



EDPC 5341 THEORIES OF COUNSELING

Class Information

University of Texas at El Paso
College of Education
Educational Psychology and Special Services
Education Building 311
Fall 2017; M 5:00 PM -7:50 PM

Professor Information

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Office: Education Building 706

Office Hours

Monday and Thursday 1:00PM - 5:00 PM and/or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.
- To help me keep track of emails from you, please include "EDPC 5341 *your last name*" in the subject line of any correspondence sent via email (e.g. EDPC 5341 Doe).
- I have created a listserv using your UTEP email address. If you do not use your UTEP Minors account regularly, please make sure your UTEP account forwards to the account you do use regularly.

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.

Methods 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.

Course & Learning Objectives

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:

Objectives	CACREP Standards	TEXAS Administrative Code	Learning Activities	Outcome Measures
GOAL A: The goal is for students to understand the history and philosophy of the counseling profession. (CACREP Standards 2.F.1. a)				
Objective A-1. Understand the history and philosophy of the counseling profession and the origins of the counseling specialty areas	2.F.1. a	Rule 239.15, Standard I (1)	Readings, lectures, and discussions (classroom and/or online environments) and class activities	Quiz (on the history and philosophy of the counseling profession)
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, & i)				
Objective B-1. Understand major counseling theories and models	2.F.5.a	Rule 293.15, Standard I (2)	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 quiz (on each chapter); <u>demonstrating of understanding of the selected theory on the group case conceptualization & presentation</u> ; and <u>understanding of counseling theory selected as your theory on individual counseling theoretical orientation paper</u>
Objective B-2. 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 quiz (on counselor characteristics of each chapter); <u>understanding of counselor characteristics on individual counseling theoretical orientation paper</u>
Objective B-3. Understand development of measurable outcomes for clients and counseling strategies and techniques for interventions and measureable outcomes for clients.	2.F.5.i & j		a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory and	a) b) and c) achieve a satisfactory score on each quiz (on counseling strategies and techniques for interventions of each chapter); <u>counseling</u>

			b) submission of a group case conceptualization paper & presentation	<u>program plan on the group case conceptualization & presentation</u>
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); <u>counseling program plan on the group case conceptualization & presentation</u>
Objective C-4 Understand the characteristics and needs of special populations Increase awareness in oppressed and discriminated groups	2.F.1.e 2.F.2.c	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 <u>case conceptualization and counseling program plan on the group case conceptualization & presentation</u>
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 <u>Develop a personal model of counseling on individual counseling theoretical orientation paper</u>

Required and Recommended Course Readings

You are expected to complete all required reading for each class session. 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 you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials may be placed on Blackboard within each class as well.

Required Text

Seligman, L., & Reichenberg, L. (2014). **Theories of counseling and psychotherapy: Systems, strategies, and skills** (4th ed.). Boston: Pearson.

Gladding, S. T. (2010). **The counseling dictionary: Concise definitions of frequently used terms**. Prentice Hall.

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.



Additional Readings and Materials

ACA 2014 Code of Ethics

www.counseling.org/resources/aca-code-of-ethics.pdf

Counseling Association (2014). **ACA Code of Ethics**. Alexandria, VA: Author.

Texas LPC 2011 Code of Ethics

www.txca.org/images/Resources/lpcethics2011.pdf

Additional materials to supplement the text will be provided in Blackboard.

Resources

Purdue Online Writing Lab (OWL)

[OWL](https://owl.english.purdue.edu/owl/) (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

American Counseling Association (ACA)

[ACA](https://www.counseling.org/) (<https://www.counseling.org/>) 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.

Chi Sigma Iota (CSI)

[CSI](https://www.csi-net.org/) (<https://www.csi-net.org/>) 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.

Helpful UTEP Resources

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/>) provides a variety of tutorial Youtube video clips. For example, *Find Full Text Articles* tutorial video clip might be very helpful if you have not searched scholarly journal articles before.

UTEP Writing Center <http://academics.utep.edu/writingcenter> Please see more on page 11 *Writing and Editing*

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

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

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

Course Requirements

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment. In addition to submitting these assignments through Blackboard, some must also be brought to the class to submit in person.

When submitting assignments, written documents must be in MS Word file format (.doc/.docx). Presentations must be in MS PowerPoint format (.ppt/.pptx).

Assignments	%	Points
Attendance & Participation	15%	75
Six Quizzes (Drop your lowest one; but must include Quiz 1)	25%	125
Three Reflection Papers	15%	75
Group Case Conceptualization and Counseling Program Project (Paper 80 points & Presentation 20 points)	20%	100
Individual Counseling Theoretical Orientation Paper	20%	100
Counselor Self Portrait	5%	25
Total Points Possible	100%	500

Attendance, Preparation, and Participation (75 points)

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because the class will be interactive and experiential, there is no way to get the information from a missed class; the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. You can earn up to 30 points for preparation and participation. Each class the instructor grades your preparation, active participations, and thoughtful contributions; and she will provide your total point at the end of semester.

You can earn up to 45 points for attendance. For each hour, you will earn 1 point. 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.). Our one class meeting is 3 hours. Thus, if you miss two class meetings and 1.5 hours; you may be subject to not passing this course.

Please use your time management skills properly and be on time and ready to learn at 5:00 pm sharp. 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.

Each time you come to class, find an attendance sheet and sign in. It is your responsibility to make sure you sign in every class. No signature means that you a 3 hour class meeting.

Class Quizzes

Up to 25 points will be awarded for each class quiz (total 125 points) but you may drop your lowest one quiz grade among quiz grades of quiz 2,3,4, 5 or 6 for your total grade (quiz 1 must be included) . 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).

- a. There will be six 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 our course syllabus. It will open at 8:00 pm Monday August 28th, and closes at 11:59 pm, Sunday, September 10th, 2017.
 - Quiz 2 covers CH 1, 2, & 3; and it will open at 8:00 pm Monday, September 11th, and closes at 11:59 pm Sunday, September 17th.
 - Quiz 3 covers CH 4, 5, 6 and it will open at 8:00 pm Monday, September 25th, and closes at 11:59 pm, Sunday, October 2nd, 2017.
 - Quiz 4 covers CH 7, 8, 9, 10 & 11; and it will open at 8:00 pm Monday, October 16th, and closes at 11:59 pm, Sunday, October 23rd, 2017.
 - Quiz 5 covers CH 12, 13, & 14; and it will open at 8:00 pm Monday, October 30th, and closes at 11:59 pm, Sunday, November 6th, 2017.Quiz 6 covers CH 15, 16, 17 & 18; and it will open at 8:00pm, Monday, November 20th, and closes at 11:59 pm Sunday, November 26th, 2017.

Reflection Papers (25 points each; Total 75 points)

- a. Students will write three reflection papers throughout the semester. Each reflection paper will be worth 25 points. Please check the deadlines for each reflection paper on the course schedule.
- b. Reflection papers will be submitted through Blackboard, in the form of a Word file.
- c. Reflection paper should be 1½ to 2 pages long. Points will be deducted if reflection paper is shorter than 1 ½ pages.
- d. Reflection papers 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 reflection papers should represent a good deal of effort and thoughtful, sincere self-disclosure and reflection of your growth as a counselor. These reflection papers 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.
- f. These are your reflections on your own personal, professional, and academic experiences and learning; and NOT summary of the chapter/class discussions.
- g. Your reflection papers include any other important ideas you have toward this class. This assignment 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.

- h. Each reflection journal responds to these four questions.
- 1) Select one or more concepts, techniques, or interventions of your choice from what you have learned in this course. Explain the item(s) that you selected in your own words and why the item stood out for you. (For example, Adlerian birth order)
 - 2) Write your own personal or professional experience that can be explained by the item that you selected (e.g. my siblings' characteristics can be explained by Adlerian birth order then provide your own personal observations of your siblings).
 - 3) Reflect on your own experience(s) via the theory, what did you learn about yourself?
 - 4) According to the theory, how could this concept be used when working with your own clients? As a future counselor, how would you like to use this item with your future client?
- i. **The reflection papers will be confidential and read only by Dr. Shin and other faculty members in counseling program** (except the permission is given).
- j. See **Appendix A** for evaluation criteria.

Group Case Conceptualization and Counseling Program Project (Total 130 points)

Later in this semester, students will form groups to complete this project. This project consists of two components: (1) case conceptualization and counseling program paper (80 points) and (2) group presentation (20 points).

1) Group case conceptualization paper (80 points)*

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 counseling 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 counseling 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 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. 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 does not include this section
- b. Introduction, General background information, and Theoretical Paradigm
 - Introduction briefly describes your client and what theoretical approach your group would like to use to work with this client.
 - 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 1-2 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 client 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. Client'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 client's dysfunction? If so, how?
- d. Behavioral description
- What is the client doing?
 - What observable behaviors contribute to the problem (perhaps information obtained through significant others)?
 - What is your analysis of the client'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 client's cognitions?
- f. Affective manifestations
- What is the client's 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 counseling program plan based on your theoretical perspective** that includes the following:
- General counseling information (such as time period of counseling program, frequency, duration of a session, format (individual/group/family)).
 - Goals of counseling program: 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.
 - Objectives for each counseling stage/session: Please make sure your objectives are SMART.
 - Interventions, techniques, and strategies for each stage/sessions in the counseling progress (What interventions, techniques, and/or strategies will be used?)
 - Please make sure to provide specific intervention, strategies, and techniques for each stage/session. Do not just list the name of interventions, techniques, of strategies.
- i. Cultural, legal and ethical considerations
- What cultural, legal and ethical considerations would be addressed for this particular client?
- j. Conclusion - personal reactions to the theory and brief summary of what you learned from working on this project with your group members.
- k. Reference page – Excluded from the body of the paper.

2) Group case conceptualization and counseling program presentation (20 points)

At the end of this semester, your group will present your case conceptualization and counseling 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 program plan
 - Is it long term? Short term? What about frequency of counseling? How long is a session?, etc.
 - Counseling goals
 - Objectives and interventions for each counseling phase or session
 - Counseling technique/intervention demonstration OR an experiential class activity for your classmates: Please make sure to facilitate the discussion after demonstrations or activity
 - Cultural, legal, and ethical considerations for this particular client.
- c. In class presentation must include PowerPoint slides (which should be readable from the back of the classroom)
 - d. You must provide a handout of your group's presentation to the class (2 pages, single spaced, printed on both sides; and in a Word file format).
 - e. See **Appendix B** for evaluation criteria (of case conceptualization and counseling program paper and presentation)
 - f. There are three deadlines for this Group project. A group produce one final group paper, one PowerPoint Slides, and one handout. However, each student has to submit the same work to BB each deadline.
 - 1) **Group Project Deadline 1:** Submit your group's Counseling Program Plan (Section h) to via BB by 11:59 pm, Sunday, Nov. 19th
 - 2) **Group Project Deadline 2:**
 - a. **If your group present on November 27**, submit your Group Project PowerPoint by 11:59 pm, Saturday November, 25th
 - b. **If your group present on December 4th**, submit your Group Project PowerPoint by 11:59 pm, Saturday December 2nd.
 - c. Dr. Shin will provide comments and feedback within 24hours.
 - 3) **Group Project Deadline 3:**
 - a. **If your group present on November 27**, submit your Group Project packet (including a final group paper, PowerPoint slides, and a handout) by 11:59 pm, Monday November 27th.
 - b. **If your group present on December 4th**, Group Project packet (including a final group paper, PowerPoint slides, and a handout) by 11:59 pm, Monday December 4th.

Individual Counseling Theoretical Orientation Paper (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 theory of your choice. Your paper should answer the following questions:

- (1) Which theoretical orientation you like most and why?
 - a. How this theoretical orientation fits you?
 - Please make sure to integrate your own personal values, likes and dislikes, skills, and natural attractions to the theory of your choice by providing specific examples of your experiences.
 - b. If your favorite theory is a combination of theories, explain how these two or more theories fit together.
- (2) What process is the most important in your favorite theory of counseling?
- (3) What is the relationship of a therapist and client in your favorite theory of counseling?
- (4) How do you assess the issues of the client in your favorite theory?
- (5) How do you assess the outcome of the counseling in your favorite theory of counseling?
- (6) In addition to common cultural, legal, and ethical considerations, what are special cultural, legal and ethical considerations to consider in applying your favorite theory of counseling?

- (7) In addition to general qualities of good counselors, what are the most important qualities of a good counselor for your favorite theory?
- In addition to general common qualities of counselors, what necessary counseling qualities do you have and which ones do you need to develop for this particular approach?
 - How would you trained to be expert in this particular approach? Are there any certification programs/training? What particular professional counselor education is needed in addition to Counselor License in Texas?
 - Are there any professional organization or conference for this particular approach? Is there any local ones?
 - Provide brief professional development plan.

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 (25 points)

Art 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. Your presentation consists of (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 as a counselor trainee*.

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 BB by logging in to www.my.utep.edu. It is recommended that you access BB from Firefox or Chrome. Using Internet Explorer creates numerous problems in BB, 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 BB link and look for the Theories of Counseling class.

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 quiz. If you want to take the quizzes at UTEP, you will need to actually log onto a computer on the UTEP LAN network (any computer lab).

Technical Problems

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. 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.

Some students may encounter unexpected technical problems (e.g. cannot access Blackboard, experience unexpected Blackboard maintenance, being force to shut down during tests, cannot submit assignments, etc.). You will not be given any opportunity to make up the credits that you lost unexpectedly.

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
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. *If you have a problem with BB, contact UTEP HELP DESK (Blackboard team) 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.*

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 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. 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!** If you have questions or concerns about your grades, you may ask in person. Email is not a secure method of communication for grades.

Late or Missing Assignments

Please plan ahead and use your time management skills. Schedule for submitting each assignment which is provided in the Course Schedule. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

Technology Requirements

The online portion incorporates a variety of resources, quizzes, and assignments provided online through Blackboard. Therefore, you will need to have a computer with a reliable internet connection and access to Microsoft Word and PowerPoint software. You are also encouraged to download the free anti-virus software to ensure your computer and submitted documents are free from malicious viruses or spyware.

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 by using the internet), but behaviors such as texting or searching the internet for non-course related content is considered unprofessional.

Time Commitment

Graduate students are expected to spend approximately 3 hours each week outside of the class for each credit they are taking. For example, a typical 3-credit course would require about 3 hours in class and 9 hours outside of class each week for a total of 12 hours. An official full-time graduate load is 9 credits, or a weekly time commitment of 36 hours, just as a full-time job would require 40 hours. There is a lot of material covered in this course; therefore, you are encouraged to manage your time wisely and plan ahead for some of the larger assignments to ensure you can work within these time requirements.

Flexibility Clause

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

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 & others).

Writing and Editing

UTEP has a writing center (<http://uwc.utep.edu/>) dedicated to develop writing skills including help with grammar and mechanics, paper organization, style, and argument. They also have a variety of online resources for writers to help improve your writing style. A writing partner may also help in the writing process; the peer review process is important in professional writing and ensures that your arguments are clear to the reader.

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (6th ed). This includes, but is not limited to, headings, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must use Times New Roman 12 point font and double space.

Your materials should be properly cited and/or quoted; however, you are encouraged to only use quotes minimally where there is no other way to say it better. Your papers may go through SafeAssign, a plagiarism detection software, when you upload them to Blackboard. If you still have questions about properly paraphrasing your sources, please see the instructor or visit the writing center for help.

Use of Technology in Course

Blackboard will be used for communication, distributing relevant course information, and submitting assignments. All written assignments should be saved with the file name: Course # _last name_ first name initial_assignment name (e.g., "EDPC 5341_Shin_S_Reflection Paper 1"). When e-mailing your professor about something related to this course, please use the following heading in the e-mail subject line: please include "EDPC 5341 your last name" in the subject line of any correspondence sent via email (e.g. EDPC 5341 Doe).

Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used when making presentations or providing demonstrations. Use of cell phones and laptops is considered discourteous and distracting when other students and the instructor are involved in demonstrations, discussions, or experiential activities.

Commitment to Professionalism

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.

Academic Integrity and Plagiarism

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/>

The International Center for Academic Integrity, comprised of a consortium of universities worldwide, defines academic integrity as "a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." As they relate to students, these values can be defined as follows:

Honesty: "adhering to standards of truthfulness and integrity"

Trust: participating in "an environment of confidence"

Fairness: abiding by the "standards, practices, and procedures" outlined by your instructors and institution

Respect: "encouraging a wide range of opinions and ideas"

Responsibility: assuming personal accountability and accepting sanctions in cases of misconduct.

Students are responsible for adhering to the above standards in all academic activity and refraining from all forms of academic dishonesty. According to the **UTEP Handbook of Operating Procedures**, academic dishonesty includes committing (or attempting to commit) the following:

- **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).
- **Cheating** – This includes copying another student's work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.
- **Collusion** – any collaboration with another student without the permission of the instructor.

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their "previously published work as new scholarship (p. 16)." It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

Students with Disabilities Who Require Accommodations

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 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.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance.

Course Schedule

You are responsible for reading assigned text, supplemental readings, and other resources located in Blackboard course website. You will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion. The list of readings below may change; follow the directions in the Blackboard for updated readings, videos, and activities due each class.

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.

Tentative Course Schedule

	Dates	Class Topics	Readings	Quizzes & Assignment Due
1	08/28	<ul style="list-style-type: none"> • Introduction to the course • Overview of course syllabus • Effective Treatment 	<ul style="list-style-type: none"> • Syllabus • CH 1 	<ul style="list-style-type: none"> • Complete APA Interactive Module (http://content.tcc.fl.edu/library/activities/APA/) and type your name and print out the certification. Bring it to Class 2.
2	09/4	Labor Day - No Class		
3	09/11	<ul style="list-style-type: none"> • Background-focused treatment systems & Freud 	<ul style="list-style-type: none"> • CH 2 & 3 	<ul style="list-style-type: none"> • Submit the APA Interactive Module certification in class on September 11th. • Quiz 1 and Reflection Paper by 11:59 pm, Sunday, September 10th (& bring a hard copy of your reflection paper 1 to class).
	9/16	Extra Credit APA Workshop at 10am on September 16, 2017 UTEP (the location TBA)		
4	09/18	<ul style="list-style-type: none"> • Adlerian 	<ul style="list-style-type: none"> • CH 4 	<ul style="list-style-type: none"> • Quiz 2 by 11:59 pm, Sunday, Sep 17th.
5	09/25	<ul style="list-style-type: none"> • Neo-Freudians (Jungian) 	<ul style="list-style-type: none"> • CH 5 & 6 	
6	10/02	<ul style="list-style-type: none"> • Person centered counseling 	<ul style="list-style-type: none"> • CH 7 & 8 	<ul style="list-style-type: none"> • Quiz 3 by 11:59 pm, Sunday, Oct 1st
7	10/09	<ul style="list-style-type: none"> • Existential therapy 	<ul style="list-style-type: none"> • CH 9 	
	10/14	Extra Credit Library Workshop at 10am on October 14, 2017 the UTEP Library Room 204B		
8	10/16	<ul style="list-style-type: none"> • Gestalt therapy & Emerging approaches emphasizing emotions and sensations (Narrative, SFBT, & Feminist therapy) 	<ul style="list-style-type: none"> • CH 10 & 11 	<ul style="list-style-type: none"> • Submit Reflection Paper 2 by 11:59 pm, Sunday, Sep 15th
9	10/23	<ul style="list-style-type: none"> • Thought-focused treatment systems & REBT 	<ul style="list-style-type: none"> • CH 12 • CH 13 	<ul style="list-style-type: none"> • Quiz 4 by 11:59 pm, Sunday, Oct. 22nd
10	10/30	<ul style="list-style-type: none"> • Aron Beck and Cognitive therapy 	<ul style="list-style-type: none"> • CH 14 	
11	11/06	<ul style="list-style-type: none"> • Action-focused treatment systems & Behavior and cognitive-behavioral therapy 	<ul style="list-style-type: none"> • CH 15 & 16 	<ul style="list-style-type: none"> • Submit Reflection Paper 3 by 11:59 pm, by 11:59 pm, Sunday, Nov. 5th
12	11/13	<ul style="list-style-type: none"> • Reality therapy • Group work day 	<ul style="list-style-type: none"> • CH 17 	<ul style="list-style-type: none"> • Submit Quiz 5 by 11:59 pm, by 11:59 pm, Sunday, Nov. 12th • Bring your own laptop if you have one.
13	11/20	<ul style="list-style-type: none"> • Family system approaches • Integrating theories 	<ul style="list-style-type: none"> • CH 18 • CH 19 	<ul style="list-style-type: none"> • Group Project Deadline 1: Submit your group's <u>Counseling Program Plan (Section h)</u> by 11:59 pm, Sunday, Nov. 19th
14	11/27	<ul style="list-style-type: none"> • Students' group case conceptualization and counseling program presentations 		<ul style="list-style-type: none"> • Submit Quiz 6 by 11:59 pm, Sunday Nov.26th • Please see page 9 for Group Project Deadlines 2 and 3.
15	12/04	<ul style="list-style-type: none"> • Students' group case conceptualization and counseling program presentations 		<ul style="list-style-type: none"> • Submit Individual Counseling Theoretical Orientation Paper by 11:59 pm, Sunday December 3rd. • Please see page 9 for Group Project Deadlines 2 and 3.
16	12/11	<ul style="list-style-type: none"> • Final Exam Week • Course wrap-up 		<ul style="list-style-type: none"> • Counselor Self-Portrait presentation

**This course schedule is subject to change.*

Appendix A
Reflection Paper Evaluation

Total Points for EACH Reflection Paper	25
<p>1. Contents</p> <ul style="list-style-type: none"> ▪ Topics relevant to counseling and course ▪ Demonstrates clear understanding of course materials (e.g., principle, concepts, techniques, strategies, class discussions) <ol style="list-style-type: none"> 1) Select one or more concepts, techniques, or interventions of your choice from what you have learned in this course. Explain the item(s) that you selected in your own words and why the item stood out for you. (For example, Adlerian birth order) 2) Write your own personal or professional experience that can be explained by the item that you selected (e.g. my siblings' characteristics can be explained by Adlerian birth order then provide your own personal observations of your siblings). ▪ Other counseling relevant topics includes professional identity & development, ethical and legal issues, diversity issues, special populations, etc. ▪ NOT a summary of the chapter or class/group discussions 	/10
<p>2. Self-reflections</p> <ul style="list-style-type: none"> ▪ Effectively demonstrates how you have grown in thinking about your own ideas and thoughts on counseling process by incorporating with your personal and professional experiences ▪ Reflects integration of course materials and self-reflection on personal, professional, and academic experiences ▪ Demonstrates growth of self-awareness <ol style="list-style-type: none"> 1) Reflect on your own experience(s) via the theory, what did you learn about yourself? 2) According to the theory, how could this concept be used when working with your own clients? As a future counselor, how would you like to use this item with your future client? ▪ Do NOT just list what happened to you or what you experienced 	/10
<p>3. Quality of academic writing</p> <ul style="list-style-type: none"> ▪ Length of paper (1 ½-2 pages long, excluding references) ▪ Followed APA Publication Manual 6th edition format ▪ Cover page (including title, name, and school) ▪ Appropriate format <ul style="list-style-type: none"> ○ 1 inch margins ○ Double-space ○ Time New Roman, size 12 ○ Citations adequate (in-text citations) ▪ Grammatical errors or spelling ▪ Reference page (APA reference list) 	/5
EACH Reflection Paper	/25

Appendix B
Case Conceptualization and Counseling Program Project Evaluation

Case Conceptualization and Counseling program <u>Group Paper</u>	80
<p>(1) Paper covered each section according to the syllabus outline</p> <ul style="list-style-type: none"> ▪ Demonstrated clear understanding and knowledge of course materials applied in each section ▪ (Please see the outline listed on pages 7 and 8 from the syllabus and follow thoroughly) <p>(2) Quality of:</p> <ol style="list-style-type: none"> 1. Case conceptualization descriptions 2. Theoretical Paradigm (Did you effectively use literature to support selected theory/theoretical perspective?) 3. Appropriately cited five current peer-reviewed journal articles as references that are related to the theory <p>(3) Counseling program plan based on the case conceptualization and our theoretical perspective</p> <ul style="list-style-type: none"> ▪ Goals of counseling program (Long-term goals? Short term goals?) ▪ Objectives of counseling program (Objectives for each counseling stage/session) ▪ Counseling program plan for each phase in the counseling progress ▪ Are your counseling program plans are specific? (how long, often, duration of a session, etc.) ▪ Did you provide specific intervention, strategies, and techniques (which are aligned with the selected theory) for each session <p>(4) Cultural, legal and ethical considerations</p>	/70
<p>Quality of academic writing</p> <ul style="list-style-type: none"> ▪ Did the paper follow APA Publication Manual 6th edition format? ▪ Length of paper (8 pages, excluding abstract and reference pages) ▪ Did the paper include references to <u>at least five counseling journal articles</u> (outside of our textbook)? 	/10
Case Conceptualization and Counseling Program <u>Group Presentation</u>	20
<p>1. Presenters understood and were knowledgeable?</p> <ul style="list-style-type: none"> ▪ Demonstrated understanding of selected theory and concepts? ▪ Did they read from slides or scripts? (They should not.) ▪ Did each group member have an opportunity to present? 	/5
<p>2. Presentation was engaging and informative?</p> <ul style="list-style-type: none"> ▪ Counseling program plan (including a role play demonstration of using counseling techniques or an experiential class activity for/with your classmates) ▪ Were the presenters enthusiastic and professional? ▪ Did they use multimedia materials? ▪ Was the presentation informative and useful? ▪ Did the group process the intervention/technique that they demonstrated? ▪ Did the group actively facilitate class discussions during the Q&A session? 	/7
<p>3. Presentation structure, organization and format:</p> <ul style="list-style-type: none"> ▪ Did the presentation last 30 minute? ▪ PowerPoint slides: are they readable from the back of the classroom? ▪ Did handouts support your group's entire presentation? Were they useful and informative? ▪ Handout: 1 pages, printed on both sides; and in Word file format. ▪ Handout should be outlined according to subheadings; single spaced. ▪ Reference list & citations in APA style. 	/5
<p>4. Deadlines:</p> <ul style="list-style-type: none"> ▪ <u>Group Project Deadline 1:</u> Submit your group's Counseling Program Plan (Section h) to via BB by 11:59 pm, Sunday, Nov. 19th ▪ <u>Group Project Deadline 2:</u> <ul style="list-style-type: none"> ○ If your group present on November 27, submit your Group Project <u>PowerPoint</u> by 11:59 pm, Saturday November, 25th ○ If your group present on December 4th, submit your Group Project <u>PowerPoint</u> by 11:59 pm, Saturday December 2nd. ▪ <u>Group Project Deadline 3:</u> <ul style="list-style-type: none"> ○ If your group present on November 27, submit your <u>Group Project packet</u> (including a final group paper, PowerPoint slides, and a handout) by 11:59 pm, Monday November 27th. ○ If your group present on December 4th, <u>Group Project packet</u> (including a final group paper, PowerPoint slides, and a handout) by 11:59 pm, Monday December 4th. 	/3
Total Point	/100

Appendix C
Individual Counseling Theoretical Orientation Paper
Evaluation

<p>1. Student clearly identified his or her own personal theoretical orientation</p> <ul style="list-style-type: none"> ▪ Which theoretical orientation you (student) like most and why? ▪ How this theoretical orientation fits you (student)? ▪ Did you (student) integrate his/her own values, likes/dislikes, skills, and natural attraction to the selected theory? ▪ Did the student share individual personal experiences? ▪ If your selected theory is a combination of theories, explain how they fit together. 	/30
<p>2. Student demonstrated his or her understanding of <u>the selected theory</u></p> <ul style="list-style-type: none"> ▪ What process is the most important in your theory of choice? ▪ What is the relationship of a counselor and client? ▪ How do you assess the issues of the client? ▪ How do you assess the outcome of therapy? ▪ Is there any cultural, legal and ethical consideration in applying this particular theory and techniques? 	/30
<p>3. Student demonstrated necessary counseling qualities to be a good counselor <u>in the particular approach</u></p> <ul style="list-style-type: none"> ▪ In addition to general qualities of counselors, what are the most important qualities of a good counselor for this particular theoretical orientation? ▪ In addition to general qualities of counselors, what necessary counseling training do you have and which ones do you need to develop for this particular approach? ▪ How would you trained to be expert in this particular approach? Are there any certification programs/training? What particular professional counselor education is needed in addition to Counselor License in Texas? ▪ Are there any professional organization or conference for this particular approach? Is there any local ones? ▪ Provide a brief professional development plan based on your research above. 	/30
<p>4. Quality of academic writing</p> <ul style="list-style-type: none"> ▪ Cohesion & Coherence (organization) ▪ Appropriate length (no more than 8 pages long) ▪ APA style (APA Publication Manual) ▪ References (of resources) 	/10
Total Point	/100