - a. Overview and brief summary of the paper (similar to an abstract)
 - b. 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.
 - c. Include the theory you chose and provide a 1-3 page literature review on the major ideas of the theory (should include at least 3 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?
 - d. What background/environmental factors may have influenced this person's behavior?
 - e. What traumatic events, if any, has this person experienced?
 - f. What family of origin issues might this person have that contribute to the issues?
 - g. What cultural or gender factors might contribute to this person's current situation?
- (2) Subject's presenting problem
 - a. What problem does the subject present as needing intervention?
 - b. What do you see as a counselor that needs changing?
 - c. Does the family play a role in the subject's dysfunction? If so, how?
- (3) Behavioral description (What is the subject doing?)
- (4) 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?
- (5) Cognitive patterns (What is the subject's thinking?)
 - a. What beliefs does the subject hold in regard to (1) self, (2) people, (3) problems and (4) life in general?
 - b. What is your analysis of the subject's cognitions?
- (6) Affective manifestations (What is the subject feeling?)
 - a. What emotions does the person report experiencing (when, where, how, what intensity)?
 - b. What is your analysis of these emotions?
- (7) Interpersonal patterns

- How does this person interact with and relate to others, to include family, friends, social and/or business environments?
- (8) Design a treatment plan based on your theoretical perspective that includes the following:
- Goals of treatment & Specific techniques and rationale for choosing specific interventions
- (9) Conclusion- personal reaction to the theory and brief summary of what you learned from writing the paper.

4) Group Presentation (20%, 100 points):

Later in this semester you will be asked to form a group for this group presentation according to your theoretical orientation. This presentation addresses the culmination of what you have learned in the class, in order to begin to visualize and formulate your own style of counseling. Your group 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 presentation should answer the following questions:

- Which theoretical orientation you like most and why?
 - Which theoretical orientations come first and second; and why?
 - If it is a combination of therapies that attract you and the group, explain how they fit together?
- What processes are most important in counseling?
- What is the relationship of a therapist and client?
- How do you assess the issues of the client?
- What are the main influences on therapeutic success? What makes counseling work?
- How do you assess the outcome of therapy?
- What are the most important qualities of a good counselor?
- What necessary counseling qualities do you have and which ones do you need to develop?
- How will you acquire these qualities?

Your group can freely use our textbook and other research literature to support your presentation. Your group must include references to at least five counseling journal articles (outside of our textbook) in support of your theoretical orientation.

5) Counselor Self-Portrait (5%, 20 points):

Art in general are powerful ways to capture how we conceptualize complex notions, such as our relationship with others. At the end of the semester, each of you will present your self-portraits reflecting your growth as a counselor. The medium for this counselor self-portrait can be any form of art. The form of art for this assignment will be further discussed in class. Self-portraits will be displayed and presented to the class during the last class of this semester.

6) Class Participation (5%, 20 points):

Your participation is crucial in this course. Please attend all class meetings or inform the instructor of the nature of your absence and make arrangements to make up in-class activities. Please also fully participate in your group assignments and lab component of the class. Group members are encouraged to openly discuss the level of involvement of their fellow group members and to notify the instructor if there are concerns about individual participation.

12. Paper Grading Rubric:

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

Area	Unsatisfactory	Needs Improvement	Good	Very Good	Excellent
Content 40 %	Totally unrelated to assigned topic	Remotely related to assigned topic/ superficial analysis	Generally related to assigned topic, appropriate presentation of ideas but lacking depth	Directly related to assigned topic, strong development of concepts and ideas. Conclusions are logical	Surpasses assignment expectations, conclusions are presented in context of their relevance and implications
Cohesion & Coherence 20 %	Not organized, makes no sense.	Some organization: Little or no use of headings (e.g., introduction and conclusion)	Basic organization: Use of some headings and logical flow. Introduces ideas in organized sequence	Well organized: Research questions and conclusions developed in relation to literature review.	Excellent organization: Research question logically consistent, developed relation to literature review.
Grammar 20 %	Many grammar/ spelling/ syntax errors, difficult to read	Significant grammatical errors: tense, paragraph construction problems, fragments, run-ons	Moderate grammatical errors: some paragraph construction problems, fragments, run-ons	Minimal grammatical errors: spelling, word use consistent	Grammar/ mechanical usage exemplary
APA / Neatness/ Citation & Reference 20 %	Illegible, dirty, wrinkled paper, not stapled. Artistic/inappropriate fonts (require 12 pt. font Times New Roman). Little or no citation.	Not in 12 pt. font. No title and reference page; Citations do not meet requirement.	Legible, has title and reference page. Citations meet minimum requirements with some errors.	Legible. 1 inch margins, double-spaced, 12 pt. font. Has title, reference page. Citation adequate	Meets all standards and requirements

13. Grading Scale:

- ≥ 90 = A
- 80 to 89 = B
- 70 to 79 = C
- 60 to 69 = D
- < 60 = F

14. Classroom Accommodations:

If you are a student with a documented disability or a student with potential disability conditions, who requires an academic adjustment, auxiliary aids, or other similar accommodations, please contact the Center for Accommodations and Support Services (CASS) at 915-747-5148 Voice/TTY or email cass@utep.edu. You should also visit the CASS website at: <http://studentaffairs.utep.edu/cass>
Current physical location of CASS is at Room 106 Union East Building.

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

15. 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 sources and 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 & others).

16. Course Syllabus and Announcement:

This course meeting schedule is subject to change. It is the responsibility of the instructor to give appropriate notice of such changes, and it is the student's responsibility to take note of these changes. Also, it is the student's responsibility to check and/or retrieve announcements and course materials.

Tentative Course Schedule

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS DUE</u>	<u>ASSIGNMENTS DUE</u>
8/26	Introduction to course content/ syllabus	Chapter 1	
9/2	Freud and background on psychotherapies	Chapters 2 & 3	
9/9	Alfred Adler	Chapter 4	○ Journal 1 due
9/16	Neo-Freudians	Chapters 5 & 6	
9/23	Person centered counseling	Chapters 7 & 8	○ Quiz # 1 due on BB
9/30	Existential therapy	Chapter 9	
10/7	Gestalt therapy/ Constructivism and other emerging therapies	Chapters 10 & 11	○ Quiz # 2 due on BB
10/14	REBT	Chapters 12 & 13	

10/21	Cognitive therapy	Chapters 14 & 15	○ Quiz # 3 due on BB
10/28	Behavioral and cognitive behavioral therapy	Chapter 16	
11/4	Reality therapy	Chapters 17	○ Quiz # 4 due on BB
11/11	Family Systems approaches	Chapter 18	
11/18	Integrating theories	Chapter 19	○ Journal 2,3, & 4 due
11/25	Group presentation		○ Quiz # 5 due on BB ○ Group presentation handout & PowerPoint slides due
12/2	Group presentation		○ Group presentation handout & PowerPoint slides due ○ Case Conceptualization and Treatment Program Paper due
12/9	Final Exam Week	Culminating Activities TBA	○ Counselor Self-Portrait due