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

Commented [NM2]: Name of Graduate Department, Title of Class

Instructor: Naomi Coleman Medina, PhD, LPC-S

Meeting Time: Tuesdays, 7:00pm-9:45pm
January 20-May 12, 2026

Location: On-line, Synchronous

Contact Information: naomi.medina@tamus.edu

Office Hours: By appointment. Should you like to meet, please send an email to me to schedule an appointment. I will do my best to accommodate your schedule.

Zoom: <https://tamus.zoom.us/j/7562392799>

Required Textbooks and Recommended Textbooks

Required Textbooks:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (11th ed). Cengage.

Recommended Textbooks:

Corey, G. (2017). *Student manual for theory and practice of counseling and psychotherapy* (11th 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
 - c. Ethical and culturally relevant strategies for establishing and maintain in person and technology assisted relationships
 - d. Developmentally relevant counseling treatment or intervention plans
 - e. Evidence-based counseling strategies and techniques for prevention and intervention
 - f. 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 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.

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.

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

Key Performance Indicator Information

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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 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

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.

Policy Regarding the use of Generative AI in your Theories Paper Assignment

There are a variety of AI programs available to assist in completing writing assignments (ChatGPT, Claude, Grammarly, etc.), 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.

Using generative AI is problematic for two principal reasons:

- (a) authorship requires the assumption of responsibility for content and the consent for content usage which AI software cannot provide, and
- (b) over-reliance on these tools may hinder the graduate students' development of essential skills related to authentic expression and representation of ideas, the creative process, critical thinking, conceptualization and organization of complex issues, and written expression which are fundamental to professional identity development.

Most important, as a counselor in training, your future role as a Licensed Professional Counselor requires trust and honesty. These traits are critical not only to the counseling relationship, but to maintaining the integrity of the counseling profession. Relying on AI to provide content for your written assignment is dishonest and is not a reflection of the counseling profession.

Theories papers will be submitted through the Turnitin platform in Blackboard. This platform will include AI detection as a part of standard plagiarism screening. In the event in which Turnitin generates a report that **over 20%** of your work was created or enhanced by generative AI, you will be at risk in terms of receiving full credit for your written assignment which would compromise your successful completion of this course. Should you feel it necessary to rely on AI such as ChatGPT, Grammarly, etc., you are encouraged to be sparing; 20% should allow a sufficient amount of assistance with punctuation, sentence structure, etc. Papers generating an AI detection report that exceeds 20% are at risk of receiving a "0." If you would like to discuss this prior to submission of your Theories Paper assignment, please contact me and we will arrange a time to talk privately.

Should you choose to use an AI generative software platform, you are required to include an AI disclosure statement on your title page that identifies the full name of the tool used with version number, how it was used, and the reason for use. The use of AI-generated content without proper attribution in this course qualifies as academic dishonesty and violates Texas A&M University-San Antonio's standards of academic integrity.

Please remember the university writing center (Jaguar Writing, Language, and Digital Composing Center (WLDCC) provides support and guidance for written assignments. More information on services provided by the writing center is below.

In the event Turnitin generated an AI detection report of greater than 20%, please understand that your disclosure of the AI generative software does not guarantee you will receive credit for your paper.

On a personal note:

The Theories Paper assignment should be a reflection of your grasp on the theories and interventions that resonated with you over the semester. In evaluating your paper, I will not be concentrating on your grammar and sentence structure. I want to hear what you think about these theories, how you feel about them, how you see yourself applying them in our work with

your client, and other areas as indicated in the syllabus and rubric. Consider this assignment as a way by which you can present a testament of what you have learned this semester, and how those theories will guide you in your development as an effective, caring, and ethical Licensed Professional Counselor.

Again, if you have additional questions or concerns regarding this policy, please reach out to me.

Texas A&M University San Antonio Important Policies and Resources



TEXAS A&M UNIVERSITY
SAN ANTONIO

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

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 provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students

wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. 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 with instructions and updates. To register or update your information visit the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). Download the [SafeZone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

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 by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. 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 **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). 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 [submit a CARE report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety 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 with an opportunity to make up any examination, study, or course 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.

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, equal 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 and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct 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 Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other

than those designated as confidential resources such as counselors and trained victim advocates) 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, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

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 administrative rule 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, and pregnancy/parenting 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 students' 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 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, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
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 a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [QSRR website](#).

Important Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	MLK Day – No Classes

Dates	Event
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete [Academic Calendar](#) as available on our website.

Graduate Class Policies/Cheating and Plagiarism Policy

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.

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.

Class Attendance and Video Etiquette

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, etc. Consider you are enrolled in a class, and proper decorum and respect for the educational environment should be exercised as though you were sitting in a classroom.
- You must attend with your video cameras "ON" for entire class time. If your camera is not on **throughout** class time, you will not be counted as present.
- In the event you are driving when class begins, for your safety and the safety of others, please do not turn your video on until you are situated.

- Please limit your conversations in the Chat option on Zoom during lecture. I deeply value hearing your thoughts and emotional responses to the information and am limited in my ability to attend to the Chat option while we are discussing the information.

"The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed." - Carl Jung

Incompletes and Dropping a Course

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.

Grading Policy

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

Course Requirements

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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.l	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

Please scroll down for course schedule.

Schedule of Course Activities

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Schedule of Course Activities

Date	Topic/ Assignments	Assigned Materials
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Foundational Theories

January 20	Welcome to Counseling Theories! Introduction to Course Objectives Syllabus & Process Review; Elements of a Theoretical Orientation; Differences between Counseling & Therapy; Professional Identity	Corey 1-3
January 27	Psychoanalysis & Psychodynamic Approaches Prep Check 1 due on Blackboard by 7:00pm	Corey Ch. 4 Freud (1925)
February 3	Adlerian Counseling/ Individual Psychology Prep Check 2 due on Blackboard by 7:00pm	Corey Ch. 4 Corey Ch. 5 Adler (1935)
February 10	Existential Counseling & Therapy Prep Check 3 due on Blackboard by 7:00pm Extra Credit Questionnaire due by 7:00pm	Corey Ch. 6
February 17	Person-Centered Counseling & Therapy Prep Check 4 due on Blackboard by 7:00pm	Corey Ch. 7 Murphy & Joseph (2016)
February 24	Gestalt Counseling & Therapy Prep Check 5 due on Blackboard by 7:00pm	Corey Ch. 8 Brownell (2016)
March 3	Relational-Cultural Theory	Jordan (2017) Duffey & Somody (2011)

Contemporary Theories and Interventions

	March 9-13	Spring Break!	
	March 17	<p>Midterm Examination (Available on BB on Saturday, 3/14 at 12:00am until Tuesday, 3/17 at 11:59pm.</p> <p>Class will not meet.</p> <p>Submit Module 1 Theories Paper Selection to Instructor</p> <p>Please submit through Blackboard in the Module I link</p>	
	March 24	<p>Behavioral Counseling & Therapy</p> <p>Prep Check 6 due on Blackboard by 7:00pm</p>	Corey Ch. 9
	March 31	<p>Cognitive Behavioral Counseling & Therapy</p> <p>Prep Check 7 due on Blackboard by 7:00pm</p>	Corey Ch. 10
	April 7	<p>Standard Dialectical-Behavioral Therapy</p> <p>Radically-Open Dialectical-Behavioral Therapy</p> <p>Prep Check 8 due on Blackboard by 7:00pm</p> <p>Time will also be allotted to discussion of Theory paper</p>	Koerner, Ch. 1 Lynch, Ch. 2
	April 14	<p>Post-Modern Approaches: Narrative Therapy & Solution-Focused Brief Therapy</p> <p>Prep Check 9 due on Blackboard by 7:00pm</p>	O'Connell Ch 2-3 Corey Ch. 15 Combs & Freedman (2012)

	<p><i>Submit Module 2 Theories Paper Selection</i></p> <p><i>Please submit in Blackboard in the Module II link</i></p>	
April 21	<p>Feminist Counseling & Therapy</p> <p><i>DUE: Professional Extra Credit</i></p> <p>Prep Check 10 due on Blackboard by 7:00pm</p>	Conlin (2017) Vazquez (2021)
April 28	<p>Catch-up, Theories Paper question</p> <p><i>Length of class time will depend on student engagement and necessity</i></p>	
May 5	<p><i>Theories Paper Due by 7:00pm</i></p> <p>Please submit into Tevera and Blackboard under the Theory Paper link</p> <p>Class will not be held</p>	
May 9	<p><i>Final Examination</i></p> <p>Available on BB Saturday, 5/9 at 12:00am until Tuesday, 5/12 at 11:59pm.</p>	

- * 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 (210) 784-1519