University of North Texas

College of Education Department of Counseling and Higher Education

Counseling Program

**COUN 5710 Counseling Theories**

**Course Syllabus: Fall 2014**

Meeting Times: Tuesdays, 6:00pm- 8:50pm Wooten Hall 219

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Teaching Assistants

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1. **Catalogue description**: Required upon first resident registration in program for master’s degree. The course focuses on professional orientation, selected theories of counseling as they apply to normal and abnormal behavior, and self-awareness through individual and group counseling. Degree plans are developed. Course should be taken concurrently with COUN 5680. 3 hours.
2. **Goals of the Course**: The goals of the course are twofold: 1) to provide an introduction to the counseling profession and UNT counseling program through the development of degree plans and familiarization with the Master's Student Handbook, and 2) to create a knowledge-base of fundamental counseling theories including the origins, philosophies, related research, and applications of the theory. These goals will be attained through didactic teaching methods, experiential learning activities, demonstrations and videos, as well as a review of current research and small group processing experiences.
3. **Tk20 Requirement:** This course requires one or more assignments that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess. Please go to the following link for direction on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website: <http://www.coe.unt.edu/tk20>
4. **CACREP Standards Addressed in COUN 5710**

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| Core Curricular Experiences | CACREP |
| 1. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
 | IIG5d |
| 1. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
 | IIG5e |

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| CMHC Outcomes | CACREP | Evaluation |
| 1. Understands a variety of models and theories related to clinical mental health counseling
 | CMHC A.5 | Final examination (key assessment); Counseling theory demonstration and reflective summary; Counseling theory presentation |
| 1. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
 | CMHC E.3 | Final examination (key assessment); Counseling theory demonstration and reflective summary; Counseling theory presentation;  |
| SC Outcome | CACREP | Evaluation |
| 1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students
 | SC C.1 | Final examination (key assessment) |
| Other Knowledge and Skills Outcomes | CACREP | Evaluation |
| 1. Recognize and explain Psychoanalytic Theory, Existential Counseling, Systems Theory, and Solution-Focused counseling as well as the following six counseling theories from which UNT counseling students may identify as their guiding theory: Individual Psychology, Person-Centered Counseling, Behavioral Counseling, Rational Emotive Behavior Therapy, Cognitive Counseling, and Reality Theory.
 | IIG3.a,b,e,f, h;IIG5b,c,d,e | Final examination (key assessment), Counseling theory demonstration and reflective summary, Counseling theory presentation |
| 1. Identify how the above counseling theories relate to counseling with a variety of populations, such as individuals, couples, families, and groups, clients across the lifespan, and diverse clients; a variety of concerns, such as career and substance abuse counseling; a variety of settings such as community agency, school, and college/university, and modalities such as long-term and brief counseling
 | IIG2 a, d;IIG3 a, b, e, f | Final examination (key assessment), Counseling theory presentation |
| 1. Recognize efforts to research and validate various theories of counseling; discuss empirically supported approaches and use of research to improve counseling effectiveness
 | IIG5d;IIG8e | Counseling theory presentation |

1. **Methods of Instruction**: The course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning activities. Course readings will provide the foundation for lecture, while in class experiential and small group activities will facilitate the formation of new knowledge through experience and reflection.

1. **Required Texts**:

Main text:

Fall, K. A., Holden, J. M., & Marquis, A. (2010). *Theoretical models of counseling and psychotherapy* (2nd ed.)*.* New York, NY: Brunner-Routledge.

Additional texts/readings:

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

UNT Counseling Program. (2014, Fall). *Master’s student handbook.* Denton, TX: Author.

 \*Additional readings may be posted on Blackboard throughout the course

1. **Grades**:
* Master's Student Handbook Quiz (5 points)
* Discussion Postings (25 points)
* Counseling Theory Demonstration and Reflective Summary (60 points)
* Theory Exam (60 points)
* Counseling Theory Presentation (50 points)
* Degree Plans, Enrollment Sequence, Master's Student Handbook Understanding and Acknowledgment Page, and Advisor Meeting Confirmation (no point value; inability to complete the degree plan will impact both the final grade in 5710 and standing in the program)

**Total = 200 points**

A: 180-200 points; B: 160-179 points; C: 140-159 points; F: 139 and below

1. **Assignments**:

**Master's Student Handbook Quiz** (5 points): Students will take a quiz assessing comprehension of the Master's Student Handbook. The quiz is taken at home and the Master's Student Handbook can be used.

**Degree Plans, Enrollment Sequence, Advisor Meeting Confirmation, and Master's Student Handbook Understanding and Acknowledgment Page**: Students will complete a Degree Plan as well as an Enrollment Sequence depicting their intended sequence of courses in their master's program at UNT. The Enrollment Sequence can be a Word document in which students identify the courses they plan to take in each semester (fall, spring, and summer) from now until graduation. The final Enrollment Sequence should include all courses listed on the Degree Plan. Each course name should be typed in its entirety and include the day the course is offered (i.e., COUN 5710: Counseling Theories (T)).

 Students will be assigned an advisor and must meet with their advisor before the date designated on the syllabus. Advisors are available to assist students while in the program and can be utilized as resources for questions regarding their Enrollment Sequence or Degree Plan. Information regarding the Degree Plan can be found in the Master's Student Handbook. The Master's Student Handbook is essential to success in the UNT master's program. Therefore, students must read the Handbook in its entirety and sign and submit the Understanding and Acknowledgement page at the end.

**Discussion Postings** (25 points): Throughout the semester, the teaching assistant will post discussion prompts on Blackboard. Prompts must be responded to by 3:00pm on Tuesday. Students must post thoughtful, reflective responses to 8 of the 13 prompts over the course of the semester. Postings will be given a score of 0-3 points based on the quality, accuracy, and level of reflection demonstrated (students will receive one point for responding to the first "test prompt," thus totaling 25 possible points for this assignment). If students choose to respond to more than eight prompts, their score will be calculated using their best eight responses. The purpose of the postings is to facilitate continued reflection and self-awareness to assist in the synthesis and integration of class material. Postings should be free from spelling/grammar errors and demonstrate application, analysis, and synthesis.

Discussion Postings Evaluation

3: Posting is thoughtful, reflective, and demonstrates a synthesis and application of knowledge from the chapter. The student answered the prompt completely with congruence and support. The response was well-written and thought-provoking.

2: Posting demonstrated that the student read the chapter and integrated some knowledge into the response, yet it was incomplete (the entirety of the prompt was not addressed or posting contained contradictory or unsupportive statements). Quality of writing was average. A two also may be assigned for late postings.

1: Posting did not demonstrate reflection, thoughtfulness, or a synthesis of information. Writing quality was below average and response did not address the discussion prompt. Posting was not submitted on time.

0: Posting not submitted

**Counseling Theory Demonstration and Reflective Summary** (60 points): Students will work in pairs to practice counseling from one of the following theories: Adlerian, Person-Centered, Behavioral, Cognitive, REBT, or Reality. Students will record their sessions in the CHDC on the dates designated on the course schedule. The session will be a demonstration of the application of a specific counseling theory with the use of basic counseling skills in response to a client issue. The "clients" will be peers in the class and must be prepared to provide an issue they would like to discuss for 25-30 minutes (please note, these session recordings are for the purpose of a class assignment. Therefore, the course instructor will be viewing all sessions. Client issues should be appropriate for the purpose of this assignment. If students are experiencing issues that are inappropriate for the purpose of this assignment, they should be discussed with their community counselor). Each student will serve as both the counselor and client requiring a total of one hour in the clinic.

 Following the recording of the session, each student will review her or his taped session and determine the ten best consecutive minutes for the instructor to view. Students will write a reflective summary critiquing their work. The summary should be no more than five pages and include the following components:

Client conceptualization: From your theory, how are you conceptualizing your client? Include references to how your theory regards change, client growth, and development, as applied to your client. This section should be a description of your understanding of your client's issue from the perspective of your chosen theory. No diagnoses are to be included in this paper.

Application of theory: Provide examples of how you integrated your theory into your session (this could be actual techniques, questions, reflections or counselor conceptualizations that led to specific in-session behaviors). For example, a student working from a cognitive theoretical orientation may write, "I understood my client's primary issue to be the result of the automatic thought 'I am responsible for the happiness that other people experience.' Therefore, I asked my client if he could identify his self-talk after his friend left the room in anger." Additionally, discuss ways that your theory could have be incorporated into your work. What could you have done differently? For example, "From a person-centered orientation, I could have explored this condition of worth with a reflection stating, 'You only feel valuable when your father expresses his approval of your work.'"

Treatment plan: If you were to continue working with this client from your chosen theory, what would your treatment goals include? What interventions/techniques might you employ? What would progress look like for your client from this theoretical lens?

All reflection summaries must include a title page and adhere to APA style (6th edition). Students should review the APA manual to ensure correct formatting. Reflective summaries will be submitted one week after the taping takes place (see syllabus).

**Counseling Theory Presentation** (50 points): Students will work in groups to present the application of a theory to a fictional character in a movie. The theory of the group project must be different from the theory selected for the Counseling Theory Demonstration and Reflective Summary assignment. Group members are to select a character from an approved movie (see below) and present how they would apply their theory to their clinical work with this character. Each presentation will last 25 minutes and all group members must participate. The reference list (in APA format) must be turned in on the day of the presentation as well as peer evaluations of group member contributions. Individual grades will be reflective of the final project as well peer evaluations.

Presentations will include:

1. Description of the client and presenting concern (may play up to 5 minutes of class-appropriate video depicting the client in context).

2. Description of the theory being used (include research from at least 8 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 the group 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.).

Approved movies

The Princess Bride

The Soloist

When a Man Loves a Woman

I Can Do Bad All By Myself

Harry Potter

Hope Floats

The Sixth Sense

I am Sam

Rain Man

Freedom Writers

Conspiracy Theory

The Guardian

The Fighter

Rocky

The Holiday

Gladiator

The Proposal

Shrek

The Lord of the Rings

The Godfather

Hitch

Good Will Hunting

**Theory Exam** (60 points): Students will complete a final evaluation in class which will serve as their Tk20 Key Assessment for the course. The exam will include assessment items related to all theories presented in the course. Students can best prepare for the exam by reviewing both the required readings as well as course lectures and class discussions. Exam will be multiple choice, matching, and short answer.

**IX. Required Counseling Experiences**

**Individual Counseling**

The Counseling Program requires each counseling student to be a client in ten (10) sessions of individual counseling with the same qualified mental health professional. The purpose of this requirement is threefold:

1) The student has the experience of being a client,

2) The student has an opportunity for personal growth and self-awareness, and

3) The student has an opportunity to address issues that might otherwise limit his/her effectiveness in the counselor role.

Students taking COUN 5710 are accountable to their instructor regarding this requirement. Students not taking COUN 5710 fulfill the requirement during their first semester in the Counseling Program and are accountable to their advisor.

Students may complete the counseling requirement in one of several settings. These options are listed below in the order in which they are most frequently chosen by counseling students.

The counseling student should realize that mental health professionals in any setting are bound by rules of confidentiality. These rules specify that the professional may not disclose any information about a client to any unauthorized party without the client’s permission. When you begin your counseling experience, your counselor will provide you with informed consent documents and should engage you in a discussion regarding your rights and responsibilities as a client as well as others who will be involved in his or her supervision or peer consultations. Be sure to read documents carefully and ask questions so you understand how your counselor will handle your information.

Options:

**1) UNT’s Counseling & Human Development Center (CHDC)** is the Counseling Program’s practicum facility. Master’s students near the end of their programs and doctoral students in the first year of their program provide counseling under faculty supervision. Counseling for students is provided with the same level of confidentiality that a client would find in any mental health setting. Confidentiality will only be broken for required reasons and even then will be reported to the proper authorities, not to the Counseling program. The primary reasons for breaking confidentiality are suspected abuse of a child or elderly person, harm to self or others, or subpoenas and other legally required actions. Additional reasons for breaking confidentiality are outlined in the Notice of Privacy and Informed Consent Form, provided to you in the first intake appointment.

Because this is an educational facility, all counseling sessions are video-recorded so the counselor can review them. Sessions or session recordings also may be observed by the counselor’s faculty supervisor, doctoral supervisor, and/or practicum classmates; typically, only a small part of a session is observed by a few people. Recording and observation are intended to help the student counselor provide the best possible service to clients. A counseling student may receive the required ten sessions of counseling free of charge. The student may choose to continue beyond the required ten sessions for the regular center’s fee ($2/session for students). Each practicum is supervised by a faculty member and at least one doctoral supervisor. It is possible that student clients engaged in counseling will be observed by a faculty member or doctoral supervisor that the student has had as an instructor or will have as an instructor in the future. Supervising faculty members and doctoral supervisors consider this relationship to be confidential and will not share information provided in counseling with any other faculty member or student. Furthermore, faculty members and doctoral supervisors will not initiate conversations with student clients about their counseling nor indicate that they have observed their counseling sessions. Practicum counselors will provide COUN 5710 students with a professional disclosure indicating a faculty member’s supervision of the counselor. A COUN 5710 student may decide to pursue counseling at another practicum time or facility if he or she is uncomfortable with the supervising faculty member’s observation. In addition, if students are concerned that supervision of sessions by program faculty and advanced doctoral students may hamper their willingness to engage genuinely, students are urged to exercise their option to seek counseling in a setting other than the CHDC.

CHDC counseling sessions are usually offered afternoons and evenings Monday through Thursday. The CHDC is located in the east end of Stovall Hall on the UNT campus. COUN 5710 students who wish to seek counseling at the CHDC typically may indicate this on a sign-up sheet circulated during the first class meeting of the semester; this includes an opportunity to indicate preferred appointment times. Otherwise, appointments may be scheduled by contacting the CHDC at 940/565-2970.

**2)** Students may fulfill the counseling experience through counseling with a licensed **mental health professional or a professional in training who is working under the supervision of a licensed mental health professional**. A student who is uncertain whether his or her counselor qualifies should consult the COUN 5710 instructor or advisor. The student is responsible for paying the counselor’s regular fee. If a student has had 10 sessions with the same qualified mental health professional during the calendar year prior to beginning the Counseling Program, this experience may fulfill the requirement; to determine if it does, the student should confer with the COUN 5710 instructor or advisor.

**3) UNT’s Student Counseling Center** provides up to eight counseling sessions to any currently enrolled UNT student who has a clear concern that is interfering with maximal academic performance. Counseling sessions are included in Student Health Fee. Students who wish to continue beyond the eight sessions are typically referred outside the center. Counseling is provided by senior staff (counseling professionals and psychologists) and by graduate interns supervised by the senior staff. Because some of the center staff are associated with the Counseling Program and some are not, students may wish to request a counselor not associated with the Counseling Program. To make an appointment, call the receptionist at 940/565-2741 or visit Chestnut Hall room 311. Students who choose this option and are referred out prior to completing their 10 sessions may complete them with one qualified mental health professional.

**4) UNT’s Psychology Clinic** is staffed by psychology students who provide counseling under faculty supervision. Sessions are videotaped and observed by psychology faculty and fellow counselors. Because staff and supervisors are bound by confidentiality, they may not disclose to any unauthorized person-- including Counseling Program faculty-- anything pertaining to clients who are seen at the Clinic. The per-session fee ranges from $8 to $60 based on client’s gross annual income and family size. Sessions may be scheduled weekday morning, afternoons, or evenings. The Clinic is located on the UNT campus in the first floor of Terrell Hall. To schedule an appointment, contact the Clinic at 940/565-2631. To ensure an appropriate referral to a counselor at the Clinic, identify yourself as a counseling student seeking to fulfill your required counseling experience.

At the conclusion of the ten sessions, the student must obtain written verification from the mental health professional and provide it to the 5710 instructor or advisor. For counseling completed at the CHDC, the student should request a completed form from the counselor at the end of the tenth session. In all other cases, the mental health professional needs only to sign a letter written on their professional letterhead that states, “This letter is to verify that (student’s name) has completed ten individual counseling sessions with me.”

To make best use of the counseling sessions, the counseling student is encouraged to come to the first session with an identified issue or goal. If the student currently is not aware of any particular issue or goal, some valuable personal growth goals include: enhancement of some aspect of one’s current life such as career, friendships, significant relationship(s), or self-concept; a deeper understanding of one’s relationship to family of origin; or an exploration and clarification of one’s beliefs and values. A counselor’s self is his or her most important counseling tool; to develop that tool is to develop one’s effectiveness as a counselor. The counseling requirement affords the counseling student the opportunity to develop as both a person and a professional.

NOTE: COUN 5710 students may wish to consider the following information in making a decision regarding where to seek counseling services. In a review of the counseling requirement for our program, Oden (2003) found that of 140 Counseling students who completed the counseling requirement, the students reported participation in counseling improved their self-awareness at a statistically significant level. Of these students, 76% supported receiving counseling through the program clinic (CHDC) and 24% supported outside counseling. Students who engaged in counseling outside of the program clinic reported less ethical concerns than those who participated in counseling at the program clinic.

**Requirements for Completion of COUN 5710**

By the end of the COUN 5710 course you will need to submit to your class instructor the following three items:

1. A signed “Understanding and Acknowledgment” (last page of Master’s Student Handbook)

2. A completed degree plan (approved by the class instructor)

3. Verification of having completed 10 counseling sessions. In the event you are not able to complete the 10 sessions in the semester you are attending this course, it is your responsibility to contact the program office (Welch Street Complex 2).

**If these 3 items are not on file in the program office you may be administratively dropped from existing classes and blocked from future classes.**

COUN handbooks, understanding/acknowledgement forms, degree plans, etc. can be downloaded. There are also Tk20 guides on the website listed below:

[http://www.coe.unt.edu/counseling-and-higher-education/resources/counseling-resources](https://webmail.unt.edu/OWA/redir.aspx?C=GsWPn8wlf02L9TwkcY7OjeDBni35U88Ivwzrxr66OSg6cj9ChyIMqdvb9CrYaUx8Eey1LQ_N160.&URL=http%3a%2f%2fwww.coe.unt.edu%2fcounseling-and-higher-education%2fresources%2fcounseling-resources)

**X. Course Expectations**:

 *Attendance*: Due to the foundational nature of the course content and experiential design, attendance is essential. If necessary, students may miss one class with a valid excuse (such as illness or family emergency) and not face penalties related to their grade. Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. Each absence beyond the first will result in a loss of 10 points from the total grade. Therefore, students are advised to save their absence for emergencies such as unforeseen illnesses. In the event that a student misses more than three classes, he or she will receive a failing grade. If a student misses more than 1 hour of class, it is considered an absence. University policy will be followed for attendance problems. Chronic tardiness or early departure (arriving 15 minutes late or leaving 15 prior to the end of class) 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.

 *Readings and Assignments*: It is the students’ responsibility to complete all required readings prior to coming to class. Lecture and class activities will not simply repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due at the beginning of class on the date specified on the syllabus. Assignments may not be emailed to the instructor but must be provided in hard-copy format. A five percent grade reduction will occur for each day the assignment is late. Late assignments will only be accepted up to one week after the due date. 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.

 *Participation*: The experiential nature of the course requires participation from all students. Class discussion, experiential learning activities, and group processing will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation.

 *Electronic devices*: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing internet sites during class time may result in point deductions on final grade.

 *Confidentiality limitations:* An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class assignments and Blackboard postings. The instructor cannot guarantee confidentiality of 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.

 *Professionalism*: 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 UNT’s Academic Integrity Policy. As professionals, students are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others.

 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 remediation per Counseling Program policies. The following chart serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if *ALL* indicators are met. However, one need only have *ONE* area in which s/he is below expectations to necessitate remediation.

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| ***Meets professional expectations*** | ***Below professional expectations*** | ***Significantly below expectations*** |
| * 0 – 1 absences
* Rarely tardy or late from break
* Contributes more days than not
* Contributions reflect routine, careful preparation for class
* Attentive and respectful toward others when not contributing directly
* No concerns regarding personal characteristics
* Shows ethical integrity and adheres to *ACA Code of Ethics*
* No concerns regarding academic integrity
 | * 1-2 absences\* (see below)
* Frequent, minor tardiness
* Rarely contributes to class
* Contributions reflect occasional preparation for class
* Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars)
* Occasional or minor personal characteristic concerns
* If ethical violation present, concern is minor and student takes immediate action to remedy
* Minor, uninformed violations of academic integrity
 | * 2-3 + absences
* Persistent, minor tardiness
* Recurrent, major tardiness
* Contributions are rare or not productive
* Contributions reflect lack of preparation for class
* Behaviors detract from safe, scholarly learning environment
* Serious concerns regarding personal characteristics
* Major ethical violation or inability to understand ethical concerns
* Major, intentional violations of Academic Integrity Policy
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| *Indicators show potential for continued success in graduate school and beyond.* | *Final grade adjustment of ½ - 1 letters, conference with instructor, and/or competency concern report filed with Counseling Program.* | *Final grade adjustment of 1-2 letters, conference with instructor, and/or competency concern filed with Counseling Program. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per competency concern report.* |

**XI. College Information**:

*Academic Integrity and Academic Dishonesty***:** Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

*EagleConnect***:** All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

*SETE***:** The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Disability Accommodation***:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](https://webmail.unt.edu/OWA/redir.aspx?C=SqdS8zm-eEqNpJZlGIa3CwNlIWQAt88IAy9Bjq16EKFomQnjbj592Q6aUeLjWo9fLYTKAzIvCvs.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at 940.565.4323.

*Observation of Religious Holy Days***:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Student Behavior in the Classroom*: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr)

Tentative Course Schedule\*

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| Date | Topics Covered | Readings/Assignments | CACREP Standards |
| 8/26 | Introduction to Counseling Theory | Master's Student Handbook F. H. & M Chpt 1 |  |
| 9/2 | Psychoanalysis | F. H. & M Chpt 2* **Master's Student Handbook Quiz due**
* **Understanding and Acknowledgment Page due**
 | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 9/9 | Existential Counseling  | F. H. & M Chpt 5 | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 9/16 | Adlerian Counseling | F. H. & M Chpt 4 | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 9/23 | Person-centered Counseling | F. H. & M Chpt 6 | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 9/30 | Behavioral Counseling | F. H. & M Chpt 8* **Degree Plans and Enrollment Sequences due**

**Advisor Meeting Confirmation due** | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 10/7 | Cognitive Counseling | F. H. & M Chpt 9 | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 10/14 | REBT | F. H. & M Chpt 10 |  |
| 10/21 | Reality Therapy | F. H. & M Chpt 11* **Group 1: Counseling Theory Demonstration taping 1: 8:30-9:00pm**
 | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 10/28 | Systems Theory | F. H. & M Chpt 13* **Group 2: Counseling Theory Demonstration taping 1: 8:30-9:00pm**
* **Group 1: Counseling Theory Demonstration and Reflective Summary Due**
 | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 11/4 | Gestalt Counseling | F. H. & M Chpt 7* **Group 2:Counseling Theory Demonstration and Reflective Summary Due**
 | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 11/11 | Solution Focused and Narrative Approaches | F. H. & M Chpt 12 | IIG5e; CMHC A.5; CMHC E.3; SC C.1 |
| 11/18 | **Counseling Theory Presentations** |  | IIG5e; IIG5d, CMHC A.5; CMHC E.3; SC C.1 |
| 11/25 | Transactional Analysis and Emerging Theories | * **Verification of Counseling Forms Due**
* **SETE due**
 | IIG5d; CMHC A.5; CMHC E.3; SC C.1 |
| 12/2 | **Theory Exam** |  | IIG5d, CMHC A.5; CMHC E.3; SC C.1 |

\*Dates, assignments, and readings are subject to change. In the event of inclement weather and the cancellation of class, we will resume the schedule the following week and meet on 12/9 for the final theory exam.