



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development**  
**Department of Counseling, Health & Kinesiology**  
EDCG 5311 Theories of Counseling  
Fall, 2024

<b>Instructor:</b>	Naomi Coleman Medina, PhD, LPC-S
<b>Meeting Time:</b>	Tuesdays, 7:00pm-9:45
<b>Location:</b>	On-line, Synchronous
<b>Contact Information:</b>	naomi.medina@tamusa.edu
<b>Office Hours:</b>	By appointment. Please send me an email to schedule an appointment should you like to meet.
<b>Zoom:</b>	<a href="https://tamusa.zoom.us/j/7562392799">https://tamusa.zoom.us/j/7562392799</a>

**Required Textbooks:**

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed). Cengage.

**Recommended Textbooks:**

Corey, G. (2017). *Student manual for theory and practice of counseling and psychotherapy* (10th ed). Cengage.

**Course Description:**

Study selected theories of counseling and their implications on selected personality and developmental theories. Various theorists have developed theories to explain and to account for human development and human behavior. All personality theories have counseling implications and this is an exploration of those counseling theories.

**Student Learning Outcomes:**

At the successful completion of this course:

- Students will demonstrate knowledge of evidence-based counseling theories and accompanying strategies.
- Students will demonstrate their aptitude in matching these counseling practices to a variety of client problems.
- Students will demonstrate the ability to select and apply culturally relevant approaches in an ethical manner.

- Students will demonstrate the capacity to select and apply approaches that are developmentally appropriate.
- Students will demonstrate knowledge of strengths and limitations in applying counseling theories to serve clients individually, in groups and from a systems perspective.
- Students will identify and clearly communicate their “provisional” theoretical orientation.

**CACREP Standards:**

Section 2: Professional Counseling Identity  
F. Counseling Curriculum

1. Professional Counseling Orientation and Ethical Practice
  1. self-care strategies appropriate to the counselor role
5. Counseling and Helping Relationships
  - a. Theories and models of counseling
  - b. A systems approach to conceptualizing clients
  - d. Ethical and culturally relevant strategies for establishing and maintain in person and technology assisted relationships
  - h. Developmentally relevant counseling treatment or intervention plans
  - j. Evidence-based counseling strategies and techniques for prevention and intervention
  - n. Processes for aiding students in developing a personal model of counseling
8. Research and Program Evaluation
  - b. Identification of evidence-based counseling practices

Section 5: Entry – Level Specialty Areas  
C. Clinical Mental Health Counseling

1. Foundations
  - b. Theories and models related to clinical mental health counseling

**TEA School Counseling Standards:**

**Domain II – Planning and Implementing the Developmental Guidance and Counseling Program**

**Competency 006 – Counseling**

The school counselor understands how to provide effective counseling services to individuals and small groups

**Course Assignments**

**Preparation and Participation.** The learning, application, and growth activities associated with a graduate program of study is a qualitatively different in comparison to obtaining an undergraduate degree. In some ways, the consequences of non-preparation and participation may impact your future clients more than they do yourself at this time. With those considerations in mind, it is your professional responsibility to actively and intentionally prepare for class through readings, making notations, identifying the presence of content in your natural environment, exploring content on your own, and bringing your reflections grounded in the intersections of these areas into course conversations. Furthermore, the counseling profession is one grounded in support and communication. Thus, it is imperative to contribute to class experiences through

respectful, supported dialogue. There is no credit or point values assigned to these activities. Instead, they represent the baseline expectations for all graduate coursework.

**Preparation Checks.** Students will complete 10 preparation checks prior to the beginning of several listed course topics starting with the second class meeting. Each preparation check will consist of 2-4 multiple-choice items that reflect the main points, terminology, and concepts associated with masters-level content and/or assigned reading relevant to the topic of the week. Students will complete these preparation checks via Blackboard prior to the beginning of each class meeting that addresses the related course module. These preparation checks will total 20 points (20%) toward your overall course grade.

**Midterm and Final Examinations.** Students will complete an examination following the completion of the course module 1 (Foundational Theories) and module 2 (Contemporary Theories) is composed of multiple-choice and short answer items. Students will complete the midterm and final examinations via Blackboard. These examinations will total 50 points toward your final grade (25 points or 25% each) toward your overall course grade.

**Theories Paper.** Student will complete a literature review of 2 counseling and psychotherapy theories that are covered in this course (1 from Module 1, 1 from Module 2) and prepare a manuscript that (a) identifies and describes key concepts and features, as well as, (b) compares and contrasts the implications for evidence-based practice, mode of delivery, and culturally-responsive intervention. Specifically, your paper should include the following sections:

- 1) Introduction paragraph
- 2) Identification of major contributors and describe constructs/concepts
- 3) Identification and description of the similarities and differences for use with individuals versus groups
- 4) Description of the current state of evidence supporting the theory
- 5) Identification of cultural considerations related to the theory
- 6) Identification and discussion of how these theories current inform your evolving model of counseling practice.

This assignment is the Key Performance Indicator (KPI) for this course and students will submit the final document through the Tevera and assignment links located in Blackboard. This assignment is worth 30 points (30%) toward your overall course grade.

**Extra Credit- Attend a Professional Counseling Meeting.** The one opportunity for extra credit during this course is attending a professional meeting that is associated with counseling or counselor education such as an honor society or student organization meeting, local, state, or national counseling association meeting, or professional counseling conference. Completing a training is not eligible to receive credit. Provide documentation verifying your attendance with a 1-page synopsis of the event (3 things you learned, 2 questions that you still have about the meeting or topics, 1 prediction about how you may/may not be involved with the group in the future) and you can receive 5 points toward your overall course grade.

**Key Performance Indicator:**

**CACREP CORE OR SPECIALTY AREA: Counseling and Helping Relationships**

The Professional Self-Investigation Paper (Theories Paper) is used to determine the level of student knowledge and skills related to the following CACREP Standards:

- 5.a. theories and models of counseling
- 5.b. a systems approach to conceptualizing clients
- 5.j. evidence-based counseling strategies and techniques for prevention and intervention
- 5.n. processes for aiding students in developing a personal model of counseling

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

**KEY PERFORMANCE INDICATOR: Theories Paper**

- 1) The student will identify and research two evidence-based theories
- 2) The student will discuss how the theories reflect their developing model of counseling
- 3) The student will discuss how these theories address the needs of clients individually, in group and from a systems approach

**GRADING RUBRIC: Theories Paper**

Criteria	Ratings			Total
	5 points	3 point	0 points	
Theories Identified and Explained	Two evidence-based theories are identified and fully explained	Two evidence-based theories are identified but not fully explained	Paper is not centered on two evidence-based counseling theories	
Original Source Books References	Includes 2 book references from original source	Includes 1 book reference from original source	No book reference or the use of summative text books	
Counseling Journal References	Includes 3 references from peer reviewed counseling journals	Includes 2 references from peer reviewed counseling journals	Fewer than 2 references are from peer reviewed counseling journals	
Theory relevance regarding systems, group & individual applications	Addresses 3 of these areas	Addresses 2 of these areas	Fails to address these areas	
Developing model of counseling and relevance	Content is appropriate and supports the	Coverage of topic needs improvement	Content doesn't adequately address the	

	student's development		student's development	
Quality of Writing	Student utilizes appropriate quality of writing including APA format and length	Student demonstrates minimal quality in writing style including APA format and length	Student fails to demonstrate minimal quality in writing style including APA format and length	

Grading criteria for the Theories Paper include:

- 1) Cover page
- 2) Abstract
- 3) Two identified theories
- 4) Discuss how each of the selected theories address:
  - a. Individual application
  - b. Group application
  - a. A systems approach
  - b. The student's developing model of counseling
- 5) Length (8 Pages of text minimum- not counting abstract, references or cover page)
- 6) References (3 Journal Articles and 2 books - *textbooks may not be utilized as references*)
- 7) Paper format (APA 7<sup>th</sup> Ed.) with running head

### EVALUATION PROCESS:

The professor will complete the following rubric to assess Theories Paper. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
28-30	Mastery	4	Able to perform at a high level without supervision on a consistent basis
22-27	Proficient	3	Able to perform without supervision on a consistent basis
17-21	Developing	2	Able to perform with supervision on a consistent basis
11-16	Beginning	1	Able to perform with supervision on an inconsistent basis
0-10	Inadequate	0	Unable to perform with supervision

### KEY PERFORMANCE INDICATOR SCORE:

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

### Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of

other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

### **Student Rights and Responsibilities**

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage: <http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

### **Cheating and Plagiarism**

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

### **Use of Generative AI in Association with Course Assignments**

There is a variety of AI programs available to assist in completing assignments, yet AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop during your course of studies as a means to organize and communicate your positions and impressions of subject material. Students must obtain permission from the instructor before using AI composition software like (e.g. ChatGPT) for any assignments in this course. Using these tools without instructor permission puts your academic integrity at risk. Additionally, assignments submitted through the course Turnitin platform in BlackBoard will include AI detection as a part of the standard plagiarism screening.

### **Class Attendance**

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

Attendance policy stands for synchronous on-line classes. To be considered attending, you must have your video on. Otherwise, you will be counted absent. Excessive absences (more than 2) will result in a grade letter deduction from your final grade for each absence. Please e-mail before class if you are unable to have your video on. Two tardies (entering ten minutes or later after class begins or leaving 10 minutes or earlier before class ends) will count as one absence.

Please adhere to the following video etiquette:

- Please sit in a private, quiet area when you attend class.
- Be on time, and if you need to leave the online class you must inform the instructor and explain why you are leaving the online class earlier.
- Dress properly and respect the classes as if you are attending the classes physically in a classroom (no pajamas, no inappropriate positions such as laying in the bed, no smoking).
- You must attend with your video cameras “ON” for entire class time.

### **Absences for Religious Holidays**

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

### **Research on Human Subjects**

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the Disability Support Services webpage:

<http://www.tamusa.edu/studentengagementsuccess/dss/AccessDSS/index.html>

### **Message for pregnant and parenting students:**

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or

activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Dr. Jo Anna Benavidez-Franke, Associate Vice President for Student Engagement and Success.

### **Incompletes**

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

### **Dropping a Course**

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

## **IMPORTANT POLICIES AND RESOURCES**

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.



Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at [www.tamusa.edu/Writing-Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community.

While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

### Students' Rights and Responsibilities:

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

### **Grading Policy**

	(points)
A=	90-100
B=	80-89
C=	70-79
D=	61-69
F=	Below 60

## Course Requirements

CACREP Standards	Assignments	Due Dates	Points
Sec.2:F.5.d,n	Class Preparation Checks	Please See Schedule	20
Sec.2:F.5.a,d,h,n Sec.5:C.1b Sec.2:F.1.1	Midterm Examination	Please See Schedule	25
Sec.2:F.5.a,b,d,h Sec.5:C.1b	Final Examination	Please See Schedule	25
Sec.2:F.5.a,b,d,j,n Sec.2:F.8.b Sec.5:C.1b	Theories Paper (KPI Assignment)	Please See Schedule	30
	Extra Credit		5

## Schedule of Course Activities

Date	Topic/ Assignments	Assigned Materials
<b>Aug-27</b>	<b>Introduction to Course Objectives</b> Syllabus & Process Review; Elements of a Theoretical Orientation; Differences between Counseling & Therapy	Corey 1-3
<b>Sept-3</b>	<b>Psychoanalysis &amp; Psychodynamic Approaches</b> Prep Check 1  due on Blackboard by 7:00pm	Corey Ch. 4 Freud (1925)
<b>Sept-10</b>	<b>Adlerian Counseling/ Individual Psychology</b> Prep Check 2  due on Blackboard by 7:00pm	Corey Ch. 5 Adler (1935)
<b>Sept-17</b>	<b>Existential Counseling &amp; Therapy</b> Prep Check 3  due on Blackboard by 7:00pm Extra Credit Questionnaire due by 7:00pm	Corey Ch. 6
<b>Sept-24</b>	<b>Person-Centered Counseling &amp; Therapy</b> Prep Check 4  due on Blackboard by 7:00pm	Corey Ch. 7 Murphy & Joseph (2016)
<b>Oct-1</b>	<b>Gestalt Counseling &amp; Therapy</b> Prep Check 5  due on Blackboard by 7:00pm	Corey Ch. 8 Brownell (2016)
<b>Oct-8</b>	<b>Relational-Cultural Theory</b>	Jordan (2017)

Foundational Theories

Contemporary Theories and Interventions			Duffey & Somody (2011)
	<b>Oct-15</b>	<b>Midterm Examination</b> (Available on BB, Available 10/12 at 8:00am through 10/15 at 11:59pm. <b>Class will not meet on 10/15</b> ) <b>Submit Module 1 Theories Paper Selection to Instructor</b> Please submit through Blackboard in the Module I link	
	<b>Oct- 22</b>	<b>Behavioral Counseling &amp; Therapy</b> Prep Check 6  due on Blackboard by 7:00pm	Corey Ch. 9
	<b>Oct-29</b>	<b>Cognitive Behavioral Counseling &amp; Therapy</b> Prep Check 7  due on Blackboard by 7:00pm	Corey Ch. 10 Beck & Haigh (2014)
	<b>Nov-5</b>	<b>Standard Dialectical-Behavioral Therapy</b> <b>Radically-Open Dialectical-Behavioral Therapy</b> Prep Check 8  due on Blackboard by 7:00pm <i>Time will also be allotted to discussion of Theory paper</i>	Koerner, Ch. 1 Lynch, Ch. 2
	<b>Nov-12</b>	<b>Post-Modern Approaches: Narrative Therapy &amp; Solution-Focused Brief Therapy</b> Prep Check 9 due on Blackboard by 7:00pm  <b>Submit Module 2 Theories Paper Selection to Instructor</b> <b>Please submit in Blackboard in the Module II link</b>	O'Connell Ch 2-3 Corey Ch. 15 Combs & Freedman (2012)
	<b>Nov-19</b>	<b>Feminist Counseling &amp; Therapy</b> <i>DUE: Extra Credit</i> Prep Check 10 due on Blackboard by 7:00pm	Conlin (2017) Vazquez (2021)
	<b>Nov - 26</b>	<b>Catch-up, Discussion of Theory paper</b>	
	<b>Dec – 3</b>	<b>Theories Paper Due by 7:00pm</b> <b>Please submit into Tevera and Blackboard under the Theory Paper link</b> <b>Class will not be held</b>	
	<b>Dec-10</b>	<b>Final Examination</b>	Available on BB from 12:00am – 11:59pm

- \* Schedule subject to change depending upon understanding of content and level of participation.
- \* Class content may overlap or carry over into following class meetings. Thanks in advance for your flexibility.
- \* University Writing Center assistance: <https://jagsync.tamusa.edu/organization/writing-center> (210) 784-1222
- \* Our research librarian is Kimberly Grotewold, [Kimberly.Grotewold@tamusa.edu](mailto:Kimberly.Grotewold@tamusa.edu) (210) 784-1519