Theories of Counseling
Department of Human Services and Educational Leadership
Stephen F. Austin State University

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Office Hours: Mondays from 1:00 PM to 3:00 PM, 6:30 PM-6:45 PM & 9:15 PM- 9:30 PM
Wednesday from 4:00 PM to 4:30 PM & 7:00 PM to 9:00 PM
Available at additional times by appointment

Course Info
Term: Spring 2024
Course Name: PCOU 5331 Theories of Counseling
Credits: 3.00

Course Description: A survey of selected counseling theories.

Time/Location: Mondays from 4:00 to 6:30 pm in HSTC Room 314

Course Format: This course will use a variety of teaching methods including readings, discussions, class activities, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments before coming to class. Mastery of objectives will be demonstrated through participation in discussions, and completion of class activities and assignments.

Course Delivery: Face-to-Face, SFA Campus Instructional Method

Course Resources

Required Textbook:
*Additional readings will be made available in class or online as they are assigned.

Recommended Texts:

Required Technology: Students will need to set up and regularly check their university email account and BrightSpace. In addition to announcements in class, the instructor will use university email accounts and BrightSpace to communicate information regarding the syllabus, scheduling changes, handouts, etc. Students will need consistent internet and computer/laptop access for the duration of the course.
QClassroom Statement: (only add if you have QClassroom assignments or TimeLog Hours)
This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

Course Outcomes

Graduates of The Professional Counseling Program at SFA are competent and ethical counselors. Program learning outcomes are:

1. Ethical Standards and Legal Considerations: Counseling students adhere to strict ethical guidelines and maintain professional behavior. This includes maintaining confidentiality, obtaining informed consent, avoiding conflicts of interest, and ensuring the well-being of clients. Counseling students comply with the ACA Code of Ethics and the rules and regulations of Texas.

2. Multicultural Counseling and Social Justice: Counseling students understand theories and models of multicultural counseling, cultural identity development, and social justice. This includes recognizing and addressing issues related to cultural diversity and social inequalities in their counseling practice. They advocate on behalf of their clients and the profession itself to address institutional and social barriers that impede access, equity, and success for their clients.

3. Factors Affecting Human Development: Counseling students consider systemic and environmental factors that affect human development, functioning, and behavior. They apply theories of individual and family development across the lifespan to better understand and assist their clients.

4. Career Development and Assessment: Counseling students help clients assess their abilities, interests, values, and personalities to guide career development. They use assessment tools and techniques to aid clients in making informed career decisions.

5. Counseling Theories and Models: Counseling students apply various counseling theories and models to provide effective therapeutic interventions. These may include cognitive-behavioral therapy, person-centered therapy, and more.

6. Counseling Skills: Counseling students demonstrate competence in essential interviewing, counseling, and case conceptualization skills, ensuring they can effectively work with clients to address their mental health concerns. This includes gaining hands on experience working with clients in practicum and internship.

7. Group Counseling: Counseling students design and facilitate groups, employing ethical and culturally relevant strategies to help clients in a group setting.
8. **Assessment and Test Administration**: Counselors select, administer, and interpret assessments and tests ethically and in a culturally relevant manner to support their clients' needs. This involves understanding and analyzing test scores, psychological assessments, and other relevant data to make informed decisions about a client's mental health and to plan appropriate interventions.

9. **Research and Statistical Principles**: Counselors need to understand the scientific and statistical principles that underlie evidence-based research. This includes knowledge of research methods, experimental design, data analysis, and the ability to critically evaluate research studies to determine their quality and relevance. Counselors understand the significance of research in advancing the profession. They can critique research to inform their counseling practice and provide evidence-based interventions.

10. **Communication and Presentation Skills**: Effective communication is crucial for counseling students. They must convey complex mental health concepts and findings to clients, colleagues, and the public. This includes both oral and written communication.

**Course Objectives/Intended Learning Outcomes:**
The following are the learning objectives that align with CACREP standards for this course:
Specific student learning outcomes that align with CACREP standards appears in table below:

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<tr>
<th>Objectives/Learning Outcomes CACREP Standards</th>
<th>Method of Instruction</th>
<th>Performance Assessment</th>
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<td><strong>C.3 Lifespan Development</strong> Theories of Learning</td>
<td>Readings, Lectures, Class Discussions</td>
<td>Theory Summary Charts, Final Exam</td>
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<td><strong>C.4 Lifespan Development</strong> Theories of personality and psychological development.</td>
<td>Readings, Lectures, Class Discussions</td>
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<td><strong>D.1 Career Development</strong> Theories and models of counseling, including relevance to clients from diverse cultural backgrounds.</td>
<td>Readings, Lectures, Class Discussions</td>
<td>Case Conceptualization Papers, Final Exam</td>
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<td><strong>E.21 Counseling and Helping Relationships</strong> Processes for developing a personal model of counseling grounded in theory and research.</td>
<td>Readings, Lectures, Class Discussions</td>
<td>Theoretical Orientation Paper</td>
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<td><strong>H.2 Research and Program Evaluation</strong> Identification and evaluation of the evidence base for counseling theories, interventions, and practices.</td>
<td>Readings, Lectures, Class Discussions</td>
<td>Theoretical Orientation Paper, Theory Summary Charts</td>
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College of Education Outcomes: The content of this course aligns with the mission, vision, and core values of the James I. Perkins College of Education.

Vision: The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission: The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. To accomplish this mission, the goals of the Perkins College of Education are to:

• Provide transformational experiences for our students.
• Promote meaningful and sustained enrollment growth.
• Attract/support high quality faculty and staff.
• Improve and maintain an optimal college culture.
• Provide academic & co-curricular innovations.
• Increase connections with stakeholders.

Core Values: In the Perkins College of Education, we value and are committed to:
• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

Course Requirements:
1. Attendance is expected, required, and necessary to receive maximum benefit from the course.
2. Complete course assignments
3. Make valid contributions to class discussions.

Course Assessment, Evaluation, and Grading

Grading: All course requirements will be measured using either an examination, quiz or a grading rubric designed for that specific area of the class. All rubrics will be distributed in class and/or posted in BrightSpace.

A=100-90
B=89-80
C=79-70
D=69-60
F=59 and below
Course Assignments: The course includes the following assignments and how they are weighted in the final course grade. Full descriptions of course assignments will be distributed in class and/or posted in BrightSpace.

### Professionalism & Participation 10 points
Becoming a professional counselor means assuming responsibility for not only your clients' well-being but also for the well-being of your place of work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes maintaining confidentiality and respect in your presentations and management of clinical material; professional dress while working with clients; respect for colleagues, clients, faculty, and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; adhere to professional codes of ethics and so forth.

As a result, the evaluation criteria for this assignment will be based on the above-mentioned areas of professionalism and participation. Additionally, students will be given the opportunity to self-evaluate towards the end of the semester, which will not determine their awarded points but will be taken under consideration in the evaluation process.

### Theoretical Orientation Paper (2 Parts) 30 Points
Becoming a counselor is not about learning about *doing* counseling, but rather about *being* a counselor. As a result, in this class, you will not simply be asked to recall knowledge about theories but instead to integrate the knowledge of the field with the person YOU are. One way we do this is through your theoretical orientation paper. In this assignment, you will discuss the way you see people, the counseling process, and the role of the counselor. This assignment will be completed through two different parts, the initial paper & the final paper.

**10 Points: Initial Draft (Feb 4th)**
Early on in the semester, you will write a paper about your theoretical orientation. You might be thinking “I don’t have a theory, that is why I am in this class.” However, if a friend was struggling with their mental health, there are things you would probably do for them. You might listen, make sense of the situation, and do something, this is your theory (even if you did not think of it that way). Our values, beliefs, and experiences have given each of us both wisdom and biases. These wisdom and biases shape the way we see people and our responses to people. For this initial paper, spend time reflecting on personal experiences, beliefs, and values that might help or get in the way of your development as a counselor. You will then write a four (no more than six) double-spaced page APA formatted initial paper discussing your personal theory. The initial paper will only be submitted to BrightSpace.

**20 Points: Final Draft (April 28th)**
After we have gone through the different theories in the textbook, you will have an opportunity to now revisit your initial paper (and feedback) and integrate the knowledge you have gained from the readings into your theoretical orientation. It is likely that your views have changed since
writing your initial paper. That is okay, discuss this change in your paper. You will then write a six (no more than eight) double-spaced page paper for your final theoretical orientation paper. The rubric for the final paper can be found on BrightSpace. The final paper will be submitted on BrightSpace.

Theory Summary Charts (4x 5 Points) 20 Points
Students will complete a theory summary chart referencing theories assigned in the course syllabus and schedule. The theory summary chart is designed to be a support for you as you read the textbook chapters on therapies and review for upcoming exams. A summary chart outline and rubric will be on BrightSpace. Each theory summary chart will be worth 5 points. Charts will be submitted in BrightSpace.

Case Conceptualization Papers (4x 5 Points) 20 Points
Students will apply their understanding of theory to a clinical case through a written conceptualization of the case. For this assignment, you will write a two-double page response to a case study, using a selected theory from the corresponding section. More information will be provided on BrightSpace. These papers will be submitted on BrightSpace.

Cumulative Final Exam (May 10th) 20 Points
The final exam will cover course content from assigned readings and class lectures. The exam will include 40 multiple-choice questions. The exam will be open-book and time-limited. The assignment will be accessible through D2L.

Late Work Policy: All assignments are on the date/time indicated on the syllabus and/or in BrightSpace. Assignments cannot be submitted in person, hand delivered, dropped off, mailed, faxed, or emailed. Late submissions of assignments will be penalized at 2 points per day/partial day past the due date. The final exam and case conceptualization paper are not eligible for late submission. Repeated late submissions will impact you professionalism grade.

Extra Credit: Students are afforded sufficient credit opportunities by fulfilling class requirements. There are no extra credit opportunities in the course.

Dropping the Course: Students that need/want to drop the course will need to consult the academic calendar and the registrar’s office for dates, deadlines, fees, and official arrangements to drop the course. Students should meet with their faculty advisor to discuss how dropping the course affects their degree plan.

Candidacy: Course instructors continually observe students and share these observations in a variety of ways during the current course as well as during candidacy. Informal and formal feedback from instructors is intended to facilitate student growth towards the attitude, knowledge, and skills to become an ethical and professional counselor.

Course Evaluations: Near the conclusion of each semester, students in the College of Education can electronically evaluate courses. Evaluation data is used for a variety of important purposes including course and program improvement, planning, and accreditation; instruction evaluation purposes; and making decisions on faculty tenure, promotion, pay and retention. As you evaluate
this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

In the James I. Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Policy:** Important course related policies:

- **Course Grades (Including WH), Policy 5.5**
- **Final Course Grade Appeals by Students, Policy 6.3**
- **Academic Accommodation for Students with Disabilities, Policy 6.1**
- **Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**
- **Class Attendance, Policy 6.7**
- **Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other other SFA Policy Information***

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

The **Code of Student Conduct and Academic Integrity (HOP 04-106)** outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of
materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic
experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**Link to SFASU’s Handbook of Operating Procedures (HOP)**

**Resources**

**On-campus Resources:**
The Dean of Students Office
(Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet)
936-468-2401

SFASU Human Services Counseling Clinic
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Student Counselor Ethical and Professional Behavior: All students are expected to adhere to the ACA Code of Ethics and the Rules and Regulations outlined by the Texas State Board of Examiners of Licensed Professional Counselors throughout the program. Violations of the ethical code or professional rules or regulations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

Course Schedule

Course Changes: In the event that a course shift occurs, the instructor will consider what, if any, course changes are necessary given the shift in course delivery. If changes are made, the course instructor will share those changes in writing as a News Item in BrightSpace.

Schedule of Course Activities: The schedule of course activities are included in a calendar below. The topics and dates are tentative and subject to possible revision/change, should the need arise.

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<th>Assignments Due</th>
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<td><strong>January 22, 2024</strong></td>
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<td>Introductions/Syllabus</td>
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<td><strong>Week 2</strong></td>
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<td>Chapter 4</td>
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<td></td>
<td>Psychoanalytic Therapy</td>
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<td>Freud (1940)</td>
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<td><strong>Week 3</strong></td>
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<td>Chapter 5</td>
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<td>Individual &amp; Analytic</td>
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<td>Psychotherapy</td>
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<td>Adler (1979)</td>
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<td>Jung</td>
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<td>Week</td>
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