



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development Department of
Counseling, Health & Kinesiology**
EDCG 5311 Theories of Counseling
Fall 2026

Instructor: Kami Ball, PhD, LPC-S, RPT-S, NCC
Meeting Time: Tuesday 7:00-9:45pm
Location: Zoom (Link on Blackboard)
Contact Information: ktran@tamusa.edu | (210) 784-2535 (office)
Office Hours: Tuesdays 3:00-6:00 and by appointment
Office Location: Classroom Hall 214 | Zoom ID:
<https://tamusa.zoom.us/my/dr.ball>

Required Textbooks:

Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed). Cengage.

Corey, G. (2024). *Student manual for theory and practice of counseling and psychotherapy* (10th ed).
Cengage.

Recommended Textbooks:

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:

Counseling Practice & Relationships	CACREP Standard	Curriculum/Evaluation Outcomes
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1.	Lecture; counseling theory presentation, theory paper, midterm and final exam, and in class activities.
2. case conceptualization skills using a variety of models and approaches	3.E.3.	Lecture; counseling theory presentation, theory paper, midterm and final exam, and in class activities.
3. evidence-based counseling strategies and techniques for prevention and intervention	3.E. 15	Lecture; counseling theory presentation, theory paper, midterm and final exam, and in class activities.
4. processes for developing a personal model of counseling grounded in theory and research	3.E. 21	Lecture; counseling theory presentation, theory paper, midterm and final exam, and in class activities.

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

Assignments & Activities

Note: Unless otherwise specified, all assignments must be typed. Grading rubrics for assignments may be found on Blackboard. All assignments are to be submitted to Blackboard at midnight of the assigned due date. Students are required to use the APA 7th editing writing style for the 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.

Case Conceptualization. (CACREP: 3E.1, 3, 15). Students will work in small groups to present a case conceptualization/theory application of their chosen theory to a fictional character in a movie. Students are to select a character from an approved movie (see below) and discuss how they would apply their theory to their clinical work with this character. All students must inform me in advance of their approved movie. The materials (in APA format) will be turned in on the day of the presentation. Presentations will occur during class on the assigned corresponding theory week (Example: If your group is presenting on “Barbie” as a client and using Feminist Theory, your presentation is due on 11/17 or the corresponding lecture date). Individual grades will be reflective of the final project. Your presentation should be well-organized, engaging, and informative. It should critically examine the assigned theory and provide practical insights into its application in counseling practice. Presentations will last 25 minutes, with a cap at 30 minutes and points deducted if over 30 minutes. Each group presentation should address the following key components: (see appendix for more).

Presentations will include:

- 1) Description of the client and presenting concern. Make sure you are including relevant client information (demographics, history (if available), and multicultural considerations).
- 2) Description of the theory being used (include research from at least 5 scholarly sources related to the efficacy and application of the theory).
- 3) Presentation of the conceptualization of the client from the theoretical lens.
- 4) Description of how you would work with this client from the theoretical orientation (number of session needed, interventions/techniques used, goals for counseling, how progress will be monitored, etc.).

Midterm and Final Examinations. (CACREP: 3E.1, 3, 15, 21). 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. (CACREP: 3.E.1,15, 21) Students 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.

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:

- 3.E.1 theories and models of counseling, including relevance to clients from diverse cultural backgrounds
- 3.E.15 evidence-based counseling strategies and techniques for prevention and intervention
- 3.E.21 processes for developing a personal model of counseling grounded in theory and research

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.

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.

Grading Policy

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

Course Requirements

CACREP Standards	Assignments	Due Dates	Points
Section 3.E. 1, 3, 15	Case Conceptualization	Throughout semester	25
Section 3E.1, 3, 15, 21	Midterm Examination	October 6	25
Section 3E.1, 3, 15, 21	Final Examination	December 8	25
Section 3E.1, 15, 21	Theories Paper (KPI Assignment)	December 1	30
	Extra Credit		5

Grade Distribution

A	B	C+/C/C-
90-100	80-89	79 or lower (Failure, Dismissal from Program or Repeat of Course)

Class Policies

Attendance, Participation, & Professionalism

Successful completion of EDCG 5311 is required for graduation and licensure. This class serves as a CACREP core class. Therefore, attendance is required, and class participation is expected. As the course is conducted in seminar format, student learners will actively direct and contribute to class meetings. It is the student's responsibility to complete all required readings prior to coming to class. Students are expected to read all class materials, reflect, and synthesize information prior to class meetings and be prepared to make meaningful contributions to class discussion. Lecture and class activities will not simply repeat the readings but rather add to them. The instructor reserves the right to deduct points from a student's grade due to lack of participation or preparation for class. Students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors (see Master's Student Handbook), engage in ethical behavior as defined in the American Counseling Association Code of Ethics, and adhere to TAMUSA's Academic Integrity Policy. As professionals, students also are responsible for making productive contributions to class discussions/activities and attending respectfully to others when not contributing directly.

Please remember, professionalism includes using technology (e.g., laptops, tablets, smart phones) appropriately in class. **Due to the sensitive nature of counseling courses, laptops and other electronics are not appropriate for experiential activities. This is a time to practice presence, active listening, and other basic counseling skills. Therefore, recordings during class are not permitted. Any student who records class instruction, discussion, experiential, or class time will be subject to a Fitness to Practice evaluation.** Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies.

Absences & Attendance

Students must let the instructor know as soon as possible if they will miss a class. Each unexcused absence will result in 10 points off the final grade. It is the student's responsibility to obtain all notes and handouts missed during their absence. In the event that a student misses more than 2 classes without a valid excuse, they will receive a failing grade. If a student misses more than 1 hour of class (accumulated), it is considered an absence. University policy will be followed for attendance problems. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion. Please note it is the student's responsibility to drop this course, if necessary.

Due Dates & Incompletes

All assignments are due at midnight of the assigned due date. Late work will result in a 10% deduction of points each day. Extensions will be granted at the discretion of the instructor prior to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Per TAMUSA's policy, a grade of incomplete will only be issued during the last 25% of the semester if the student is passing the course at the time and is unable to complete requirements due to the most extenuating of circumstances.

Format Guidelines

Unless otherwise indicated, assignments should be written in accordance with APA style (7th ed.). Regardless of paper formatting, all sources must be cited in APA format.

Confidentiality Limitations

An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the student's responsibility to determine the appropriate level of self-disclosure for class assignments. The instructor cannot guarantee the confidentiality of the information shared. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.

In this course, each student is required to reflect on one's own healing journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others' personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one's continued wellbeing and development as a professional in training and a person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact TAMUSA's counseling center or seek personal counseling at your own expense.

Professionalism

In this graduate counseling course, students are expected to uphold the highest standards of professionalism by treating others as they wish to be treated. This includes respecting diversity, maintaining confidentiality, and communicating empathetically and constructively. Students should arrive on time, come prepared, and actively participate in class and group activities. Collaboration and teamwork are essential, with conflicts addressed respectfully and professionally. Academic integrity, adherence to deadlines, and a commitment to self-care and ethical growth are vital.

A note about AI use: The counseling field requires unique skills sets, knowledge, and abilities other fields may not: **active listening and responding, conceptualization, and critical thinking.** When counseling clients, you are your biggest resource. **Please set yourself and your future clients up for success by refraining from AI use in this course.** It is imperative that you build those skills throughout the program so

you can remain ethical, present, and engaged in the therapeutic process with clients. Failure to adhere to this request may result in disciplinary action.

Harmful or discriminatory behavior will not be tolerated. Students engaging in harmful behavior towards one another or the instructor will be subject to remediation and gatekeeping practices.

My office hours are Tuesdays 3:00-6:00PM, via zoom. Meetings outside of office hours are available by appointment. Appointments can be scheduled via email at ktran@tamusa.edu. Emails will be responded to within 48-72 hours on weekdays; messages sent after 5:00 PM or on weekends will be addressed the next business day. To schedule an appointment, include your name, course, and a brief description of the topic to ensure a productive meeting.

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. Use of any AI software is subject to disciplinary action and program review.

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.

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 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

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. The Writing Center can also be reached by emailing 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) 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 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.

Schedule of Course Activities

	Date	Topic/ Assignments	Assigned Materials
Foundational Theories	Aug-25	Introduction to Course Objectives Syllabus & Process Review	Corey 1-3
	Sep-1	Psychoanalysis & Psychodynamic Approaches	Corey Ch. 4 Freud (1925)
	Sep-8	Adlerian Counseling/ Individual Psychology	Corey Ch. 5 Adler (1935)
	Sep-15	Existential Counseling & Therapy	Corey Ch. 6 Vontress & Epp (2015)
	Sep-22	Person-Centered Counseling & Therapy	Corey Ch. 7 Murphy & Joseph (2016)
	Sep-29	Gestalt Counseling & Therapy	Corey Ch. 8 Brownell (2016)
	Oct-6	<i>Midterm Examination</i> (Available on BB, Oct-1; due midnight 10/6)	
	Oct-13	Attachment Theory	See Blackboard
Contemporary Theories and	Oct-20	Behavioral Counseling & Therapy (DBT, EMDR)	Corey Ch. 9
	Oct-27	Cognitive Theory & Cognitive Behavioral (REBT, ACT)	Corey Ch. 10
	Nov-3	Choice/Reality Theory	Corey Ch. 11

Nov-10	Post-Modern Approaches: Narrative Therapy, Solution-Focused Brief Therapy	O'Connell Ch 2-3 Corey Ch. 13 Combs & Freedman (2012)
Nov-17	Feminist Counseling & Therapy	Conlin (2017) Vazquez (2021)
Nov-24	<i>Study Day No Classes</i>	

Dec-1	Relational Cultural Counseling & Therapy <i>Theories Paper Due</i>	Jordan (2017) Duffey & Somody (2011)
Dec-8	<i>Final Examination</i>	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

Appendices: Rubrics

GRADING RUBRIC: Theories Paper 30 pts

CACREP Standard: Section 3E. 1, 15, 21

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 student's development	Coverage of topic needs improvement	Content doesn't adequately address the 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 7th Ed.) with running head
5. *may not be utilized as references*)
6. Paper format (APA 7th 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

Case Conceptualization Rubric: 25 pts

CACREP Standard: 3.E.1,3, 15

Criteria	Exemplary (5)	Proficient (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Client Description and Presenting Concern	Thorough and well-detailed description of the client, including demographics, history, presenting concern, and multicultural considerations.	Clear and mostly complete description with minor gaps in detail or multicultural considerations.	Basic description provided but lacks depth or detail in one or more areas.	Limited or unclear client description with significant gaps in demographics or concerns.	Missing or inaccurate description of the client and presenting concern.
Theory Description and Research	Comprehensive and well-supported explanation of the theory, integrating at least 5 scholarly sources effectively.	Clear explanation of the theory with research support; minor gaps in integration of sources.	Basic description of the theory with limited research support or lack of integration of scholarly sources.	Incomplete or unclear explanation of the theory with minimal or inappropriate use of research.	Missing or poorly explained theory with little to no research support.
Theoretical Conceptualization	Insightful and thorough application of the theory to the client, with clear alignment between theory and client conceptualization.	Clear application of the theory to the client, with minor gaps in alignment or detail.	Basic application of the theory with limited insight or unclear alignment to the client.	Incomplete or unclear application of the theory to the client; lacks coherence or depth.	Missing or poorly applied theoretical conceptualization.
Intervention and Treatment Plan	Detailed description of how the theory would guide work with the client, including interventions, goals, session structure, and progress monitoring.	Clear description of treatment plan with minor gaps in detail or depth.	Basic description of interventions and goals with limited consideration of progress monitoring or session structure.	Limited or unclear treatment plan; lacks detail in interventions, goals, or session structure.	Missing or poorly explained interventions and treatment plan.
APA Format and Scholarly Writing	Consistently adheres to APA guidelines with well-organized, scholarly writing free of grammatical or formatting errors.	Mostly adheres to APA guidelines; minor grammatical or formatting errors.	Basic adherence to APA format with noticeable errors in grammar or formatting.	Inconsistent adherence to APA guidelines; significant errors in grammar or formatting.	Does not adhere to APA guidelines; writing is disorganized and contains numerous errors.

Pre-Approved Films & Series

Brave	Bohemian Rhapsody	Elton
Coco	Dumplin'	Gordita Chronicles
Encanto	Good Will Hunting	Shrinking
Never Have I Ever	Silver Linings Playbook	Soul Food
The Preacher's Wife	Selena	In the Heights
Real Women Have Curves	A Better Life	Minari
Finding Nemo	Barbie	Girl Interrupted
Frozen	28 Days	Elementals
Howl's Moving Castle	Girlfriends	A Wrinkle in Time
Inside Out 1 & 2	Wonder	Ted Lasso
Moana	Loot	My Neighbor Totoro
Princess Mononoke	Turning Red	Soul
Up	Unbreakable Kimmy Schmidt	Rocketman
Everything Everywhere All At Once		